



**SOCIO-EMOTIONAL LEARNING SKILLS AND LEARNERS’
ACADEMIC ACHIEVEMENT IN SELECTED DISTRICTS,
DIVISION OF MISAMIS ORIENTAL**

**CATHERINE JEAN A. NELLAS
TEACHER I**

G. Pelaez Integrated School
PHINMA Cagayan de Oro College
junecatherine92@gmail.com

ABSTRACT

Socio-emotional learning helps children and young adults learn valuable life skills such as empathy, friendships, confidence, self-control, self-awareness, and responsibility. This was conducted to determine learners’ socio-emotional learning skills and academic achievement in selected districts of Division of Misamis Oriental, S.Y 2022-2023. This is to: 1) find the level of learners’ socio-emotional learning skills; 2) find the level of learners’ academic achievement; and 3) determine the significant relationship between the learners’ socio-emotional learning skills and their academic achievement.

There were one-hundred forty-five learners currently from Grades 7 and 8 classes. This study used descriptive survey method of research. Further, Pearson Product Moment of Correlation (r) was employed to determine the significant relationship between the learners’ socio-emotional learning skills and their academic achievement and the instrument used was a questionnaire on socio-emotional learning, however, the indicators were adapted and modified from the study of Gehlbach (2014). Data were processed using descriptive statistics such as percentage, frequency, mean, and standard deviation on describing variables of the study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan
Managing Editor: Raymart O. Basco

Associate Editor: Andro M. Bautista
Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

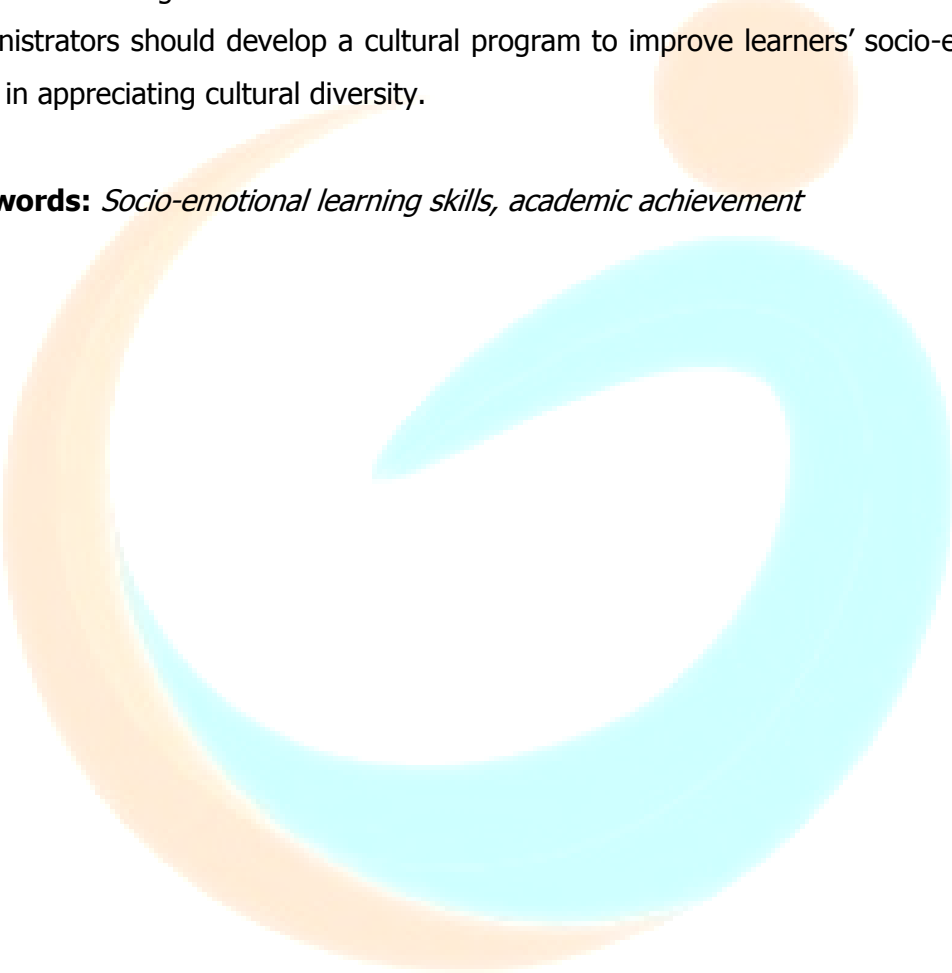
February 2024

Available online at <https://www.instabrightgazette.com>



Findings revealed that learners' socio-emotional learning skills were high and their academic achievement in the first and second quarters in: Mathematics, Science, English, Filipino, and Araling Panlipunan was very satisfactory. There was no significant relationship between the learners' socio-emotional learning skills and their academic achievement. Learners' socio-emotional learning skills and academic achievement show positive outcomes. Learners' socio-emotional learning skills do not affect their academic achievement. It is recommended that school administrators should develop a cultural program to improve learners' socio-emotional learning skills in appreciating cultural diversity.

Keywords: *Socio-emotional learning skills, academic achievement*



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



INTRODUCTION

Learners in every corner of the world have been trapped and needed permission to roam around, the educational system shifted to online and modular distance learning. Their ability to develop social and emotional skills was deprived as they were prohibited from attending school personally. The student's social and emotional learning skills are crucial to the development of their whole being and to achieve lifelong learning. Perhaps there may be advantages and disadvantages to the implementation of the new modes of learning, but this study weighed more on the relationship between the learner's social and emotional learning skills and their academic achievements.

As mandated by the Department of Education to implement modular distance learning teachers are concerned with the learner's socio-emotional well-being and their academic performances. The worse situation challenged teacher-student relationships nationwide, as opportunities for in-person teacher-student interactions were greatly reduced by the transition to remote instruction (Hodgman, 2021). Recently in 2022, DepEd announced back-to-school. Teachers are concerned about the learners' social and emotional well-being, and their academic achievement after the dramatic changes in their learning setup.

During the implementation of distance learning, most of the students were inactive in doing their learning activities, they had less chance to meet and connect a bond with their new teachers, and classmates. After a few years, the educational system gradually implemented limited face-to-face classes, in which learners are allowed to attend their classes once or twice a week. There was a huge difference between their performance in modular distance learning and limited face-to-face classes. Most students are excited and actively participate in every class activity and performance, and their ability to practice social and emotional learning skills is apparent during face-to-face classes.

The international development community has begun to recognize the importance of social and emotional learning (SEL) and a positive and safe school and classroom climate in

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



promoting academic achievement in schools (Bulat, 2020). When thinking about social and emotional learning, it is important to acknowledge how young people are interacting, learning, and communicating with one another, the pandemic cemented the role of media and technology in young people's lives, as a result, the social and emotional wellbeing of students, particularly in and around the digital world, must be a priority for both educators and families (Mendoza, 2021). Undersecretary for Administration Alain Del B. Pascua (2021) explained in a message in the last episode of the program; "Due to limited interaction with the community, it was very seldom having the chance to develop the socio-emotional learning skills of the students. The program T.A.L.A (Tuklasin, Alamin, Likhain, at Alalahanin) was an initiative by the DRRMS as one of the strategies of the department to give serious attention to the emotional and social development of the learners." (deped.gov.ph, 2021).

Social-emotional learning (SEL) is an essential skill and a factor that needs to be developed by the learners for it has a great and positive impact on their academic performances. There are sets of skills that need to be developed by everyone at an early age as possible. Every aspect of life to be successful comes from the person's ability to manage social and emotional skills. Tim Walker (2020), said that SEL is the foundation, the heartbeat of the classroom, it is about connecting everybody and making them feel safe and secure before you get to academics; It only means that SEL skills and performance are as important as the academic outputs. According to F. Wortha (2019), emotions are core factors of learning and an essential component of learning activities across settings. This is due to rapid changes in social and community norms that have great impacts on the learners' academic performances.

Education Secretary Lapus said that these skills (SEL) are expected to facilitate academic achievement and develop well-rounded, wholesome individuals, developing lifelong learners in a fast-changing world calls for continuous refinement in education (Philstar, NY). Another educator who took part in workshops for teachers on giving highlights on the essence of SEL in high school classroom settings, Professor Folsom trained the teachers in intellectual and emotional learning

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



in the Philippines. She spent a few weeks in the Philippines aiming to integrate social and emotional learning skills into the curricula with the help of elementary and high school educators (Lehman, 2022).

