A Quantitative Analysis between the Relationship of Self Care and Social Support to the Self Worth of Junior High School Students

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ABSTRACT

This study investigated the relationship between self-care, and social support to the self-worth among junior high school students using a quantitative research. We used stratified random sampling technique to select total of 255 junior high school students specify Grades 9 and 10. Various statistical approaches were used, including average weighted mean, Spearman rho, and multiple regression analysis. Important factors affecting the dependent variable are identified using the multiple regression analysis. Physical, psychological, emotional, and academic self-care are among the components of self-care. Peer, sibling, parental, and adult support are examples of social support elements. It is anticipated that the results will give educators, parents, students, and school administrators valuable information that will aid them in creating interventions that foster kids' sense of self-worth by encouraging self-care behaviors and the formation of encouraging social networks. In conclusion, the study underscores the importance of self-care, and social support to the self-worth among junior high school students, designing interventions that enhance students' self-worth by promoting self-care habits and fostering supportive social environments.

Keywords: Caregiving, Self Care, Social Support, Self Worth, Philippines

INTRODUCTION

Students' sense of self-worth significantly affects their psychological health and academic success, with low self-worth leading to anxiety, depression, and decreased motivation (Arshad, 2019; Acosta & Gonzaga, 2023). Research shows that students who feel unworthy often neglect their needs, resulting in stress, poor academic performance, and strained social relationships (Ferradás et al., 2019). Therefore, it's essential to develop support programs that encourage self-care and foster social connections to help students address self-worth challenges (Fairlamb, 2022).

In the Philippines, self-care practices focus on individual actions to protect health and improve well-being (Roxas, 2023). A supportive environment that fosters love, encouragement, and belief in oneself is crucial for developing resilience in students (Bohol, 2022). Studies in Metro Manila show that growing awareness of self-care positively impacts self-esteem and overall self-worth, while engaging in self-care enhances self-worth by promoting a positive self-image and helping individuals cope with stress (Miller, 2023).

Students face significant academic and mental health pressures, making strong social support networks essential for their well-being (Tornel, 2021). As a result, schools in Metro Manila are offering peer support programs and counseling services to support students (Alfaro, 2020). Social support is vital for improving psychological well-being, reducing mental health issues, and promoting healthier behaviors, leading to better overall health outcomes (Cohen & Wills, 2020; Smith et al., 2020).

In Davao del Sur, the lack of self-care resources and limited social support networks contribute to low self-worth among students, negatively impacting their academic performance, mental health, and overall well-being (Santos, 2019). Cultural and social contexts often prevent students from expressing their struggles, hindering

their ability to seek help and build support networks (Garcia, 2020), while high levels of anxiety and stress further affect their self-worth and social interactions (Reyes, 2020). Additionally, challenges such as lack of confidence, societal expectations, and increasing insecurities among junior high school students at Lorenzo S. Sarmiento Sr. National High School highlight the complex relationship between self-care and social support, emphasizing the need for a deeper understanding of students' social well-being in this community.

Research Objectives

1. To determine the level of Self-care among junior high school students in terms of:
    1.1 Physical Self-Care;
    1.2 Psychological Self-Care;
    1.3 Emotional Self-Care;
    1.4 Spiritual Self-Care; and
    1.5 Academic Self-Care.
2. To determine the level of Social support among junior high school students in terms of:
    2.1 Peer;
    2.2 Sibling;
    2.3 Parent; and
    2.4 Adult.
3. To determine the level of Self-worth among junior high school students in terms of:
    3.1 Appearance;
    3.2 Virtue; and
    3.3 God's Love.
4. To determine the significant relationship between self-care practices and self-worth among junior high school students.
5. To assess the significant relationship between social support and self-worth among junior high school students.
6. To identify which aspects of self-care practices most significantly influence self-worth among junior high school students.
7. To identify which types of social support most significantly influence self-worth among junior high school students.

