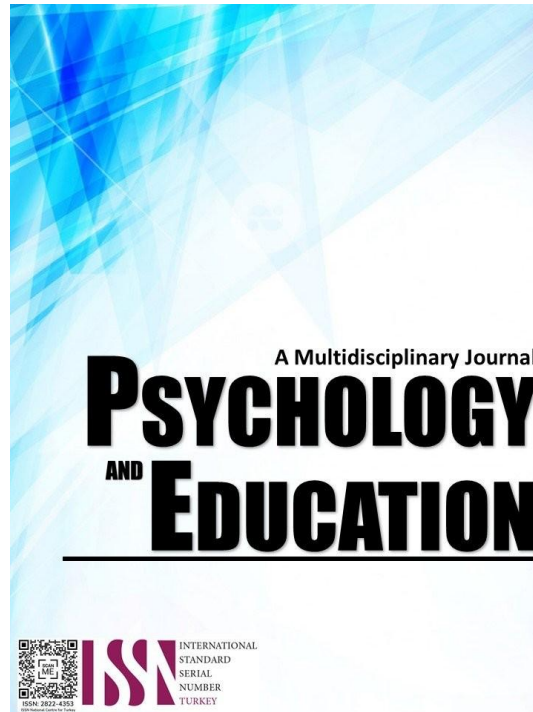


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Correlating Social Emotional Competencies and Learning Styles of Learners in Pitogo, Quezon

Sheila F. Garcia,* Maria Celerina D. Oreta, Melchor B. Espiritu

For affiliations and correspondence, see the last page.

Abstract

This study aimed to correlate social-emotional competencies and learning styles of learners to provide insights that will enhance the educational practices and outcomes. It determined the profile of the respondents in terms of age, sex, and grade level. It revealed the level of social-emotional competencies of learners as well as the learning styles of respondents. It also showed the positive impacts of social-emotional competencies of the learners with respect to: self-awareness, self-management, and social awareness. The researcher used a descriptive method of research. This study employed a proportionate random sampling method. Under this procedure, the researcher considered using one hundred (100) respondents from selected learners in Pitogo, Quezon, to get the 100% of the respondents. The findings revealed that most of the respondents are 15 years old. The female respondents outnumbered the male population. Respondents were Grade 7, Grade 8, Grade 9, and Grade 10. The computed Spearman rho value is 0.292, which indicates a positive weak relationship between social-emotional competencies and learning styles. This relationship is found to be statistically significant since the p-value of 0.003 is less than the significant level of 0.05 and resulted in the rejection of the null hypothesis. From the result of this study, the following were recommended: school administrators they may organize regular training on SEL strategies, classroom management, and trauma-informed practices, parents may encourage their children to express their thoughts and emotions without fear of judgment, to the teachers they may keep observational records of students' social-emotional progress and adjust support as needed, students they may engage in classroom discussions, group tasks, and school programs that promote social-emotional learning and to the future researchers they may conduct similar research in both public and private schools, urban and rural areas, or special education settings to validate findings and expand applicability.

Keywords: *behavior, developing, self-awareness, self-management, social awareness, and social-emotional competencies*

Introduction

Based on various researches, the Filipino culture tends to emphasize the restraint of emotions, particularly in public. Hence, most of the students cannot identify and communicate their feelings, which affects their emotional self-knowledge and relationships negatively. The same cultural blockage influences teachers' capacity to respond to emotional needs as well. Therefore, the problems the Philippine education system is facing with regard to social-emotional skills are complex and require systemic change. These and academic studies continuously emphasize the need for greater incorporation of SEL into teacher education, curriculum, cultural shifts toward emotional expression, and greater mental health support. More significantly, most of them have emphasized that teachers are not usually provided with professional development or training in SEL, and therefore are unable to promote students' emotional development effectively. If teachers are not trained, they may not know how to address students' emotional issues, integrate SEL into their curriculum, or create a classroom environment that is conducive to learning. Addressing these issues would significantly improve the social-emotional abilities of students, both inside and outside the classroom, creating healthier, well-rounded students.

