

Gender analysis of Self-esteem and Academic Performance of College Students in Manuel S. Enverga University Foundation, Lucena City

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Abstract: The study investigated the influence of self-esteem on academic performance of male and female college students and established relationships between self-esteem and academic performance. Specifically, it described the demographic characteristics of students and analysed the relationship between self-esteem and students' attitude of male and female college students in the study area. Descriptive correlation type of research designed was used to sample 36 male and 66 females with the use of Krecie and Margan (1970) sample size formula. Structured questionnaire was used for data collection and the response rate was about 85.7%. Data collected were described with frequency counts, percentages, mean and standard deviation while the t-statistic in regression was used for data analysis. Among the results, it was found that more female enrolment was recorded in the study area. Respondents were found in their adolescent ages and students with the required experience were sampled for the study. It was found that self-esteem never influenced the academic performance of the male students but it did for the female because their perception had influence on their self-esteem. Therefore, any intervention that will be geared towards improving academic performance of male and female students must be based on their self-esteem with the use of gender less. This will allow stakeholders' interventions to produce desired effects. Parents and government should design programs that will attract and encourage more male enrolment and work on improving their self-esteem through counselling unit of the College.

Keywords: self-esteem, gender, academic performance, college students.

Introduction

Self-esteem is very critical to academic achievement of students, especially at high level such as high school and Colleges. From classroom presentations and debates to class participation and willingness to learn, a student's confidence in the perception of their value and worth in their academic capabilities is an indispensable part of their academic journey. Students in High schools, who typically fall under the developmental stage of late adolescence/young adulthood, often bear the pressure of having to deal with the load of heavy schoolwork while adjusting to the physical and psychological changes they are going through.

One of the most important aspects of a person's self-image or self-concept is self-esteem. As a result, self-esteem has been theorized and investigated by numerous researchers. Self-esteem according to Ferkany (2008) refers to the positive or negative feelings one has for oneself, which could manifest in a number of ways, but especially in an individual's self-confidence. While Self-esteem, according to Rosenberg (1965a), is one's total assessment of one's thoughts and feelings regarding oneself, as well as the positive or negative attitude toward oneself. Both Ferkany and Rosenberg viewed self-esteem as preceptory concept in humans that could manifest itself in either positive or negative light. Although one may view high self-esteem as being synonymous with pride and pride refers to the high regard one has for their self-worth and is considered an attitude or a vice while self-esteem is typically viewed under the context of a personality trait.

According to the American Psychological Association, high self-esteem is linked to having positive mental health. Studies have also found that you are better able to cope with stress, anxiety, and pressure (Nguyen et al., 2019). Individuals with low self-esteem think of themselves in relation to their worth and value in negative light, viewing

themselves as “not good enough” or being a failure. This feeling of low self-worth has been linked to a host of mental health issues among students such as anxiety, depression, and suicidal ideation, causing poor academic stress management and overall quality of life. High self-esteem on the other hand can cause an unrealistic inflation in one’s abilities. A student’s overconfidence in him/herself could lead to the loss of sight of one’s true capabilities and exaggerate their performance causing students to underperform academically. It has also been linked to positive social behavior as a study by Afolabi (2014) found that high self-esteem and growing up in a loving household was a recipe for positive academic achievement.

Self-esteem has long been regarded as one of the most essential elements in predicting academic achievement. Jerome et al. (2002), described self-esteem as a subjective construct of how individuals perceive themselves. In academics, perception equally plays a vital role in students’ performance as it is common for students to compare their results with the result of the class with an upward comparison in which they compare their grades with those of higher performing students and downward comparison in which they compare themselves with lower performances. Either comparison creates a perception of their performance.