METHODOLOGY

This study employed a quantitative, non-experimental research design utilizing correlational technique to describe the hypothetical existence of a relationship between two defined variables and to determine the direction and degree of that relationship if one exists. When the purpose is to describe the condition of the situation as it exist at the time of the study to investigate the causes of a particular phenomenon, the descriptive correlation method was considered appropriate. A correlational research design investigate the relationships between variables without the researchers controlling or manipulating any of them. In correlation research, it involved collecting data in order to determine whether the degree of a relationship exists between two more quantifiable variables (Gay et al., 2006).

This survey dealt on quantitative data about the said phenomenon. The quantitative aspect is an appropriate schedule for gathering the data designed for the target respondents to answer the questions. The process of gathering the data used questionnaires. The focus of the study would be to determine the influence of selfcare and social support to the self worth among the Junior High School students in the Lorenzo S. Sarmiento Sr. National High School.

Population and Sample

In this study, simple random sampling was used to select 255 junior high school students from grade 9 and 10 at Lorenzo S. Sarmiento Sr. National High School during the 2024-2025 school year. These students were chosen because they are in a critical growth stage of adolescence, making them particularly receptive to

exploring self-worth and its impact on self-esteem and emotional well-being. To ensure representation across different demographics, stratified random sampling was employed, incorporating subgroups such as grade level and gender, providing a comprehensive understanding of self-worth among both male and female students.

According to Mumtaz et al. (2020), a sample size of 200–400 respondents is considered statistically significant. For Lorenzo S. Sarmiento Sr. National High School, a random sample of 255 respondents was selected from a total population of 756, ensuring statistical reliability. The Raosoft sample size calculator was used for the selection process, with detailed information on the respondents presented in Table 1, focusing on Junior High School students for the 2024-2025 academic year.

Table 1. Population and Sample size of Respondents

Section	Population	Respondents
A	47	16
B	47	16
C	46	16
D	45	15
E	48	16
F	49	17
G	37	12
H	48	16
I	46	16
J	53	18
K	45	15
L	45	15
M	39	13
N	43	15
O	42	14
P	37	12
Q	39	13
Total	**756**	**255**

Statistical Tool

The following statistical tools were utilized for the data analysis and interpretation.

Mean. This statistical tool was used to determine the level of student's self care and social support to the students' self worth among junior high school students.

Spearman rho. This statistical tool was used to determine the significance on the relationship between student's self care and social support to the students' self worth among junior high school students.

Multiple regression analysis. This statistical tool was used to determine the influence of student's self care and social support to the students' self worth among junior high school students.

RESULTS

Level of Self Care

Table 2 shows the level of self care in terms of Physical Self-Care, Psychological Self-Care, Emotional Self-Care, Spiritual Self-Care, and Academic Self-Care. The overall mean is 3.88, described as high, with a standard deviation of 0.65 The high level could be attributed to the high ratings given by the respondents in all indicators. This entails that the respondents' responses to the Self Care are much positive in terms of Physical Self-Care, Psychological Self-Care, Emotional Self-Care, Spiritual Self-Care, and Academic Self-Care.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.94 or high for Spiritual Self-Care with a standard deviation of 0.81; 3.93 or high for Academic Self-Care with a standard deviation of 077; 3.90 or high for Psychological Self-Care with a standard deviation of 0.75; 3.83 or high for Physical Self-Care with a standard deviation of 0.80; and 3.81 or high for Emotional Self-Care with a standard deviation of 0.81.

Table 2. Level of Self Care

Indicators	Mean	SD	Descriptive Equivalent
Physical Self-Care	3.83	0.80	High
Psychological Self-Care	3.90	0.75	High
Emotional Self-Care	3.81	0.81	High
Spiritual Self-Care	3.94	0.81	High
Academic Self-Care	3.93	0.77	High
Overall	3.88	0.65	High

Level of Social Support

Shown in Table 3 are the mean scores for the indicators of Social Support, with an overall mean of 3.97 and described as high with a standard deviation of 0.65. The high level could be attributed to the high rating given by the respondents in all indicators. This indicates that the respondent's responses to the level of Social Support are very much positive in terms of Peer, Sibling, Parent and Adult.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.12 or high for Parent with a standard deviation of 0.81; 3.98 or high Adult with a standard deviation of 0.85; 3.89 or high for Peer with a standard deviation of 0.78; and 3.87 or high for Sibling with a standard deviation of 0.86.