In relation to this problem, Social emotional competencies (SEC) are described as skills and abilities that help people to understand and regulate their emotions, build positive relationships, and make sound decisions. In schools, these competencies include critical skills such as emotional regulation, self-awareness, social awareness, and relationship management. Evidence suggests that encouraging SEC among students not only aids in their personal growth but also impacts considerably their learning and involvement in the process of learning. Such competencies not only shape students' responses to stress, goal-setting, and coping with difficulties but also the way they communicate with peers, instructors, and the learning context. Through the development of emotional control and healthy relationships, students cultivate the ability to remain attentive, driven, and resilient when facing academic challenges. For example, academically well-rounded students with good social-emotional skills can manage anxiety well during exams, sustain attention in class, and perform well when working in groups.

Additionally, these skills help students develop healthy study habits, including time management, problem-solving, and seeking assistance when necessary. When children develop their emotional intelligence, they become more competent and self-reliant, which has beneficial impacts on their academic performance as well as their involvement in school. Social-emotional competence thus contributes not only to academic success but also to equipping students with the capability to deal with the intricacies of social and emotional relationships, leading to successful lifelong outcomes both in and outside the classroom.

Thus, the solution to these problems would greatly enhance students' social-emotional skills, both within and out of the classroom, to develop healthier and better-rounded learners in the education system, and also to understand the effects of social-emotional competencies on study behavior, which is necessary for teachers, policymakers, and stakeholders to improve student achievement. As schools grapple with the mounting challenges of contemporary learning contexts, the inclusion of SEC in academic curricula emerges

as an effective means to foster both academic and personal growth among learners.

Hence, this research will aim to develop the positive behavior of learners through social-emotional competencies to provide insights that will enhance the educational practices and outcomes.

Research Questions

This study aimed to determine the correlation of social-emotional competencies and learning styles in a secondary school in Pitogo, Quezon. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. sex; and
 - 1.3. grade level?
2. What is the level of social-emotional competencies of the learner?
3. What are the learning styles of the respondents?
4. What are the positive impacts of social-emotional competencies of the learners with respect to:
 - 4.1 self- awareness;
 - 4.2 self-management; and
 - 4.3 social awareness?
5. Is there any significant relationship between the level of social-emotional competencies and learning styles?

Methodology

Research Design

This study used a descriptive survey method to collect data and to measure the development of positive behavior of learners through social-emotional competencies in a secondary school. The researcher used a survey questionnaire as an instrument. Based on the survey's results, the researchers were able to determine the details of the study. According to Nassaji (2015), descriptive research is the research design in which data is collected in a qualitative manner and analyzed using quantitative procedures.

Respondents

The researcher selected 100 learners who are studying in Pitogo Community High School in Pitogo, Quezon, SY 2024- 2025, through proportionate random sampling, and the development of positive behavior of the learners through social-emotional competencies was the focus of the study.

According to Thomas (2022), a proportionate random sampling is a randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected. This method is the most straightforward of all the probability sampling methods, since it only involves a single random selection and requires little advance knowledge about the population. Because it uses randomization, any research performed on this sample should have high internal and external validity and be at a lower risk for research biases like sampling bias and selection bias.

Instrument

The researcher used survey questionnaires as a research instrument using a rating scale of 1-5, also known as the Likert scale. This questionnaire is a Likert scale of 5 – Strongly Agree (SA), 4 – Agree (A), 3 – Moderately Agree (MA), 2 – Disagree (D), and 1 – Strongly Disagree (SD). The researcher utilized a self-made questionnaire, which was divided into four parts based on the objectives of the study. The self-made questionnaire includes the following sections: Part I: Profile of the respondents, including age, sex, and year level. Part II: The Level of Social Emotional Competencies of the Learners, Part III: Learning styles of respondents, Part IV: Positive Impacts of Social Emotional Competencies of the learners with respect to Self-awareness, Self-Management, and Social Awareness. The researcher adapted a standardized questionnaire to assess the level of Social Emotional Competencies. Two experts validated the researcher-made questionnaires. A pilot test was conducted with twelve (12) respondents from a school that is not a target of the study using Cronbach's alpha. Cronbach's alpha is a measure of the internal consistency of the research instrument. The result of the level of social-emotional competencies of learners is 0.86, which means there is internal consistency of the instrument, and it is interpreted as good. In the learning styles of the respondents, the result for the visual learners is 0.83, which means there is internal consistency of the instrument. It is interpreted as good; the result for auditory learners is 0.74, which means there is internal consistency of the instrument. It is interpreted as acceptable, and the result for kinesthetic learners is 0.78, which means there is internal consistency of the instrument, and it is interpreted as acceptable.

