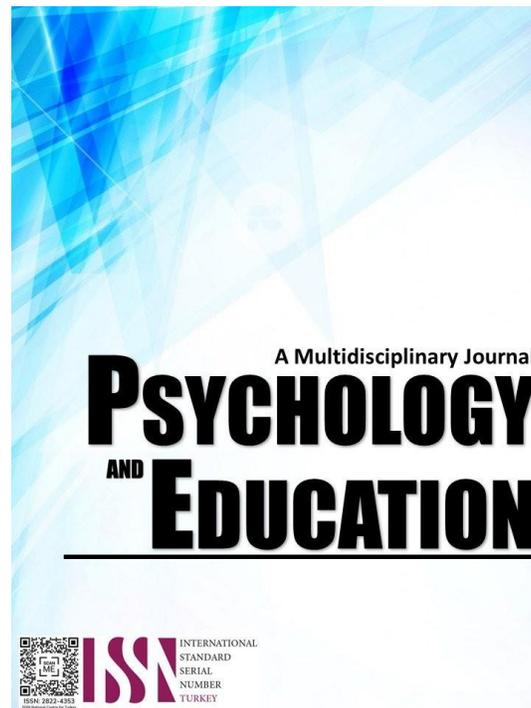


**“SMART LEARNING, SMARTER EMOTIONS”: CORRELATION BETWEEN
OUTCOME-BASED LEARNING ENVIRONMENT AND THE
EMOTIONAL-SOCIAL INTELLIGENCE OF SENIOR
HIGH SCHOOL STUDENTS**



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“Smart Learning, Smarter Emotions”: Correlation Between Outcome-Based Learning Environment and the Emotional-Social Intelligence of Senior High School Students

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Abstract

This study aimed to describe the outcome-based learning environment (OBLE) and emotional-social intelligence (ESI) of senior high school students enrolled in the Technical-Vocational Livelihood (TVL) track in a high school. It also sought to determine if the components of OBLE were significantly related to the students' ESI, including intrapersonal, interpersonal, adaptability, and general mood. A total of 264 respondents were selected through proportionate stratified random sampling. The data were analyzed using weighted means and the Chi-Square test to examine the relationship between OBLE and ESI. Findings revealed that the respondents perceived the OBLE as moderate, with scores for involvement ($\bar{x}=3.20$), cooperation ($\bar{x}=3.40$), personal relevance ($\bar{x}=3.20$), and teacher behavior ($\bar{x}=3.30$). In terms of ESI, the students exhibited high scores in intrapersonal ($\bar{x}=4.14$), interpersonal ($\bar{x}=4.00$), adaptability ($\bar{x}=4.00$), and general mood ($\bar{x}=4.20$). A significant relationship was found between the OBLE components and ESI ($\chi^2(6) = 67.214, p < .001$). Based on these findings, it is recommended that OBLE components be enhanced to improve student learning experiences. Further studies on the correlation between OBLE, ESI, and academic performance are also suggested to gain a more comprehensive understanding of their interconnected effects.

Keywords: *outcome-based learning environment, emotional-social intelligence, technical-vocational livelihood students*

Introduction

Classrooms serve as essential environments for students' development, acting as a “second home” where they are nurtured and supported according to their unique capacities and interests (Stronge, 2019). This nurturing environment significantly shapes students academically and socially, contributing to their overall growth and educational experience. Globally, the importance of fostering a positive classroom environment that emphasizes mutual respect and support has been well-documented. Recent studies highlight that such environments are critical for students to feel safe, express concerns, and actively engage in learning activities that promote both academic success and social-emotional development (Smith et al., 2020; Johnson & Brown, 2022).

Outcomes-Based Learning Environments (OBLE), which emphasize student involvement, cooperation, and personal relevance, have emerged as an effective approach worldwide. For instance, research demonstrates that OBLE fosters a culture where students are motivated by caring teachers, encouraging them to excel socially and academically (Cooper, 2020; Garcia, 2023). Despite the growing emphasis on OBLE, many educational systems continue to face challenges in systematically implementing these environments to optimize student outcomes (Dela Cruz et al., 2021).