Moreso, since self-esteem is related to peoples’ behaviour, gender of an individual may also play out in the analysis of self-esteem as male and female are noted to react differently to difference situations. It is also seen in gender roles in which the behavior of an individual is based on the perception of their gender. Therefore, gender development according to the government of the Philippines is the “recognition of the unequal status of men and women in society” and has sought to equalize the institutionalized differences of men and women perpetuated by culture, society, and other systems and structures within. The government has sought to do this by policy making through planning, budgeting, implementation, monitoring and evaluation. However, the actions taken to “equalize” the status quo of the relations between men and women in society have led to a lopsided approach favoring women, and rightfully so. Women have historically been relegated to the background in areas such as governance, the labor force and most importantly education. During the Second World War, the intensification of women’s rights grew due partly to their indispensable work in factories and other areas in the war effort. The realization of women’s valuable efforts in the war led to the “women in development” agenda in the 70s which included the United Nations and other partner agencies confronting challenges facing women in society in an attempt to ensure that human beings regardless of gender are treated equally, which in many parts of the world, particularly India, China, Africa and the Middle East, meant increasing the accessibility of education for women which was identified as the reason for the lack of women in the labor force. But in the search for gender equality the status of women, particularly in education has been raised, in a reasonable attempt being as though women and girls were lagging their male counterparts. The world, however, has made tremendous progress with 41% of females reaching tertiary education while only 36% of males attain this level globally (Statista 2021).

However, in Philippines, there figure is much lower as females have surpassed the males in education and there is need to catch up. Interestingly, self-esteem is an important component of what would be needed to formulate policies that would make the catch up rapid and work. Based on the available statistics sourced from the population census and BCS survey of Household Bulletin between 1948- 1970, the percentage of individuals aged 25 and above who had finished college or more where notably higher in males than females. This gap began to narrow in the mid-70s when the percentage of university educated females began to surpass that of their male counterparts, which became reason for concern when the welcomed increase in educated females saw the rather unexpected decline in educated males. One of the reasons that explain why the women to men ratio in colleges began to favor women is at least in part due to the women empowerment campaign the United Nations and member nations embarked on in the 70s. Another reason for this is due to the lower academic performance of boys relative to girls during their basic education yeas (Paqueo & Orbeta, 2019). Filipino authors Paqueo & Orbeta described this phenomenon as “reverse gender inequality” and over the last few years it has been recognised as an area of concern as the “traditional” disparity that existed between males and females in education has shifted, turning the male dominated system into a female dominated one. This is therefore calls for an investigation into the college students self-esteem analysis using a gender lens. Hence, the study was conducted to analysis College students’ self-esteem and Academic performance on gender basis. Specifically, the study described the demographic characteristics of college students, investigated the significant difference in the self-esteem level of male and female students and established relationship between male and female students’ self-esteem and their academic performance.

Methodology

Descriptive correlation research design was used and questionnaire was employed to gather data for the study. The use of descriptive research design allows for the examination of the variables as they exist in their current state. Descriptive research design involves the identification of attributes of a particular phenomenon based on observational basis, or the exploration of correlation between two or more phenomena (Williams, 2011). The use of such a study allows a researcher to describe the relationship that exists among the variables as they case may be here. A quantitative research method was found to be suitable for the study compared to a qualitative design which requires the researcher to interpret data without being able to compare variables or statistically group participants, qualitative research also draws data and information from numerous sources other than a purely numerical source derived from the interpretation of data given by participants of individual studies (Russell & Russell, 2012; Bansal & Corley, 2011).

The researcher understands that a qualitative design could give a deeper insight into the feelings of students who participated in the study, however, the data collected using qualitative data were uniquely valid to the educational institution of which the student participants were selected from. This would in turn make generalization and or inference of the results derived from the study inapplicable in other educational institutions. Additionally, quantitative study if much suited for larger samples as is the case for this study in which a sample size consisting of the 2nd to 4th year male and female students at College of X participated in the study. Using quantitative study produced numerical data that were better suited and easily communicable to the intended audience without the need for further explanation (Varaki *et al.*, 2015). The results generated using this method allowed for utmost objectivity, essentially allowing future researchers to reproduce the study with similar outcomes in different situations (Slater & Gleason, 2012). The use of correlational research design allowed for not only the description of existing variables but also a comprehensive investigation into the relationships between two or more variables (Porter & Carter, 2000). The instrument for the data collection, questionnaire, was developed by the researcher with the help of relevant literature review. The data were collected anonymously and confidentially using google forms and other online survey platforms.

The list of the target population of 2nd year to 4th year students was collected from the office of the Registrar in order to control from error. The list was also thoroughly checked for duplication of names to control for participation bias. From this list, a total population of 320 students was derived (107 males and 213 female students). The Krecie and Margan formula Table (1970) for determining sample size was used to select the sampling size from the target population of students from the target population of students from college X. With the use of the formula stated above, a sample size of 175, male and female 2nd to 4th year students were derived. Data analysis was carried out with descriptive statistics such as using frequency counts and percentages while Linear Regression analysis was done to make inferences as modelled thus:

$$Y = a + bX_1 + e$$

Where Y = dependent variable which is the self-esteem while X_1 is the independent variable which is gender.

