

Social and emotional learning affecting the academic performance of senior high school students in Divine Word College of San Jose

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Abstract

Social and emotional learning plays an important role in shaping the academic performance of senior high school students. This descriptive correlational design aimed to determine the level of social and emotional learning and the academic performance of the 438 senior high school students at Divine Word College of San Jose. Weighted mean, Pearson's r coefficient, and regression analysis were used to treat the tallied and encoded data. Results revealed that students showed a high level of agreement in their social learning (3.32) and their emotional learning (3.36). Findings proved that the senior high school students agreed that social learning had improved their ability to set goals and work successfully towards academics. Moreover, the senior high school students showed a moderately high level of agreement with the five indicators presented by the researchers. Thus, Statistical results showed the rejection of the null hypothesis with a supported p -value of 0.000. Therefore, there is a highly significant relationship between social and emotional learning and the academic performance of the senior high school students at Divine Word College of San Jose. This study highlights the importance of integrating social and emotional learning into the educational curriculum to support students' holistic development. Schools can create a nurturing environment that promotes academic excellence and well-being by fostering these skills. This study recommends that school administrators support the senior high school department for its improvements by engaging in different school activities, specifically academic activities, that can contribute more to their performance.

Keywords: social learning, emotional learning, academic performance, school activities, student's holistic development

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1. Introduction

To create a solid foundation for everything that occurs in schools, both inside and outside of the classroom, social and emotional learning involves teaching students how to identify and regulate their emotions, grow in empathy and concern for others, build effective relationships in both one-on-one and small-group settings, make morally sound decisions, and deal with difficult situations. According to Elias et al. (2016), this study sought to determine how social-emotional learning techniques affected children with exceptional needs. Students who engage in social and emotional learning are more likely to complete their assignments, perform better academically, and interact with others more positively. Social and emotional learning is an educational movement gaining ground worldwide, as cited by Cristovao et al. (2017). The researcher can also define the phrase for the method by which pupils pick up social and emotional intelligence. It covers topics like controlling challenging emotions, deciding responsibly, dealing with stress, establishing objectives, and fostering wholesome relationships. It's also frequently believed that students will naturally develop happily without instruction. In addition, Souza (2023) stated that students who struggle to cope in school may struggle to interact socially and emotionally with others, which may impact their academic performance. However, students need to learn these skills to avoid frequently developing behavioral issues that can hinder their ability to learn and function in the classroom.

Based on the Collaborative for Academic Social and Emotional Learning (CASEL), established in 2018, the idea of social-emotional learning (SEL) was initially presented by Goleman et al. in 1994. Social and emotional learning (SEL) is the process by which kids and adults learn and use the information, attitudes, and abilities required to comprehend and control emotions, create and meet positive goals, feel and demonstrate empathy for others, build and sustain positive relationships, and make responsible decisions. As stated by Collaboration for Academic Social and Emotional Learning CASEL (2018), the researchers work to improve the quality of education with the aid of SEL to see possibilities of giving students a healthy environment at school and encouraging them. It aims to enhance students' basic socio-emotional competencies (SEC), which include self-awareness, self-management, social awareness, interpersonal skills, and responsible decision-making, according to DePaoli et al. (2017). Social and emotional learning programs may produce measurable and long-lasting benefits in several areas as socio-emotional competencies (SEC) advance. Increasing students' self-awareness, empathy for others in their community, and comprehension of their thoughts and feelings are the objectives of social and emotional learning. The larger community is aware of these differences and strives to provide each student with the same opportunity for success. The research aims to help students become more adept at managing their emotions, controlling them, and avoiding negative outcomes when they get out of control. In addition, CASEL (2022) stated that social and emotional learning is the process by which individuals and children learn to manage their emotions, make wise decisions, demonstrate empathy, build and maintain healthy relationships, and set objectives.

As Cherry (2023) reported, at least two people in a class of thirty would benefit from positive reinforcement if they had behavioral issues, as 7.4% of children between the ages of three and seventeen have been identified with a behavioral disorder. The researchers sought to teach learners how social and emotional intelligence functions so they could make positive self-improvements. Based on CASEL (2018), social and emotional learning is how children and adults learn to manage their emotions, make wise decisions, demonstrate empathy, build and maintain healthy relationships, and create goals. These days, it's not unusual for children to meet people with diverse backgrounds, worldviews, or unique abilities for the first time in school. It could be difficult for students to feel at ease in a new, diverse group and to respect and empathize with others with different values

and opinions. Education establishments are increasingly aware of the relationship between academic success and competence. As Souza (2023) stated, many students today struggle to build their social and emotional learning abilities because they cannot master them early. In all areas of their education, social and emotional learning is essential for students to comprehend its value in their daily lives. According to Jones et al. (2014), in a new program called Secure, learning can be accelerated by children's social-emotional development and incorporated into classroom management techniques that enhance teaching and learning. Planning and preparation are the cornerstones of effective classroom management, which reflects the caliber of relationships inside the classroom and is ingrained in the educational setting. These four concepts apply to all classes and grade levels and entail continuous observation and documentation processes.

As a result, the researchers determined that the lack of studies conducted in the Philippine setting related to the aforementioned topic could be a potential gap in the current study, as the majority of studies examined yield identical conclusions due to their repetitive findings. Thus, this study aimed to determine and assess the social and emotional learning and academic performance of the senior high school students at Divine Word College of San Jose. Therefore, this study may help the students, parents, teachers, administrators, guidance counselors, and future researchers with in-depth solutions to the problems encountered by the students, especially in terms of their academic performance.

Statement of the Problem - The transition to senior high school represents a critical phase in a student's academic journey, marked by not only cognitive challenges but also significant social and emotional adjustments. As the Divine Word College of San Jose strives to provide a holistic education, it is imperative to investigate the potential impact of social and emotional learning (SEL) on the academic performance of senior high school students. Therefore, this study aimed to determine the effects of social and emotional learning on the academic performance of the senior high school students at Divine Word College of San Jose. Specifically, it sought to answer the following questions: (1) What is the social and emotional learning level of senior high school students? (2) What is the level of academic performance of senior high school students? (3) Is there a significant relationship between social and emotional learning and the academic performance of senior high school students at Divine Word College of San Jose?

Significance of the Study - This study aims to determine how students at Divine Word College in San Jose perform under the given learning type, the impact of social and emotional learning on academic performance, and how it affects the students' conditions during and after performances. This study will be a valuable contribution to future researchers in identifying differences in performance patterns within the same learning categories. Second, this study will help parents be aware of their children's performance and conditions during and after their academic and social-emotional learning activities. Hence, they know how to adjust or maintain certain home activities for their children to manage their home and academic experiences better. Third, for the faculty members of Divine Word College of San Jose, the research will serve as the basis for the faculty members to teach and show the students how they can manage their performances and maintain their conditions for a better impact on their learning experiences, time efficiency, and academic performances. Fourth, for the administration, the result will be for the school administrators and the learning experiences, performances, and conditions are to be prioritized. With an understanding of what the students need or which part of their experience they are struggling with, the administrators can adjust or change that part for the students to have a better experience. Lastly, this paper will provide information regarding the topic for future researchers and can act as a guide for any future research that handles the same topic. The research can be a starting point to deepen the research regarding the performances and conditions of the students at the Divine Word College of San Jose.

2. Methodology

Research Design - The study utilized a descriptive-correlational design to describe the social and emotional learning of senior high school students and to test the relationship between social and emotional learning and the academic performance of senior high school students at Divine Word College of San Jose.

Respondents of the Study - The respondents to this study were the whole population of SHS students at Divine Word College of San Jose. The grade 11 senior high school students have a total population of 213, while the grade 12 senior high school students have a total population of 225, with a total population of 438. The researchers were excluded from the total number of respondents. They were chosen as respondents because the researchers wanted to explore and investigate how the practice of social and emotional learning can contribute to their academic performance.

Research Instrument - This study utilized a researcher-made questionnaire as the main research instrument. The instrument consists of 15 items: five in social learning, five in emotional learning, and five in academic performance. To determine the validity and reliability of the researcher-made instrument, the researchers used face and expert validity. The experts came from Divine Word College of San Jose. Comments and suggestions were incorporated to refine the questionnaire.

Data Gathering Procedure - In gathering data, researchers asked permission from the senior high school coordinator to survey the whole senior high school department's population. The researchers also asked for help from their class advisers to distribute the validated questionnaire. The researchers gave the questionnaire face-to-face, and they allotted time to return it. It took four days to finish the data gathering. The respondents' responses were tallied, tabulated, and evaluated.

Statistical Treatment of the Data - This study used a weighted mean to determine the level of social and emotional learning and the student's academic performance. Moreover, Pearson's *r* correlation coefficient and regression analysis were used to test the relationship between social and emotional learning and the student's academic performance. The researchers used a 4-point Likert scale level of agreement to determine the respondents' responses. The researchers used an Excel application to treat the data.

Ethical Considerations - The researchers asked permission from the institution and respondents before conducting this study. They ensured the confidentiality of the results and the identity of the respondents. Furthermore, the researchers used APA style (7th edition) to credit the authors of the related literature used in this study.

3. Results and Discussions

Table 1

Mean Level of Social and Emotional Learning of Senior High School Students

Indicators (Social Learning)	Weighted Mean	Verbal Description
1. I believe that social learning has improved my ability to set goals and work towards them.	3.45	High
2. I feel that social learning has helped me develop skills to manage stress and handle difficult emotions.	3.26	High
3. I set specific goals for my social growth and work towards accomplishment.	3.35	High
4. I am willing to participate in social learning programs and workshops.	3.16	Moderate high
5. I feel that collaborating with my classmates in the classroom enhances my learning experience.	3.38	High
Composite Mean	3.32	High
Indicators (Emotional Learning)		
6. I believe that emotional learning has improved my ability to set goals and work towards them.	3.38	High
7. I feel that emotional learning has helped me develop skills that are relevant to my academics.	3.34	High

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8. I set specific goals for my emotional growth and work towards accomplishment.	3.29	High
9. I believe that emotional learning is important for my overall well-being.	3.44	High
10. I think that emotional learning has made me more motivated to succeed academically.	3.36	High
Composite Mean	3.36	High

Legend: 3.26 – 4.00 High, 2.51 – 3.25 Moderate High, 1.76 – 2.50 Moderate Low, 1.00 – 1.75 Low

Table 1 shows senior high school students' mean social and emotional learning levels. A composite mean of 3.32 for social learning and 3.36 for emotional learning proved that the senior high school students agreed that social learning had improved their ability to set goals and work successfully towards academics. As Elliott et al. (2015) state, students' social skills matter, particularly in the educational lives of children and youth. It helps us have a more productive and healthier way of learning with the help of media, as it improves how we handle things and know the more accurate solution to improve our school performances because of the influences of the people we meet. Moreover, students' performance was also affected by their emotional learning, as proved by the high extent of the respondents agreeing with the items indicated above. According to Ilyas et al. (2018), one of the students' internal factors contributing to success in learning is emotional intelligence, including perseverance, social skills, empathy, patience, sincerity, resilience, and intelligence. Emotional intelligence is the ability to read, interact with others, and manage every action and reaction through self-control, motivation, perseverance, a pleasant personality, and courtesy, leading to success in their performance. Furthermore, Pekrum (2014) stated that social emotions play a role inside the classroom through admiration, sympathy, anger, contempt, or envy concerning peers and teachers.

Table 2

Mean Level of Academic Performance of Senior High School Students

Indicators	Weighted Mean	Verbal Description
1. I find it easy to stay focused while studying.	3.00	Moderate high
2. I am influenced by my classmates to perform well.	2.96	Moderate high
3. I got good grades on my report card.	3.31	Moderate high
4. I am satisfied with my performance during class discussions.	2.85	Moderate high
5. I am confident in my ability to succeed academically.	3.03	Moderate high
Composite Mean	3.03	Moderate High

Legend: 3.26 – 4.00 High, 2.51 – 3.25 Moderate High, 1.76 – 2.50 Moderate Low, 1.00 – 1.75 Low

Table 2 shows the mean level of academic performance of the students. A composite mean of 3.03 proved that the students at Divine Word College of San Jose find it easy to stay focused while studying (3.00); my classmates influenced me to perform well (2.96). I got good grades on my report card (3.31), am satisfied with my performance during class discussions (2.85), and am confident in my academic ability. (3.03). This explains that academic performance depends on multiple factors, two of which are stress and motivation. It is essential for senior high school students, as they are nearing college, because having better academic performance yields better opportunities in life. Moreover, Mosha (2017) states that peer influence among teenagers does not affect them, but it varies in how much and how the students receive the climate of peers from the group. In addition, Olalekan (2016) states that by getting the support needed from the peer group, students tend to excel and exceed their capabilities, concentrate more on their studies, and do well in their academic tasks. Knowing how they interact with each other and how peer groups affect a student's academic achievement in school plays an important role in various categories and even the whole educational system, as stated by Leka (2015).

Table 3*Correlation coefficient and p-value for hypothesis testing*

Variables	Correlation Coefficient	Effect Size (r^2)	Critical value	t-value	P-value	Interpretation
Social and Emotional Learning → Academic performance	0.340	0.116	2.334	7.53	0.000	Highly Significant

Legend: p-value<0.01 Highly Significant ; p-value<0.05 Significant

Table 3 presents the correlation coefficient and p-value for hypothesis testing. As shown above, academic performance significantly affects social-emotional learning, which corresponds to the correlational coefficient of 0.340, which signifies a low correlation. While this estimate may be low, it still connotes a significant effect. In addition, the effect size is 0.116, which denotes a positive correlation. This is also backed up by a p-value of 0.00. Students who participate in social-emotional learning can better express their own identities, show others that they value and accept differences, and become conscious of their feelings. Based on Kadir et al. (2018), studies show that the influence of peer groups among students can boost their anxiety, especially about their education. Bolitho (2017) states that emotional experiences are ever-present, significant, and possibly even dangerous in academic settings, as emotion controls virtually every aspect of learning. Findings revealed that not only does explicit direct instruction in social-emotional learning promote emotional competency, but it also lowers problem behaviors and has a favorable influence on students' academic performance.

4. Conclusions

Based on the findings, the following conclusions are drawn: A high level of agreement is found in the social learning of senior high school students, with a composite mean of 3.32. Moreover, as assessed by the students, their emotional learning is also high, with a composite mean of 3.36. Findings proved that the senior high school students agreed that social learning had improved their ability to set goals and work successfully towards academics. Using five indicators, the senior high school students showed a moderately high level of agreement regarding their academic performance. Statistical results showed the rejection of the null hypothesis with a supported p-value of 0.000; therefore, there is a highly significant relationship between social and emotional learning and the academic performance of senior high school students at Divine Word College of San Jose.

Recommendations - Based on the conclusions, the following recommendations are drawn: It is recommended that the students participate in any clubs/organizations to build their social skills. Teachers and the guidance office may also conduct social and emotional learning programs and workshops for their students. Administrators may continue supporting the senior high school department for its improvements by engaging in different school activities, specifically academic activities, that can contribute more to their academic performance and make it more effective and successful. The Department of Education recommends that social and emotional learning programs and initiatives be proposed for integration into the existing high school curriculum. School heads and teachers may ensure that school activities are aligned with academic goals and provide opportunities for students to practice and develop their social and emotional skills in various subjects.

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