In the Philippines, the Department of Education (DepEd) has taken significant steps to adopt outcomes-based education, particularly through the K-12 curriculum reform. The aim is to prepare students to become lifelong learners who are confident and emotionally and socially intelligent (Villanueva & Santos, 2021). However, challenges remain in translating these policies into effective classroom practices nationwide. Schools often struggle with limited resources, inadequate teacher training, and the need to create environments that address students' socio-emotional needs comprehensively. While holistic education has become a focal point, studies examining the impact of OBLE on emotional-social intelligence (ESI) among Filipino students remain sparse.

Teachers and administrators in many schools observe that students tend to thrive in caring and cooperative environments, yet the relationship between these environments and students' emotional-social intelligence has not been systematically studied. Emotional intelligence, as described by Goleman (1995, cited in Tan, 2020), is critical for student success, influencing how they manage their emotions and navigate social relationships. Similarly, social intelligence, which involves the ability to understand and interact effectively with others, develops through real-life experiences (Riggio, 2019). However, the potential influence of OBLE on these aspects of student development remains an underexplored area in the Philippine context.

Given these gaps, this research aims to address the need for localized studies that examine the relationship between OBLE and the emotional-social intelligence of senior high school students. This study seeks to provide insights that could inform future educational practices and contribute to creating environments where students can thrive both academically and emotionally.

Research Questions

This study aimed to determine the relationship between the OBLE and ESI of the senior high school students of Pigcawayan National High School during the school year 2017-2018. Specifically, this study sought answers to the following questions:

1. What is the Outcome-Based Learning Environment (OBLE) in terms of:

- 1.1. involvement;
- 1.2. cooperation;
- 1.3. personal relevance; and
- 1.4. teacher's behavior?
2. What is the level of Emotional-Social Intelligence of the students in terms of:
 - 2.1. intrapersonal;
 - 2.2. interpersonal;
 - 2.3. adaptability; and
 - 2.4. general mood?
3. Is there a significant relationship between the components of OBLE and ESI?
4. Is there a significant relationship between the OBLE and ESI of the students?

Literature Review

Outcomes-Based Learning Environment (OBLE)

The term "learning environment" encompasses the physical, social, mental, and emotional factors influencing the teaching-learning process. Studies underscore its importance in fostering student success. For instance, Coleman (2019) asserts that student engagement and participation in classroom activities enhance social interactions and personal satisfaction. Research by Aldridge and Fraser (2020) highlighted the critical role of positive classroom environments in promoting student achievement and well-being.

Contemporary studies focus on classroom dynamics and their impact on outcomes-based education (OBE). As Richardson (2021) emphasizes, democratic classroom settings foster student independence and collaborative engagement, while autocratic settings restrict participation and creativity. Positive environments, characterized by teacher encouragement and collaborative opportunities, lead to better learning outcomes (Dorman et al., 2019).

Recent findings suggest that aligning the actual and preferred learning environments can optimize the teaching-learning process. Fraser (2020) found that discrepancies between teacher and student perceptions of the learning environment hinder educational outcomes. Incorporating students' perspectives can improve instructional practices and foster engagement.

Aldridge and Fraser (2020) developed the "What is Happening Inside the Classroom" (WIHIC) instrument to assess OBLE through dimensions such as involvement, cooperation, personal relevance, and teacher behavior. This tool has been widely used in assessing and improving learning environments.

Indicators of Outcomes-Based Learning Environment (OBLE)

Involvement

Active student participation is pivotal for effective learning. Stanford University (2021) emphasizes that involvement through class discussions, hands-on activities, and immediate feedback enhances critical thinking and skill development. Techniques such as think-pair-share and group presentations foster deeper learning and collaborative problem-solving (Weiner, 2020).

Cooperation

Cooperative learning encourages teamwork, mutual accountability, and shared goals. Laguador (2020) stresses that group assignments and projects enhance interpersonal skills, foster unity, and improve academic outcomes. Felder and Brent (2021) highlight that cooperative learning not only supports academic success but also prepares students for collaborative professional environments.

