



**CULTIVATING SELF-ESTEEM TO BOOST ORGANIZATIONAL PRODUCTIVITY
IN MARGOSATUBIG DISTRICT: ITS IMPACT TO GREATER
SUCCESS AND DEVELOPMENT**

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ABSTRACT

This study investigated the extent of cultivating self-esteem to boost organizational productivity in the Margosatubig District, Zamboanga del Sur, and its impact on greater success and development during the school year 2025–2026. Utilizing a descriptive survey method, the study involved 19 school administrators and 160 teachers selected through purposive sampling. A validated researcher-made questionnaire-checklist served as the primary data collection instrument. The variables examined included using positive affirmations correctly, identifying competencies and developing them, learning to accept compliments, eliminating self-criticism and introducing self-compassion, and affirming real worth. Statistical tools employed included weighted mean, ranking, a four-point continuum, and the t -test. The findings revealed that all five self-esteem cultivation variables were perceived as "Always Practiced" by both school administrators and teachers. Among the variables, eliminating self-criticism and introducing self-compassion ranked highest. Furthermore, the t -test computation indicated a significant difference between the responses of school administrators and teachers ($t = 10.66$ vs. critical table value of 2.306), leading to the rejection of the null hypothesis. The study concludes that systematically

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cultivating self-esteem among educational personnel effectively enhances confidence, motivation, and collaboration, contributing directly to organizational productivity and academic success. Recommendations include focusing on personal strengths, acknowledging professional achievements, and fostering a supportive work environment.

Keywords: *Self-Esteem, Organizational Productivity, Personnel Capabilities, Emotional Intelligence, Professional Development*

INTRODUCTION

Education serves as the cornerstone of national development, and school success depends heavily on the competence, commitment, and psychological well-being of educational personnel. Organizational productivity relies not only on structural policies and institutional reforms but also on the self-esteem of employees, which shapes confidence, motivation, interpersonal relationships, and work performance. In the Margosatubig District, persistent challenges such as low National Achievement Test (NAT) Mean Percentage Scores (MPS) despite various instructional interventions highlighted the need to address human and psychological factors influencing performance.

This study sought to determine whether cultivating self-esteem among educational personnel—through positive affirmations, competency development, acceptance of compliments, self-compassion, and affirmation of real worth—can serve as a sustainable

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organizational strategy for maximizing personnel capabilities, improving workplace relationships, and boosting overall productivity and academic achievement.

MATERIALS AND METHODS

- **Research Design:** This study employed the descriptive survey method, focusing on current conditions, practices, and comparisons between groups.
- **Respondents:** The target population comprised **19 school administrators** and **160 teachers** who have been in service for three years and more within the Margosatubig District.
- **Sampling Technique: Purposive sampling** was utilized to select representative respondents from the district.
- **Research Instrument:** A self-reporting questionnaire-checklist divided into five core variables (25 total predetermined statements) was utilized. A dry run was conducted in the San Miguel District to ensure validity and reliability prior to full deployment.
- **Data Gathering Procedure:** Data collection took place during the second semester of the 2025–2026 school year until midyear of 2026. Questionnaires were administered directly to principal respondents and distributed to teachers following School Learning Action Cell (SLAC) sessions.

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- **Statistical Treatment:**

- **Weighted Mean & Ranking:** Used to determine the average practice levels and relative standings of the variables.
- **Four-Point Continuum:** Categorized responses from 1.00–1.75 (*Never Practiced*) to 3.26–4.00 (*Always Practiced*).
- **\$t\$-test:** Used to test for significant differences between the responses of school administrators and teachers at a 5% level of significance ($t > 2.306$).

RESULTS AND DISCUSSIONS

1. Practice of Self-Esteem Cultivation Variables:

- **Eliminate Self-Criticism and Introduce Self-Compassion:** Ranked first with an overall average mean of **3.51** (*Always Practiced*). Respondents successfully treated occasional mistakes as growth opportunities and managed setbacks without excessive self-blame.
- **Use Positive Affirmations Correctly:** Ranked second with a mean of **3.50** (*Always Practiced*), highlighting a focus on personal strengths rather than limitations.

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- **Affirm Your Real Worth:** Ranked third with a mean of **3.49** (*Always Practiced*), reflecting strong self-respect and confidence in fulfilling professional duties.
 - **Learn to Accept Compliments:** Ranked fourth with a mean of **3.48** (*Always Practiced*), showing appreciation for positive feedback from colleagues and supervisors.
 - **Identify Your Competencies and Develop Them:** Ranked fifth with a mean of **3.46** (*Always Practiced*), emphasizing active participation in professional development.
2. **Comparability of Responses:** Both school administrators and teachers consistently rated all five variables under the "Always Practiced" category, reflecting shared recognition of the value of self-esteem in the workplace.
3. **Hypothesis Testing (\$t\$-test):** The computed \$t\$-value of **10.66** exceeded the critical table value of **2.306** at 8 degrees of freedom (\$p < 0.05\$). Consequently, the null hypothesis of no significant difference was **rejected**, indicating that the perceptions of school administrators and teachers differed significantly due to a mean difference of **0.17**.

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CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. School administrators and teachers consistently utilize positive affirmations correctly by focusing on personal strengths and maintaining optimistic outlooks.
2. Competencies are actively recognized and developed through continuous professional growth activities and evaluation of personal skills.
3. Positive feedback and compliments from colleagues are welcomed and valued as motivations for continuous improvement.
4. Self-criticism is effectively minimized and replaced with self-compassion, treating occasional mistakes as natural parts of professional growth.
5. Real worth is affirmed, displaying high confidence, self-respect, and belief in positive contributions to organizational success.
6. A significant difference exists between the responses of school administrators and teachers, reflecting distinct experiential perspectives within the organization.

Recommendations

1. **Maximize Personal Strengths:** Focus intensely on personal and professional strengths rather than perceived limitations at the highest potential.
2. **Endlessly Recognize Competencies:** Continuously identify and build upon individual and team competencies relevant to educational responsibilities.

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3. **Embrace Constructive Recognition:** Cultivate the habit of openly accepting and valuing achievements when recognized by peers or supervisors.
 4. **Practice Professional Self-Compassion:** Extensively recognize that occasional mistakes are vital stepping stones for professional growth and resilience.
 5. **Promote Self-Respect and Confidence:** Exceedingly display confidence and self-worth to foster greater success and development across the school district.



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