It is in this context that the researcher would like to ascertain the level of learners' socio-emotional learning skills and their academic achievement in selected districts, Misamis Oriental, S.Y 2022-2023.

METHODOLOGY

This study made use of descriptive survey methods of research to determine the relationship between learners' socio-emotional learning skills on their academic achievement in selected districts in the Division of Misamis Oriental. The descriptive survey method is a time-efficient research method and engages people who are at the center of the research objective (Chaudhari, 2020). According to Research Connections (NY), it collects data that is used to answer a wide range of what, when, and how questions about a particular population or group. This method was utilized by the researcher as it is the suitable process to analyze and measure the data using percentage, means, and correlation, through the responses shown in the data it will display the frequency on each item.

This research design is by far the most commonly used form of research, organizations will use it as a method to reveal and measure the strength of a target group's opinion, attitude, or behavior concerning a given subject (SurveyMonkey, 2022). It also aims to accurately and systematically describe a population, situation, or phenomenon, can answer what, where, when, and how questions, but not why questions, and can use a wide variety of research methods to investigate one or more variables (McCombes, 2020).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Research Instrument

The instrument used in gathering the data was a questionnaire composed of two parts. Part 1 dealt on the components of socio-emotional learning skills such as self-management, social awareness, appreciating diversity, engagement and valuing school, and relationship skills. This was adapted and modified from Hunter Gehlbach in his study, "Education Guide on Socio-Emotional Learning for Students". Each component has fifteen (15) indicators with the options: 4 – At all times; 3 – Most of the time; 2 – Sometimes and 1 – Never.

Part 2 elicited on learners' academic achievement in terms of their General Weighted Average in the 1st and 2nd quarter of S.Y 2022-2023 on Mathematics, Science, English Filipino, and Araling Panlipunan.

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered from the respondents through the survey questionnaires to determine the level of socio-emotional learning skills and learners' academic achievement in selected districts, Division of Misamis Oriental during the School Year 2022-2023.

Problem 1. To what level are the respondents' socio-emotional learning skills as to:

- 1.1 Self-Management;
- 1.2 Social Awareness;
- 1.3 Appreciating Diversity;
- 1.4 Engagement and Valuing School; and
- 1.5 Relationship Skills?

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 1
Distribution of Respondents' Socio-emotional Learning Skills
as to Self-Management

Indicators	Mean	SD	Description
I come to class well-prepared and ready for schoolwork.	3.27	0.757	At all Times
I follow directions given in the class such as to keep quiet when studying or someone is studying.	3.19	0.773	Most of the Time
I get my work done right away instead of waiting until the last minute.	3.36	0.788	At all Times
I pay attention in class and resist distractions coming from classmates.	3.21	0.818	Most of the Time
I work independently and stay focused in class.	3.14	0.879	Most of the Time
I remain calm even when someone is bothering me or saying bad things.	2.85	0.923	Most of the Time
I allow others to speak without interruptions.	3.41	0.804	At all times
I am kind to adults every time I meet them.	3.50	0.698	At all times
I am polite to other students who work with me such as in group projects and group presentations.	3.37	0.772	At all times
I control my temper and anger when I am in the mood.	3.19	0.773	Most of the Time
I show the courage to take initiative on the given assigned school work.	3.04	0.832	Most of the Time
I motivate myself when it is a bad day for me.	2.96	0.857	Most of the Time

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



I focus more on my study and listen to class discussions.	3.48	0.698	At all Times
I set goals such as finishing my homework and studying on time.	3.02	0.845	Most of the Time
I am honest with my opinion to other schoolmates when they asked for it.	3.06	0.911	Most of the Time
Overall	3.20	0.809	Most of the Time

Legend: 3.26 – 4.00 = At all Times/Very High 1.76 – 2.50 = Sometimes/Low
 2.51 – 3.25 = Most of the Time/High 1.00 – 1.75 = Never/Very Low

Table 1 shows the mean distribution of respondents' level on socio-emotional learning skills as to self-management with an overall mean rating of 3.20 (SD=0.809) described as Most of the Time. It means that the respondents have a high level and better sense of self-management within and outside the school. It implies that respondents are good at managing themselves despite the negative impacts and situations brought by the pandemic. It could be noted that their sense of self-management was developed as a positive impact of the pandemic because learners in the previous year studied in their respective homes, and learned to manage at their own risk with lesser supervision from their teachers. These students mostly are from families in rural areas wherein their parents work in their farms or outside homes, unlike learners from urban areas wherein their parents work mostly from home setups. To add, they also learned to manage themselves by not getting sick and to self-clean as the authorities are strict with the people who were sick in former years.

The Creative Commons Organization (2018) pointed out that self-management is the capability to efficiently manage a person's emotions, thoughts, and behaviors in diverse situations. This includes handling stress, adjourning gratification, inspiring oneself, and setting and working toward individual and academic goals. Learners with solid self-management skills

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



arrive to class ready, paying attention, following instructions, letting others speak without interruption, and working self-sufficiently with concentration.

In particular, the indicator **I am kind to adults every time I meet them** got the highest mean of 3.50 (SD=0.698) described as **At All Times**. This means that the respondents are kind and caring to the adults they meet every day in and outside the school campus. It implies that despite the fact that learners are sometimes naughty in their classes, they show their soft side as they care and are kind to the adults. It indicates that despite the positions at school such as teachers, staff, or even utility workers, students are kind to every adult in school. This will also help them improve their achievement in their studies as they will choose to listen in class discussions or even adults' good advice to them. Based on observation, this development in every learner is part of the Filipino culture; it is essential to respect elders and be kind to anyone older than them, being kind to every adult shows the kind of family and culture they grow into.

This finding is in consonance with the statement made by ggie.berkeley.edu (2022) that practicing compassion and kindness can advance health, welfare, and relationships. They added that beyond persons' own lives, these abilities strengthen societies and may even be essential to the survival of the human species as a whole.

On the other hand, the indicator **I remain calm even when someone is bothering me or saying bad things**, got the lowest mean rating of 2.85 (SD=0.923), described as **Most of the time**. It means that despite having the lowest mean respondents have shown High level or decent skills in remaining calm when someone was bothering them or saying bad things. It implies that respondents were likely to handle themselves by keeping calm when someone is disturbing them or saying evil things to them. As seen, the very reason for this is that learners are still young and are still in the process of developing their SEL skills. In addition, during this age learners are more sensitive and prone to bullies in school some learners are slow in learning their social and emotional skills depending on the upbringing in their family or culture within them.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



According to Bradbery (2022), the ability to manage feelings and stay calm under pressure has a straight link to performance, with more than a million people, and research found that 90% of top performers are skilled at handling their feelings in times of stress to remain calm and in control.

Table 2
Distribution of Respondents' Level of Socio-Emotional Learning
Skills as to Social Awareness

Indicators	Mean	SD	Description
I listen to other people's points of view and respect their differences.	3.60	0.628	At all times
I care about my classmate's feelings, whether it is positive or negative feelings.	3.22	0.803	Most of the time
I compliment others' accomplishments such as being awarded as an honor student, best student or athlete, etc.	3.21	0.897	Most of the time
I get along with students who are different from me in terms of ideas, family status, hobbies, etc.	2.86	0.913	Most of the time
I can clearly describe my feelings toward my classmates in school such as hate, love, and liking.	3.06	0.934	Most of the time
If other classmates disagree with me, I respect their points of view.	3.44	0.725	At all times
I stand up for myself without putting others down such as when caught cheating, talking during class, etc.	2.99	0.965	Most of the time
I disagree with others without starting an argument.	2.99	0.924	Most of the time
I try to understand my teachers' points of view about life, subject, politics, religion, etc.	3.22	0.837	Most of the time
When my teacher is in a worse mood than usual, I try hard to understand the reasons why.	3.25	0.894	Most of the time
I respect the opinion and beliefs of my classmates in terms of politics and religion.	3.30	0.767	At all times
I appreciate people who are honest in their impression of me.	3.19	0.852	Most of the time