Results and Discussion

Demographic characteristics

Analysis of data in Table 1 shows the frequency and percentage distribution of respondents based on age. The table reveals that 94 respondents, representing (92.2%) indicated 18 to 22 years of age, 7 respondents representing (6.9%) indicated the age of between 23 and 27 years and only 1 respondent representing about 1% of the total sampled respondents indicated that they were between 32 years and above. This implies that majority of the students are between the age of 18 to 22 years of age. This means that the respondents are still in their developing ages where self-esteem will be an important determinant of how far they would go in the achievement of their career goals. Age generally serves as determinant to several aspects of life. For instance, students graduate at a given range of age and according Terrier (2016), the percentage of individuals aged 25 and above who had finished college or more are increasing these days due to modernization and this keeps increasing all over the world, especially in developing countries. Also, the findings reveal that 12 respondents representing (11.8%) indicated sophomore, and 31 respondents representing (30.4%) indicated 3rd year while 59 respondents representing 57.8% indicated 4th year.

This implies that majority of the students' educational level is 4th year as they are more in number. The findings show that students who must have gotten the required experience and know how self-esteem could be used to achieve career goals were sampled. The use of these set of students would ensure results that reveal the impact of self-esteem on students' academic performance, as well as ensure the attitude of male and female students' abilities towards online and face-to-face teaching methods are obtained. This is the stage where the importance of self-esteem would be meaningful to the students and application of self-esteem to attaining academic performance for career development. Also, gender views of the students about self-esteem and academic performance would have been developed in preparation for a graduate program or in a way that would make them fit into the society as college graduates.

Furthermore, the findings reveal that 22 respondents representing (21.6%) indicated Bachelor of Arts in Communication, 5 respondents representing (4.9%) indicated Bachelor of Science in Environmental Science, and 7 respondents representing 6.9% indicated Bachelor of Science in Public Administration while 68 respondents representing 66.7% indicated Bachelor of Science in Psychology. This implies that majority of the students' program/course of study is Bachelor of Science in Psychology because they are more in number. The implication of this findings is that self-esteem, gender and academic performance are popular concepts that occur frequently in psychological texts and publications. This means that application of these concepts may be easy for the identified sampled respondents. They must have done many course-works on these concepts; thus, they would find them not strange with respect to this study. In addition, the American Psychological Association, a prominent organization which has provided adequate publications on some of the psychological concepts such as high self-esteem is linked to having positive mental health and this in turn related to concepts like stress, anxiety, and pressure (Nguyen *et al.*, 2019) that usually associated with people state of health. Therefore, the fact that students of Psychology students made the higher proportion of the sampled respondents will ensure that the a priori expectations of the research are achieved.

On the parents' ages, it was revealed that about 23 respondents representing (22.5%) indicated their mothers' age is between 40 to 45 years, 44 respondents representing (43.1%) indicated their mothers' age is between 46 to 50 years, 21 respondents representing (20.6%) indicated between 51 to 55 years and 8 respondents representing (7.8%) indicated between 56 to 60 years while 6 respondents representing (5.9%) indicated 61 years and above. This means that majority of the college student's mothers' age are between 46 to 50 years. The findings reveal that students' mothers' ages are still within the active and economically productive ages of less than 60- years. This implies that the students' self-esteem may be influenced positively by the active mothers who are educated and know the significant of self-esteem to child education and career goals. At the same time, mothers may also be useful in sharpening their children gender orientation as a form of basic home education which every child receives from their parents especially the mothers. This finding is in-line with the assertions of authors like Leary & Baumeister (2000) and Rosenberg (1965) that posited that teachers and parents among others have concentrated their efforts on increasing students' and their wards self-esteem, assuming that having a high level of self-esteem will result in a variety of beneficial outcomes and advantages.

