

LEARNERS' SELF-ESTEEM: “THE CONTEXT LEADING TO MODERN EDUCATIONAL ROUTE”

By

Alex Labial Señara, D.M.

Jugie J. Tabas, MAPOS

Faculty of Tagoloan Community College, Tagoloan, Misamis Oriental, Philippines, 2000

Abstract

The learner's self-esteem: the context leading to modern educational route such as 1) achieving their challenging goals reveals learner's predicaments and worries that their time frame might be consummated but the academic absorption and experience build-up is far from expectations. The findings can be potentially life-changing for learners in reshaping their learning avenues while it is also commendable for an academic institution to find remedial action that in one way or the other, help lighten the burden carried by learners' shoulders as they face the challenging life goals. 2) Values and ideals, suggested that part of the "new normal", the re-education should be established despite the difficulties since it has been noted that to maintain the learner's holistic personality lies largely on in-person activity 3) Goals and standards suggest that crafting, implementing of goals and standards for every institution should be clear. More so, that the learning practice today is shaken by the test of time, building and developing learners' self-esteem lies largely on the degree by which the goal and standard of the institution are implemented. 4) Performance reveals the likelihood that the distance learning of today serves as a link where students/learners' performance are dependent and can be more extensive through in-person learning. 5) Recognition shows that learners are looking forward to availing themselves, enjoying, and experiencing some forms of academic-related activities that are as a culture, being practiced. They are also inclined to have it outside the use of the social media platforms and making it different by which they consider the activity as lifetime experience 6) rewards reveal that they are more likely to receive rewards for the job well done but considering the time where restrictions overruled the societal experience, the loss of confidence and their self-esteem is evident due to the unfavorable turn of events. These are factors that contributed much to student development and hence, building their self-esteem in the presence of these uncertain times could be viewed in a negative position, and hence, strategy is needed to uplift students/learners' learning magnitude despite facing some degree of uncertainties. Generally, the attack of the COVID-19 is the source of all difficulties that make learners' self-esteem mellow down. Now, the institution must invest its capital in non-pharmaceutical facilities to address the declining learner's self-esteem.

Keywords: *Learners self-esteem: “the context leading to modern educational route”*

Introduction

The learner's self-esteem: the context leading to modern educational routes such as achieving their challenging goals, values and ideals, goals, and standards, performance, recognition, and rewards are amongst the many distracting factors faced by learners amidst this new normal. An individual who possesses healthy self-esteem can influence one's motivation. It describes a person's holistic subjective sense which creates a summation of personal worth or value. In the present educational landscape, self-esteem for anyone can be defined as the degree of appreciation for things and events regardless of the circumstances embrace by the environment. It is very important since it helps them decide on how to adhere to the unpredictable and unstable turn of events wherein the assurance of the desired learning has manifested a huge challenge overcoming it. Keeping a positive view may inspire them to leap higher towards the realization of one's desire. Learners should keep with them a mindset beyond normal as a tool in combatting an array of obstacles by knowing and understanding their skills and translating them into some tangible exhibit as an output.

The global crisis affects greatly the education sector in many ways where learners struggle to overcome and adjust to it. The long being out of its learning comfort zones will somehow reduce their

desire in acquiring knowledge due to some distractions/prohibitions, and some other constraints. Gone are the days when the normal way they enjoyed comes back for almost two years now, and coming back to the new normal remains to be seen. Institutions nowadays should come into a tactical approach since learners need to be energized and have a positive outlook that depicts basic learners as human in motivation. For one to be motivated, (Maslow) suggested that individuals need both appreciations from other people to build esteem. Both of these needs should come into play for learners to grow despite the odds and reach their full potential.