Table 3. Level of Social Support

Indicators	Mean	SD	Descriptive Equivalent
Peer	3.89	0.78	High
Sibling	3.87	0.86	High
Parent	4.12	0.81	High
Adult	3.98	0.85	High
Overall	3.97	0.65	High

Level of Self Worth

Table 4 presents the mean scores of Self Worth as perceived by the Junior high school students in terms of Appearance, Virtue and God's Love. The overall mean is 4.01 with an equivalent description of very high and with a standard deviation of 0.65. This implies that the respondents' responses to the level of self worth are very much positive in terms of Appearance, Virtue and God's Love.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.18 or high for God's Love with a standard deviation of 0.80; 3.97 or high for Virtue with a standard deviation of 0.75;and 3.89 or high for Appearance with a standard deviation of 0.82.

Table 4. Level of Self Worth

Indicators	Mean	SD	Descriptive Equivalent
Appearance	3.89	0.82	High
Virtue	3.97	0.75	High
God's Love	4.18	0.80	High
Overall	4.01	0.65	High

Significance on the Relationship Self Care and Social support

Table 5 shown that self care and social support have a Spearman's rho value of 0.724, indicating a High correlation. Moreover, a p-value <001, less than the 0.05 p-value, means a significant relationship between self care and self worth. Thus the null hypothesis, which states no significant relationship between self care and self worth, is rejected. This further implies the students self worth tends to be observed when the self care is observe.

Table 4: Significance on the Relationships Self Care to Self worth

		Self care	Self worth
Self care	Spearman's rho	_	_
	p-value	_	_

Self worth	Spearman's rho	0.724	_
	p-value	< .001	_

Significant Relationship Between Social support and Self worth

Likewise, the results revealed that Social Support and Self Worth have a significant relationship. This result is due to a p-value of <.001, indicating that the distribution was not normal, which is less than the 0.05 p-value. Hence, this leads to the decision that the null hypothesis, which stated that there is no significant relationship between Social Support and Self Worth, is rejected. Moreover, Spearman's rho correlation, which is 0.688 , further means that there is a moderate correlation between Social Support and Self Worth.

Table 6: Significance on the Relationships Between Social support to Self worth

		Social support	Self worth
Self worth	Spearman's rho	0.688	_
	p-value	< .001	_

Multiple Regression Analysis on the Influence of Between Self care to Self worth

The data shown in Table 7 are the regression coefficients to test the significant influence of Self Care and Self Worth among Junior high school students. Using the Multiple Regression Analysis, the data revealed that the influence of Self Care and Self Worth among Junior high school students has a f-value of 54.348 and a corresponding significance p-value of <.001, which is significant.

This means that the level of self care influences the self worth since the probability is less than 0.05. The coefficient of determination (R^2), which is 0.522, connotes that 52% of the variation in the level of Self care influences the self worth. The remaining 48% is chance variation, which suggests that other factors beyond the scope of this study may also be attributed to self worth.

Table 7: Multiple Regression Analysis of the influence Between Self care on Self worth

Independent Variable	Coefficients	t-value	p-value	Decision a=0.05
Physical Self-Care	0.238*	4.048	< .001	Ho is Rejected
Psychological Self-Care	0.176*	2.705	0.007	Ho is Rejected
Emotional Self-Care	0.181*	2.806	0.005	Ho is Rejected

Spiritual Self-Care	0.090*	1.266	0.207	H*o* is not Rejected
Academic Self-Care	0.198*	3.085	0.002	H*o* is Rejected
Dependent Variable: Self worth				

$p<0.05$ R=0.722 R^2=0.522 F-value=54.348 p-value=< .001

Multiple Regression Analysis of the Influence of Social support on Self worth

Data shown in Table 8 are the regression coefficients to test the significant influence of Social Support and Self Worth. Using the Multiple Regression Analysis, the data revealed that the influence of Social Support and Self Worth has f-value of 74.313 and corresponding significance p-value of <.001 which was significant.

This means that the level of Social Support influences the Self Worth since the probability is less than 0.05. The coefficient of determination (R^2) which is 0.543 indicates that 54.3% of the variation in the level of social support influences the self worth. The remaining 457% is chance variation which suggests that other factors beyond the scope of this study may also be attributed to social well-being.

