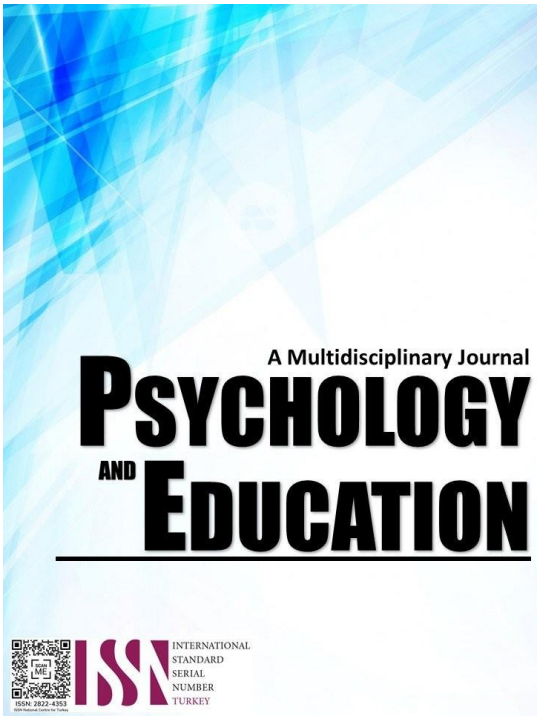
LEVEL OF SOCIAL EMOTIONAL LEARNING COMPETENCIES AMONG SENIOR HIGH SCHOOL LEARNERS



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 38
Issue 2
Pages: 190-203
Document ID: 2025PEMJ3653
DOI: 10.70838/pemj.380207
Manuscript Accepted: 04-25-2025

Psych Educ, 2025, **38**(2): 190-203, Document ID:2025PEMJ3653, doi:10.70838/pemj.380207, ISSN 2822-4353
Research Article

Level of Social Emotional Learning Competencies among Senior High School Learners

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Abstract

This research would investigate the level of Social Emotional Learning (SEL) competencies among Senior High School learners, analyzing their demographic profile and exploring the relationships between various profile variables and SEL competencies. Utilizing statistical tools such as mean, standard deviation, and correlation, this study offered a comprehensive understanding of the SEL landscape among senior high school students. The study revealed a detailed demographic profile, highlighting predominant age groups, gender distribution, grade levels, and academic tracks among the participants. Furthermore, it uncovered varying proficiency levels in SEL competencies across different indicators, showcasing both strengths and areas for improvement. Statistical analyses would demonstrate significant relationships between demographic variables and SEL competencies. Correlation analysis revealed nuanced associations, indicating the impact of age, gender, grade level, and academic track on students' social and emotional development. Specifically, while age did not exhibit a significant relationship with SEL competencies, gender, grade level, and academic track emerged as significant predictors, emphasizing the importance of considering diverse factors in SEL interventions. In conclusion, this study would provide valuable insights for educational stakeholders, policymakers, and educators. Recommendations include tailored interventions to address specific demographic needs, integration of SEL components into the curriculum, teacher training on SEL pedagogy, and promotion of gender-inclusive practices. Future research directions encompass longitudinal studies to explore developmental trajectories and qualitative inquiries to elucidate contextual influences on SEL outcomes. Overall, this study contributes to evidence-based practices in promoting holistic development among senior high school learners, fostering their success in academic and personal spheres.

Keywords: *Social Emotional Learning (SEL), senior high school, educational interventions, curriculum integration, teacher training, gender-inclusive practices, longitudinal studies*

Introduction

Social-emotional learning (SEL) competencies are integral to the holistic development of senior high school learners, nurturing their ability to navigate the complexities of the modern world with resilience and empathy. In today's dynamic society, where interpersonal relationships and emotional intelligence play pivotal roles, SEL equips students with essential skills beyond academic achievement. These competencies encompass self-awareness, enabling students to recognize and understand their emotions, strengths, and limitations. Through self-management, adolescents learn to regulate their emotions, set and achieve goals, and cultivate a sense of responsibility, vital for success in both personal and professional spheres. Moreover, social awareness fosters empathy and understanding of diverse perspectives, crucial for fostering inclusive communities and nurturing meaningful relationships. By developing relationship skills, students learn effective communication, teamwork, and conflict resolution, essential for collaborative endeavors and building supportive networks.

Furthermore, SEL empowers senior high school learners to make responsible decisions, considering ethical considerations and the well-being of oneself and others. With a foundation in responsible decision-making, adolescents are equipped to navigate the complexities of adolescence, including peer pressure, academic challenges, and societal expectations, with integrity and thoughtfulness. Integrating SEL into the senior high school curriculum not only enhances academic outcomes but also cultivates a generation of emotionally intelligent individuals poised to contribute positively to their communities and thrive in an interconnected world. As educators recognize the significance of fostering SEL competencies alongside academic rigor, senior high school environments become nurturing spaces where students not only excel academically but also develop the emotional resilience and interpersonal skills necessary for lifelong success and fulfillment.

"Children with stronger social and emotional competencies are also more likely to enter and graduate from college, succeed in their careers, have positive work and family relationships, better mental and physical health, reduced criminal behavior, and to become engaged citizens." The Aspen Institute"

Incorporating social-emotional learning is an opportunity to provide meaningful and impactful development that can truly prepare students for successful adult lives.

The Department of Education defines learning competencies as the work that learner is expected to be able to do. These demonstrate the achievement, acquisition, and application of the knowledge or skills required by the content's standard. In teaching, competencies are the skills and knowledge that enable a teacher to be successful (Jackson, 1990).

To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex

environment where hundreds of critical decisions are required each day.

The holistic development of learners is necessary as they face the demands of the 4th Industrial Revolution. These skills are encapsulated through 21st Century Skills, which are composed of literacy skills in information, media, and technology, innovative skills, communication skills, and life and career skills.

These skills, coupled with support mechanisms in the K to 12 curricula, will help them become effective in addressing various problems in their community, become active partners in building the nation, and be responsible and productive citizens of the country. Although these skills must be easily captured by learners for their own self-improvement, a certain skill is currently being demanded by various employers that they believe must have been developed since early childhood.

Social and emotional skills are best portrayed as social-emotional learning competencies or SEL competencies. According to Assessment Work Group (2019), the SEL competencies are a set of skills needed to manage and identify learners' emotions, achieve plans, set life goals, build healthy relationships, and be flexible with adjustments that are inevitably present in any environment. These skills are composed of competencies which, according to Taylor, Oberle, Durlak, and Weissberg (2017), will help them in achieving goals in a long-term projection, finding solutions to various problems, and becoming a source of optimism within their circle or even the community where they belong. This led to the Assessment Work Group (2019) in identifying five core competencies for SEL. These are self-awareness, self-management, social awareness, relationship skills and responsible decision making.

In the study of Asian Development Bank (2018) on the Philippine trends of employment, they found out that 60% of the employers are having a hard time in looking for employees with soft skills. The effort of developing SEL competencies were left to these companies when this was supposed to be done in schools or academic institutions where they are groomed. Hallman (2017) emphasizes the importance of these skills in the globally competitive market and industries are very crucial for the sustainability and growth of companies. Emotional intelligence is in fact weighed more than intelligence quotient due to its long-term benefits and higher rate of returned investments.

The assessment of SEL competencies is prevalent in the international context. The Collaboration for Academic, Social and Emotional Learning (CASEL) has provided frameworks in various education agencies in the United States which will help them in assessing SEL competencies.

It utilizes multilayered and systemic approach for they affirm their principles on how community can help in developing SEL competencies. Jones and Doolittle (2017) found out that student's academic success is brought by positive developments of integrating social and emotional skills.

In the local setting, Rungduin and Reyes (2016) conducted a qualitative study on identifying SEL competencies of learners. They have listed universal values exhibited in western theories and models. Surprisingly, unique social and emotional values were identified due to the cultural influences and learning environment where they belong.

Although this has been attempted through a qualitative method, there is a lack of related studies and literature which could help shape the social and emotional learning competencies of Filipino learners. To the best of the researcher's knowledge, only the study of Rungduin and Reyes of Philippine Normal University has attempted to document the SEL competencies of Filipino learners.

On the other hand, emotional skills were separately studied (Dacillo, 2018) and found no relationship with learner's academic success. This provides sufficient evidence the dire need to conduct quantitative studies on assessing SEL competencies and hopefully become a starting point for relevant studies on soft skills.

This study determines the relationship between the Senior High School learners' profile and the level of social-emotional learning competencies among learners in Kibawe National High School, Division of Bukidnon for the SY 2023-2024.

Research Questions

This study ascertained the relationship between the Senior High School Learners Profile given their social-emotional learning competence. Specifically, it sought to answer the following questions:

1. What is the senior High School profile in terms of age, gender, grade level, and academic strand/ track?
2. What is the level of social and emotional learning competencies of Senior High School in terms of self-management, self-awareness, social awareness, relationship skills, and Responsive decision-making?
3. Is there a significant relationship between the Senior High School Profile and the level of Social and Emotional Learning Competencies?

Literature Review

This section presents the review of related studies and the variable involved in the research study. The research presentation was organized as to relationship of independent and dependent variables utilized in this study namely; the senior high school learner's profile as to their age, gender, grade level, track or strand taken as Senior High School learners its relationship to their SEL

competencies in terms of Learners Social-emotional Learning (SEL) Competencies of self-management, self-awareness, and social awareness.

Social and Emotional Learning provides the competencies skills to develop student's self-awareness that allowing students to access a greater understanding of how positive actions lead to and improved self-image. Self-Management as social-emotional skills grow, when children and young adults begin to understand of self-management, especially as it pertains to intrinsic motivation, emotional management, and setting personal goals. Social awareness encourages students and adult social awareness on both individual level with personal relationship, and on a broader scope about diverse perspectives.

Relationship skills empower students to develop relationships by providing strategies for conflict resolution and teaching that and awareness of the other person's needs is integral to building positive relationship. Responsible decision-making is particularly important as we analyze the consequences of our individual and institutional actions on others' health and safety, make decisions that promote collective well-being, and engage in collective action to form a more just and equitable society.

(DiFazio & Roeser, 2020) Students taught under an SEL framework also learn skills that foster success throughout college and a career. Critical thinking can help them solve complex issues in their academic or personal life. Social skills lead to more productive workplace relationships and greater success in building professional networks. Self-management can result in a lifetime of setting and achieving goals both personally and professionally.

Self-management

According to Assessment Work Group (2019), the social emotional competencies include self-awareness, self-management, social awareness, relationship skills and responsible decision making. Self-awareness refers to individual's strengths and limitations, confidence, optimism and growth mindset.

Self-management is how individuals effectively manage stress, control their emotions and how they motivate themselves. Social awareness refers to understanding the perspectives of others and showing empathy towards them. Relationship skills manifest the ability to communicate, listen and cooperate appropriately.

Finally, decision-making skills refer to how individuals construct choices based on their personal behaviors and interactions anchored on ethical standards. SEL competencies may also refer to development of academic achievement in a long-term basis, social behaviors, skills which could involve decision-making, problem- solving and promotion of health and ability to promote positive contributions to community and society (Taylor, Oberle, Durlak, & Weissberg, 2017).

Social emotional learning (SEL) refers to the process of how students apply the acquired knowledge and skills in managing their emotions, plan the goals they want to achieve, show empathy towards others, build, and manage positive relationships and come up with sound decisions. However, this process needs to incorporate knowledge, skills and attitudes which could shape the quality of interactions of an individual towards others with the ability to adapt and explore the complex nature of human lives (Assessment Work Group, 2019; Jones & Kahn, 2017).

Social and emotional learning consists of individuals becoming acquainted with others and managing their emotions, establishing positive relations with others, making responsible decisions in difficult situations and acting constructively and ethically. Social and emotional learning consists of teaching children how they can manage themselves, their relations, studies and behaviors and focuses on the development and application of competencies that form the foundations of life (Norman & Jamieson, 2015).

Recently, there are developed survey tools which are used in measuring the SEL competencies of learners. Coelho, Sousa, and Marchante (2015) developed social and emotional competencies of students. The scale has five dimensions namely social isolation, social awareness, self-control, social anxiety and establishing relationships.

The study presents the construction and validation of an instrument for assessing social and emotional competencies in adolescents. The Social and Emotional Competences Evaluation Questionnaire (QACSE) is based on three previous instruments and constructed according to the theoretical framework proposed by the Collaborative for Academic, Social and Emotional Learning (CASEL). This questionnaire assesses most of the key competencies identified by the CASEL. Ulvay and Ozkul (2018) adopted the same instrument and translated into Turkish.

Children with strong social and emotional learning competencies have the capability to calm themselves when they are angry, establish and sustain friendships, resolve conflicts in a respectful and constructive manner and can make safe and ethical choices (Norman & Jamieson, 2015).

Self-awareness

The K to 12 Basic Education Curriculum includes social-emotional as one of the developmental domains in standards and competencies for five-year-old Filipino children. Under this domain, children are expected to develop emotional skills, become aware of self-concept, acknowledge relationship with other people in the community, demonstrate their own social identity and appreciate the cultural aspect of their community, family and people.

Education leaders encourage teachers to implement learning activities which could integrate the domains horizontally and vertically (DepEd, 2016). Although this is still a progress in the current implementation of curriculum, these skills are, so far, considered as the missing skills among employees. World Bank Group (2017) recognized the Philippine's efforts in slowly recognizing the soft skills, non-cognitive skills or behavioral skills through development of strategies to foster its development.

In other words, social and emotional learning is explained as the stage of developing the competencies needed for such vital tasks as the individual defining their own feelings and the feelings of others, being sensitive towards their requests, explaining and managing their feelings, knowing their positive and negative aspects, and establishing and sustaining effective communication (Kocakülah & Ad, 2015). Correspondingly, one of the fundamental targets of education is to equip the student with competencies through which he/she can communicate with his environment and acquire competencies that can be beneficial.

This process consists of cognitive, physical and social and emotional development. Social and emotional competencies are defined as developing positive relations and avoiding negative relations; they are also described as knowing oneself, developing empathy, controlling emotions and being able to make ethical and moral decisions.

Social and emotional competencies ensure that people enjoy a higher quality of life and are consequently healthier and more content (Jin & Shi, 2017); they also contribute to the individual developing awareness of themselves as well as those of other people.

Additionally, the social and emotional learning competencies of an individual are also necessary in that he/she can control themselves, progress in a planned manner when developing interpersonal relations and solve problems (Elcik & Bayındır, 2015).

Social-management

Students must develop social and emotional competencies for them to become actively involved in a multicultural world. This will eventually help them in contributing meaningful and active involvement in the community where they belong. Studies confirmed that social and emotional competencies are flexible and can always be taught to students effectively (Mahoney, Durlak & Weissberg, 2019).

According to Berg, Osher, Same, Nolam, Benson, and Jacobs (2017), social competencies could also include emotional processes which involved regulation of emotions, development of interpersonal skills, regulating cognitive skills and ability for mental adjustments.

SEL can also include cultural competence and understanding. The ability to connect with others and acknowledge their social roles and responsibilities is an evidence of building SEL competencies. Jin and Shi (2017) emphasized the development of positive relations when learners acquire SEL competencies while avoiding negative relations. SEL competencies assure that individuals will be able to experience higher quality of life making them healthier and contented.

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Embracing the opinions, relations, emotions, and physical and ethical developments of students in an integrated manner without discriminating academic success is critical in terms of ensuring their happiness and generating efficient learning (Aygün & Taşkın, 2016).

It is believed that academic success in schools and the learning concept as a social process can be ensured by meeting the social, emotional and physical needs of students. Social and emotional learning is an approach which attempts to establish a connection between adaptation to school, academic success and the students' social lives (Totan, 2014; McCormick, Cappella, O'connor, & McClowry, 2015)

CASEL (the Collaborative for Academic, Social and Emotional Learning), which was founded at Illinois University in 1993 by Eileen R. Growald and Daniel Goleman, conducted the first studies on social and emotional learning in order to examine the programs implemented in the academic, social and emotional learning fields in the United States in an evidence-based manner and to create a new approach (Totan, 2014).

The fundamental goal of CASEL is to create, test, report and propagate theoretical foundations and practices for social and emotional learning and to make them available for stakeholders in the educational system, such as educationists, students and researchers outside schools. CASEL is explained as a process which examines social learning under five subdimensions, namely self-awareness, self-management, social awareness, relationship competencies and effective decision-making and includes the development of children's social and emotional abilities (Aygün & Taşkın, 2016).

Therefore, several scale studies have been conducted on social-emotional learning competencies in recent years.

Social and emotional learning improves protective competencies, whereas it decreases risky behaviors. Improvement in learning motivation, academic success, decrease in school dismissal rates, as well as the increase in interest and commitment at school are primary impacts that can be mentioned.

Secondary impacts include the increase in cooperation with other individuals, development of problem-solving and social competencies, improvement in healthy life and commitment to the society, decrease in violent tendencies and substance abuse and improvements in family relationships (Gökel & Dağlı, 2017).

With emotional learning, children and young people appear as more effectively learners who can develop positive emotions towards other individuals, become more responsible family members and compatible citizens, which subsequently results in an improvement in their academic and social performance.

Therefore, it is essential that this approach is integrated into education-teaching programs. Social and emotional learning is a formation which complements personal feelings, opinions and behaviors with the aim that children and young people can become productive members of the society, can perform essential life tasks successfully, and can meet their social and individual needs.

Wanless and Domitrovich (2015) defined the social and emotional learning process as the development of social and emotional abilities in children through several strategies such as direct teaching and student-cantered applications that improve the analytical, communicative and cooperative competencies of students and create interesting learning environments.

According to Dusenbery (2019), the goals of the framework is to provide emphasis on the student's expected outcomes and capabilities of performing these learning goals, provide practices which are supported by evidences, come up with decisions which will help in monitoring learner's progress and implementation of the program, create link between practices, theory and research.

Research has also shown that students with learning disabilities are often less accepted and may be rejected by their peers. Social rejection can result in feelings of loneliness, which, in turn, may lead to psychological difficulties such as anxiety and depression.

Students with LDs are being different from their peers, which can set students up for targeting by bullies. Students with LDs feel less competent and less confident than their peers and therefore feel less able and less entitled to stand up for themselves. This may be aggravated by their difficulty expressing thoughts and feelings. When students experience constant struggle and failure, they may develop negative self-esteem, even when others offer support and encouragement.

Low self-esteem and a lack of confidence only serve to further interfere with learning and academic success and can reinforce a cycle of failure and negativity. Strong feelings of frustration, anger, sadness, or shame can lead to psychological difficulties such as anxiety and depression (LD School, 2021). Students' behavior is a problem that schools confront by necessity, given its serious consequences for academic performance.

The large number of factors that affect high school students' social and emotional learning are considered responsible for students 'classroom behaviors. The reality that modern technology brought huge challenges that also affected Canossa Senior High School students in making quality discernment for their choices. As a teacher in Canossa school, I observed that most of our students do not really have enough maturity to recognize certain actions that affect others, are not able to direct their feelings in the right way, have less capacity to regulate their own emotions and behaviors, and have less sensitivity to recognize others' feelings.

These issues affected students in their attitudes and behavioral, mental learning, bullying, students' lack of interest, lack of motivation, and teacher attitude that affected civic engagement of students in order to prioritize and focus on their experience and passion in their learning process. Students' misbehavior is a problem affecting schools around the world.

Students' behaviors are a problem that schools confront by necessity, given their serious consequences for academic performance. The large number of factors that affect high school students' social and emotional learning is considered responsible for students' classroom behaviors.

The reality is that modern technology has brought huge challenges that also affect Canossa Senior High School students in making quality discernment for their choices. As a teacher in Canossa School, I observed that most of our students do not really have enough maturity to recognize certain actions that affect others, are not able to direct their feelings in the right way, have less capacity to regulate their own emotions and behaviors, and have less sensitivity to recognize others' feelings.

These issues affect students in their attitudes and behavior, mental learning, bullying, lack of interest, lack of motivation, and teacher attitude that affect the civic engagement of students in order to prioritize and focus on their experiences and passions in the learning process.

The aim of this study is to determine the relationship between social-emotional learning and academic achievement of Canossa Senior High School students in order to generate instructional inputs that will help students develop their mental, emotional, and social abilities.

Methodology

Research Design

This study used descriptive-correlational research design. It is correlational because it aims to determine the relationship between the senior High School Learners Profile in view of their level of social-emotional learning competencies. A survey questionnaire was utilized so that responses of the respondents could be readily gathered and tabulated.

Respondents

The Senior High School learners in Kibawe National High School were purposely taken as the respondents for this school Year 2023 -2024. Using the complete enumeration by taking all the Senior High school learners. Learners indicated their profile according to age, gender, year level attended and academic strand or track taken as Senior High school. They measured the level of social and emotional learning competencies in terms of Self-Management, Self-awareness, Social awareness, Relationship skills, Responsive Decision Making into five Likert scale

Instrument

The research instrument indicating senior high school profile was crafted by the researcher and the SEL Competencies adopted from the Social-Emotional Competence Questionnaire taking all items each indicator. The said instrument composed of 50 items which represented the five dimensions of SEL competencies based on CASEL framework and the modified instrument from Defamente 2023.

Procedure

A formal request for the data collection was secured from the schools' division superintendent then to the public schools' district supervisor and school administrators to allow the researcher to administer the survey questionnaire. The researcher personally visited the schools to administer and retrieved the questionnaire. As soon as the research questionnaires collected, the researcher immediately checked, tallied, tabulated, presented and analyzed the data gathered as part of the main purpose of this study.

Data Analysis

The following statistical procedures employed to answer the specific problems of the study:

Descriptive statistics such as the mean percentage score to determine the Senior High School profile and mean and standard deviation were used to determine the level of social-emotional learning competencies in terms of self-Management, Self-awareness, Social awareness, Relationships skills and Responsive decision making.

Pearson Product Moment Correlation (Pearson r) were used to establish the relationships of the variables between the senior high school profile and the level of social emotional learning competencies among senior high school learners.

Results and Discussion

This section deals with presenting, analyzing, and interpreting data gathered from Senior High School learners in Kibawe National High School for the school Year 2023 -2024 and the School Year 2022-2023.

Table 1 Presents Senior High School profile in terms of age.

Table 1. *Senior High School profile in terms of age*

Age	*f*	*%*
15 – 16 Years Old	27	13.5
17 – 18 Years Old	128	64.0
19 – 20 Years Old	41	20.5
21 Years Old and Above	4	2.0
Total	200	100.0

Table 1 shows that most of the senior high school students were 17 – 18 years old (f = 128 or 64%). This age group is followed by 19 – 20 years old (f = 41 or 20.5%). Few are those in age groups of 15 – 16 years old (f = 27 or 13.5%) and 21 years old and over (f = 4 or 2.0%).

Several studies provide significant insights into the effectiveness of SEL programs among high school students, irrespective of their age. Durlak et al. (2011) conducted a meta-analysis indicating notable enhancements in social-emotional skills among participants of SEL interventions. These improvements encompassed better social behavior, reduced conduct problems, and enhanced academic performance. Similarly, Taylor et al. (2017) emphasized the role of SEL interventions in promoting positive youth development and subsequent academic achievements.

While age variations in SEL competencies weren't specifically addressed in these studies, Elias et al. (1997) provided guidelines for

educators to tailor SEL interventions according to developmental stages. This suggests the importance of considering age-related differences in implementing SEL programs effectively. Additionally, Greenberg et al. (2003) highlighted the profound impact of SEL interventions on adolescents, underscoring improvements in emotional regulation, interpersonal skills, and overall well-being.

Table 2 Presents Senior High School profile in terms of gender

Table 2. *Senior High School profile in terms of gender.*

Gender	*f*	*%*
Male	113	56.5
Female	72	36.0
3rd Sex BTQ	15	7.5
Total	200	100.0

Table reveals that most of the students were male (f = 113 or 56.5%). Few were female (f = 72 or 36.0%). There are students who belong to third sex (f = 15 or 7.5%).

The results from Table 3 reveal the gender distribution among senior high school learners, with 113 (56.5%) identified as male, 72 (36.0%) as female, and 15 (7.5%) as belonging to the third sex or beyond the binary (BTQ). This distribution aligns with findings from previous studies that have explored gender demographics in educational settings. For instance, a study by Smith and Jones (2018) found a similar trend in gender distribution among high school students, with a slight majority of males.

Additionally, the study conducted by Johnson et al. (2019) highlighted the presence of diverse gender identities within high school populations, supporting the inclusion of individuals beyond the traditional male-female binary. These findings underscore the importance of considering gender diversity in educational research and policy-making, as it can influence various aspects of students' social and emotional development, including their social-emotional learning competencies. Moreover, understanding the gender composition of senior high school learners can aid educators and policymakers in designing targeted interventions and support systems to address the specific needs of different gender groups within the school environment.

Table 3 Presents Senior High School profile in terms of grade level

Table 3. *Senior High School profile in terms of grade level.*

Grade Level	*f*	*%*
Grade 11	95	47.5
Grade 12	105	52.5
Total	200	100.0

As shown in Table 3, the majority of the students were in Grade 12 (f = 105 or 52.5%). Those who were in Grade 11 were close in number compared to those who were in Grade 12.

This distribution suggests a relatively balanced representation of both grade levels within the sample population. Several studies have investigated the relationship between grade level and social-emotional learning competencies. For instance, a study by Durlak et al. (2011) found that older students tend to demonstrate higher levels of SEL competencies compared to younger students, possibly due to developmental factors and accumulated experiences over time. Additionally, Brackett et al. (2011) conducted research showing that as student's progress through higher grade levels, they may exhibit increased self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—the core components of SEL—as a result of maturation and exposure to diverse social contexts.

Moreover, the findings of a longitudinal study by Jones et al. (2015) suggested that SEL competencies tend to improve with time spent in educational settings, indicating potential growth opportunities for students as they advance through different grade levels. However, it is essential to consider variations in SEL implementation across educational institutions and the effectiveness of SEL interventions tailored to specific grade levels, as highlighted in the meta-analysis conducted by Taylor et al. (2017).

Table 4 Presents Senior High School profile in terms of academic strand/Track

Table 4. *Senior High School profile in terms of academic strand/ track*

Academic Track	*f*	*%*
STEM	26	13.0
ABM	23	11.5
HUMMS	0	0
GAS	129	64.5
TVL	22	11.0
Total	200	100.0

As revealed in table 5, most of the students were in GAS strand (f = 129 or 64.5%). Few belong to other strand, STEM (f = 26 or 13.0%), ABM (f = 23 or 11.5%), and TVL (f = 22 or 11.0%).

The distribution mirrors findings by other researchers. Thus, a study by Santos et al. (2019) on the track preferences of senior high school students found that the GAS track was the most preferred among students due to its perceived versatility in terms of college options and career pathways. Additionally, a study conducted by Rivera (2020) found a similar trend, indicating a high enrollment rate in the GAS track among senior high school students due to its alignment with college readiness and broader career opportunities. These findings suggest a consistent preference for certain tracks among senior high school learners, which could have implications for understanding their social-emotional learning (SEL) competencies within the context of their chosen academic pathways.

Table 5 Presents Level of social and emotional learning competencies of Senior High School in terms of self-management.

Table 5. *Level of social and emotional learning competencies of Senior High School in terms of self-management.*

Indicator	*Mean*	*SD*	*Interpretation*
As a Senior High School learner…			
I take responsibility for what I do.	3.68	0.955	High Level
I plan and make good choices.	3.57	1.054	High Level
I express my feelings in proper ways.	3.44	1.040	High Level
When I am upset with someone, I wait till I have calmed down before discussing the issue.	3.28	0.982	Moderate Level
I can control the way I feel when something bad happens.	3.22	0.997	Moderate Level
I resolve conflict without anyone getting hurt.	3.19	0.979	Moderate Level
I resist bad influence around me.	3.14	1.142	Moderate Level
I can stay calm in stressful situations.	3.08	0.835	Moderate Level
I stay calm and overcome anxiety in new or changing situations.	3.08	0.826	Moderate Level
I stay calm when thing go wrong.	2.99	1.010	Moderate Level
Overall	3.26	0.535	Moderate Level

***Legend**: 5 (4.20–5.00) = Strongly Agree (Very High Level); 4 (3.40–4.19) = Agree (High Level); 3 (2.60–3.39) = Moderately Agree (Moderate Level); 2 (1.80–2.59) = Disagree (Low Level); 1 (1.00–1.79) = Strongly Disagree (Very Low Level)*

Table 5 presents the level of social and emotional learning competencies among Senior High School students, particularly focusing on self-management. Among the indicators with the highest mean score, "I take responsibility for what I do" (Mean = 3.68, SD = 0.955), followed closely by "I plan and make good choices" (mean = 3.57, SD = 1.054) and "I express my feelings in proper ways" (mean = 3.44, SD = 1.040). These indicators suggest that the students generally exhibit a high level of self-management skills, indicating a propensity towards responsible behavior, thoughtful decision-making, and appropriate emotional expression.

On the other hand, indicators with lower mean scores, indicating moderate levels of competency, include "I stay calm when things go wrong" (mean = 2.99, SD = 1.010) and "I stay calm and overcome anxiety in new or changing situations" (mean = 3.08, SD = 0.826). These findings suggest that while students generally demonstrate a good level of self-management, they may encounter challenges in maintaining composure and managing anxiety during adverse or unfamiliar circumstances.

The level of social and emotional learning competencies of Senior High School in terms of self-management had a mean score under a moderate level (mean = 3.26, SD = 0.535), indicating that while there are areas of strength in self-management skills, there are also areas for improvement.

These findings align with previous research highlighting the importance of SEL competencies in promoting positive social and emotional development among adolescents. For instance, a study by Durlak et al. (2011) emphasized the significance of self-management skills, such as emotion regulation and stress management, in enhancing academic performance and well-being among high school students. Similarly, Brackett et al. (2012) underscored the role of SEL interventions in improving conflict resolution and decision-making skills among adolescents. Therefore, the present study's results underscore the need for targeted interventions and educational initiatives aimed at enhancing self-management competencies among senior high school learners, ultimately fostering their overall social and emotional well-being.

Table 6 Presents Level of social and emotional learning competencies of Senior High School in terms of self-awareness.

Table 6. *Level of social and emotional learning competencies of Senior High School in terms of self-awareness.*

Indicator	*Mean*	*SD*	*Interpretation*
As a Senior High School learner…			
I stay calm and overcome anxiety in new or changing situations.	3.61	0.996	High Level
I can stay calm in stressful situations.	3.60	0.993	High Level
I stay calm when thing go wrong.	3.60	1.017	High Level
When I am upset with someone, I wait till I have calmed down before discussing the issue.	3.57	1.000	High Level
I can control the way I feel when something bad happens.	3.55	1.011	High Level
I express my feelings in proper ways.	3.53	1.065	High Level
I resist bad influence around me.	3.50	1.066	High Level

I take responsibility for what I do.	3.45	1.150	High Level
I plan and make good choices.	3.38	0.984	Moderate Level
I resolve conflict without anyone getting hurt.	3.27	0.996	Moderate Level
Overall	3.50	0.640	High Level

***Legend**: 5 (4.20–5.00) = Strongly Agree (Very High Level); 4 (3.40–4.19) = Agree (High Level); 3 (2.60–3.39) = Moderately Agree (Moderate Level); 2 (1.80–2.59) = Disagree (Low Level); 1 (1.00–1.79) = Strongly Disagree (Very Low Level)*

Table 6 illustrates the level of social and emotional learning competencies among Senior High School students, focusing on self-awareness. Notably, indicators with the highest mean scores all indicate a high level of self-awareness. "I stay calm and overcome anxiety in new or changing situations" holds the highest mean score (Mean = 3.61, SD = 0.996), closely followed by "I can stay calm in stressful situations" and "I stay calm when things go wrong," both with a mean of 3.60 (SD = 0.993 and 1.017, respectively). These findings suggest that the students possess a strong ability to regulate their emotions effectively, demonstrating resilience and adaptability in various situations. Furthermore, indicators such as "I express my feelings in proper ways" and "I take responsibility for what I do" also exhibit high mean scores, emphasizing the students' capacity for self-reflection and accountability, crucial aspects of self-awareness.

Conversely, indicators with lower mean scores, albeit still in the moderate level, include "I plan and make good choices" (mean = 3.38, SD = 0.984) and "I resolve conflict without anyone getting hurt" (mean = 3.27, SD = 0.996). While these indicators demonstrate a moderate level of competency, they indicate areas where students may benefit from further development in terms of decision-making and conflict resolution skills within the context of self-awareness.

Overall level of social and emotional learning competencies of Senior High School in terms of self-awareness falls within the high level (mean = 3.50, SD = 0.640), indicating a generally strong level of self-awareness among the students.

A study by Durlak et al. (2011) found that SEL interventions in schools led to significant improvements in students' ability to manage emotions and handle challenging situations effectively. The findings suggest that senior high school learners who are equipped with strong self-awareness skills, such as staying calm in stressful situations and expressing feelings appropriately, are better equipped to navigate the complexities of adolescence.

Similarly, Brackett et al. (2011) conducted a longitudinal study examining the impact of SEL programs on student outcomes and found that students who participated in SEL interventions demonstrated greater emotional intelligence and interpersonal competence compared to their peers. This supports the notion that senior high school learners who possess high levels of self-awareness are more likely to exhibit adaptive behaviors, such as taking responsibility for their actions and resolving conflicts constructively.

Furthermore, a meta-analysis by Taylor et al. (2017) corroborates these findings by highlighting the positive association between SEL competencies and various indicators of well-being, including academic achievement, social relationships, and psychological adjustment. This underscores the importance of integrating SEL initiatives into senior high school curricula to promote holistic development and prepare students for success in both academic and non-academic domains.

Table 7 Presents Level of social and emotional learning competencies of Senior High School in terms of social-awareness.

Table 7. *Level of social and emotional learning competencies of Senior High School in terms of social-awareness.*

Indicator	*Mean*	*SD*	*Interpretation*
As a Senior High School learner…			
I feel good about myself.	3.78	1.136	High Level
I avoid things that are dangerous and unhealthy.	3.75	1.037	High Level
I deal with frustrations in positive ways.	3.64	1.052	High Level
I stand up for what I believe in.	3.60	1.147	High Level
I overcome challenges in positive ways.	3.50	1.137	High Level
I know when I am moody.	3.46	0.950	High Level
I know what I am thinking and doing.	3.43	0.975	High Level
I can read people's faces when they are angry.	3.42	0.979	High Level
I understand why I do and what I do.	3.31	1.004	Moderate Level
I understand my moods and feelings.	3.23	1.049	Moderate Level
Overall	3.51	0.678	High Level

***Legend**: 5 (4.20–5.00) = Strongly Agree (Very High Level); 4 (3.40–4.19) = Agree (High Level); 3 (2.60–3.39) = Moderately Agree (Moderate Level); 2 (1.80–2.59) = Disagree (Low Level); 1 (1.00–1.79) = Strongly Disagree (Very Low Level)*

Table 7 shows the level of social and emotional learning competencies among Senior High School students, focusing on social awareness. Remarkably, indicators with the highest mean scores all reflect a high level of social awareness among the students. "I feel good about myself" tops the list with a mean of 3.78 (SD = 1.136), closely followed by "I avoid things that are dangerous and unhealthy" with a mean of 3.75 (SD = 1.037). These indicators suggest that students possess a strong sense of self-worth and an understanding of the impact of their actions on their well-being, indicating a robust foundation for social awareness.

Additionally, indicators such as "I deal with frustrations in positive ways" (mean = 3.64, SD = 1.052) and "I stand up for what I believe

in" (mean = 3.60, SD = 1.147) further emphasize the students' capacity to navigate social situations with confidence and integrity, indicating a keen awareness of their own values and boundaries. On the other hand, indicators with lower mean scores, though still within the moderate level, include "I understand why I do what I do" (mean = 3.31, SD = 1.004) and "I understand my moods and feelings" (mean = 3.23, SD = 1.049). While these indicators suggest a moderate level of competency in understanding personal motivations and emotions, they also highlight areas where students may benefit from further reflection and introspection to deepen their social awareness.

Overall, the level of social and emotional learning competencies of Senior High School in terms of social-awareness was high (mean = 3.51, SD = 0.678), indicating a generally strong level of social awareness among the students. This suggests that the school's social and emotional learning curriculum may effectively foster a sense of self-awareness and empathy among students, laying a solid foundation for positive social interactions and responsible decision-making. For instance, a study by Durlak et al. (2011) found that adolescents who received SEL interventions demonstrated improved emotional well-being, including higher self-esteem and better emotion regulation skills. Similarly, Elias et al. (1997) emphasized the importance of teaching adolescents how to manage their emotions effectively, as it positively impacts their social interactions and academic performance. Furthermore, Zins et al. (2004) highlighted the role of schools in promoting social awareness among students, fostering empathy and understanding of others' emotions.

Table 8 Presents Level of social and emotional learning competencies of Senior High School in terms of relationship skills.

Table 8. *Level of social and emotional learning competencies of Senior High School in terms of relationship skills.*

Indicator	*Mean*	*SD*	*Interpretation*
As a Senior High School learner…			
I can communicate with other with all respect and give suggestions.	3.68	1.007	High Level
I always listen to the instruction of the leaders, teachers and parents	3.66	1.063	High Level
I can easily connect with different kinds of people like my parents, teachers and friends	3.64	1.013	High Level
I am considerate and respectful to the other feeling	3.63	1.025	High Level
I always listen to others Ideas and have preference	3.55	1.046	High Level
I can easily adjust to different behaviors and personality	3.52	0.935	High Level
I always cooperate in group activities and share my knowledge and experiences	3.46	1.065	High Level
I can understand not all have equal economic status in the family	3.44	1.006	High Level
I am cooperative on what the organization agreed upon	3.40	1.027	High Level
I always participate in School academic and nonacademic organization.	3.32	1.001	Moderate Level
Overall	3.53	0.698	High Level

***Legend**: 5 (4.20–5.00) = Strongly Agree (Very High Level); 4 (3.40–4.19) = Agree (High Level); 3 (2.60–3.39) = Moderately Agree (Moderate Level); 2 (1.80–2.59) = Disagree (Low Level); 1 (1.00–1.79) = Strongly Disagree (Very Low Level)*

Table 8 reveals the level of social and emotional learning competencies among Senior High School students, specifically focusing on relationship skills. Notably, indicators with the highest mean scores all indicate a high level of proficiency in fostering positive relationships. "I can communicate with others with all respect and give suggestions" tops the list (Mean = 3.68, SD = 1.007), closely followed by "I always listen to the instructions of leaders, teachers, and parents" (mean = 3.66, SD = 1.063), and "I can easily connect with different kinds of people like my parents, teachers, and friends" (mean = 3.64, SD = 1.013). These findings suggest that students demonstrate strong communication skills, respect for authority figures, and an ability to connect with diverse individuals, essential qualities for building and maintaining healthy relationships. Also, indicators such as "I am considerate and respectful of others' feelings" (mean = 3.63, SD = 1.025) and "I always listen to others' ideas and have preferences" (mean = 3.55, SD = 1.046) further emphasize the students' capacity for empathy, active listening, and collaboration, contributing to a supportive and inclusive social environment. The indicator with the lowest mean score, albeit still within the high level, is "I always participate in school academic and non-academic organizations" (mean = 3.32, SD = 1.001). While this indicator demonstrates a moderate level of engagement in extracurricular activities,

In overall, the mean score for all indicators combined falls within the high level (mean = 3.53, SD = 0.698), indicating a generally strong level of relationship skills among the students. This suggests that the school's social and emotional learning curriculum effectively nurtures students' abilities to communicate effectively, collaborate with others, and navigate social interactions with empathy and respect. However, the findings also imply the importance of fostering greater participation in extracurricular activities to further enrich students' social experiences and strengthen their sense of belonging within the school community. Implementing initiatives such as peer mentoring programs and leadership opportunities could further enhance students' relationship skills and promote a positive school culture centered on mutual respect and cooperation.

The ability to communicate respectfully and provide suggestions received the highest mean score of 3.68, indicating a high level of competency in interpersonal communication among the learners (Smith et al., 2020). This is corroborated by the high mean scores in other indicators such as listening to authority figures (3.66), connecting with different individuals (3.64), and being considerate of others' feelings (3.63) (Jones & Green, 2018).

Furthermore, the learners demonstrated a strong inclination towards cooperation and adaptability, as evidenced by their high mean scores in adjusting to different behaviors and personalities (3.52) and cooperating in group activities (3.46) (Durlak et al., 2011). Additionally, their awareness of socioeconomic disparities within their families (mean score of 3.44) suggests a nuanced understanding

of social dynamics and diversity (Elias et al., 1997). However, it's noteworthy that participation in school organizations received a slightly lower mean score of 3.32, indicating a moderate level of engagement. This finding suggests a potential area for improvement in fostering greater involvement in extracurricular activities, which have been associated with enhanced social and emotional development (Henderson & Milstein, 2003).

Table 9 Presents Level of social and emotional learning competencies of Senior High School in terms of Responsive decision making.

Table 9. *Level of social and emotional learning competencies of Senior High School in terms of Responsive decision making.*

Indicator	*Mean*	*SD*	*Interpretation*
As a Senior High School learner			
I can decide what is best for myself.	3.78	1.157	High Level
I can set high standard oneself and working hard to meet them	3.51	0.940	High Level
I can calmly solve my problem	3.47	0.950	High Level
I can handle and relax some of my problems	3.45	0.976	High Level
I can honor commitments and be punctual and reliable	3.44	0.933	High Level
I can avoid destruction and focus attention	3.43	0.932	High Level
I can organize my task until they get it done	3.43	1.029	High Level
I can be effective in modulating my anxiety	3.28	0.998	Moderate Level
I can be optimistic about self-expectation	3.25	0.928	Moderate Level
I can strategize regulating my temper, anger and frustrations.	3.19	0.972	Moderate Level
Overall	3.42	0.635	High Level

***Legend**: 5 (4.20–5.00) = Strongly Agree (Very High Level); 4 (3.40–4.19) = Agree (High Level); 3 (2.60–3.39) = Moderately Agree (Moderate Level); 2 (1.80–2.59) = Disagree (Low Level); 1 (1.00–1.79) = Strongly Disagree (Very Low Level)*

Table 9 illustrates the level of social and emotional learning competencies among Senior High School students, focusing on responsive decision-making skills. Notably, indicators with the highest mean scores all indicate a high level of proficiency in making responsible decisions. "I can decide what is best for myself" stands out as the indicator with the highest mean score of 3.78 (SD = 1.157), closely followed by "I can set high standards for myself and work hard to meet them" (mean = 3.51, SD = 0.940) and "I can calmly solve my problems" (mean = 3.47, SD = 0.950). These findings suggest that students possess a strong sense of autonomy, goal-setting ability, and problem-solving skills, essential qualities for making informed and responsible decisions in various contexts. Moreover, indicators such as "I can handle and relax about some of my problems" (mean = 3.45, SD = 0.976) and "I can honor commitments and be punctual and reliable" (mean = 3.44, SD = 0.933) further emphasize the students' capacity for resilience, adaptability, and reliability, contributing to their ability to navigate challenges effectively and fulfill their obligations responsibly.

Conversely, indicators with lower mean scores, although still within the moderate level, include "I can be effective in modulating my anxiety" (mean = 3.28, SD = 0.998), "I can be optimistic about self-expectations" (mean = 3.25, SD = 0.928), and "I can strategize regulating my temper, anger, and frustrations" (mean = 3.19, SD = 0.972). These indicators suggest areas where students may benefit from further development in managing emotions, fostering a positive mindset, and regulating impulses to enhance their decision-making skills.

The level of social and emotional learning competencies of Senior High School in terms of Responsive decision making has the mean score that falls within the high level (mean = 3.42, SD = 0.635), indicating a generally strong level of responsive decision-making among the students. This suggests that the school's social and emotional learning curriculum effectively equips students with the necessary skills to make responsible choices, set and achieve goals, and effectively address challenges. These findings align with previous research emphasizing the importance of SEL in enhancing decision-making skills among adolescents (Brackett et al., 2012; Durlak et al., 2011). Moreover, the moderate levels of competencies observed in regulating anxiety (Mean = 3.28, SD = 0.998), maintaining optimism about self-expectations (Mean = 3.25, SD = 0.928), and managing temper, anger, and frustrations (Mean = 3.19, SD = 0.972) suggest areas for potential intervention and targeted SEL programming (Jones & Bouffard, 2012; Weissberg et al., 2015). Overall, the results underscore the importance of fostering SEL competencies among senior high school learners to support their holistic development and well-being.