For the fathers' ages, the findings revealed that about 13 respondents representing (12.7%) indicated their mothers' age is between 40 to 45 years, 29 respondents representing (28.4%) indicated their mothers' age is between 46 to 50 years, 35 respondents representing (34.3%) indicated between 51 to 55 years and 15 respondents representing (14.7%) indicated between 56 to 60 years while 10 respondents representing (9.8%) indicated 61 years and above. This means that majority of the college student's fathers' age are between 51 to 55 years. The fact that most of the fathers were found between 40 and 60 years of age implies that majority are in their productive age. This means that they would have the ability to monitor and educate their children self-esteem and assist their mothers to build such with a view to ensuring that the wards develop positive self-esteem towards their academic activities for optimum performance. The studies of Leary & Baumeister (2000) and Rosenberg (1965) that posited that parents focus their efforts towards developing their children self-esteem may be used to buttress the findings of this study.

On the mothers' education, it was revealed that 4 respondents representing (3.9%) indicated that their mothers' highest educational Level is elementary, 84 respondents representing (82.4%) indicated College/Bachelor's degree, 6 respondents representing (5.9%) indicated master's and 2 respondents representing (2.0%) indicated PhD while 6 respondents representing (5.9%) indicated vocational. This means that majority of the college students' mothers' highest educational Level is college/bachelor degree. The college/bachelor's degree possessed by most mothers in this finding will be an added advantage in the quest of mothers to improve on their children self-esteem in order to

perform well in their academic endeavors. This is because studies by Leary & Baumeister (2000) and Rosenberg (1965) had documented that parent usually make efforts towards improving their children self-esteem toward their academics. Therefore, parents with high educational qualification are expected to perform better in building their wards' self-esteem and gender orientation towards their educational performance and their career goals.

On the father's education, it was revealed that just 4 respondents representing (3.9%) indicated that their fathers' highest educational Level is elementary, 86 respondents representing (84.3%) indicated College/Bachelor's degree, 2 respondents representing (2.0%) indicated master's and PhD respectively while 8 respondents representing (7.8%) indicated vocational. This means that majority of the college students' fathers' highest educational Level is college/bachelor degree. The findings follow similar pattern with the mothers as most of the fathers possessed college/bachelor's degree educational qualification. This will also help fathers to guide their wards in the development of positive and favorable self-esteem to their studies. The supports of their fathers will also strengthen mothers' efforts toward achieving the same goals. The fact that Muhammad, Haider, Khalid (2019) argued that family plays crucial roles in the development of self-esteem of their children may be used to support the roles of fathers, especially those with higher educational status.

On the financial status of parents, analysis of data revealed that 19 respondents representing (18.6%) indicated that their parents' financial status is poor income less than p10,957, 34 respondents representing (33.3%) indicated low income but not poor between P9,520 to 21,194, 26 respondents representing (25.5%) indicated low middle income between P9,21194 to 43,828, 14 respondents representing (13.7%) indicated middle income between P43,828 to 76,669, 6 respondents representing (5.9%) indicated upper middle income between P76,669 to 13,484master's and 1(1%) respondent indicated high income between P131,484 to 121,140PhD while 2(2%) respondents indicated rich, at least P 219,140 and above. This means that the parents' financial status of majority of the college student is low income but not poor, between P9,520 to 21,194. However, developing positive self-esteem of children has never been linked to the financial status of parents but the parents' educational status and environmental influence as reported by Sang (2015) but in contrary, Prabhu & Shekhar (2017) documented that self-esteem had positive relationship with the parents' socio-economic status and income is a critical variable that form the socio-economic status of individuals. Thus, improving children self-esteem could be a function of their parents' income.

Table 1: Demographic characteristics

Age	Frequency	Percentage (%)
18 to 22 years	94	92.2
23 to 27 years	7	6.9
28 to 32 years	-	0
33 years and above	1	1
Educational level		
Fresh Man	-	-
Sophomore	12	11.8
3rd Year	31	30.4
4 th Year	59	57.8
Course of study		
BA in Communication	22	21.6
Bachelor of Arts in English	-	-