Table 8: Multiple Regression Analysis of the Influence of Social support to Self worth

Independent Variable	Coefficients	t-value	p-value	Decision a=0.05
Peer	0.190*	3.402	< .001	H*o* is Rejected
Sibling	0.166*	3.019	0.003	H*o* is Rejected
Parent	0.266*	4.399	< .001	H*o* is Rejected
Adult	0.310*	6.209	< .001	H*o* is Rejected
Dependent Variable: Self worth				

$p<0.05$ R=0.737 R^2=0.543 F-value=74.313 p-value=< .001

DISCUSSIONS

Level of Self care

The findings regarding the self-care of junior high school students at Lorenzo S. Sarmiento Sr. National High

School reveal a high level of self-care, emphasizing the significant role self-care plays in both mental health and academic performance. The study highlights how students' self-worth is closely tied to their self-care practices, aligning with Akbari & Sahibzada (2020), who argue that engaging in activities such as managing stress, maintaining physical health, and fostering emotional well-being enhances self-esteem and self-image. Conversely, neglecting self-care can lead to burnout, diminished self-confidence, and poor academic performance. The results also underscore the importance of physical self-care, as Richard (2023) suggests that regular exercise, proper nutrition, and sufficient sleep contribute to better mental health, emotional regulation, and overall academic success, forming a strong foundation for lifelong self-care practices. Additionally, the study shows high levels of psychological self-care, affirming Millette (2023) and Indriaswuri (2023), who emphasize the significance of nurturing mental health through practices like mindfulness and journaling to foster emotional stability and personal growth.

The study further highlights the importance of emotional self-care, with results in line with Córdova (2023), who found that students who engage in emotional self-care experience lower anxiety, better emotional regulation, and improved interpersonal skills. Syafitri et al. (2023) also emphasize how recognizing and expressing emotions, building healthy relationships, and practicing self-compassion positively affect academic and personal lives. Spiritual self-care, as described by Razal (2024), is another key factor, helping students develop resilience, inner peace, and a sense of purpose. This contributes to their overall well-being and better stress management. Lastly, academic self-care plays a crucial role, as noted by Krestensen et al. (2023), with students who practice academic self-care feeling more confident in their abilities, reducing academic stress, and strengthening their belief in their capacity to succeed.

Level of Social support

The study on the level of social support among junior high school students at Lorenzo S. Sarmiento Sr. National High School revealed a high level of social support, with all four indicators—Peer, Sibling, Parent, and Adult—showing similarly high results. This suggests that these students have strong, positive networks that play a crucial role in their emotional well-being and self-worth. Positive peer relationships are particularly important, as adolescence is a critical period for developing emotional security and self-esteem. According to Bhujbal & Verma (2024), peer affirmation and acceptance boost self-worth, while negative experiences like bullying can severely harm a student's sense of identity. Likewise, positive sibling relationships provide emotional support, companionship, and a sense of belonging, which are essential for fostering confidence (Howe et al., 2023). However, negative sibling dynamics, such as rivalry or favoritism, can undermine self-esteem, as noted by East (2023). The study also highlights the critical role of parents in shaping self-worth, with positive parental relationships offering unconditional love and guidance, while negative parental interactions can lead to self-doubt (Roy & Garcia, 2019; Rani, 2022).

Additionally, the presence of supportive adults—such as teachers, mentors, and extended family—plays a vital role in shaping junior high students' self-worth. Positive adult relationships help foster emotional security, confidence, and resilience, as affirmed by Merino et al. (2024). When trusted adults provide guidance and validation, students feel valued and capable, reinforcing their belief in their abilities. In contrast, negative interactions with adults can erode self-esteem, leading to feelings of inadequacy. Overall, the study demonstrates that strong, positive social support from peers, siblings, parents, and adults significantly enhances junior high students' emotional well-being, self-worth, and resilience, enabling them to navigate the challenges of adolescence more effectively.

