



SOCIAL-EMOTIONAL LEARNING IN RELATION TO LEARNERS' ACADEMIC PERFORMANCE

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ABSTRACT

This study investigated the relationship between Social-Emotional Learning (SEL) competencies and the academic performance of Key Stage 2 learners in Dacanlao G. Agoncillo Elementary School and Salong Elementary School in Calaca City, Batangas, for Academic Year 2025–2026. Guided by the CASEL Framework, Bandura's Social Cognitive Theory, and Bronfenbrenner's Ecological Systems Theory, the study employed a quantitative descriptive-correlational research design. The respondents were 28 Grade 4–6 teachers who assessed learners' SEL levels across five competency domains self-awareness, self-management, social awareness, relationship skills, and responsible decision-making using a validated 50-item teacher-rated Likert-scale questionnaire. Academic performance was measured through the learners' first semester Mean Percentage Scores (MPS). Data were analyzed using weighted mean, MPS computation, Pearson Product-Moment Correlation Coefficient, and the Coefficient of Determination. Findings revealed that learners demonstrated a generally High level of SEL competency across all five domains, with an overall average weighted mean of 3.20. Self-awareness ranked highest (3.25), while responsible decision-making ranked lowest (3.14),

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though all domains fell within the High range. In terms of academic performance, learners obtained an overall average MPS of 86.48, corresponding to a Very Satisfactory level. PE and Health and Music and Arts were the highest-performing subjects, while Filipino and Mathematics recorded the lowest scores. Pearson correlation analysis showed no statistically significant relationship between SEL competencies and academic performance across all five domains, with p-values ranging from .279 to .424, leading to a failure to reject the null hypothesis. Teachers reported High levels of challenge in implementing SEL, particularly citing insufficient instructional materials, large class sizes, and limited parental support. The study concludes that while learners possess a sound SEL foundation, the absence of structured and formalized SEL programs likely mediates the non-significant relationship with academic outcomes. A school-based SEL enrichment program is proposed to bridge this gap.

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