INTERPERSONAL SUPPORT AND CONTINGENCIES OF SELF-WORTH

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Abstract: This study aimed to determine which domain of interpersonal support best influences contingencies of self-worth of teachers. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in one District of Davao Occidental Division, Philippines. The study was conducted on the second semester of school year 2021-2022. Research instruments on interpersonal support and contingencies of self-worth of teachers were used as source of data. Using mean, pearson-r, and regression as statistical tools to treat the data, the study showed the following results: the level interpersonal support is very high, the level of contingencies of self-worth of teachers is very high, there is significance on the relationship between interpersonal support and contingencies of self-worth of teachers, and domains of interpersonal support that best influence contingencies of self-worth is Appraisal.

Keywords: Interpersonal Support, Contingencies of Self-Worth of Teachers, Educational Management

1. Introduction

Students who exhibit a good deal of self-worth manifest self-understanding, self-love, and self-acceptance. This is important since the well-being of students depends largely on how they see themselves and how they value their being. Having a strong sense of self-worth means that one accepts oneself wholeheartedly despite the flaws, imperfections and weaknesses. When there is self-acceptance, the students can focus more on the things that truly matter to them (Briganti, Fried & Linkowski, 2019).

Generally, all individuals differ in the typical or trait level of self-esteem and in their contingencies of self-worth. With a fluctuating self-worth, students may suffer from insecurities which might affect their sense of well-being. Students can reinforce their contingencies of self-worth by strengthening their interpersonal support (Valikhani & Goodarzi, 2017).

With poor contingencies of self-worth, students may lag behind with other classmates academically. This is because these students do not develop the necessary confidence they need to possess for their better functioning. More so, these students think that their skills and ability are not as better as others that they think they are not meant for great marks (Liu, Chiu & Chang, 2017).

In the local context, there are students who have low contingencies of self-worth. These students not only think they are incompetent, but they also believe that their classmates are always better than them in all aspects. They think that they cannot surpass the ability of their classmates and they just accept that they can never perform better.

The problems presented are the experiences of the students in terms of contingencies of self-worth. The need to address this issue will ensure better learning opportunities for the students. Hence the researcher is prompted to conduct this study to address the knowledge gap in terms of finding relevant evidence in the local context regarding the relationship between interpersonal support and contingencies of self-worth of students as the researcher has rarely come across with the same study on the topic in the local setting.
Research Objectives

This study is aimed to find out which domain of interpersonal support best influences contingencies of self-worth of teachers. Specifically, this study sought to answer the following objectives:

1. To describe the level of interpersonal support in terms of:
   1.1. Appraisal;
   1.2. Tangible;
   1.3. Self-esteem, and
   1.4. Belonging.
2. To ascertain the level of contingencies of self-worth of teachers in terms of:
   2.1 Family Support;
   2.2 Competition;
   2.3 Appearance;
   2.4 God’s Love;
   2.5 Academic Competence;
   2.6 Virtue, and
   2.7 Approval from Others.
3. To determine the significant relationship between interpersonal support and contingencies of self-worth of teachers.
4. To determine which domain of interpersonal support best influences contingencies of self-worth of teachers.

Hypothesis

The following hypothesis will be treated at 0.05 level of significance.

1. There is no significant relationship between interpersonal support and contingencies of self-worth of teachers.

2. Methods

This study used a correlational approach to undertake non-experimental quantitative research. A significant amount of quantitative educational research is non-experimental because many essential factors of interest are uncontrollable. Because non-experimental research is such an essential approach for many researchers, we need to create a classification system for non-experimental methods that is both highly descriptive of what we do and helps us to communicate successfully in an interdisciplinary research setting. Correlational research designs establish the nature and scope of a relationship between two naturally occurring variables.

3. Results

Level of Interpersonal Support

Presented in Table 1 is the level of Interpersonal Support with the overall mean of 4.25 with a descriptive equivalent of very high indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study. Among the enumerated indicators, Tangible obtained the highest mean score of 4.34 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows:

If I needed help, there is someone who would help me, If I needed someone to talk to, I have my friends around me, If I were sick and needed someone (friend, family member, or acquaintance) to take me to the doctor, I would have trouble finding someone, If I needed a place to stay for a week because of an emergency (for example, water or electricity out in my apartment or house), I could easily find someone who would put me up, and If I were sick, I could easily find someone to help me with my daily chores.
The indicator *Belonging* obtained the highest mean of 4.24 with a descriptive rating of very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: When I feel lonely, there are several people I can talk to, I often meet or talk with family or friends, I feel like I’m not always included by my circle of friends, There are several different people I enjoy spending time with, and If I wanted to go on a trip for a day (e.g., to the mountains, beach, or country), I would have a hard time finding someone to go with me.

*Appraisal* obtained a mean score of 4.23 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: There are several people that I trust to help solve my problems, There is someone that I feel comfortable to talking about intimate personal problems, There really is someone who can give me an objective view of how I’m handling my problems, I feel that there is someone I can share my most private worries and fears with, and There is someone I can turn to for advice about handling problems with my family.