Level of Self worth

The study on the self-worth of junior high students at Lorenzo S. Sarmiento Sr. National High School revealed that students reported a very high level of self-worth across all three indicators, reflecting strong confidence and a healthy sense of personal value. Many students expressed feeling supported, which significantly contributed to their emotional well-being and self-esteem. Their positive outlook is particularly evident in how they perceive their abilities, physical appearance, and social relationships, fostering a sense of belonging and self-acceptance. This aligns with Elsayed's (2023) finding that a nurturing environment and positive social

connections are key to fostering self-worth and an optimistic self-view. The students also demonstrated a positive perception of their appearance, consistent with Steinsbekk's (2021) research showing that adolescents with a positive view of their appearance tend to have higher self-esteem, as physical appearance influences social validation and confidence.

The highest mean was observed in the virtue indicator, aligning with Korley & Mamuni's (2023) study, which emphasizes that virtues such as kindness, honesty, and responsibility play a crucial role in shaping self-worth. Adolescents who exhibit these virtues gain recognition and trust, reinforcing their sense of value, self-respect, and belonging. Furthermore, the study also supports Ackerman's (2019) view on the influence of God's love in enhancing self-worth. When students feel valued and loved unconditionally by a higher power, they develop emotional resilience and greater confidence, which strengthens their self-esteem and helps them navigate societal pressures with a secure sense of their inherent worth.

Significant Relationship Between Self care and Self worth

The study revealed a significant correlation between junior high students' self-care and their self-worth, suggesting that as students' self-care increases, so does their self-worth. This finding aligns with Soto et al. (2022), who emphasized that self-regulation behaviors like self-care enhance self-efficacy, which is closely tied to self-worth. Zhao et al. (2022) further supports this by noting that adolescents who engage in consistent self-care are better equipped to handle challenges, improve academically, and develop emotional resilience.

Town et al. (2023) also highlights the connection between self-care and self-worth, emphasizing that students who feel confident in managing their well-being are more likely to have positive peer relationships and better academic engagement. Moreover, instructional support emerged as a key factor in fostering self-care, as noted by Frazier (2023).

This aligns with Orem's theory, which underscores the importance of self-care in meeting both psychological and physical demands, suggesting that self-care practices, like physical exercise, not only improve health but also build competence and motivation, contributing to a stronger sense of self-worth.

Significant Relationship Between Social support and Self worth

The study revealed a significant relationship between junior high students' social support and their self-worth, indicating that increased social support corresponds to higher self-worth, thus rejecting the null hypothesis. This finding emphasizes how support from peers, siblings, parents, and adults positively impacts students' self-esteem and overall sense of value. The results align with Liu's (2021) study, which highlights that social support is crucial for helping students manage stress, navigate relationships, and cope with academic pressures, ultimately fostering resilience and improving self-worth. Similarly, Cherry (2023) suggests that a strong, supportive network helps students feel capable, valued, and emotionally secure, which is vital during adolescence. These findings also support Akin's (2019) research, stressing the importance of educators in creating nurturing environments to build emotional resilience and promote positive self-esteem, key factors for academic success and well-being. Furthermore, the study corroborates the Socioemotional Selectivity Theory (1999), which emphasizes that prioritizing emotional support and creating nurturing environments helps students develop healthy self-worth, reinforcing the importance of social support in shaping students' self-esteem.

Multiple Regression Analysis on the Influence of   Self care on Self worth

The regression analysis examining the impact of junior high students' self-care on their self-worth revealed that only one domain, Physical Self-Care, had a significant influence on students' self-worth. In contrast, Psychological Self-Care, Emotional Self-Care, Spiritual Self-Care, and Academic Self-Care were found to be insignificant in affecting students' self-worth. These findings align with Backes (2019), who noted that physical changes during adolescence, including body image, heavily influence how students view themselves. Physical self-care, such as proper nutrition, exercise, and sufficient sleep, contributes to improved energy levels, mental clarity, and overall physical well-being, leading to a stronger sense of self-worth. Cerda (2021)

also supports this by emphasizing that engaging in physical activities, such as sports or outdoor exercises, fosters a sense of achievement and control, boosting confidence and self-perception. Positive body image and physical health are, therefore, critical components of self-esteem during adolescence.