Personal Relevance

Lessons tied to real-world applications resonate more with students. Ke and Kwak (2021) found that incorporating personal relevance into the curriculum motivates learners and improves retention. Relevance fosters a connection between classroom learning and life outside school, promoting critical thinking and problem-solving (Keeney, 2020).

Teacher Behavior

Effective teacher behavior includes providing timely feedback, encouraging student autonomy, and facilitating a supportive classroom culture. Aldridge et al. (2020) assert that teacher-student interactions significantly influence student engagement and performance. Strategies such as scaffolding and differentiated instruction cater to diverse learning needs and abilities.

Emotional-Social Intelligence (ESI)

Emotional-Social Intelligence (ESI) combines emotional and social competencies essential for academic and personal success. Bar-On (2019) describes ESI as the ability to understand and manage oneself and interpersonal relationships effectively. High ESI is linked to better academic performance, emotional resilience, and social adaptability (Goleman, 2021).

Recent studies in the Philippines explore the role of ESI in academic settings. For example, Lanuang (2020) found a positive correlation

between emotional intelligence and students' academic performance. High emotional intelligence helps students cope with academic pressures and enhances self-regulation (Drago, 2021). Similarly, Goc (2021) identifies factors influencing academic motivation, including teacher effectiveness, peer relationships, and self-perceptions.

Aspects of Emotional-Social Intelligence (SEI)

Interpersonal Intelligence

Interpersonal intelligence involves effective communication and collaboration. Smith (2020) highlights those activities such as debates, group projects, and peer learning develop students' interpersonal skills. These competencies are vital for teamwork and leadership in both academic and professional contexts.

Intrapersonal Intelligence

High intrapersonal intelligence reflects strong self-awareness and emotional regulation. Ivy School Academy (2020) reports that students with this skill excel in leadership roles and independent work. Encouraging self-reflection through journals and goal-setting activities enhances intrapersonal intelligence.

Adaptability

Adaptability involves resilience and the ability to cope with change. Hauser et al. (2021) found that students who exhibit adaptability perform better academically and socially. Strategies such as fostering a growth mindset and providing opportunities for problem-solving build adaptability.

General Mood

Positive emotions like joy and contentment improve cognitive functioning and social interactions. Lyubomirsky et al. (2021) suggest that fostering a positive classroom climate enhances student well-being and academic success. Teachers can promote positivity through recognition, encouragement, and engaging activities.

Methodology

Research Design

The study utilized descriptive-correlational research design. This approach described the outcome-based learning environment and the emotional-social intelligence levels of senior high school students at Pigcawayan National High School. The relationship between these two sets of variables was then analyzed to determine their correlation.

Respondents

The respondents consisted of senior high school students (Grades 11 and 12) enrolled in the TVL Track at Pigcawayan National High School. The total population of students in this track was determined, and the sample size was calculated using Slovin's formula with a 5% margin of error. Stratified random sampling was employed to ensure representation from each grade level and strand, which served as the strata. Proportional allocation was applied to determine the number of respondents from each group, ensuring that the sample reflected the actual composition of the population. For example, if Grade 11 accounted for 60% of the population, then 60% of the total sample was taken from Grade 11 students.

Instrument

The data collection instrument was a structured questionnaire consisting of two parts. Part 1 focused on the outcome-based learning environment (OBLE) and was adapted from the study by Aldridge, Fraser, and Laugksch, while Part 2 assessed emotional-social intelligence (ESI) using the Emotional Quotient Inventory (EQ-i) framework by Bar-On, with minor modifications to fit the context of the study. Both parts utilized a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) to measure responses, enabling the quantification of perceptions and emotional-social intelligence levels. To ensure validity, the instrument was reviewed by experts in educational research and psychology, and a validation checklist was used to align the items with the study objectives, followed by revisions based on expert feedback. Reliability was confirmed through a pilot study conducted with 30 students from a similar population, where Cronbach's alpha values exceeded 0.70, indicating a high level of internal consistency.

Procedure

A letter of approval to conduct the study was requested from the Schools Division Superintendent. Once the letter was approved, the researcher personally delivered it to the respective school heads of the identified schools where the respondents were selected. The questionnaires were then personally distributed to the respondents and collected immediately.

The respondents were asked to sign a Letter of Assent to indicate their willingness to participate in the study. The data on the outcome-based classroom environment and emotional-social intelligence of the respondents were analyzed using weighted means. To determine if there was a significant relationship between the outcome-based learning environment (OBLE) and emotional-social intelligence

(ESI) of the students, the data were analyzed using Chi-Square.

Ethical Considerations

The research adhered to strict ethical considerations to ensure the protection and respect of all participants. Informed consent was obtained through a Letter of Assent, clearly explaining the study's purpose and ensuring voluntary participation with the right to withdraw at any time. The privacy and anonymity of respondents were upheld, with all personal information kept confidential and data presented in a way that protected identities. The study was designed to minimize any potential harm, and participants could skip any questions that made them uncomfortable. Data security was prioritized, with all collected information securely stored and later destroyed after the study's conclusion. Honesty and integrity were maintained, with all data reported accurately and any modifications to research instruments transparently acknowledged. Necessary approvals were secured from the Schools Division Superintendent and school heads to comply with institutional guidelines.

Results and Discussion

This section presents the data, analysis, and interpretation of the study's findings, including a description of the outcome-based learning environment (OBLE), the emotional-social intelligence (ESI) of the respondents, and the relationship between the components of OBLE and ESI.

Outcome-Based Learning Environment as perceived by the respondents

The outcomes-based learning environment as perceived by the respondents on Involvement is found in Table 1.

Table 1. Responses on OBLE of the respondents on Involvement

Statements	Mean	Interpretation
1. I give my opinions during class discussions	3.20	Moderate
2. My ideas and suggestions are used during classroom discussions.	3.00	Moderate
3. I explain my ideas to my classmates	3.20	Moderate
4. My classmates discuss with me how to go about solving problems	3.30	Moderate
5. I ask my teacher when topics are difficult for me to understand	3.30	Moderate
Grand Mean	3.20	Moderate

Legend: 4.21–5.00 – Very High; 3.41–4.20 – High; 2.61–3.40 – Moderate; 1.81–2.60 – Poor; 1.00–1.80 – Very Poor

As shown in Table 1, the results of this study indicate that the students have moderate involvement in the class. The indicator statements include 1) I give my opinions during class discussion ($\bar{x}=3.20$) means moderate, 2) My ideas and suggestions are used during class discussion ($\bar{x}=3.00$) moderate, 3) I explain my ideas to my classmates ($\bar{x}=3.20$) moderate, 4) My classmates discuss with me how to go about solving problems ($\bar{x}=3.30$) moderate, and 5) I ask my teacher when topics are difficult for me to understand ($\bar{x}=3.30$) moderate. The weighted mean is 3.20 with an interpretation of moderate involvement. One effective way in a good learning environment is actively involving the students (Stanford University, n.d.). Weiner (2019) added that making the students get involved in class discussions can add interest, provides students feedback and could encourage dialogue between students and at the same time develop their speaking skills.

Outcome-Based Learning Environment on Cooperation

Table 2 presents the respondents' perceptions of the outcome-based learning environment (OBLE) in relation to cooperation. It highlights how students engage in collaborative activities, such as sharing resources, working together on projects, and contributing to collective efforts in their academic tasks.

Table 2. Outcome-Based Learning Environment of the respondents on Cooperation

Statements	Mean	Interpretation
1. I cooperate with my classmates when doing assignment work	3.40	Moderate
2. I share my books and resources with my classmates when doing assignments.	3.20	Moderate
3. I work with my classmates on projects in this class.	3.50	High
4. I cooperate with my classmates on class activities.	3.60	High
5. I work with my classmates to achieve class goals	3.50	High
Grand Mean	3.44	High

Legend: 4.21–5.00 – Very High; 3.41–4.20 – High; 2.61–3.40 – Moderate; 1.81–2.60 – Poor; 1.00–1.80 – Very Poor

As gleaned in Table 2 OBLE on cooperation, the respondents had moderate cooperation in statements 1) I cooperate with my classmates when doing assignments ($\bar{x}=3.40$) moderate, and 2) I share my books and resources with my classmates when doing assignments ($\bar{x}=3.20$) moderate. They had high interpretation in involvement in 3) I work with classmates in doing projects ($\bar{x}=3.50$) high, 4) I cooperate with classmate in class activities ($\bar{x}=3.60$) high, and 5) I work with my classmates to achieve class goals ($\bar{x}=3.50$) moderate.

According to Shindler (2021), more activity is required for mutual interdependence, collective problem solving and striving for a common goal, the better is the chance for achieving the potential and being harmonious with one another. Felder and Brent (2020) as cited by Laguador (2022) added that cooperation is an important aspect of unity, collaboration and social obligation that creates an

environment for better learning.

Outcomes-Based Learning Environment on Personal Relevance

Table 3 presents the respondents' perceptions of the outcome-based learning environment (OBLE) in terms of personal relevance. It highlights how students relate the learning content to real-world experiences and how they find the subject matter meaningful and connected to their lives outside the classroom.

Table 3. *Outcomes-Based Learning Environment of the respondents on Personal Relevance*

<i>Statements</i>	<i>Mean</i>	<i>Interpretation</i>
1. I learn about the world outside of school.	3.30	Moderate
2. My new learning starts with problems about the world outside of school.	3.10	Moderate
3. I learn how Technology and Livelihood Education can be part of my out-of-school life.	3.40	Moderate
4. I get a better understanding of the world outside of school.	3.10	Moderate
5. I learn interesting things about the world outside of school.	3.30	Moderate
Grand Mean	3.24	Moderate

Legend: 4.21–5.00 – Very High; 3.41–4.20 – High; 2.61–3.40 – Moderate; 1.81–2.60 – Poor; 1.00–1.80 – Very Poor

Reflected on Table 3 are the findings that indicate the respondents experience moderate personal relevance. The indicator statements were 1) I learn about the world outside the school ($\bar{x}=3.30$) moderate, 2) My new learning starts with problems about the world outside of school ($\bar{x}=3.30$) moderate, 3) I learn how Technology and Livelihood Education can be a part of my out-of-school life ($\bar{x}=3.10$) moderate, 4) I get better understanding of the world outside the school ($\bar{x}=3.10$) moderate and 5) I learn interesting things about the world outside the school ($\bar{x}=3.30$) moderate.

As explained by Aldridge et al. (2020), personal relevance refers to the belief of the student that what he learns could be useful in his outside school life. As noted by Keeny (2019), students who experience personal relevance in what they are learning tend to have both better emotional-social intelligence and academic success, as well.

Outcomes-Based Learning Environment on Teachers' Behavior

Table 4 depicts the respondents' perceptions of the outcome-based learning environment (OBLE) in relation to teachers' behavior. It examines how the respondents view their teachers' actions, including their encouragement of planning, decision-making, and fostering an environment that supports students' learning autonomy.

Table 4. *Outcomes-Based Learning Environment of the respondents on Teachers Behavior*

<i>Statements</i>	<i>Mean</i>	<i>Interpretation</i>
1. The teacher encourages me to plan what I'm going to learn.	3.40	Moderate
2. The teacher encourages me to decide how well I am learning.	3.30	Moderate
3. The teacher encourages me to decide which activities are best for me.	3.20	Moderate
4. The teacher encourages me to decide how much time I spend on learning activities.	3.20	Moderate
5. The teacher encourages me to decide how I will manage my time to read and study our lessons.	3.30	Moderate
Grand Mean	3.28	Moderate

Legend: 4.21–5.00 – Very High; 3.41–4.20 – High; 2.61–3.40 – Moderate; 1.81–2.60 – Poor; 1.00–1.80 – Very Poor

As shown in Table 4 the respondents perceived that their teachers had moderate behavior. The indicator statements were 1) The teacher encourages me to plan what I am going to learn ($\bar{x}=3.40$) moderate, 2) The teacher encourages me to decide how well I am learning ($\bar{x}=3.30$) moderate, 3) The teacher encourages me to decide which activities are best for me ($\bar{x}=3.20$) moderate, 4) The teacher encourages me to decide how much time I spend on learning activities ($\bar{x}=3.20$) moderate and 5) The teacher encourages me to decide how I will manage my time to read and study my lessons ($\bar{x}=3.30$) moderate.

As explained by Bany (2019), teachers can encourage students to participate in classroom activities, a factor present in outcomes-based learning environment. Further, Aldridge et al. (2020) noted that teacher behavior is an important indicator of OBLE – if the teacher encourages the student to plan what he is going to learn, to decide who well he learns, to decide what activities are best, how much time will be spent on learning activities and to decide how he will manage the time in studying his lessons.

Emotional-Social Intelligence on Intrapersonal

Table 5 entails the respondents' perceptions of their emotional-social intelligence (ESI) in terms of intrapersonal skills. It focuses on how students understand and manage their own emotions, as well as their self-awareness and self-regulation abilities.

Data on Table 5 portrays that the respondents have high emotional-social intelligence on the intrapersonal component. They had very high intrapersonal intelligence as evidenced by the following indicator statements: 1) I can accurately perceive and accept myself ($\bar{x}=4.50$) very high, and 2) I strive to achieve personal goals and actualize my potential ($\bar{x}=4.30$). They had high intrapersonal intelligence on the following statement indicators: 1) I am aware and understand my emotions ($\bar{x}=4.20$), 2) I constructively express



my emotions ($\bar{x}=4.10$), and 3) I am self-reliant and free of emotional dependency($\bar{x}=4.1$). The mean is 4.14 with an interpretation of “high”.

Table 5. Emotional-social intelligence of the respondents on Intrapersonal

Statements	Mean	Interpretation
1. I accurately perceive, understand and accept myself	4.30	Very High
2. I am aware and understand my emotions	4.20	High
3. I constructively express my emotions and myself	4.10	High
4. I am self-reliant and free of emotional dependency	3.80	High
5. I strive to achieve personal goals and actualize my potential	4.30	Very High
Grand Mean	4.14	High

Legend: 4.21–5.00 – Very High; 3.41–4.20 – High; 2.61–3.40 – Moderate; 1.81–2.60 – Poor; 1.00–1.80 – Very Poor

A person with a high level of intrapersonal intelligence relies heavily on emotions, thoughts, desires and self-reflection. While intrapersonal learners often like to work alone, they do excel when it comes to being a leader or a central figure in a group situation. Because of the sureness in their own opinion, they are strong willed and great people to lead by example. They are ideal for debating team captain or a student council representative (Ivy School Academy, 2020).

Emotional-social intelligence on Interpersonal

Table 6 purported the respondents' perceptions of their emotional-social intelligence (ESI) in terms of interpersonal skills. It examines how students interact with others, including their ability to understand and manage social relationships, communicate effectively, and demonstrate empathy.

Table 6. Emotional-social intelligence of the respondents on Interpersonal

Statements	Mean	Interpretation
1. I am aware of and understand how others feel	4.20	High
2. I can identify with one’s social group and cooperate with others	4.00	High
3. I establish mutually satisfying relationships and relate well with others	4.00	High
4. I listen and speak effectively	3.90	High
5. I express myself and right without violating others	4.10	High
Grand Mean	4.04	High

Legend: 4.21–5.00 – Very High; 3.41–4.20 – High; 2.61–3.40 – Moderate; 1.81–2.60 – Poor; 1.00–1.80 – Very Poor

Based on the results on Table 6 respondents Interpersonal ESI is High. The indicators statements with their weighted means are: 1. I am aware of and understand how others feel ($\bar{x}=4.20$) high. 2. I can identify with one’s social group and cooperate with others($\bar{x}=4.00$) high. 3. I establish mutually satisfying relationships and relate well with others($\bar{x}=4.00$) high. 4. I listen and speak effectively($\bar{x}=3.90$) high. 5. I express myself and right without violating others($\bar{x}=4.10$) high.

A person with high interpersonal intelligence can work cooperatively with others in a group as well as the ability to communicate both verbally and nonverbally with other people. Counselors, teachers, therapists, politicians, and religious leaders have strong interpersonal intelligence because they have a capacity to notice distinctions such as contrasts in moods, temperament, motivations, and intentions in other people. (Bellanca, Chapman, & Swartz, 2020).

Interpersonal intelligence is having a high level of awareness. One with a high level of intrapersonal intelligence relies heavily on emotions, thoughts, desires and self-reflection. They are strong willed and great in leading by example. They are ideal as debating team captain or hold an office in a student council (Ivy School Academy, 2021).

Emotional-Social Intelligence on Adaptability

Table 7 reflects the respondents' perceptions of their emotional-social intelligence (ESI) in terms of adaptability. It focuses on how students adjust to changes, cope with challenges, and demonstrate flexibility in different situations.

Table 7. Emotional-social intelligence of the respondents on Adaptability

Statements	Mean	Interpretation
1. I actively validate my feelings and thinking with external reality	4.00	High
2. I adapt and adjust to my feelings and thinking to new situations	4.10	High
3. I effectively solve problems of a personal and interpersonal nature	3.90	High
4. I keep calm in the face of difficulties	4.00	High
5. I plan, but have alternative options in case things go wrongs	3.90	High
Grand Mean	3.98	High

Legend: 4.21–5.00 – Very High; 3.41–4.20 – High; 2.61–3.40 – Moderate; 1.81–2.60 – Poor; 1.00–1.80 – Very Poor

Data on Table 7 reflected the students had high adaptability. The indicators statements with their means are: 1) I actively validate my feelings and thinking with external reality ($\bar{x}=4.00$) high, 2) I adapt and adjust my feelings and thinking with external reality ($\bar{x}=4.10$) high, 3) I effectively solve problems of a personal and interpersonal nature ($\bar{x}=3.90$) high, 4) I keep calm in the face of difficulties ($\bar{x}=4.00$) high, and 5) I plan ahead, but have alternative options in case things go wrong ($\bar{x}=3.90$) high.



Mrazek and Mrasek (2021) noted that adaptability is the ability to dream, desire to learn, possess altruism, maturity, risk taking and self-understanding. According to Rutter (2019), adaptive individuals are resilient and had been characterized by traits like task commitment. Also, Hauser (2019), noted that adaptive individuals have good verbal ability, have reflectiveness and good academic achievement.

Emotional-social Intelligence on General Mood

Table 8 presents the respondents' perceptions of their emotional-social intelligence (ESI) in terms of general mood. It examines how students assess their overall emotional well-being, including their outlook on life, emotional stability, and general mood state.

Table 8. Emotional-social intelligence of the respondents on General Mood

Statements	Mean	Interpretation
1. I am positive and look at the brighter side of life	4.40	Very High
2. I feel content with myself, others and life in general	4.20	High
3. I slow down and think through the options	4.20	High
4. I am able to find positive aspects in a negative situation	4.10	High
5. I look for the lesson on a situation rather than to look for the blame	4.20	High
Grand Mean	4.24	Very High

Legend: 4.21–5.00 – Very High; 3.41–4.20 – High; 2.61–3.40 – Moderate; 1.81–2.60 – Poor; 1.00–1.80 – Very Poor

As shown in Table 8 the students had very high emotional-social intelligence in terms of general mood. The indicator statements had the following weighted means: 1) I am positive and look at the brighter side of life ($\bar{x}=4.40$) very high, 2) I feel contented with myself, others and life in general ($\bar{x}=4.20$) high, 3) I slow down and think through the options ($\bar{x}=4.20$) high, 4) I am unable to find positive aspects in negative situations ($\bar{x}=4.10$) high, and 5) I look for the lesson on a situation rather than to look for the blame ($\bar{x}=4.20$) high.

Fredrickson (2020) noted that when people feel good, there is the experience of positive emotions like joy, happiness and contentment which hold numerous social, intellectual and physical benefits for an individual. Diener (2023) observed that most people around the world want to feel happier.

Relationship with the Components of OBLE

Table 9 shows the Chi-Square values and significance/probability values on the correlation test of the pair of variables which are OBLE and ESI components. Statistical analysis shows that all the components of OBLE are all significantly related to all the components of ESI. Thus, the null hypothesis that there is no significant relationship between the OBLE and ESI components, is rejected.

Statistical analysis revealed a highly significant relationship between involvement and all the ESI components, namely intrapersonal, interpersonal, adaptability and general mood. Cooperation is also highly significantly related to all the ESI components as well as personal relevance and teacher's behavior.

Table 9. Relationship of the components of the OBLE and ESI

OBLE	ESI	Chi-Square	Sig.(p-value)	Decision
Involvement	Intrapersonal	43.541**	0.000	Reject H ₀
	Interpersonal	41.988**	0.000	Reject H ₀
	Adaptability	45.281**	0.000	Reject H ₀
	General Mood	57.623**	0.000	Reject H ₀
Cooperation	Intrapersonal	47.371**	0.000	Reject H ₀
	Interpersonal	28.343**	0.005	Reject H ₀
	Adaptability	43.832**	0.000	Reject H ₀
	General Mood	29.217**	0.001	Reject H ₀
Personal Relevance	Intrapersonal	54.196**	0.000	Reject H ₀
	Interpersonal	56.862**	0.000	Reject H ₀
	Adaptability	37.850**	0.000	Reject H ₀
	General Mood	57.305**	0.000	Reject H ₀
Table 10 Continued				
Teacher's Behavior	Intrapersonal	54.196**	0.000	Reject H ₀
	Interpersonal	56.862**	0.000	Reject H ₀
	Adaptability	57.412**	0.000	Reject H ₀
	General Mood	54.478**	0.000	Reject H ₀

** Significant at 0.01 level of significant

Relationship between OBLE and ESI

The relationship between OBLE and ESI based on each components have a weighted mean of $\bar{x}= 3.29$ corresponds to moderate interpretation and the ESI components have a weighted mean value of $\bar{x}=4.08$ which means high interpretation.

Statistical analysis shows a significant relationship between OBLE and ESI of the respondents ($\chi^2(6) = 67.214, p = .000$ at 5% level of significance). The details are found in Table 10.

Table 10. Results of the Chi-Square test on OBLE and ESI

Variables	df	Value	p(2-tailed)	Decision
OBLE	6	67.214	0.000	Reject H_0
ESI				

At 0.05 level of significance

Coleman (2019) found that interaction and participation in classroom and school activities caused greater peer approval and satisfaction at personal and social level. Joseph and Lakshmi (2020) elaborate that an individual's social intelligence depends on a lifelong learning process. Socially intelligent people exhibit confidence in social situations, demonstrate a genuine interest in their fellow workmates, are assertive and appropriate in expressing their feelings and emotions, are capable of adapting, understanding and responding effectively, and show a great level of self-awareness (Joseph & Lakshmi, 2020).

Conclusions

Based on the findings of this study, it can be concluded that the students perceive a moderate outcome-based learning environment (involving involvement, cooperation, personal relevance, and teachers' behavior). Their emotional-social intelligence is high, particularly in the areas of intrapersonal, interpersonal, adaptability, and general mood. The data indicating a moderate perception of the learning environment may imply that while the school has implemented practices aligned with an outcome-based approach, there may be gaps in fully engaging students or addressing their individual needs. These gaps could stem from factors such as limited resources, varying teaching strategies, or differing levels of student readiness to embrace active participation and cooperation. Despite these moderate perceptions, the study found a significant relationship between the components of the outcome-based learning environment (OBLE) and the emotional-social intelligence (ESI) of the students, suggesting that enhancing the learning environment could further support the development of students' emotional and social competencies.

Based on the findings and conclusions of this study, the following are recommended:

The components of the outcome-based learning environment (OBLE) be enhanced to foster better learning outcomes for students.

A study examining the correlation between OBLE, emotional-social intelligence (ESI), and students' academic performance must provide valuable insights.

Explore the relationship between OBLE and ESI in teachers, as this may further contribute to understanding the dynamics of the learning environment.

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