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



When my classmate is sharing his/her experiences, I listen to him/her.	3.46	0.764	At all times
I appreciate people coming from different cultures and religions.	3.10	0.880	Most of the time
I introduce myself nicely to others and new students.	3.28	0.822	At all times
Overall	3.21	0.840	Most of the time

Legend: 3.26 – 4.00 = At all Times/Very High 1.76 – 2.50 = Sometimes/Low
 2.51 – 3.25 = Most of the Time/High 1.00 – 1.75 = Never/Very Low

Table 2 reveals the mean distribution of respondents' level of socio-emotional learning skills as to their social awareness with an overall mean of 3.21 (SD=0.840) described as Most of the time. It means that the respondents' social awareness in school or in the classroom has been practiced, and the respondents are socially aware of the people's connections around them. It implies that the social awareness skills of respondents are being practiced. As noticed, since students are back in school, they are both excited and seek to make connections and form relationships with their classmates. As observed, respondents show a good and better sense of their social awareness skills, as they are mindful of different kinds of people coming from various socio-economic and cultural backgrounds within their community and school. This ability from respondents is based primarily on being self-aware, and the capability to manage and control their emotions, which develops in knowing individuals around them. The above findings are supported by Huynh (2018) when he stated that social awareness is a person's capability to recognize and empathize with other persons from different backgrounds and cultures. In addition, Huynh stated that social awareness comprises the flexibility, behavioral alteration, and adaptability of a person based on specific circumstances, its essential element is the ability to understand other people's feelings under different circumstances, which means sympathy and empathy towards them.

In particular, the indicator **I listen to other people's points of view and respect their differences**, got the highest mean rating of 3.60 (SD=0.628), which is described as **At All**

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



Times. This means that the respondents at all times have better capabilities in terms of listening to other people's perspectives in life and respecting their differences. This implies that respondents have better listening skills toward other people such as their classmates, schoolmates, or their teachers. It could be noted that the ability to listen to people's points of view is a skill not everyone can have, it takes great courage to listen and give time to someone else's perspective in life. Respecting someone else's differences is a good start and a key to maintaining peace and order in the community, for example, respecting a person's spiritual beliefs, cultural norms, etc. And in addition, this skill is vital in the growth of the learners as it helps widen their understanding of society since we lived in a multicultural country, and its hand helps them improve their ideas and knowledge about culture and society as a whole. This seems to conform with the findings of Dr. Remen (2023) stating that the most basic and powerful way to connect to another person is to listen, just listen, perhaps the most important thing we ever give each other's attention. In addition, active listening has benefits to an individual's life such as having a great number of friends, progressed self-esteem, and confidence.

On the other hand, the indicator **I get along with students who are different from me in terms of ideas, family status, hobbies, etc.** got the lowest mean rating of 2.86 (SD=0.913) described **Most of the time.** It connotes that despite having the lowest mean among all indicators, respondents have a high level of being socially aware of the different backgrounds of people around them in terms of ideas, ways of life, family status, hobbies, etc. It implies that despite learners' good listening skills, they felt comfortable with other people who were dissimilar from them in terms of ideas, family status, hobbies, etc. Based on observation these respondents are young and are just starting their journey as adolescents, they are still in the phase of knowing different people around them. They are in the transition period wherein after spending as grade-schooler for three years strictly being at home, now surprisingly entered teenage life, getting along with their classmates, or with other learners whom they probably ever knew or met should be hard for them to cope with. Mingling with people who have different ideas and economic

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



backgrounds should be given importance for their growth, Transforming Education, (2020) stated that students with strong social awareness adapt more easily to their environment, empathize with the perspectives of others, and engage in fewer disruptive classroom behaviors, in turn, creates a setting where students can focus on learning.

Table 3
Distribution of Respondents' Level of Socio-Emotional Learning skills
as to Appreciating Diversity

Indicators	Mean	SD	Description
I spend time with students from different races, ethnicities, and cultures at school.	3.03	0.881	Most of the time
I am interested in classes with students from the indigenous group.	3.10	0.892	Most of the time
I hang out with students from different cultures and religions.	3.14	0.858	Most of the time
I am interested to be friends with people from different cultures and religions.	3.37	0.799	At all times
I am fair and equal in treating people from different cultures and religions.	3.23	0.814	Most of the time
I research the diverse culture of my community.	3.08	0.791	Most of the time
I am curious about indigenous peoples' way of living.	3.22	0.759	Most of the time
I am honest about my opinion when talking about people from different cultures.	3.14	0.799	Most of the time
I stand and speak out against people who discriminate against individuals from other cultures.	3.10	0.864	Most of the time
I am curious about what culture my parents or my great-grandparents belong such as Higaonon, Maranao, etc	3.18	0.796	Most of the time
I am interested in wearing costumes from different cultures and ethnicities.	2.92	0.990	Most of the time
I appreciate watching cultural and ethnic dances that showcase the beauty of their tribes.	3.21	0.912	Most of the time

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



I read storybooks about people's different cultures such as the history of the community and tribes of first settlers.	2.90	0.848	Most of the time
I listen to music and songs from indigenous people even if I do not understand the lyrics.	3.10	0.869	Most of the time
I buy products that are made by indigenous people from different tribes.	2.74	0.984	Most of the time
Overall	3.10	0.857	Most of the time

Legend: 3.26 – 4.00 = At all Times/Very High 1.76 – 2.50 = Sometimes/Low
2.51 – 3.25 = Most of the Time/High 1.00 – 1.75 = Never/Very Low

Table 3 illustrates the mean distribution of respondents' level of socio-emotional learning skills as to appreciating diversity with an overall mean of 3.10 (SD=0.857) described as Most of the time. This means that respondents are not just mindful of the diversity of the culture but also appreciate the existence of various people from different cultures. It denotes that the respondents are only limited to neighboring municipalities which are Christian and Bisaya dominant communities, these learners are aware of a diverse society. One way of helping them realize it is the use of social media mostly used is Facebook. In some parts of the community such as Laguindingan there were vendors in their community who were Muslims coming from Islamic regions. And to note that the hinterlands of these municipalities have identified Lumad people such as families from the Higaonon Tribe, and due to intermarriages of Filipinos to Foreign people, open and welcoming society, learners from different races, religions, etc. are peacefully dwelling and studying, in these schools or community. As noticed, respondents tend to work with people regardless of their differences, they will develop to love the differences of every people.

Parson (2022) pointed out that diversity, when applied in a human framework, encompasses the inclusion of an extensive variety of cultures, ethnicities and clusters, races, religious beliefs, socioeconomic backgrounds, sexual orientations, and gender identities. People who appreciate and celebrate not just their mutual interests but also their differences aid their

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



sense of unity and at the same time, educate them. Similarly, the Institute of Leadership Management (2018) asserts that differences between diverse associates result in the construction of more creative ideas, inspiring innovation in what they do and how it is done - an important characteristic of continuing improvement.

In particular, the indicator **I am interested to be friends with people from different cultures and religions**, got the highest mean of 3.37 (SD=0.799) described as **At All Times**. It connotes that learners today are open-minded and welcome people of different races, religions, cultures, etc. It could be noted that this is a good sign that learners are accepting and appreciating diverse culture, this will help lessen the rampant issues in school such as bullying, or discrimination. This is an optimistic insignia that will help heal the wounds brought by wars or conflicts due to people from different races, religions, cultures, etc. fighting with others to be heard and be accepted their different values in life. The findings indicated that having friends from various cultures encourages multi-culturalism helps us accept people from diverse races and ethnicities for their uniqueness and displays how to practice beliefs differ from (guardian.ng, 2016). In addition, the cause of war is almost endless, the domination of a civilization using socio-political military force, conflict over territories, religious differences, and nationalism: and the ethnocentric belief that a nation-state identity supersedes all others in sovereignty (Petarca, 2021). And to add that Mindanao, is one of the places in the world where conflict between Christians and Muslims are still observable even today. Being interested in people from different cultures or religions is a passage to transforming relationships, and is key to putting an end to violence (Annan, 2016).