BA in Political Science	-	-
BSc in Biology	-	-
BSc in Economics	-	-
Bachelor of Science in Environmental Science	5	4.9
Bachelor of Science in Public Administration	7	6.9
BSc in Psychology	68	66.7
Mother's Age (years)		
40 to 45 years	23	22.5
46 to 50 years	44	43.1
51 to 55 years	21	20.6
56 to 60 years	8	7.8
61 years and above	6	5.9
Father's Age (Years)		
40 to 45 years	13	12.7
46 to 50 years	29	28.4
51 to 55 years	35	34.3
56 to 60 years	15	14.7
61 years and above	10	9.8
Mothers' Education		
Elementary	4	3.9
College/Bachelor's Degree	84	82.4
Master's	6	5.9
PhD	2	2
Vocational	6	5.9
Fathers' Education		
Elementary	4	3.9
College/Bachelor's Degree	86	84.3
Master's	2	2
PhD	2	2
Vocational	8	7.8
Financial status of parents		
Poor income less than p10,957	19	18.6
Low income but not poor between P9,520-21,194	34	33.3

Low Middle income between P9,21194- 43,828	26	25.5
Middle income between P43,828-76,669	14	13.7
Upper Middle income between P 76,669 – 13,484	6	5.9
High income between P131,484 – 121,140	1	1
Rich at least P 219,140 and above	2	2

Source: Field Survey, 2021

Differences in the perception of self-esteem among male and female

Results in Table 2 shows that shows the mean and standard deviation of responses on the perception of the influence of self-esteem on academic performance of students on gender basis. The table reveals that the male respondents agreed that they have a very sound academic initiative, and they always think of success in any examination they attempt. These were supported by mean scores of 2.80 and 2.89 respectively. Though, the respondents indicated disagreement to item 2 and 4 to 8 that they commend strong social attention among their classmates, and will never fail any examination in their lifetime, same way they disagreed that they command a lot of social attraction among their classmates and always have self confidence in any examination they partake. These were supported by mean scores of 2.47, 2.01, 2.20, and 2.33 respectively. In addition, the respondents disagreed that their academic self-efficacy is superior to that of their classmates and their classmates would always want them to be a member of their group assignment. Mean scores of 2.04 and 2.43 supported these. Among the female respondents, it was observed that they agreed with all the perceptual items except the statement that stated my academic self-efficacy is superior to that of my classmates with a mean value of 2.12; implying that the female respondents had negative disposition in this regard.

All the 8 item constructs have standard deviation ranging from 0.67 to 0.78 among males and 0.17 to 0.41 among the females. This means that the responses of the respondents are not widely spread as they are close to their respective mean scores. The table has a grand calculated average mean and standard deviation of 2.40 and 0.73 (Mean = 2.40, SD = 0.73) for the males and 2.99 and 0.17 for the females, which indicated disagreement for the males and agreement for the females. This means that self-esteem does not positively influence the academic performance of the male students but it does for the female students. The fact that female enrolment supersedes that of the male may be a way of encouraging them to perform better, hence they have positive disposition towards their academics.

Table 2: Differences in the perception of self-esteem among male and female

Item Statements	Male			Female		
	\bar{X}	SD	Remark	\bar{X}	SD	Remark
I have a very sound academic initiative	2.8	0.69	Agreed	3.31	0.19	Agreed
I commend strong social attention among my classmates	2.47	0.78	Disagreed	2.74	0.23	Agreed
I always think of success in any examination I attempt	2.89	0.74	Agreed	3.16	0.17	Agreed
I will never fail any examination in my lifetime	2.01	0.76	Disagreed	3.61	0.28	Agreed
I command a lot of social attraction among my classmate	2.2	0.72	Disagreed	3.29	0.31	Agreed
I always have self confidence in any examination I partake	2.33	0.71	Disagreed	2.51	0.37	Agreed
My academic self-efficacy is superior to that of my classmates.	2.04	0.67	Disagreed	2.17	0.18	Disagreed

My classmates would always want me to be a member of their group assignment.	2.43	0.74	Disagreed	3.11	0.41	Agreed
Grand mean	2.4	0.73	Disagreed	2.99	0.27	Agreed

Influence of gender on self-esteem

Table ‘coefficients’ as revealed in Table 3, shows the model coefficient (that is, the intercept and the slope). From the table, the results show that male perception (t-value = 0.816, p-value = 0.417) is not significant at 0.05 level but that of the female perception (t -value = 3.036, p-value = 0.05) was positive and significantly related to their self-esteem. This implies that male college students’ perception has no influence on their self-esteem while that of the female gender did. This shows that male and female college students had different perception of their self-esteem as female perception tends to positively influence their self-esteem. It could be inferred from this finding that both male and female college students’ academic performance may differ as their perception of self-esteem differs. This finding is in consonant with the finding of Stoet & Geary (2020) and Paqueo & Orbeta (2019) that posited that female students are overtaking their male counterparts in their performance in educational activities across the globe. However, Umar et al. (2015) finding was in contradiction to the above findings because no significant difference was found in the academic performance of male and female undergraduates in Northern part of Nigeria.