Methods

Since the researcher is a "Frontliner" documentary, ethnographic analyses and triangulation test validation for the period of one year covering the school year 2020-2021. Records and reports on the convergence of information from the survey of identified students in all levels. Thus, their executive reports received descriptively were triangulated to the ethnographic notes by the researcher within the period specified. Since the study deals on learner's self-esteem: the context leading to modern educational route, "veritas" (truth) on the quali-quantitative data, exchanges of ideas, and other prepondering shreds of evidence with the observation made were taken into consideration particularly, interviews and surveys within Misamis Oriental Philippines. This is to counter-check and ask for the confirmatory revalidation of the veracity and credibility of the respondents during the interplay of the documents. The five hundred (500) direct informant was "interviewed" through "Google meet," "Skype" and messenger whichever is made possible to every school focusing on issues covering the study. The identified area of the study was purposively randomized. Data tracing, and data triangulation were made to ensure the validity and its relevance to the findings of the study. The instrumentation used multimedia infrastructure and superhighways were assessed and evaluated thus the following findings are:

Findings/Discussion

The learner's self-esteem: the context leading to modern educational routes such as achieving their challenging goals, values and ideals, goals, and standards, performance, recognition, and rewards are amongst the many distracting factors faced by learners amidst this new normal, thus the findings are:

Challenging goals

Goals are statements set for every situation as tools that lead one's direction and the means of achieving it but this is embraced by different challenges. The complexity of this task requires a thorough understanding to deepen and widen the horizon of every concern. Goals bring forth an influence or motivation to the individual that impacts positive performance. In a time of uncertainties, a learner's self-esteem is tested facing very traumatic events happen where education is somewhat tricky as it faced a different level of obstacles ahead. The educational landscape is considered shaky as it faced the greatest threats and is considered as one gigantic crisis. Learners always as the endpoint to this impact are seeking for a solution to lighten the burdens brought by these uncertainties. Supports from every institution and including the third party like friends and family are needed contributory to the success in surpassing the challenges and benefit from it. Learners were in the school but the needed skills for their growth and development are curtailed due to some limitations and being out of the campus. Their learning desire in exploring to something is a challenge not only by the environmental change but to include the economic gateway that causes a potential change and worsens its outcomes if responding to the present circumstance is slow. This situation brings a profound impact which will result in losses of learnings and a potential increase in drop-outs. These challenging times contribute to having unequal learning, especially the less privileged compared to those who have favorable economic standing in terms of provision of appropriate materials.

Addressing the hindrances in meeting the set goals for learners could be detrimental to each success that they longed for. As the pandemic comes, the burdens of the learners begin to interrupt the normal learning process. Life changes up to the level where people are forced to redirect activities to align with the sudden environment change; adjust life from its normal comfort zones, and face different types of difficulties that affect students learning magnitude. The modified learning platform such as synchronous and asynchronous although the intention is good to fill in the gap brought by the pandemic was found to be not that effective due to some underlying problems like connectivity. Until this time, they embraced this shortcoming since the presence of the feared variety of viruses is still evident. Learners always feel the challenge in realizing their goals since they cannot initiate to take a step beyond the normal. They always have the predicaments that the time frame for learning might be consummated but the academic absorption and experiences build-up is far from their expectations. The significant effect brought by the uncertainty of time could be disadvantageous to learners however, this is also considered as an eye-opener for the opportunity of an academic window by surpassing the test of time having a positive mindset. These findings can be potentially life-changing for learners in reshaping their learning avenues while it is also commendable for an academic institution to find remedial action that in one way or the other, help lighten the burden carried by learners' shoulders as they face the challenging life goals.

Values and ideals

Every learner aspires to be groomed with values and ideals as a result of having an education and being steadfast in their chosen fields. They want to conceptualize something to things they seek to attain. Attainment of the so-called values and ideals involves an educational process integrated thereto the moral standards. Having this promotes some sort of tolerance and understanding above and beyond personal differences. All the values and idealisms are part and parcel of adopting and living governed with ethical principles. Learners feel deprived of having been exposed to the material and physical transmission of learning due to the temporary but long deprivation of in-person contact with mentors. Socialization, scientific and humanistic knowledge can be achieved through interaction between people, mentors, friends, and the one who is in contact with them. The importance of having these elements, especially so the education-driven enriches ones standing in the society. This initiative is very much needed to different levels as this helps develop the learners in molding one's life. Possessing good values and ideals is possible through a combination of academic emersion and environmental experiences. Having this element contribute to building and enhancing learners' capability, and self-esteem. Learner's views denote some critical notion that the absence of in-person learning can create a potential shift to individual perception due to idleness of time and societal influence. An interview with respondents about their status shows that since learning of today seems boring, many tends to find some activity over and above education as a lay way just to divert some feeling of emptiness as they find some "gap" in the learning mechanism. They are more inclined to shift to social media as a gateway brought about by some limitations and hindrances while looking forward to returning to normal. The greater influence through social media affects greatly the values and ideals of learners nowadays. Opinions from the different sectors in the society were found to agree with the majority of the responses that they experience the same where values and ideals are now becoming complex.

Based on "Webster New World Dictionary of American Language", Moral is a thing that is related to skills to decide right from wrong of behavior that accepted by citizens. This definition holds when the traditional in-person learning process is in effect since guidance is always part of day-to-day learning. Adhering to the so-called values and ideals can be exhibited by achieving the existence of a happy and joyful life of all people, (Hazlitt, 2003: 109). According to "Stemberg" (1994: 938), morality refers to concern with what is good or right in people's relationships with each other. Therefore, the justification of values and ideals is maintained when one is in contact with people who in one way or the other promote a good standing in society. From the point of view on respondent's classifications, it is safe to suggest that part of the "new normal", the re-education should be established despite the difficulties since it has been noted that the learner's holistic personality lies largely on in-person activity. In an interview conducted

from the first year up to the higher level, respondents found out that responses are in agreement between levels. Addressing this concern requires a collaboration with the institution and other counterparts to provide a plan of action through strategic planning governing issues that bring impact to learners' values and ideals.

Goals and standards

These are very significant arms that require a high degree of implementation as goal refers to the object of a person's ambition or effort that aimed at desired result and standard brings forth the level of quality or attainment. In an institutional setting, clear and measurable goals implemented entice learners to become active and motivated to do things as it is fuelled by interest and desires. Standard, on the other hand, leads to the compliance of the stated requirements and its measurement lies on the degree of exhibited evidence and facts. Education is vital in almost every part of the world hence learners have expected too much that the institution can provide all the necessary tangible elements making them holistic individuals. Learners' self-esteem can be an output of what educational infrastructure is provided by the institution they are into since they are groomed with that environment. The institutional landscape is reflective of learners' development as they blend to the stated goals and standards. The educational system embraces the mandatory number of years that, the accumulation of learning brings a better future and understanding of anyone.

Different views came from all respondents when asked how are their self-esteem being developed and groomed by the institution. Conflicting views were observed and opinions differ from each other. The conflicting views come across when learners find themselves on a different perspective. Some of them do not admire how the institutional goals directed that in one way, help their self-esteem develop. Others viewed it as goals are there however, not understood by the stakeholders. Goal setting is a very important and vital component in attaining a quality education that develops learners or students and aligned them to sustainable development (SDG). This is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It is understood that education is a fundamental human right and is indispensable for the achievement of sustainable development and hence, clear goals and standards should be met. Learners' accumulated knowledge empowers them to commit to advance education and thus, planning is required to aid them in identifying the key priority areas of improvement. The institution should require good governance and contextualized plan to determine the best utilization of resources that will result to provide inclusive and equitable quality learning opportunities for all.

Based on the given fact, it is evident that when goals and standards are not clearly understood by the learners, grooming their self-esteem through academic enrichments is not a guarantee. Since the efforts offshoots the aim, it is safe to suggest that crafting, implementing goals and standards for every institution should be clear. More so, that the learning practice of today is shaken by the test of time, building and developing learner's self-esteem lies largely on the degree by which the goal and standard of the institution are implemented. Failure of its implementation has a strong likelihood that learners fail to develop and strengthen their self-esteem since the roadmap for development is not that clear.

Performance

Is a process where output is being exhibited as a result of the challenges enforced that measure its productivity. It is reflective of one's image as either a learner or the institution as the provider of learning resources. Performance comes in various forms of assessment that carry a purpose when administered and evaluated at the right venue and time. A learner's performance is measured in the form of evaluation and the process, one's academic standing can be judged as to what degree/level or category he/she belongs. Measuring one's performance does not limit the use of the instrument in achieving accurate and fair results. Different learners' performance defines individual absorption depending on how learning is being transferred. Whatever the performance of each of the learners in the academic quest, has something to do with a learning attitude.

More students are motivated to do things if they can improve their class standing. It involves the demonstration and application of knowledge, skills, and work habits through what is known as a performance task. The most important initiative for educators is the notion that the task given be meaningful and it is engaging to students or learners. There should be a challenging impact on students since their initiative comes out in a natural being by the activity provided. The task given as a challenge is the one that builds interest and engages students' collaborations which connects to their personal lives. Performance could be meaningful as it provides an authentic audience to whom knowledge is gained and exhibited. It takes ownership when learning and works either done independently or in collaboration depending on the given task.

Others viewed performance as a build-up of experience through an activity that enhances their capabilities to do beyond the natural way. One can perform when he or she has the knowledge that builds up their confidence level. Many respondents undergo an interview regarding their performance in the course of their study. It was revealed by them that individual performance can only be achieved when the academic institution reinforces quality learnings that in one way, help them do and explore beyond the limit with the help of the confidence build up. It is further exhibited in their responses that educators over and above the institutional resources play a vital role in student development. The transmission or transfer of knowledge and experience from mentors contribute a lot to their self-confidence as it can be manifested in the way they perform. That the aim of achieving self-esteem to every learner can be made possible when educators and mentors possess the technical capabilities to further enhance their hidden skills and talents. However, during this pandemic time where a lot of limitations are being imposed and implemented hinder one desire to exhaust all learning avenues. Learners of today come very thirstily when it comes to learning enrichment. The educational platform nowadays seems abnormal and the modified platform serves as temporary learning gateways. The learning process lack pushes considering that distance learning is not that meaningful. Learners' performance is gauged only based on output where the presence of re-enforced policy is not evident. The motivation to perform in the new learning medium is somewhat difficult since the learners' socialization process is out of the picture. Respondents were interviewed regarding their academic performance in the advent of these trying times reveal that the value proposition attached to it is declining. Unlike in the in-person activity where there is direct contact between learners and mentors with the presence of other learners as the source of their motivations. In the in-person settings, performance assessment has a presence of summative and formative tools that assess performance into a complex method of reasoning. Since the pieces of evidence gathered have shown a unified view between them (the respondents), it is safe to suggest that there should be an in-depth review on the learning process to aid some learning "gap" to further the learner's performance. Learners show their inclination that they can only have good performance when the normal learning process eventually returns to its normal being. There is a likelihood that the distance learning of today serves as a link where students/learners' performance are dependent and can be more extensive through in-person learning.

Recognition

Is an act of identifying someone or something of a person from a previous encounter of knowledge. Recognition is a motivational practice that motivates learners to perform, exhaust efforts to be part of the team leading towards achieving something in response to rendering exemplary performance. When the novel coronavirus, COVID-19 struck way back in March of 2020, the economy and higher education had changed in unprecedented ways that cause a severe impact on students/learners. The recognition of learning initiatives was set aside since the presence of the feared virus invaded the environment resulting to cripple down not only education but more so the economic activity. With the fair and equitable recognition of learning during these unprecedented times, students are displaced. Adjustment and adherence to all government-imposed control measures were at all costs being observed which separates the usual process of life from the new normal. The practice of learning changes drastically and set aside all academic activity to pave the way for transmission of the virus. Stakeholders, parents, and including mentors find it very difficult in adjusting to the new normal since no one expects things to happen this way. The tragic event

affects the potential student development and exploration are blocked since the initiative of doing so seems to violate the implemented government orders.

Much academic activity is being looked forward to for every learner as the years come to an end. The underlying activity was no longer in effect due to the strong government mandate. The motivational instruments such as receiving an award for those deserving learners could no longer be a practice. Some institutions did it in a manner where social media platforms are used and it comes out that the value evolve on the said activity reduces the impact and feeling of the learners. The appreciation for the job well done is no longer evident since they have the feeling of being isolated from the right academic venue. Recognition is an activity that includes acknowledgment, praise, and appreciation of hard work, success, and achievements that draw a positive impact on learners that could no longer be feasible at the moment. As a matter of culture and practices, those foresaid events could rethink intuitional efforts on what to do that learners' efforts can be reciprocated in a way self-esteem can be loaded with value-added in terms of return.

Many academic practices were displaced such as giving awards to efforts being done, training for enrichment being banned, receiving honors and academic excellence recognition were out of the picture in the educational landscape. The most awaited part of their academic activity is the recognition and announcement of the degree completion find them no meaning at all. The academic leaders and government agencies responsible for this should find ways to cater to the need so that the excitement, eagerness, and pride of having things done creates value.

Respondents divulge their sentiments that the academic constraints brought by this pandemic contribute to many unfavorable circumstances as it hinders them to submerge the joy and happiness of the learners as a form of repayment to time, efforts, challenges, and a lot of sleepless nights doing academic requirements and meeting deadlines. In an interview conducted, other groups revealed their predicaments that due to this unsolicited event happening now deprive them to experience the joyous moment and their self-esteem declines as they feel that their efforts do not provide repayment for time invested in their study, the financial support from their parents and other benefactors instrumental to historic one time life experience in finishing their study. The recognition as evident in this study shows that learners are looking forward to avail, enjoying, and experiencing some forms of academic-related activities that are, as a culture, being practiced. They are also inclined to have the activity done outside the use of the social media platforms to gain different views which they consider a lifetime experience.

Rewards

Is something that is given in return for the good performance of every learner for a quality service attained. Learners often aspire to receive any form of reward as it motivates them to do beyond expectations. This is considered as social affairs for learners one way of increasing their self-esteem and or confidence level by expressing their skills and talents of doing things. The rationale behind learnings for learners is to explore more and pursue challenges and later, out of their performance rendered, adoration and regards for the great assessment among others. More individual learners think about doing exemplary and delight themselves for the job well done over and above mental exercises.

A review in research conducted to examine the impact of motivation in an intrinsic form motivates learners and leads them to experience success because they display the attitude to do crucial and challenging things and devote more time to do the task. Further, the use of rewards undermines intrinsic motivation shows a slower acquisition of skills and learning development in the learning process. Its implication simply projects that rewards for learners play a major role in development. It cannot be denied from the respondent's feedback that eighty percent (80%) of them responded positively that giving rewards for good or exemplary results motivates them to go far. While twenty percent (20%) of students interviewed came out neutral on the issue may be because they have the so-called built-in confidence within them. It came out that the majority of the respondents longed for reward since they firmly believe that this process helps them prove something not only for themselves but also for their family-like culture. However, since the pandemic strikes, rewarding is impossible to interplay between them. Besides, the learning process nowadays is becoming more complicated than it was before where the practice of receiving a reward

decreases its impact, meaning, and value. The revelation of the surveyed respondents and based on their responses denotes that they are more likely to receive rewards for the job well done but considering the time where restrictions overruled the societal experience, the loss of confidence and their self-esteem is evident due to the unfavorable turn of events. These are factors that contributed much to student development and hence, building their self-esteem in the presence of these uncertain times could be viewed in a negative position, and hence, strategy is needed to uplift students/learners' learning magnitude despite facing some degree of uncertainties.

Conclusion and Recommendations

The learner's self-esteem: the context leading to modern educational route such as 1) achieving their challenging goals reveals learner's predicaments and worries that their time frame might be consummated but the academic absorption and experience build-up is far from expectations. The findings can be potentially life-changing for learners in reshaping their learning avenues while it is also commendable for an academic institution to find remedial action that in one way or the other, help lighten the burden carried by learners' shoulders as they face the challenging life goals. 2) Values and ideals, suggested that part of the "new normal", the re-education should be established despite the difficulties since it has been noted that to maintain the learner's holistic personality lies largely on in-person activity 3) Goals and standards suggest that crafting, implementing of goals and standards for every institution should be clear. More so, that the learning practice today is shaken by the test of time, building and developing learners' self-esteem lies largely on the degree by which the goal and standard of the institution are implemented. 4) Performance reveals the likelihood that the distance learning of today serves as a link where students/learners' performance are dependent and can be more extensive through in-person learning. 5) Recognition shows that learners are looking forward to availing themselves, enjoying, and experiencing some forms of academic-related activities that are as a culture, being practiced. They are also inclined to have it outside the use of the social media platforms and making it different by which they consider the activity as lifetime experience 6) rewards reveal that they are more likely to receive rewards for the job well done but considering the time where restrictions overruled the societal experience, the loss of confidence and their self-esteem is evident due to the unfavorable turn of events. These are factors that contributed much to student development and hence, building their self-esteem in the presence of these uncertain times could be viewed in a negative position, and hence, strategy is needed to uplift students/learners' learning magnitude despite facing some degree of uncertainties. Generally, the attack of the COVID-19 is the source of all difficulties that make learners' self-esteem mellow down. Now, the institution must invest its capital in non-pharmaceutical facilities to address the declining learner's self-esteem.

References

- [1] **Educational challenges and opportunities of the Coronavirus (COVID-19) pandemic**
<https://blogs.worldbank.org/education/educational-challenges-and-opportunities-covid-19-pandemic>
- [2] **Moral, Values and Moral**
https://www.academia.edu/4234103/MORAL_VALUES_AND_MORAL_VALUES_A_Some_Definition_of_Moral_Values
- [3] **Education planning for quality Education**
<https://www.depedmalaybalay.net/articles/educational-planning-for-quality-education.html>
- [4] **Designing Performance Assessment M2 Reading Assessment**
https://pdo.ascd.org/lmscourses/PD11OC108/media/Designing_Performance_Assessment_M2_Reading_Assessment.pdf
- [5] **Recognition of Learning**
<https://www.wiche.edu/key-initiatives/recognition-of-learning/>

[6] **Learning the Rewards of Reading**

<https://articleshubspot.com/learning-rewards-of-reading/>

[7] **CNN PHILIPPINES STAFF (2020). COVID-19 Pandemic.**

<https://www.cnnphilippines.com/news/2020/5/4/PH-covid-cases-highest-recoveries.html/> accessed/5/4/2020

[8] **DOH (2020). Guidelines on the Risk-Based Public Health Standards for COVID-19 Mitigation**

<https://www.doh.gov.ph/2019-nCov/interim-guidelines/Accessed/4/5/2020>

[9] **JOHN HOPKINS UNIVERSITY (2020). CoVID-19 Pandemic: Global World Map Tracker.**

<https://coronavirus.jhu.edu/map.html/accessed/5/6/2020>

[10] **UNICEF (2020). COVID-19**

<https://www.unicef.org/coronavirus/covid-19/accessed/5/1/2020>

[11] **WHO (2020). COVID-19 Pandemic.**

<https://www.who.int/news-room/q-a-detail/q-a-corona-viruses/5/3/2020>

IEEESEM