On the other hand, the indicator **I buy products that are made by indigenous people from different tribes**, has the lowest mean of 2.74 (SD=0.984) described as **Most of the time**. This means that the respondents' skills in appreciating the diverse culture of the society specifically for them, buying products from indigenous people has the least rating yet described as most of the time, infers as respondents yet have an interest in native products. It implies that

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



their sense of cultural sensitivity is well practiced as most of them are still young and were less exposure to different cultures of their respective homeland. As noticed, one great factor affecting it is the fact that respondents of this research came from middle to low-income families, and most of them, their family's income relies on agricultural or seasonal income on which buying these products certainly does not count as their priorities not part of their interest. And as observed, indigenous products are way more expensive than products from famous department stores, which also affects learners' interest in these products.

Table 4
Distribution of Respondents' Level of Socio-Emotional Learning skills as to Engagement and Valuing School

Indicators	Mean	SD	Description
I am excited to go to my classes every day.	3.64	0.642	At all times
I get so focused on activities in my classes that I lose track of time.	3.29	0.676	At all times
I am eager to participate in class discussions and group activities.	3.39	0.784	At all times
When I am not in school, I talk about ideas and lessons from my classes.	3.03	0.858	Most of the time
I prefer school as my favorite place to stay.	3.08	0.997	Most of the time
I find the things I learn in my class interesting.	3.42	0.742	At all times
I do use ideas from school in my daily life.	3.32	0.761	At all times
I do well in my classes such as listening, participating, and helping others.	3.45	0.735	At all times
I see myself as someone who appreciates school.	3.41	0.787	At all times
I find the school and my studies useful for me in the future.	3.54	0.697	At all times
I am confident when I am in school or class.	3.17	0.819	Most of the time
I feel safe in school aside from my home.	3.26	0.808	At all times
I appreciate doing classroom chores such as sweeping floors, fetching water, watering plants, etc.	3.21	0.827	Most of the time
I feel motivated to do assignments in school.	3.08	0.862	Most of the time

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



The school is where I spend most of my time.	3.34	0.835	At all times
Overall	3.31	0.789	At all times

Legend: 3.26 – 4.00 = At all Times/Very High 1.76 – 2.50 = Sometimes/Low
 2.51 – 3.25 = Most of the Time/High 1.00 – 1.75 = Never/Very Low

Table 4 shows the mean distribution of the respondents' socio-emotional learning levels as to engagement and valuing school with an overall mean of 3.31 (SD=0.789) described as At All Times. It means that learners have very high value in school engagement and value their studies. This would imply that despite the pandemic that caused so much trouble to their studies and education, they have found value and engaged more in their schooling or studies. It could be noted that this school year was the full implementation of face-to-face classes after the online and modular classes, and this brought a great impact on their social and emotional well-being. It is noticeable that the connection and relationship that they have lost and have been deprived of over more or less three years made them realize that school and studying on-site are essential for academic achievement. Urquijo and Extremera (2017), support this stand when they disclosed that the more engaged students demonstrated higher academic achievement. Further, Sorocco (2009) stated that student academic engagement can predict student academic achievement and added that the more engaged students demonstrated higher academic achievement.

The indicator, **I am excited to go to my classes every day** earned the highest mean rating of 3.64 (SD=0.642) described as **At All Times**. This means that the respondents are excited to come to their classes every day. It implies that learners are eager and active in going to school every day, some respondents also even shared their experience that even if it rains, they are willing to attend school despite the condition. As seen, respondents are excited to come to school after the quarantines and pandemic which caused to make them to stay at home, especially since they are considered by the government as vulnerable individuals other than old ones. Respondents preferred to stay and spend most of their time in school and engaged with their classmates than staying at home. According to Burry, et. al. (2020) students are missing

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



everything about school, in their blog, children wanted to back to school and play with their classmates, friends, etc. Some are having fun with their parents and their brothers and sisters, but most are missing their teachers, their friends, and their normal lives (Dodd, 2020).

On the other hand, the indicator **When I am not in school, I talked about ideas and lessons from my classes**, got the lowest mean rating of 3.03 (SD=0.858) described as **Most of the time**. This means that respondents occasionally talk about ideas and lessons to their classes when not in school. It implies that learners have high level of sharing their thoughts with their classmates, and friends about their lessons in school. This indicates that though respondents love being in school and in their classes, they seldom share with others outside the school the topics or learnings they have, they prefer to talk about ideas or things that are non-academic related stories, and they love to talk about what are trends online such as in Tiktoks, online gaming, relationships, etc. In addition, in spite of having the lowest mean, respondents were sharing their thoughts outside the school most of the time. It might be that respondents were also looking forward to share their experiences with the people outside the campus such as friends, neighbors, parents, relatives, etc. Learners from high schools are in the critical stage of seeking their sense of belongingness as being part of a certain community or group, and having conversation creates rapport to other people. According to Kleimo (2019), learners are processing so much during the school day — a new environment, new routines, and new social and academic skills which turns out it's completely normal for them to do well at school, only to fall apart once they are back in a familiar and safe home environment.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 5

**Distribution of Respondents' Level of Socio-Emotional Learning Skills
as to Relationship Skills**

Indicators	Mean	SD	Description
I respect my teachers inside and outside the school.	3.86	0.366	At all times
I appreciate my teachers' concern when I am upset.	3.57	0.632	At all times
I am excited to see and meet my teacher in school.	3.66	0.650	At all times
When my teacher asks how am I doing, they are interested to know my answer.	3.36	0.714	At all times
My teacher would be excited to have me again in the future.	3.41	0.731	At all times
It is my teacher whom I can run into when I need help.	3.48	1.830	At all times
It is my teacher whom I can trust and share my problems with.	3.26	0.864	Most of the time
My friend in school is whom I completely trust.	3.26	0.782	At all times
Aside from my family, I have an adult friend outside school whom I can completely trust when I need help.	3.26	0.831	Most of the time
My friends in school help me when I am having trouble doing homework, classroom chores, etc.	3.30	0.802	At all times
I initiate and cultivate friendships with other students.	3.26	0.734	Most of the time
I share my thoughts and feelings with my classmates.	3.22	0.845	Most of the time
I do teamwork and collaboration in solving problems in any class activity.	3.34	0.730	At all times
I offer support and help when my classmates need a hand such as doing homework, classroom chores, etc.	3.34	0.767	At all times
I stand up for the rights of others even if no one asked.	3.08	0.936	Most of the time
Overall	3.38	0.814	At all times

Legend: 3.26 – 4.00 = At all Times/Very High 1.76 – 2.50 = Sometimes/Low
 2.51 – 3.25 = Most of the Time/High 1.00 – 1.75 = Never/Very Low

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 5 signifies the distribution of respondents' socio-emotional learning levels as to their relationship skills. The overall mean rating is 3.38 (SD=0.814) which is described as At All Times. This means that respondents have immense skills in their relationship abilities, these are their ability to create and maintain relationships with the people surrounding them in school with their classmates, teachers, the admin, etc. It implies that learners are giving importance to reconnecting with their friends, classmates, teachers, etc., and the importance of fitting together or into the group they seem they feel belonged to.

According to Berkeley.Edu (2022) "Relationship skills" is the ability to build positive relationships, especially with diverse individuals and groups, using a variety of methods such as active listening, communication, and conflict resolution skills including the ability to resist pressure and seek out and offer help. This specific SEL skill gained the highest overall mean among other SEL skills, which means that respondents displayed great value and abilities in relationship-creating and building good relationships among others.

In particular, the indicator **I respect my teachers inside and outside the school** got the highest mean rating of 3.86 (SD=0.366) described as **At All Times**. This means that respondents respect their teachers in the school and outside its premises. This denotes that learners have high respect for their teachers not only inside the school but also outside the school premises. It is noticeable that learners from rural areas or remote areas tend to have high respect for their teachers, as how the parents and people in the community respect teachers, affects how they give value to their teachers. They also recognized the importance of their teachers outside school and respected them despite being outside classes. As it is believed that teachers are their second parents. According to Sadurshan (2017), teachers are the second parents who hatch the cackle of education and discipline! They are the ones who inspired us, re-designed life, and made us better human beings as well as a good citizen.