Table 3: Gender and self-esteem

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	2.896	0.109		26.481	0.000	2.679	3.113
Male	0.052	0.064	0.081	0.816	0.417	0.179	0.075
Female	2.718	0.895	0.628	3.036	0.050	0.361	0.289

Dependent Variable: Self-esteem

R = 0.681, R- square = 0.4637, Adjusted R-Square = 0.283

Perceived self-esteem and academic performance of male and female

Findings based on the study found that in the model summary table, the R value is (0.582), R square (0.339) and the adjusted R square (0.223). The value of R indicates a strong relationship between the observed and predicted values of the variables while the R-square value of 0.339 is an indication that 33.9% variation in the perception of male and female college students of their self-esteem could explain or predict only about 33.9% changes that occur to their academic performance. This implies that only about 33.9% proportion of variation in the dependent variable is explained by the regression model. Hence, the value of R-square (33.9%) indicated that the model properly fits the data. More so, the value of adjusted R (22.3%) showed that the value of R square closely reflected the goodness of fit of the model in the population. Specifically, it findings revealed the model coefficient (that is, the intercept and the slope). From the table the results show that male (t-value = 1.846, p-value = 0.068) is not significant at 0.05 level while the female perception of self-esteem (t = 4.872, p-value = 0.000) had significant relationship with their academic performance at 0.01 level of significance. The result signifies that there is no relationship between male college students’ perception of the influence of self-esteem on their academic performance but female perception of self-esteem influenced their academic performance. Hence, perception of male students’ self-esteem does not significantly predict their perceived academic performance while it does have influence among the female students.

Table 4: Perception of male and female students regarding the influence of self-esteem on academic performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95% Confidence Interval	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	2.721	0.183		14.896	0.000	2.359	3.083
Male	0.197	0.107	0.182	1.846	0.068	0.408	0.015
Female	0.872	0.183	0.318	4.872	0.000	0.271	0.128

Source: Field survey 2022

R = 0.582, R-square = 0.339, Adjusted R-square = 0.223

Conclusion and recommendations

Self-esteem among students is a state of being confidence of their worth and value as individual and this forms a critical part of their academic endeavour. Therefore, this study was conducted to analyse self-esteem and academic performance of students with respect to their gender orientation and establish relationships between self-esteem and academic performance of male and female. Descriptive correlation type of research designed was used with the use of structured questionnaire. The population of the study consisted of the entire students in their 2nd to 4th years in College X formed the study population. The total students’ population for the category of these students were 40 males and 132 females. Krecie and Margan (1970) sample size formula was used to sample statistically representative sample of 119. At the end of the selection procedure 36 male and 66 females; forming a total of 102 college students used for this study. The shows about 85.7% response rate.

Data collected were described with frequency counts, percentages, mean and standard deviation while the t-statistic in regression was used for data analysis. Among the results, it was found that more female enrolment was recorded in the study area. Respondents were found in their adolescent ages and students with the require experience who were between year 2 and 4 were sampled for the study. Interestingly, many of the students are in the department of Psychology. Students’ parents (both mothers and fathers) were found within their productive ages of less than 60 years and both parents had mostly B.Sc degrees. Many of the College students’ parents fell within the middle to poor income earners, although no single study has linked the development of self-esteem of individuals to parents’ level of income. The findings show that male and female students have positive perception about their self-esteem and as such their responses shows they have good self-esteem, although female were found to have slightly higher self-esteem than their male counterparts. It was found that self-esteem never influenced the academic performance of the male students but it did for the female because their perception had influence on their self-esteem. Therefore, any intervention that will be geared towards improving academic performance of male and female students must be based on their self-esteem with the use of gender less. This will allow stakeholders’ interventions to produce desired effects. Parents and government should design programs that will attract and encourage more male enrolment and work on improving their self-esteem through counselling unit of the College.

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