Although Physical Self-Care emerged as a significant factor, the other domains—Psychological, Emotional, Spiritual, and Academic Self-Care—were not found to directly influence students' self-worth. This suggests that while personal growth and well-being in these areas can certainly impact other aspects of a student's life, they may not serve as direct predictors of self-worth. It implies that while these domains are interconnected, the relationship between self-care practices and self-worth may not be as direct or immediate in these areas as it is with physical self-care.

Multiple Regression Analysis of the Influence of Social support on Self worth

The regression analysis revealed that three out of four domains of social support—Peer, Parent, and Adult—significantly impacted junior high students' self-worth, with Parent support having the highest influence, followed by Adult and Peer support. These findings align with research by Stanford (2023) and Chentsova (2022), which highlight the positive effects of parental support on academic performance and self-esteem. Additionally, the results corroborate Gembeck et al. (2023), which emphasizes that parental support helps buffer students from stress and failure, fostering resilience and improving self-worth.

Conversely, the domain of Sibling support was found to have no significant influence on students' self-worth, suggesting that sibling relationships may not directly affect self-esteem. The study also supports the importance of adult support, aligning with Diep (2019) and Drageset (2021), who emphasized that adult guidance and validation contribute to stronger self-worth in adolescents. Furthermore, the significant role of peer support in enhancing self-esteem is supported by Do (2024) and Shao (2024), who noted that peer relationships provide emotional validation and protection from social pressures, fostering higher self-esteem and emotional resilience.

RECOMMENDATIONS

After the presentation and discussion of the findings and the results of the study, the following recommendations have been formulated by the researchers on how self care and social support was improved to successfully foster an engaging self worth among grade 9 and 10 junior high school students.

To enhance self-care practices and social support, Deped should encourage teachers to provide a comprehensive well-being program that focuses on educating students about the importance of physical, emotional, and psychological self-care. Schools should create an environment that emphasizes self-care strategies, including stress management techniques, healthy eating, physical activities, and emotional regulation. This would empower students to take charge of their health and well-being, leading to improved self-worth.

School administrators should actively promote and facilitate the formation of support systems that encourage peer and adult social support networks. Creating safe spaces for students to build supportive friendships and mentorships within the school can play a significant role in reinforcing self-worth. By fostering strong peer relationships and encouraging positive interactions with trusted adults, students was be better equipped to navigate challenges and enhance their self-esteem.

Furthermore, teachers should be encouraged to engage in promoting programs that focus on recognizing and fostering healthy self-care practices and the importance of social support. By incorporating discussions and activities that address emotional well-being and peer relationships, educators can help students identify areas for improvement in their self-care routines and strengthen their social networks. Teachers can also facilitate workshops on resilience, self-compassion, and social connectedness to further empower students to improve their self-worth.

Additionally, schools should encourage students to participate in activities that promote positive social interactions and self-care practices, such as group wellness challenges or self-esteem workshops. These activities can help students understand the value of social support and personal care in nurturing a strong sense of self-worth. By engaging in such programs, students can share experiences and learn from one another, creating a more supportive and inclusive environment.

Lastly, future research endeavors could explore alternative factors beyond self-care and social support that could potentially influence students' self-worth. Expanding the scope of investigation to include other elements, such as academic support, extracurricular involvement, or family dynamics, could provide a more holistic understanding of the factors that contribute to students' overall.

CONCLUSION

The study concludes that both junior high students' self-care and social support have a significant impact on their self-worth. The level of influence of self-care was found to be high, encompassing physical, psychological, emotional, spiritual, and academic self-care, while social support from peers, siblings, parents, and adults also showed high levels of influence. Additionally, students' self-worth was very high, with the domains of appearance, virtue, and God's love playing a key role. Various statistical methods, including average weighted mean, Spearman rho, and multiple regression analysis, were used to identify important factors affecting students' self-worth. The findings emphasize the importance of promoting self-care behaviors and fostering supportive social environments to enhance students' sense of self-worth, providing valuable insights for educators, parents, students, and school administrators in creating effective interventions. Contrary to prior assumptions, the study also confirms a significant relationship between self-care, social support, and self-worth among junior high students.

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