On the other hand, the indicator **I stand up for the rights of others even if no one asked**, got the lowest mean of 3.08 (SD=0.936) which is described as **Most of the time**. This

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



means that despite having the lowest mean, respondents have a high level of standing up for other people most of the time even if no one asked or told them. This explains that learners choose to speak, stand up, and fight for the rights of others. As noticed, respondents are still too young to understand the value of standing up for the rights of other people, which sometimes leads them to speak irresponsibly. For them to be able to stand up for the rights of other people they should develop their ability to make decisions of their own and become responsible. Most of these young learners still don't have the idea or knowledge about their full rights as civilians. Respondents should strengthen their voices to be heard, and at the same time, practice their rights as a student to protect other people from discrimination. According to the National Education Association (2020) diverse voices, personalities, and cultures are what make learning exciting at any grade level. In addition, people often say that 'children are the future' tackling issues like climate change, child labor, stigma, exclusion, and gender inequality, they're committed to making the world better for other children (Shandilya, 2019).

Table 6
Summary of the Respondents' Level of
Socio-Emotional Learning Skills

Indicators	Mean	SD	Description
Self-Management	3.20	0.809	Most of the Time
Social Awareness	3.21	0.840	Most of the Time
Appreciating Diversity	3.10	0.857	Most of the Time
Engagement and Valuing School	3.31	0.789	At All Times
Relationship Skills	3.38	0.814	At All Times
Overall	3.24	0.822	Most of the Time

Legend: 3.26 – 4.00 = At all Times/Very High 1.76 – 2.50 = Sometimes/Low
2.51 – 3.25 = Most of the Time/High 1.00 – 1.75 = Never/Very Low

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 6 shows the summary distribution of the respondents' level of socio-emotional learning skills, as perceived by the respondents with an overall mean rating of 3.24 (SD=0.822) described as Most of the time. This means that the respondents are excellent in their social and emotional learning skills as to self-management, social awareness, appreciating diversity, engagement and valuing school, and relationship skills. It implies that respondents do not have the highest level in their social and emotional learning skills they have a better level of social and emotional skills. It could be noted that the respondents are products of distance learning for three years due to the pandemic, we could assume that it affects the result above. In addition, the respondents are still young and in the stage of starting their teenage life in high school, they are in the process of learning and honing their social and emotional learning skills which is still a long way to go. Brandon Darr (2022) states that children lost vital opportunities for social interaction and consequently have displayed increased levels of stress due to a variety of factors, including seclusion, uncertainty, and fear of the future, thus having an undesirable impact on their resilience and intellectual skills.

The indicator **Relationship Skills** obtained the highest overall mean rating of 3.38 (SD=0.814) described as **At All Times**. It means that the respondents value their relationships with the people around them in school such as their classmates, schoolmates, their teachers, etc. It implies that there is a positive relationship and connection developed by the respondents to communicate effectively and approach with good presumptions or intentions. Based on my observation, this was the time when the full in-person classes were implemented from the three-year stay-at-home policy due to the pandemic, which led the respondents to value and give importance to reconnecting and socializing with the people inside the school community. Further, they are way more eager to come to school every day and are always willing to work with their classmates and teachers than before the pandemic. According to Peyton (2021) developing social skills helps us figure out what to do and how to be when we are with different people and in different situations. She also added that building relationships also serve as the foundation for

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



having a positive and healthy classroom environment, when students know how to build relationships with their classmates everyone benefits.

The indicator **Appreciating Diversity** got the lowest overall mean rating of 3.10 (SD=0.857) described as **Most of the time**. It means that the respondents have a high level of appreciation for diversity and culture. It denotes that even with the lowest mean among the indicators, it might be that respondents appreciate more likely the diversity of culture in school, and have exposure to learners or schoolmates who come from different ethnic and cultural backgrounds. As observed, the respondents came from Christian-dominated and Bisaya-dominated communities in Laguindingan, Gitagum, and Libertad. According to the psa.gov.ph website, only about 6.06 percent of the entire Misamis Oriental belonged to other ethnic and cultural groups. Additionally, it could be noted that the schools and teachers are making up the time lost to teach their learners twice as much as before, cultural awareness was not yet their top priority but giving importance to learners' psycho-social health due to the pandemic. These findings are supported by Sari and Yüce (2020) stating that the problems stemmed from mainly three areas; the problems regarding teachers themselves, the problems regarding students, and the problems regarding students' parents.

Problem 2: To what level is the respondents' academic achievement in the 1st and 2nd quarter as to:

- 2.1 Mathematics;**
- 2.2 Science;**
- 2.3 English;**
- 2.4 Filipino; and**
- 2.5 Araling Panlipunan?**

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 7

**Distribution of Respondents' Academic Achievement
in the First Quarter**

Learning Areas	Mean	SD	Description
Mathematics	83.03	4.405	Satisfactory
Science	83.15	3.213	Satisfactory
English	83.89	3.091	Satisfactory
Filipino	84.27	2.880	Satisfactory
Araling Panlipunan	87.35	4.184	Very Satisfactory
Overall	84.34	3.555	Satisfactory

- Legend:
- 90 % - 100 % Outstanding
 - 85 % - 89 % Very Satisfactory
 - 80 % - 84 % Satisfactory
 - 75 % - 79 % Fairly Satisfactory
 - Below 75 % Did Not Meet Expectations

Table 7 illustrates the distribution of respondents' academic achievement in Mathematics, Science, English, Filipino, and Araling Panlipunan in the first quarter with an overall mean of 84.34 (SD=3.555) described as Satisfactory. It means that respondents' academic achievement in the first quarter of the school year is acceptable and reasonable. It implies that learners in the first quarter performed well in their classes as learners tend to study hard and get more excited building rapport with their classmates and teachers. Based on observation, class schedules during the first quarter were in line with the policy given by the AITF (Inter-Agency Task Force) against Covid-19, schools follow the Flexible Class schedule wherein students are allowed in school on a selected date, twice or three times a week, and the rest of the days at home. In addition, this was the time when they were mentally disturbed as they could not focus on studying when at home. These findings are supported by De Guzman (2021) stating that teacher visits the homes

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



of under-performing students and finds that they are out doing farm work—harvesting sugar cane, or making charcoal—to augment a family income that has been slashed by a suffering economy and a rising unemployment rate.

The learners' academic achievement on **Araling Panlipunan** in the first quarter gained the highest mean rating of 87.35 (SD=4.184) described as **Very Satisfactory**. This means that the respondents' grades in Araling Panlipunan were the highest among all the learning areas in the first quarter. Perhaps, it implies that at the beginning of the school year, student shows great interest and motivation in the subject. As perceived, learners are doing positively in their academic performance in Araling Panlipunan, this only means that they are socially aware, interested, and motivated to actively participate in class discussion. This could also imply that students can easily connect and relate to the lessons given to them, as most of the topics in Araling Panlipunan was pandemic-related discussion and was based on the Self-Learning Modules given by DepEd. This finding is supported by Borhaug (2018) stating that the aspects of social studies most clearly seen as motivating for students offer more potential for student self-regulation and that it delivers an arena for subjective, emotional engagement, and they are also inspired by subject matter content that concerns them straight or that evoke emotions.

The learner's academic achievement in **Mathematics** in the first quarter obtained the lowest mean rating of 83.03 (SD=4.405) described as **Satisfactory**. It means that respondents' performance in Mathematics was good in the first quarter of the school year. It implies that learners are interested and motivated in the subject, yet may find it difficult to understand their class discussion in Mathematics than the latter subject. Based on observation, Mathematics is known to be the hardest among all learning areas for most students because these subject needs more analytical and thinking skills. Learners who only came back to school could possibly find it hard to cope with the subjects in Mathematics as most basic Mathematical skills and knowledge were inadequate and lacking prior knowledge. According to Sawchuk & Sparks (2020), the studies

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



vary in how severe they gauge the so-called "COVID slide" to be, but all of them found on average, students would lose more ground in math than in reading.