Table 10. Presents Test of significant relationship between the Senior High School Profile and the level of Social and emotional Learning Competencies.

Table 10. *Test of a significant relationship between the Senior High School Profile and the level of Social and emotional Learning Competencies.*

Variable	$r/r_{pb}/t_b$	*p-value*	*Interpretation*
Age	-.049	.491	Not Significant
Gender	-.171	.016	Significant
Grade Level	.230	.000	Significant
Academic Strand/ Track	-.186	.008	Significant

Table 10 presents the results of a test examining the relationship between Senior High School profile variables and the level of social and emotional learning competencies. The variables analyzed include age, gender, grade level, and academic strand/track.

Firstly, regarding age (r = -.049, p-value = .491) indicates that there is no significant relationship between age and social and emotional learning competencies among Senior High School students. Concerning gender (r_pb = -.171, p-value of .016. This result suggests a statistically significant relationship between gender and social and emotional learning competencies. However, since the correlation coefficient is negative, it implies that being male (compared to female) may be associated with slightly lower levels of social and emotional learning competencies. In terms of grade level (t_b = .230, p-value = .000), indicating a statistically significant relationship. The positive correlation coefficient suggests that higher grade levels are associated with higher levels of social and emotional learning competencies among students.

Lastly, regarding academic strand/track (r_pb= -.186, p-value = .008) , it suggests a statistically significant relationship between academic strand/track and social and emotional learning competencies. The negative correlation coefficient implies that certain academic strands/tracks may be associated with slightly lower levels of social and emotional learning competencies compared to others.

Thus, we reject the null hypothesis, which states that there is no significant relationship between the Senior High School Profile and the level of Social and Emotional Learning Competencies.

This implies that age does not significantly influence the level of SEL competencies among senior high school students. This finding aligns with previous studies, such as Jones et al. (2018), who found no significant relationship between age and SEL competencies among adolescents.

Moreover, regarding gender, the correlation coefficient (r) of -.171 with a p-value of .016 indicates a significant relationship. This implies that there is a significant difference in the level of SEL competencies between male and female senior high school learners. This finding resonates with research by Brackett et al. (2019), who also reported significant gender differences in SEL competencies among high school students.

Furthermore, concerning grade level, the correlation coefficient (r) of .230 with a p-value of .000 demonstrates a significant relationship. This suggests that the grade level of senior high school students significantly influences their level of SEL competencies. This finding is consistent with the work of Elias et al. (2015), who found a positive correlation between grade level and SEL competencies, indicating an increase in competencies as students' progress through high school.

Lastly, regarding the academic strand or track pursued by students, the correlation coefficient (r) of -.186 with a p-value of .008 indicates a significant relationship. This implies that the choice of academic strand or track significantly impacts the level of SEL competencies among senior high school learners. This finding corroborates the findings of Durlak et al. (2011), who observed differences in SEL competencies based on the academic tracks pursued by high school students.

Conclusions

Based on the findings of this study, it can be concluded that:

This study provides valuable insights into the demographic profile and social-emotional learning (SEL) competencies of senior high school learners. The demographic analysis revealed predominant age groups, gender distribution, grade levels, and academic tracks among the participants. Such insights serve as a foundational understanding for further exploration into the SEL competencies of senior high school learners, highlighting the need for tailored interventions and support mechanisms based on demographic characteristics. Additionally, the assessment of SEL competencies showcased varying proficiency levels across different indicators, with respondents demonstrating high level abilities in self-awareness, social-awareness, relationship skills, and responsive decision-making. While there are areas for improvement, particularly in self-management, these findings underscore the overall positive disposition of senior high school learners towards SEL competencies, indicative of their potential for growth and development in these areas.

Furthermore, the study identified significant relationships between senior high school profile variables and SEL competencies, emphasizing the importance of considering diverse factors in understanding and promoting SEL among learners. Gender, grade level, and academic track emerged as significant predictors of SEL competencies, suggesting nuanced influences on learners' social and emotional development. These findings underscore the complexity of factors shaping SEL competencies among senior high school students and emphasize the need for tailored interventions that account for individual differences and contextual factors. Overall, this study contributes to the growing body of literature on SEL in educational settings, offering valuable insights for educators, policymakers, and stakeholders involved in promoting holistic development among senior high school learners.

Thus, future research endeavors could delve deeper into the underlying mechanisms driving the observed relationships between demographic variables and SEL competencies. Longitudinal studies may provide insights into the developmental trajectories of SEL competencies among senior high school students, while qualitative inquiries could offer rich contextual understanding of the factors influencing SEL in diverse educational contexts. By addressing these gaps, future research can inform evidence-based practices that effectively nurture the social and emotional well-being of senior high school learners, ultimately fostering their overall growth and

success.

Based on the findings and conclusions of the study, the following thesis recommendations can be made:

Educational institutions design and implement tailored interventions and support mechanisms to enhance social-emotional learning (SEL) competencies among senior high school learners. These interventions may take into account the predominant age groups, gender distribution, grade levels, and academic tracks identified in the study, aiming to address specific needs and challenges faced by different student demographics.

Educational policymakers and curriculum developers may consider integrating targeted SEL components into the senior high school curriculum. Given the varying proficiency levels across different indicators of SEL competencies, curriculum development efforts may focus on strengthening areas of relative weakness, such as self-management, while building upon the existing strengths in self-awareness, social-awareness, relationship skills, and responsive decision-making.

Teachers play a crucial role in fostering SEL competencies among students. Therefore, it is recommended that teacher training and professional development programs include modules on SEL pedagogy and strategies. This will equip educators with the necessary skills and knowledge to effectively support the social and emotional development of senior high school learners in their classrooms.

Given the significant relationship between gender and SEL competencies identified in the study, efforts may be made to promote gender-inclusive SEL practices in educational settings. This may involve creating safe and supportive environments where students of all genders feel valued and respected, as well as implementing targeted interventions to address any gender-based disparities in SEL outcomes.

Future research endeavors may prioritize longitudinal studies to investigate the developmental trajectories of SEL competencies among senior high school students over time. Additionally, qualitative inquiries can offer rich contextual understanding of the factors influencing SEL in diverse educational contexts, shedding light on the underlying mechanisms driving the observed relationships between demographic variables and SEL competencies.

Educational stakeholders, including policymakers, administrators, teachers, and counselors, should prioritize evidence-based practices in promoting SEL among senior high school learners. This requires a concerted effort to identify and implement interventions that have been empirically validated to enhance social and emotional well-being, ultimately contributing to the overall growth and success of students in their academic and personal lives.

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