The indicator *Self-esteem* obtained a mean score of 4.21 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: Most of my friends are more interesting than I am, there is someone who takes pride in my accomplishments, most people I know think highly of me, I think that my friends feel that I’m not very good at helping them solve their problems, and I think that my friends feel that I’m not very good at helping them solve their problems.

The very high level of Interpersonal Support is due to the high level of rating given by the respondents to the indicator’s appraisal, tangible, self-esteem, and belonging. The above practice of teachers is expected to increase their Interpersonal Support as they congruent to the pronouncement of some authors.

### Table 1. Level of Interpersonal Support

<table>
<thead>
<tr>
<th>Indicator</th>
<th>SD</th>
<th>Mean</th>
<th>Descriptive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraisal</td>
<td>0.83</td>
<td>4.23</td>
<td>Very High</td>
</tr>
<tr>
<td>Tangible</td>
<td>0.78</td>
<td>4.34</td>
<td>Very High</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>0.65</td>
<td>4.21</td>
<td>Very High</td>
</tr>
<tr>
<td>Belonging</td>
<td>0.61</td>
<td>4.24</td>
<td>Very High</td>
</tr>
<tr>
<td>Overall</td>
<td>0.78</td>
<td>4.25</td>
<td>Very High</td>
</tr>
</tbody>
</table>

who stated that interpersonal supports are activities or strategies provided by peers, teachers, parents, and community members which increase students’ overall interpersonal skills for increased social interaction with one or more individuals (Dymnicki, Sambolt & Kidron, 2013). The tasks or skills to be targeted include joint attention, perspective taking, social and pretend play, social engagement, and social problem-solving (Luiselli et al., 2008).

**Level of Contingencies of Self-Worth**
Presented in Table 2 is the level of Contingencies of Self-Worth. Computations revealed an overall mean score of 4.43 or very high, indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

Among the enumerated indicators, God's Love obtained a mean score of 4.98 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: My self-worth is based on God's love, I feel worthwhile when I have God's love, my self-esteem would suffer if I didn't have God's love, my self-esteem goes up when I feel that God loves me, and When I think that I'm disobeying God, I feel bad about myself.

Family Support obtained a mean score of 4.85 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: Knowing that my family members love me makes me feel good about myself,

<table>
<thead>
<tr>
<th>Indicator</th>
<th>SD</th>
<th>Mean</th>
<th>Descriptive Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Support</td>
<td>0.82</td>
<td>4.85</td>
<td>Very High</td>
</tr>
<tr>
<td>Competition</td>
<td>0.83</td>
<td>4.23</td>
<td>Very High</td>
</tr>
<tr>
<td>Appearance</td>
<td>0.85</td>
<td>4.21</td>
<td>Very High</td>
</tr>
<tr>
<td>God's Love</td>
<td>0.90</td>
<td>4.98</td>
<td>Very High</td>
</tr>
<tr>
<td>Academic Competence</td>
<td>0.83</td>
<td>4.36</td>
<td>Very High</td>
</tr>
<tr>
<td>Virtue</td>
<td>0.87</td>
<td>4.22</td>
<td>Very High</td>
</tr>
<tr>
<td>Approval from Others</td>
<td>0.95</td>
<td>4.20</td>
<td>Very High</td>
</tr>
<tr>
<td>Overall</td>
<td>0.86</td>
<td>4.43</td>
<td>Very High</td>
</tr>
</tbody>
</table>

My self-worth is not influenced by the quality of my relationships with my family members, and when my family members are proud of me, my sense of self-worth increases.

Academic Competence obtained a mean score of 4.36 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: My opinion about myself isn't tied to how well I do in school, doing well in school gives me a sense of self-respect, I feel better about myself when I know I’m
doing well academically, My self-esteem is influenced by my academic performance, and I feel bad about myself whenever my academic performance is lacking.

The indicator *Competition* obtained a mean score of 4.23 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I feel worthwhile when I perform better than others on a task or skill, knowing that I am better than others on a task raises my self-esteem, and Doing better than others gives me a sense of self-respect.

*Virtue* obtained a mean score of 4.22 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: Doing something I know is wrong makes me lose my self-respect, Whenever I follow my moral principles, my sense of self-respect gets a boost, and I couldn’t respect myself if I didn’t live up to a moral code.

The indicator *Appearance* obtained a mean score of 4.21 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: When I think I look attractive, I feel good about myself, When I think I look attractive, I feel good about myself, and My self-esteem is influenced by how attractive I think my face or facial features are.

*Approval from Others* obtained a mean score of 4.20 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I don’t care if other people have a negative opinion about me, I can’t respect myself if others don’t respect me, and I don’t care what other people think of me.

The very high level of Contingencies of Self-Worth is due to the very high level of rating given by the respondents to the indicator’s family support, competition, appearance, god’s love, academic competence, virtue, and approval from others. The above practice is expected to increase their Contingencies of Self-Worth as they congruent to the pronouncement of some authors who stated that the sense of self-worth is one of the basic human needs (Alicke & Sedikides, 2011). Self-esteem is a major predictor of psychological wellbeing, successful interpersonal relationships, physical and mental health, and significant regulator of behavior (Moksnes & Espnes, 2012; Park & Crocker, 2008).

**Correlations between Measures**

Illustrated in Table 3 were the results of the test of relationship between the variables involved in the study. The overall correlation had a computed r-value of 0.372 with a probability value of 0.001 which is significant at 0.05 level. Doing an in-depth analysis, it could be gleaned that the indicators of *Interpersonal Support* and *Contingencies of Self-Worth* revealed a computed r-values ranging from .128 to .325 with probability values of 0.01 which is lesser than .05 level of significance. The significant relationship between the two variables is an indication that the increase in the level of *Interpersonal Support* led to the increase in *Contingencies of Self-Worth*.

There is a significant relationship between Interpersonal Support and Contingencies of Self-Worth. The result of this study is aligned with the statement that says Contingencies of self-worth are the domains in which people invest their self-esteem, so progress or success in these domains boosts state self-esteem, and failures or setbacks lead to drops in state self-esteem. People are motivated to achieve boosts and avoid drops in their state self-esteem, relative to their trait levels, in domains on which their self-worth is staked. People are also more vulnerable to experiencing negative effects of ego threat when their self-esteem is contingent on a domain than when it is not (Crocker, Luhtanen, Cooper & Bouvrette, 2003).

**Table 3. Significance of the Relationship between Interpersonal Support and Contingencies of Self-Worth**

<table>
<thead>
<tr>
<th>Interpersonal Support</th>
<th>Contingencies of Self-Worth</th>
<th>R</th>
<th>p-value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraisal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Significance of the Influence of the Domain of Interpersonal Support on Contingencies of Self-Worth

Presented in Table 4 is the regression analysis showing the predictive ability of Interpersonal Support on Contingencies of Self-Worth. The analysis shows that when Interpersonal Support was regressed on Contingencies of Self-Worth, it generated an F-value of 23.86 with 0.01. The value of this regression is 23.86 with 0.01. It can be stated that Interpersonal Support influenced Contingencies of Self-Worth. Among the indicators of Interpersonal Support only one gave significant influence on Contingencies of Self-Worth, which is Appraisal, t=1.28, P=0.591.

Among the indicators of Interpersonal Support only one gave significant influence on Contingencies of Self-Worth, which is Appraisal. Interpersonal support includes mentoring relationships between students and program advisors, administrators, tutors, faculty members, or working professionals; supportive relationships between members of a student cohort; and support of students from family members or friends (Blankenship, 2010). Interpersonal supports reflect the understanding that fostering social communication is an integral part of an individuals' day and must occur across a variety of social partners (Feeney & Collins, 2015).

Table 4. Regression Analysis Showing the Extent of the Influence of Predictor Variables on Contingencies of Self-Worth

<table>
<thead>
<tr>
<th>Interpersonal Support</th>
<th>β (Standardized Coefficients)</th>
<th>B (Unstandardized Coefficients)</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>1.2836</td>
<td>0.6281</td>
<td>2.25</td>
<td>0.000</td>
</tr>
<tr>
<td>Appraisal</td>
<td>-0.08291</td>
<td>0.07243</td>
<td>1.28</td>
<td>0.591</td>
</tr>
<tr>
<td>Tangible</td>
<td>0.82418</td>
<td>0.08223</td>
<td>-2.61</td>
<td>0.001</td>
</tr>
<tr>
<td>Self- esteem</td>
<td>0.08243</td>
<td>0.09263</td>
<td>0.38</td>
<td>0.492</td>
</tr>
<tr>
<td>Belonging</td>
<td>0.06284</td>
<td>0.07238</td>
<td>0.34</td>
<td>0.286</td>
</tr>
<tr>
<td>R</td>
<td>0.326</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R²</td>
<td>0.725</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>23.86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ρ</td>
<td>0.000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The level of interpersonal support is very high, the level of contingencies of self-worth of teachers is very high, there is significance on the relationship between interpersonal support and contingencies of self-worth of teachers, and domains of
interpersonal support that best influence contingencies of self-worth is Appraisal.

The results of this study revealed that the level of interpersonal support is very high. The researcher recommends that the district where the study is conducted in Schools Division Office of Davao Occidental may conduct training that will help improve the aspects of Self-esteem.

Meanwhile, the study revealed a very high level of contingencies of self-worth of teachers. The researcher recommends that the district office may provide Learning Action Cell among the teachers on the topic Approval from Others.

The study found a significant relationship between interpersonal support and contingencies of self-worth of teachers. The researcher therefore recommends that the District Office may consider the provision of trainings or activities relative to the variables under study to help the school heads and teachers enhance on the indicators which are among the lowest in the indicators of the variables under study.

The study found that the domains of interpersonal support that best influence contingencies of self-worth is Appraisal. The researcher recommends that school heads may provide sessions in Learning Action Cell among teachers for improvement.

REFERENCES