Table 8
Distribution of Respondents' Academic Achievement
in the Second Quarter

Learning Areas	Mean	SD	Description
Mathematics	85.96	4.303	Very Satisfactory
Science	85.95	2.984	Very Satisfactory
English	86.36	3.050	Very Satisfactory
Filipino	87.31	3.049	Very Satisfactory
Araling Panlipunan	88.19	3.776	Very Satisfactory
Overall	86.75	3.432	Very Satisfactory

Legend:

- 90 % - 100 % Outstanding
- 85 % - 89 % Very Satisfactory
- 80 % - 84 % Satisfactory
- 75 % - 79 % Fairly Satisfactory
- Below 75 % Did Not Meet Expectations

Table 8 shows the distribution of respondents' academic achievement in Mathematics, Science, English, Filipino, and Araling Panlipunan in the second quarter with an overall mean of 86.75 (SD=3.432) described as Very Satisfactory. This means that respondents' academic achievement in the second quarter was more satisfactory than in the previous quarter. It implies that the academic achievement of the learners in the second quarter is better than in the previous quarter. It could be noted that the second quarter is the full implementation of in-person curricula

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



or the full back-to-school classes, and students can now fully function as learners and spend most of their time in their classrooms or schools. Students can also come anytime to ask or inquire from teachers about their lessons, topics, or studies. These findings are supported by InnerDrive.co.uk (2021) stating that when students enjoy school more, they are more likely to work harder and engage more with their learning, and this in turn would help them achieve more academically.

The respondents' academic achievement in **Araling Panlipunan** for the second quarter still got the highest mean rating of 88.19 (SD=3.776) described as **Very Satisfactory**. It means that respondents maintained or improved their academic performance in Araling Panlipunan from the first to the second quarter. It implies the learners might be continuously doing good in the subject area, they managed to improve their grades after the full implementation of the face-to-face classes. This could also imply that the subject uses the Filipino language which learners could easily understand the discussion, and the activities are related more to the community around them, as DepEd encourages teachers to localized the discussion. Stanford University researchers found out, that "in-person communications make the brains happier". Teachers can manage their topics very well because there is no longer a need to compress their topics to fit the modules, and students can grow more and feel more comfortable interacting with and learning from each other in a classroom setting (Businessmirror, 2022).

The learners' academic achievement in **Science** for the second quarter got the lowest mean rating of 85.95 (SD=2.984) described as **Very Satisfactory**. It means that respondents in the second quarter have poor performance in science subjects. It implies that learners are least attentive in the second quarter of the school year. The same with Mathematics, the Science subject is a difficult and complicated topic, especially when tools and instructional materials are insufficient to present the theories in the discussion. As perceived, there are a lot of factors affecting the performance of learners to their performances in a science subject, one of the main reasons is the inaccessibility of suitable teaching and learning materials. Frimpong (2021) states

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



 that teachers should also devise innovative ways of creating and developing teaching-learning materials from their locality, and they should encourage and promote children’s active interaction with the teaching-learning materials, as this is a sure way of achieving learning.

Table 9
Summary of Respondents’ Academic Achievement
in the First and Second Quarter

Learning Areas	First Quarter			Second Quarter			OVERALL		
	Mean	SD	Description	Mean	SD	Description	Mean	SD	Description
Mathematics	83.03	4.405	S	85.96	4.303	VS	84.50	4.354	S
Science	83.15	3.213	S	85.95	2.984	VS	84.55	3.053	S
English	83.89	3.091	S	86.36	3.050	VS	85.12	3.070	VS
Filipino	84.27	2.880	S	87.31	3.049	VS	85.79	2.964	VS
Araling Panlipunan	87.35	4.184	VS	88.19	3.776	VS	87.77	3.980	VS
Overall	84.34	3.555	S	86.75	3.432	VS	85.55	3.484	VS

Legend: 90 % - 100 % Outstanding (O)
 85 % - 89 % Very Satisfactory (VS)
 80 % - 84 % Satisfactory (S)
 75 % - 79 % Fairly Satisfactory (FS)
 Below 75 % Did Not Meet Expectations (DNME)

Table 9 shows the summary distribution of respondents’ level of academic achievement in the first and second quarters in the five learning areas got an overall mean rating of 85.55

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
 Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
 Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



(SD=3.484) described as Very Satisfactory. It means that the respondents acquired better grades in the subjects, Mathematics, English, Science, Araling Panlipunan, and Filipino. It implies that despite the previous situation that happened, learners managed to get very satisfactory grades. As noticed, their grades from the first to second quarter have improved from satisfactory to very satisfactory. It could be noted that even though the grades improved slightly we could say that most of them are doing their best in their studies. The respondents were able to manage their grades, there are a lot of factors affecting their academic performance such as learners' personality, their teacher, and their environment. Briones, et. al. (2021) supported this stand when he disclosed that social assistance, which includes support, motivational help, and parents' involvement, was a great way to increase students' success and accomplishments, their study states that the students' environment has excellent effects, enhancing or weakening their academic performance.

In particular, their level of academic achievement in **Araling Panlipunan** obtained the highest mean rating of 87.77 (SD=3.980) described as **Very Satisfactory**. It means that respondents are interested in the subject, Araling Panlipunan. It implies that learners are interested in what is happening around them in the community as Araling Panlipunan predominantly tackles people, their environment, and society. It could be noted that the subject Araling Panlipunan is in line with the MELCS or the (Most Essential Learning Competencies), most of the activities and deliberations are localized, and the issues about the pandemic were interconnected to the subject, in which respondents can actively relate to the topics. Based on observation, during the pandemic, citizens including learners are actively listening to the news and whereabouts of their neighbors and within their barangays, as the authorities encouraged the people to report issues within their area to help them with health security. Further, the respondents of this age are vigorous in using laptops and android phones those times, the news about people and COVID-19 are all over social media which made the respondents more engaged and keener on their surroundings which made Araling Panlipunan an interesting learning area.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Sangalang and Badillo (2017) pointed out that students rated excellent in Araling Panlipunan because they understand the concepts before doing any other tasks and they exert extra time and effort to study harder. They also added that students have a high interest in this subject because they listen attentively to the lecture of the teacher and they are always prepared for the subject.

The academic achievement of the learners in **Mathematics** obtained the lowest overall mean of 84.50 (SD=4.354) described as **Satisfactory**. It means that respondents' academic achievement in Mathematics got the lowest rating of all the core subjects in their studies. It implies that learners are less likely to have an interest in Mathematics. It could be noted that Mathematics is one of the subjects that Filipino learners have difficulty understanding and comprehending the topics because of some factors such as the readiness of the learners and the teacher. According to Kuhfeld, et. al. (2022) math drops significantly larger than estimated impacts from other large-scale school disruptions, indicating that disruptions to learning have continued to negatively impact students, and these test-score drops in no way indicate that these students represent a "lost generation" or that we should give up hope.

In addition, VOA Learning English (2022) reported that mathematics and reading tests given to fourth and eighth-grade students in public schools around the U.S. results in 2022 showed that students' scores had the largest decrease in mathematics. Further, Lewis and Kuhfeld (2021) stated that both student achievement at the start of the 2021-22 school year and student gains across the pandemic (from fall 2019 to fall 2021) lagged pre-pandemic norms, especially in mathematics.

Problem 3: Is there a significant relationship between the respondents' socio-emotional learning skills and their academic achievement during the 1st and 2nd quarter of School Year 2022-2023?