Furthermore, the result of the positive impacts of social-emotional competencies of learners with respect to self-awareness is 0.71, which means there is internal consistency of the instrument. It is interpreted as acceptable, with respect to self-management, the result is 0.81, which means there is internal consistency of the instrument. It is interpreted as good, and with respect to social awareness, the result is 0.74, which means there is internal consistency of the instrument, and it is interpreted as acceptable. instrument, and it is interpreted as acceptable, and with respect to social awareness, the result is 0.82, which means there is internal consistency of the

instrument, and it is interpreted as good.

Procedure

The descriptive research method using a Likert scale to measure the Correlating Social Emotional Competencies and Learning Style of Learners in Pitogo, Quezon were used. Data were gathered through “proportionate random sampling”; both male and female high school students in Pitogo, Quezon, were selected to fill out the questionnaires.

Prior to the conduct of the study, the researcher sent a letter to the principal of the high school in Pitogo, Quezon. Upon approval, the researcher administered the instrument to the target respondents. In administering the questionnaire, the researcher used the time allotted for the vacant time to avoid the distraction of class discussion. The students’ responses were given enough time to answer the questions. After gathering the data, the researcher collected them for tallying the scores and applied the statistical treatment that was used in the study.

Data Analysis

In this study, the researcher used statistical measures to treat the collected data. All the data were carefully read and examined for analysis. They were tallied and entered into a master list of the data collection sheet. Percentage and Frequency were used to interpret the profile of the respondents. To test the significant relationship between the level of social-emotional competencies and learning style, Spearman Rho was used.

Results and Discussion

This section shows the presentation, analysis, and interpretation of the gathered data from the respondents. The data were presented in tabular form, followed by their descriptive analysis. The interpretation of the data was also provided to elaborate on the data from the table.

Table 1. *Frequency and Percentage Distribution of the Respondents According to Age*

<i>Age</i>	<i>Frequency</i>	<i>Percentage (%)</i>	<i>Rank</i>
13 years old or below	27	27	2
14 years old	26	26	3
15 years old	33	33	1
16 years old and above	14	14	4
Total	100	100	

Table 1 shows the distribution of the respondents according to their age. The data reveals that out of the 100 respondents, 27 students or 27% were 13 years old and below, 26 students or 26% were 14 years old, 33 students or 33% were 15 years old, and 14 students or 14% were 16 years old and above. It can be inferred that most of the junior high school students’ respondents were between 15 years old based on the highest frequency and percentage of respondents in this age range.

Feraco and Meneghetti (2023) found that from ages 12 to 19, the skills of the students, such as cooperation and resilience, improve, but self-management and social engagement decrease between 12 and 16 years old. Since most of the respondents in the study are 15 years old, they are at a key stage where they have some strong skills but still need help in others skill to develop. This means that schools should provide programs that meet the needs of students at different ages.

Table 2. *Frequency and Percentage Distribution of the Respondents According to Sex*

<i>Sex</i>	<i>Frequency</i>	<i>Percentage (%)</i>	<i>Rank</i>
Male	49	49	2
Female	51	51	1
Total	100	100	

Table 2 exhibits the distribution of the respondents according to their sex. The data reveals that 49 students or 49% are males, while 51 students or 51% are female. This indicates that the number of male and female respondents is almost equal. This balanced distribution suggests that the findings of the study are not likely to be biased toward one sex, making the results more reliable and representative of both male and female students. Feraco and Meneghetti (2023) revealed that boys and girls develop social, emotional, and behavioral skills differently during the ages 12 to 19. Some skills grow faster in one gender than the other, which means that boys and girls need different types of support.

Table 3. *Frequency & Percentage Distribution of the Respondents in Terms of Grade Level*

<i>Grade Level</i>	<i>Frequency</i>	<i>Percentage (%)</i>	<i>Rank</i>
Grade 7	25	25	2.5
Grade 8	25	25	2.5
Grade 9	25	25	2.5
Grade 10	25	25	2.5
Total	100	100	



Table 3 presents the distribution of the respondents based on their grade level. It indicates an even distribution across the different grade levels from Grade 7 to Grade 10, with a frequency of 25 or 25% of the total number of respondents. This even distribution means that the findings of the study represent students across all grade levels, allowing for balanced comparisons and reliable insights when analyzing trends or differences based on grade level.

Lamb (2016) found in their study that older students, such as Grade 10 students, tend to have stronger social and emotional skills than younger students, such as Grade 7 students. However, the study also noted that this distinction is mainly due to how students feel about their school environment, not just how long they have been in SEL programs.

Table 4. *Level of Social-Emotional Competencies of Learners*

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
1. I am aware of how my emotions affect my behavior and decisions.	3.72	High	4
2. I can describe my feelings clearly to others when needed.	3.43	High	6
3. I can constructively handle frustration or disappointment.	3.17	Middle	10
4. I am good at organizing and managing my time effectively.	3.70	High	5
5. I can recognize and understand other people's emotions.	3.85	High	2
6. I can adjust my behavior based on the emotions and needs of others in a group.	3.95	High	1
7. I can identify my strengths and weaknesses.	3.30	Middle	8
8. I can describe my feelings clearly to others, both in the classroom and in social situations.	3.24	Middle	9
9. I am aware of the different cultural backgrounds of my peers and how they influence their perspectives in class and outside of school.	3.32	Middle	7
10. I can adjust my behavior based on the emotional needs of others, whether in class or social settings.	3.78	High	3
Average Mean	3.55	High	

Legend: Low (1.0-1.80), Very Low (1.81-2.60), Middle (2.61-3.40), High (3.41-4.20), Very High (4.21-5.0)

Table 4 shows the level of social-emotional competencies of the learners. The average mean is 3.55, verbally interpreted as “High”. As reflected in the table, the indicator “I can adjust my behavior based on the emotions and needs of others in a group” obtained the highest weighted mean of 3.95, verbally interpreted as “High”. Furthermore, the indicator, “I can constructively handle frustration or disappointment,” received the lowest weighted mean of 3.17, verbally interpreted as “middle”.

The data shows that learners possess a high level of social-emotional skills, as shown with the average mean of 3.55, indicating that they often that they possess these abilities. The mean of 3.95 was the ability to adjust their behavior based on the emotions and needs of others. This indicates that students are empathetic and can work well in groups. However, the mean of 3.17 for positively handling frustration or disappointment suggests that some students have difficulty in managing their emotions during tough situations. This indicates that although students are good at understanding and working with others, they need to learn how to manage their stress and negative emotions.

Deemham (2021) also demonstrated that peer relationships can help students to develop important social-emotional skills such as empathy, teamwork, and handling conflicts. However, the study also points out that managing emotions, especially during peer conflicts, is also important. This supports the result that students have more difficulty dealing with frustration or disappointment. Although students are good at getting along with others, they still need to learn how to manage their own emotions during tough times.

Visual Learner

Table 5. *Learning Styles of the Respondents as Visual Learners*

<i>Indicators</i>	<i>Mean</i>	<i>Verbal Interpretation</i>	<i>Rank</i>
1. I prefer learning new information through pictures, diagrams, and charts.	3.86	Agree	1
2. I remember things better when I see them written down or visually represented.	3.81	Agree	2
3. I find it easier to learn from a textbook that includes illustrations or visual examples.	3.56	Agree	3
Average Mean	3.74	Agree	

Legend: Strongly Disagree (1.0-1.80), Disagree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.0).

Table 5 shows the learning style of the respondents as visual learners. The average mean is 3.74, verbally interpreted as “agree”. As shown in the table, the indicator “I prefer learning new information through pictures, diagrams, and charts” recorded the highest weighted mean of 3.86, which is interpreted as agree. On the other hand, the indicator “I find it easier to learn from a textbook that includes illustrations or visual examples” obtained the lowest weighted mean of 3.56, also interpreted as agree.

The results imply that the respondents identify themselves as visual learners, with an average mean of 3.74, meaning they agree with the statements related to this learning style. The highest weighted mean of 3.86 shows that students prefer learning through pictures, diagrams, and charts. This suggests that they understand and retain information when it is presented visually. Although the lowest weighted mean of 3.56 also means agree, it indicates a slightly lower preference for textbooks with illustrations compared to other visual tools. This suggests that incorporating visual elements into teaching strategies, such as charts, diagrams, and other graphic aids, can enhance student understanding and engagement.

Wahab (2020) found that 50% of the students were visual learners. They prefer to learn through images, diagrams, and visual aids. This supports the result in the study that students agreed most with the statement “I prefer learning new information through pictures, diagrams, and charts”, which had the highest mean of 3.86. The similarity in results indicates that visual learning remains a dominant preference among students, resulting in the importance of using visual materials in classroom instruction. Wahab’s research supports the idea that when students are taught using their preferred learning style, especially visual methods, they are more likely to stay engaged and understand the material better. This means that teachers should include visual tools like charts, pictures, and diagrams in their lessons to match how students best learn and process information.

Auditory Learner

Table 6. *Learning Styles of the Learners as an Auditory Learner*

Indicators	Mean	Verbal Interpretation	Rank
1. I prefer learning new information by listening to explanations or lectures.	4.12	Agree	1
2. I remember things better when I hear them spoken aloud.	3.65	Agree	3
3. I find it easier to follow spoken directions rather than written ones.	3.79	Agree	2
Average Mean	3.85	Agree	

Legend: Strongly Disagree (1.0-1.80), Disagree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.0).

Table 6 shows that the learning style of the respondents is auditory learner. The average mean is 3.85, interpreted as “agree”. As shown in the table, the indicator “I prefer learning new information by listening to explanations or lectures” recorded the highest weighted mean of 4.12, which is interpreted as agree. On the other hand, the indicator “I remember things better when I hear them spoken aloud,” obtained the lowest weighted mean of 3.65, also interpreted as agree.

The results show that most students like learning by listening, with an average score of 3.85 (meaning they agree). This means they understand lessons when the teachers talk or explain things out loud, like in lectures or discussions. The highest score was for the statement about preferring to learn through listening, while the lowest still showed agreement about remembering things when heard aloud. This suggests that teachers should use more listening-based activities, like storytelling or group talks.

In Wahab’s (2020) study, it was found that 33% of the English department students at UMMA are identified as auditory learners. Their study confirms that a significant portion of students can benefit from listening-based learning. This supports the findings for the need for strategies such as oral instructions, storytelling, and discussions.

Kinesthetic Learner

Table 7. *Learning Styles of the Learners as Kinesthetic Learners*

Indicators	Mean	Verbal Interpretation	Rank
1. I learn best when I can physically engage with the material or activity.	4.01	Agree	1
2. I prefer learning through hands-on activities or experiments rather than just reading or listening.	3.61	Agree	3
3. I often learn better when I can touch or manipulate objects related to the topic.	3.85	Agree	2
Average Mean	3.82	Agree	

Legend: Strongly Disagree (1.0-1.80), Disagree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.0).

Table 7 shows the learning style of the respondents as a kinesthetic learner. The average mean is 3.82, interpreted as “agree”. As shown in the table, the indicator “I learn best when I can physically engage with the material or activity,” recorded the highest weighted mean of 4.12, which is interpreted as agree. On the other hand, the indicator “I prefer learning through hands-on activities or experiments rather than just reading or listening,” obtained the lowest weighted mean of 3.61 also interpreted as agree.

The results show that many students like to learn by doing things. With an average score of 3.82 (agree), it means that they prefer hands-on learning instead of just reading or listening. The highest-rated response was "I learn best when I can physically engage with the material or activity" (score of 4.12), which means that the students focus and understand when they are actively involved. Even the lowest-rated item (score of 3.61) still shows that students agree that doing activities or experiments helps them learn more effectively. This means that teachers can use more physical and interactive methods in class, like experiments, role-playing, or group activities, to help these students learn.

AbilityPath (2023) stated that young learners naturally engage in hands-on experiences by moving, doing, and touching. This supports the findings of the study that most of the students agree on the statement that they learn best when they can physically engage with the material. This shows that the students prefer active participation in their learning process.

Self-Awareness

Table 8 shows the positive impact of social-emotional competencies with respect to self-awareness. The average mean is 3.72, interpreted as “agree”. As presented in the table, the indicator “I am able to stay calm and focused even when experiencing intense emotions,” garnered the highest weighted mean of 3.94, which corresponds to agree. In contrast, the indicator “I feel confident in managing my emotions in challenging or stressful situations,” received the lowest weighted mean of 3.52, also interpreted as agree.



The results show that students have a good sense of self-awareness, which means that they understand and can manage their emotions. Most students agreed they can stay calm even in intense emotions, as shown by the highest score of 3.94. The lowest score of 3.52 still shows agreement but suggests that some students struggle a bit during stressful situations. This means that teachers should help students to improve their emotional skills, especially when things get difficult.

Table 8. *Positive Impacts of Social Emotional Competencies of the Learners with respect to Self-Awareness*

Indicators	Mean	Verbal Interpretation	Rank
1. I am able to express my emotions clearly to others.	3.72	Agree	3
2. I feel confident in managing my emotions in challenging or stressful situations.	3.52	Agree	5
3. I am able to stay calm and focused even when experiencing intense emotions.	3.94	Agree	1
4. Being more self-aware has helped me performed better in school and extracurricular activities.	3.75	Agree	2
5. I am open to recognizing my emotional weaknesses without feeling discouraged.	3.65	Agree	4
Average Mean	3.72	Agree	

Legend: Strongly Disagree (1.0-1.80), Disagree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.0).

Greater Good in Education (2024) explains that self-awareness helps students to understand their thoughts and feelings and how these affect their actions. This supports the result of the study that many students agree that they can stay calm even when they feel strong emotions. The study also states that self-awareness enhances emotional control and relationships. Even though some students feel less confident managing emotions during stress, the results show they are aware of their feelings. This means that teachers should help students build stronger self-awareness to handle emotional situations better and succeed in school and life.

Self-Management

Table 9. *Positive Impacts of Social Emotional Competencies of the Learners with respect to Self-Management*

Indicators	Mean	Verbal Interpretation	Rank
1. I can stay focused and engaged in my work even when I feel bored or distracted.	3.58	Agree	5
2. I manage my time well and am able to balance my academic work with personal activities.	3.84	Agree	3
3. I prioritize important tasks to stay organized and productive.	3.91	Agree	2
4. I can resist distractions and stay on task when working on assignments.	3.60	Agree	4
5. I am motivated to work on my goals even when they become challenging.	3.97	Agree	1
Average Mean	3.78	Agree	

Legend: Strongly Disagree (1.0-1.80), Disagree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.0).

Table 9 shows the positive impact of social-emotional competencies with respect to self-management. The average mean is 3.79, interpreted as “agree”. As presented in the table, the indicator “I am motivated to work on my goals even when they become challenging,” garnered the highest weighted mean of 3.97, which corresponds to agree. In contrast, the indicator “I can stay focused and engaged in my work even when I feel bored or distracted” received the lowest weighted mean of 3.58, also interpreted as agree.

The results show that students are good at self-management, which means that they can set goals and keep working even when things get hard. Most students agreed with the statement that they are motivated to work on their goals even when they become challenging, showing that they don’t easily give up. However, the lower score on the statement that they can stay focused and engaged in their work even when they feel bored or distracted means that some students struggle to concentrate when the tasks are not exciting. This means that although students are motivated, teachers still need to help them to improve their focus and self-control, especially when the students are feeling bored or distracted.

Antoinette (2023) explained that self-management is a key part of social-emotional learning and includes skills like self-discipline and making good decisions. She also points out that although students may be motivated, they still need help to stay focused and control their emotions, especially in difficult or boring situations.

Social Awareness

Table 10. *Positive Impacts of Social Emotional Competencies of the Learners with respect to Social Awareness*

Indicators	Mean	Verbal Interpretation	Rank
1. I try to consider other people’s perspectives before making judgments about them.	3.86	Agree	3
2. I appreciate and respect people who have different backgrounds, cultures, or experiences than my own.	3.99	Agree	1
3. I strive to build positive relationships with my peers by being understanding and supportive.	3.74	Agree	5
4. I work well in groups, listening to others and respecting their ideas.	3.92	Agree	2
5. I can understand and respect others' communication styles, even if they are different from mine.	3.80	Agree	4
Average Mean	3.86	Agree	

Legend: Strongly Disagree (1.0-1.80), Disagree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.0).

Table 10 shows the positive impact of social-emotional competencies with respect to social awareness. The average mean is 3.86, interpreted as “agree”. As presented in the table, the indicator “I appreciate and respect people who have different backgrounds,



cultures, or experiences than my own” garnered the highest weighted mean of 3.99, which corresponds to agree. In contrast, the indicator “I strive to build positive relationships with my peers by being understanding and supportive” received the lowest weighted mean of 3.74, also interpreted as agree.

The results show that students are good at social awareness, meaning that they respect and understand people who are different from them. The highest score of 3.99 for the statement that they appreciate and respect people who have different backgrounds, cultures, or experiences than their own means that the students value diversity. However, the lower score of 3.74 for the statement that they strive to build positive relationships with their peers by being understanding and supportive suggests that some students still need help in being more caring and building better friendships.

Dafoe (2024) explains that being socially aware means using many skills at the same time, like reading body language, understanding tone, and showing empathy, while also managing your own emotions. This supports the results of the study, which show that students respect people with different backgrounds, showing that they value diversity. However, the lower score on building supportive peer relationships suggests that some students still find it hard to connect with others emotionally. Dafoe adds that social awareness can be hard to develop, but it is important for making good relationships. This means that students need help in using their social skills, which can be taught through classroom activities that build empathy and connection.

Table 11. Relationship between the Level of Social Emotional Competencies and Learning Style

Variables	df	Spearman ρ value	t - value	p - value	Significant Level	Decision
Social Emotional Competencies Learning Style	98	0.292	3.026	0.003	0.05	Reject Ho

Legend: Spearman ρ — ≥ 0.70 Very strong relationship; 0.40–0.69 Strong relationship; 0.30–0.39 Moderate relationship; 0.20–0.29 Weak relationship; 0.01–0.19 No or negligible relationship. This descriptor applies to both positive and negative relationships. (Adapted From Dancy and Reidy, 2004)

Table 11 indicates the relationship between the level of social-emotional competencies and learning style. The computed Spearman rho value is 0.292, which indicates a positive weak relationship between social-emotional competencies and learning style. Using the computed t – value of 3.026, degrees of freedom of 98 in a two-tailed test, the p – value is 0.003. This relationship is found to be statistically significant since the p-value of 0.003 is less than the significant level of 0.05 and resulted in the rejection of the null hypothesis. It indicates that there is a significant relationship between the level of social-emotional competencies and the learning style of students.

The results demonstrate that there is a relationship between how the students perceive and manage their emotions or their social-emotional skills, and how they prefer to learn or their learning style. The Spearman rho value of 0.292 means that when the students have better social-emotional skills, they also have better awareness of how they learn. The p-value of 0.003 suggests that this relationship is not just a random result, but it is statistically significant. Since this value is smaller than 0.05, we reject the null hypothesis that there is no relationship and accept that social-emotional skills and learning styles are related. This implies that teachers should pay attention to students’ emotional well-being when planning lessons. Helping students grow socially and emotionally can also help them become more effective learners.

Yang (2021) supports the findings of this study by showing that students with good self-management skills can motivate themselves, check their progress, and adjust how they learn. Yang also observed that believing in oneself or self-efficacy is beneficial for achieving academic success, implying that emotional skills can help students learn more effectively. Additionally, Claro (2019) found that students who are more proficient in managing themselves tend to learn and improve faster than those who are not.

Conclusions

Based on the findings discussed in this research, the following conclusions were drawn:

Most of the respondents are in the age of fifteen years old. Most of the respondents are female. The respondents are selected 100 learners who are studying in secondary school in Pitogo, Quezon. Respondents possess a high level of social-emotional skill. Although students are good at understanding and working with others, they need to learn how to manage their stress and negative emotions. Respondents like learning by listening, or they are auditory learner which means they understand lessons when the teachers talk or explain things out loud, like in lectures or discussions. On the positive impact of social emotional competence, respondents are good at social awareness, meaning that they respect and understand people who are different from them. The relationship between the level of social-emotional competencies and learning style does vary.

Based on the findings and conclusions in this study, the recommendations of the researcher made help the following:

To the School Administrators, they may organize regular training on SEL strategies, classroom management, and trauma-informed practices. To the Parents, they may encourage their children to express their thoughts and emotions without fear of judgment. To the Teachers, they may keep observational records of students’ social-emotional progress and adjust support as needed. To the Students, they may engage in classroom discussions, group tasks, and school programs that promote social-emotional learning. To future researchers, they may conduct similar research in both public and private schools, urban and rural areas, or special education settings to validate findings and expand applicability.

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Affiliations and Corresponding Information

Sheila F. Garcia

Eastern Quezon College Inc. – Philippines

 eg4292917@gmail.com

Maria Celerina D. Oreta E.d.D

Eastern Quezon College Inc. – Philippines

Melchor B. Espiritu, E.d.D

Eastern Quezon College Inc. – Philippines