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 10

Result of the Test on the Relationship between Learners' Socio-Emotional Learning Skills and their Academic Achievement

Socio-Emotional Learning Skills	Academic Achievement					OVERALL <i>r-value</i> <i>p-value</i>
	Mathematic <i>s</i> <i>r-value</i> <i>p-value</i>	Science <i>r-value</i> <i>p-value</i>	English <i>r-value</i> <i>p-value</i>	Filipino <i>r-value</i> <i>p-value</i>	AP <i>r-value</i> <i>p-value</i>	
Self-Management	0.201 (WPR)	0.073 (NLR)	0.109 (WPR)	0.131 (WPR)	0.325 (WPR)	0.057 (NLR)
	0.015* S	0.386 NS	0.190 NS	0.117 NS	0.001* S	0.498 NS
Social Awareness	0.224 (WPR)	0.038 (NLR)	0.030 (NLR)	0.063 (NLR)	0.248 (WPR)	0.033 (NLR)
	0.007* S	0.647 NS	0.716 NS	0.455 NS	0.003* S	0.696 NS
Appreciating Diversity	0.172 (WPR)	0.019 (NLR)	0.091 (NLR)	0.065 (NLR)	0.111 (WPR)	0.043 (NLR)
	0.038* S	0.825 NS	0.276 NS	0.437 NS	0.183 NS	0.603 NS
Engagement and Valuing School	0.219 (WPR)	0.088 (NLR)	0.085 (NLR)	0.046 (NLR)	0.204 (WPR)	0.019 (NLR)
	0.008* S	0.294 NS	0.310 NS	0.585 NS	0.014* S	0.825 NS
Relationship Skills	0.141 (WPR)	0.016 (NLR)	0.020 (NLR)	0.069 (NLR)	0.189 (WPR)	0.025 (NLR)
	0.049* S	0.851 NS	0.808 NS	0.408 NS	0.023* S	0.769 NS

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 10 manifests the relationship between the respondents' socio-emotional learning skills and learners' academic achievement with the overall results that respondents' socio-emotional learning skills indicators are not significantly related to their academic achievement: self-management ($r\text{-value}=0.057$ and $p\text{-value}=0.498$); social awareness ($r\text{-value}=0.033$ and $p\text{-value}=0.696$); appreciating diversity ($r\text{-value}=0.043$ and $p\text{-value}=0.603$); engagement and valuing school ($r\text{-value}=0.019$ and $p\text{-value}=0.825$); and relationship skills ($r\text{-value}=0.025$ and $p\text{-value}=0.769$) showed **no significant relationship** with the learner's academic achievement as indicated by the correlation r -value and probability value greater than 0.05 alpha level which led to the acceptance of the null hypothesis. This implies that the learner-respondent's socio-emotional learning skills have no association and are not directly related to the overall academic performance of the respondents

However, based on the results in particular, the learner-respondent's socio-emotional learning skills showed a **weak but significant relationship** to the learner's academic achievement in Mathematics and Araling Panlipunan. It manifests that there is a **significant relationship** between the respondents' academic performance in Mathematics and the socio-emotional learning skills indicators in self-management ($r\text{-value}=0.201$ and $p\text{-value}=0.015$); social awareness ($r\text{-value}=0.224$ and $p\text{-value}=0.007$); appreciating diversity ($r\text{-value}=0.172$ and $p\text{-value}=0.038$); engagement and valuing school ($r\text{-value}=0.219$ and $p\text{-value}=0.008$); and relationship skills ($r\text{-value}=0.141$ and $p\text{-value}=0.049$). And that respondents' academic performance in Araling Panlipunan has a **significant relationship** between self-management ($r\text{-value}=0.325$ and $p\text{-value}=0.001$); social awareness ($r\text{-value}=0.248$ and $p\text{-value}=0.003$); appreciating diversity ($r\text{-value}=0.111$ and $p\text{-value}=0.183$); engagement and valuing school ($r\text{-value}=0.204$ and $p\text{-value}=0.014$); and relationship skills ($r\text{-value}=0.189$ and $p\text{-value}=0.023$) as indicated by the correlation r -value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



The result means that Mathematics and Araling Panlipunan have a weak but significant relationship with the respondents' social and emotional learning skills. This implies that the learner-respondents' socio-emotional learning skills are related, however weak, to the learner's overall academic achievement in Mathematics and Araling Panlipunan. It could be noted that Table 7 on the distribution of respondents' Level of Academic Achievements shows that Mathematics got the lowest rating and Araling Panlipunan got the highest rating in their academic performance. As perceived, socio-emotional learning skills might have affected their performance in Mathematics and Araling Panlipunan, it could be noted that these results were caused indirectly by the previous pandemic. This finding is reinforced by Derraco and Derraco (2022) said that there is a negligible, positive correlation between attitude and academic performance. They added that this implied that a positive attitude in the subject Araling Panlipunan does not mean that they will have high academic performance, it may interest to note which indicates that learners are still adjusting to the new type of teaching.

The connection between learners' socio-emotional learning skills and academic achievement shows a negative and no significant relationship, it could be noted some studies found that integrating socio-emotional learning programs in the classroom and school boosts the academic performance of the learners. Based on observation, the schools implemented a Psychosocial Support Activity Pack for Teachers, only for the first two weeks of the school year, yet some schools failed to strengthen such programs. In addition, based on the researchers' experience, some teachers were uninterested in the said activities. Hence, the schools focused on the academics of the learners to cope with their learning. It could be noted that the DepEd Memorandum stated that the number of school days will solely be dedicated to academics, and the conduct of extracurricular activities is prohibited. Moreover, Kroese (2020) stated that the result of his study shows no significant relationship between the learners' academic growth and socio-emotional learning as to composite, social, academic, and emotional behaviors.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



CONCLUSIONS

Learners who were back to full in-person classes and simultaneously experienced constant changes in their studies showed a high level of socio-emotional learning skills, particularly their Relationship Skills that learners respect their educators. They have displayed boundless respect towards their teachers inside and outside the school campus. Furthermore, learners' academic achievement demonstrated a very satisfactory mark, and among the five learning areas, Araling Panlipunan subject was the most interesting subject for the learners.

In general, the learners' SEL does not significantly affect their academic success, but it also has a negligible effect on it. Moreover, both learners' level of socio-emotional learning skills and their academic achievement show positive outcomes that was relevant for the learning growth of the students.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



References

Achiah, A. (2017). How to Incorporate Social-Emotional Learning in Your Classroom.

Alake, M. & Ogunseemi, O. (2013). Effects Of Scaffolding Strategy On Learners' Academic Achievement In Integrated Science At The Junior Secondary School Level. P. 149.

Alexander, F. & Endo, A. (2021). 10 Social and Emotional Learning Strategies for Responding to COVID-19.

Bartolome, M. T., Mamat, N., & Masnan, A. H. (2017). Parental Involvement in the Philippines: A Review of Literatures. *International Journal of Early Childhood Education and Care*, v6 p41-50.

Børhaug, K. (2018). Student Motivation for Social Studies – Existential Exploration or Critical Engagement. *Journal of Social Science Education*. Volume 17, Number 4, Winter 2018. DOI 10.4119/UNIBI/jsse-v17-i4-902

Brackett, M., Rivers, S., Reyes, M. & Salovey, P. (2012). Enhancing academic performance and social and emotional competence with the RULER feeling words curriculum, *Learning and Individual Differences*. Volume 22, Issue 2. Pages 218-224, ISSN 1041-6080. <https://doi.org/10.1016/j.lindif.2010.10.002>.

Bradberry, T. (2022). How Successful People Stay Calm. *Forbes*. <https://www.forbes.com/sites/travisbradberry/2014/02/06/how-successful-people-stay-calm/?sh=69a4b74f2f79>

Bulat, J., Norman, J., & Randolph, E. (2020). Promoting Social and Emotional Learning During School Closures: Why and How. *The Education and Development Forum (UKFIET)*. <https://www.ukfiet.org/2020/promoting-social-and-emotional-learning-during-school-closures-why-and-how/>

BusinessMirror. (2022). Face-to-face classes are better for learners | BusinessMirror. <https://businessmirror.com.ph/2022/03/04/face-to-face-classes-are-better-for-learners/>

CASEL (2021). *Schoolwide Guide to SEL*. Chicago, IL: Author.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



- *****
- Chung, S., & McBride, A. M. (2015). Social and emotional learning in middle school curricula: A service-learning model based on positive youth development.
- Clarke, A. M., & Barry, M. M. (2016). The link between Social and Emotional Learning and Academic Achievement.
- Clemen, I. G., Ali, H., Abdulmadid, A., & Jabbar, J. (2021). Readiness of Students in a Less-Economically Developed Country for E-Learning.
- Cristavio, A. M., Candeias, A. A. & Verdasca, J. (2017). Social and Emotional Learning and Academic Achievement in Portuguese Schools: A Bibliometric Study.
- Daniel (2021). What is Social-Emotional Learning and Why is it Important? - ViewSonic Library. ViewSonic Library. <https://www.viewsonic.com/library/education/what-is-social-emotional-learning-and-why-is-it-important/>
- Darr, B. (2022). Social And Emotional Learning Must Be A Priority For Transformed Early Education. GPE Transforming Education. Retrieved April 10, 2023, from <https://www.globalpartnership.org/blog/social-and-emotional-learning-must-be-priority-transformed-early-education>
- De Guzman, M. (2021). As blended education becomes the norm, PHL should strengthen distance learning modalities — DepEd, UNICEF.
- DepEd strictly prohibits the conduct of extra-curricular activities this school year. (n.d.-b). DepEd Tambayan. <https://www.depedtambayanph.net/2022/08/deped-strictly-prohibits-conduct-of.html>
- Elias, M. J. (2006). The connection between academic and social-emotional learning. In M. J. Elias and H. Arnold (Eds.). The educator's guide to emotional intelligence and academic achievement: Social-emotional learning in the classroom. (pp. 4–14). Thousand Oaks, CA: Corwin Press.
- Frimpong, S. O. (2021). The role of teaching and learning materials and interaction as a tool to quality early childhood education in Agona East District of the Central Region of Ghana.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



African Educational Research Journal. Vol. 9(1), pp. 168-178, March 2021. DOI: 10.30918/AERJ.91.20.112. ISSN: 2354-2160. <https://files.eric.ed.gov/fulltext/EJ1287239.pdf>

George, I. R (2022). How Social and Emotional Skills Help in Academic Achievement.

Granalí, R. J. (2014). Teaching intellectual, emotional learning. <https://newsinfo.inquirer.net/615666/teaching-intellectual-emotional-learning>.

Gunn, J. (2019). Long-term Benefits of Social- Emotional Learning for At-Risk Students | Resilient Educator. ResilientEducator.com. <https://resilienteducator.com/classroom-resources/self-at-risk-students/>

Huynh, S.V (2018). Social Awareness and Responsible Decision Making of Students in Grade 4 and 5 in Vietnam. Vol. 7. Pp. 7-15. <https://doi.org/10.15640/jehd.v7n4a1>

Jagers, R. J., Harris, A., & Skoog, A. (2015). A review of classroom-based SEL programs at the middle school level. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), Handbook for social and emotional learning: Research and practice. New York, NY: The Guilford Press.

Kaiser, E. (2022). What Is Social Awareness And How Does It Foster Socialization And Empathy?. <https://betterkids.education/blog/what-is-social-awareness-and-how-does-it-foster-socialization-and-empathy>

Kroese, B. (2020). Social-Emotional Learning & Academic Achievement. P. 23 -26.

Kroese, B. (2020). Social-Emotional Learning & Academic Achievement. P. 23 -26.

Labrague, L. J., De los Santos, J. A., & Falguera, C. C. (2021). Social and emotional loneliness among college students during the COVID-19 pandemic: The predictive role of coping behaviors, social support, and personal resilience.

Lehman (2022). Professor Folsom Trains Teachers in 'Intellectual and Emotional Learning' in the Philippines.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



- *****
- Lewis, K. & Kuhfeld, M. (2021). Learning during COVID-19: An update on student achievement and growth at the start of the 2021-22 school year - NWEA. (2022, November 8). NWEA. <https://www.nwea.org/research/publication/learning-during-covid-19-an-update-on-student-achievement-and-growth-at-the-start-of-the-2021-22-school-year/>
- Li, L., Flynn, K. S, DeRosier, M. E., Weiser, G., & Austin-King, K. (2021). Social-Emotional Learning Amidst COVID-19 School Closures: Positive Findings from an Efficacy Study of Adventures Aboard the S.S. GRIN Program.
- Li, Z., Qiu, Z. How does family background affect children's educational achievement? Evidence from Contemporary China. *J. Chin. Sociol.* 5, 13 (2018).
- Magoti, E. (2015). Why Most students dislike mathematics subject. *Eastc.* https://www.academia.edu/11421900/Why_Most_students_dislike_mathematics_subject#:~:text=Research%20findings%20revealed%20that%20students,subject%20that%20it%20is%20very
- Malindog-Uy, A. R. (2020). "Blended Learning" In Virus-Hit Philippines
- Malolos, G., Baron, M., Apat, F., Sagsagat, H., Pasco, P., Aportadera, E., Tan, R., Gacutno-Evardone, A. J., & Lucero-Prisno Iii, D. E. (2021). Mental health and well-being of children in the Philippine setting during the COVID-19 pandemic. *Health promotion perspectives*, 11(3), 267–270.
- McCormick, M. P, Cappella, E., O'Connor, E.E, & McClowry, S. G. (2015). Social-Emotional Learning and Academic Achievement: Using Causal Methods to Explore Classroom-Level Mechanisms.
- Mendoza, J. E. (2021). Deped Eyeing Blended Learning Scheme After COVID-19 Pandemic.
- Moore, P. J. (2019) Academic achievement, *Educational Psychology*, 39:8, 981-983, DOI: 10.1080/01443410.2019.1643971.
- Nabizadeh, S., Hajian, S., Sheikhan, Z. & Rafiei, F. (2019). Prediction of academic achievement based on learning strategies and outcome expectations among medical students.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



National University (2022). Social Emotional Learning (SEL) & Why It Matters for Educators.
No Author (2021). Oecd Survey On Social And Emotional Skills Technical Report. P. 18-29.
Parson, J. (2022). Why Celebrate Diversity? About the Diversity Celebration, Diversity and Sustainability. <https://diversity.appstate.edu/events/celebration/why/>
Petrarca, R. (2021). What is War? Causes & Factors. <https://study.com/academy/lesson/what-is-war-definition-causes.html>
Peyton (2021). Relationship Skills In The Classroom: Social Emotional Learning Blog Series: Relationship Skills. <https://www.thesocialemotionalteacher.com/relationship-skills-in-the-classroom/>
Remen, R. N. (2023). Good listening skills also have benefits in our personal lives. <https://www.skillsyouneed.com/ips/listening-skills.html>
Reyna, J. (2020). Reopening schools safely in the Philippines. Without urgent action, the learning crisis could turn into a learning catastrophe.
Ronda, R. A., (2019). EDUCATION AND HOME: DepEd to integrate social emotional learning in public school curriculum.
Samsudin, A. (2017). School Bag the New Education News Site. Why Study Social Studies?. <https://www.schoolbag.edu.sg/story/why-study-social-studies>
Schlund, J. (2022). How can schools successfully build the social and emotional competencies of middle school students.
Scholastic Parents Staff (n.d.). Social Development in 11-13 Year Olds. Scholastic Parents. <https://www.scholastic.com/parents/family-life/social-emotional-learning/development-milestones/social-development-11-13-year-olds.html>
Sogor, A. (2021). Lifelong learning: the 21st century skill to guide maritime training and development. Hill Robinson Yacht Management. <https://doi.org/10.21677/imla2021.02>
Sparks, S. S. D. (2021, February 23). Kids Are Behind in Math Because of COVID-19. Here's What Research Says Could Help. Education Week. <https://www.edweek.org/teaching->

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



learning/kids-are-behind-in-math-because-of-covid-19-heres-what-research-says-could-help/2020/12

Steinmayr, R., Meißner, A., Weidinger, A. F., & Wirthwein, L. (2020). Academic Achievement. Education. <https://doi.org/10.1093/obo/97899756810-0108>

T.A.L.A teaches learners socio-emotional skills as first season ends | Department of Education. (2021). <https://www.deped.gov.ph/2021/07/06/t-a-l-a-teaches-learners-socio-emotional-skills-as-first-season-ends/>

Ugwuanyi, C., Okeke, C., & Njeze, K. (2020). Parenting Style and Parental Support on Learners' Academic Achievement.

urlak, J. A., Weissberg, R. P, Taylor, R. D., & Dymnicki, A. B. (in preparation). The effects of school-based social and emotional learning: A meta-analytic review.

View Sonic Library (2021). What is Social-Emotional Learning and Why is it Important?

Walker, T. (2020). Social-Emotional Learning Should Be Priority During COVID-19 Crisis.

Weissberg, R. (2016). Why Social and Emotional Learning Is Essential for Students.

Wortha, F., Azecedo, R., Taub, M. & Narciss, S. (2019). Multiple Negative Emotions During Learning With Digital Learning Environments – Evidence on Their Detrimental Effect on Learning From Two Methodological Approaches

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto
