

SOCIAL – EMOTIONAL COMPETENCE AND ACADEMIC PERFORMANCE OF GRADE 6 LEARNERS

Christine Gay G. Araneta*¹

*¹Holy Cross of Davao College, Philippines.

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ABSTRACT

This study was conducted to determine the relationship of social-emotional competence of grade 6 learners. The researcher made use of the descriptive-correlation design to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomenon. The respondents of this study were the 100 grade six pupils in Jose Abad Santos 1 District for the school year 2023-2024, and were selected through stratified random sampling. The data were collected with the use of survey questionnaires on social-emotional competence which was statistically analyzed using mean, standard deviation, and Pearson-r. The study revealed that the level of social-emotional competence exhibited very high level of competence. Additionally, it was found that the relationship between social-emotional competence and academic performance of grade 6 was not significant.

Keywords: Education, Social-Emotional Competence, Descriptive- Correlational, Academic Performance, Grade 6 Learners, Philippines.

I. INTRODUCTION

Teachers and parents always have been concerned about the children's academic success and social adaptation both in and out of the classroom, however some students exhibited disruptive behavior in the classroom because they lack the ability to manage their emotions effectively and sometimes this can lead to disciplinary issues that further hinder their academic progress. Difficulty in recognizing and understanding one's emotions can lead to unaddressed emotional distress which can affect their performance in school. These learners have difficulties in managing emotions or impulsivity, difficulty to tackle complex academic challenges, harder for learners to concentrate and process information which can negatively impact their emotional well-being and poor academic performance.

In the realm of education, the connection between social-emotional competence and academic performance has garnered significant attention over the past few decades. A growing body of research has underscored the pivotal role that social and emotional skills play in shaping a student's ability to succeed not only in school but also in life (Brackett et al., 2014; Durlak et al., 2014). This interplay between social-emotional competence and academic achievement is particularly crucial during the formative years of schooling, such as Grade 6, as students navigate the complex transition from childhood to adolescence. The Grade 6 stage represents a critical juncture in a student's academic journey. It marks a period when the academic demands intensify, social interactions become more intricate, and the development of social-emotional skills takes on heightened significance. According to (Boyatzis, 2017) The ability to manage one's own and other people's emotions, as well as the ability to establish and maintain relationships, are all closely tied to Emotional Competencies. Therefore, ECs and emotional intelligence are two manifestations of the same phenomena. ECs indicate the behavioral level of emotional intelligence more specifically. A number of distinct talents that can be empirically tied causally to effectiveness and that define the clusters within which these competencies are organized can be described and studied using emotional intelligence.

Moreover, Brackett (2011) stated that this aim to provide educators, parents, and policymakers with valuable insights that can inform the design of more holistic and effective educational programs and interventions tailored to the unique needs of Grade 6 students. Young students are expected to develop basic social and emotional skills necessary to successfully navigate social contexts that are becoming more and more complicated throughout this time, in addition to gaining a greater comprehension of academic subjects. Understanding the relationships between social-emotional competence and academic accomplishment is essential for educators who want to create inclusive and nurturing learning environments. Additionally, the

study aligns with the broader educational objective of nurturing well-rounded individuals who not only excel academically but also thrive emotionally and socially. In this pursuit, a multidisciplinary approach, synthesizing theories and findings from the fields of psychology, education, and child development. To guide this exploration, the researcher will investigate various dimensions of social-emotional competence and their potential influence on academic performance, thereby contributing to a deeper understanding of how these factors interrelate in the Grade 6 context.

In the light of the current situation, it marks the point at which academic demands escalate, peer interactions become more complex, and the development of social and emotional skills assumes paramount importance. To comprehend the significance of the interplay between social-emotional competence and academic performance in Grade 6 learners, it is essential to first define and understand these two key components. Emotional intelligence is based on emotional competences (ECs), since the word EC stems from a behavioral approach to it. Therefore, the researcher is able to focus on this idea and highly seeks to explore the socio-emotional competence and academic performance of grade 6 learners. The appropriateness and the practicability of the dissemination plan, and the suitability of the recipients of the information, were reviewed and determined by the Ethics Review Committee

Furthermore, the research underscores that social-emotional competence serves as a foundational pillar rather than a parallel track to academic achievement. Those Grade 6 students who exhibit higher levels of emotional intelligence, self-awareness, self-regulation, and interpersonal skills are notably better equipped to navigate the challenges presented by this pivotal phase. They demonstrate heightened resilience in the face of academic setbacks, cultivate more positive relationships with peers and educators, and exhibit increased motivation and self-confidence. This investigation offers crucial insights for educators, parents, and policymakers. It emphasizes the importance of adopting a holistic educational approach that acknowledges the pivotal role of social-emotional competence. Armed with this knowledge, stakeholders can develop more effective pedagogical methods, support structures, and interventions. These strategies not only enhance academic performance but also contribute to the comprehensive personal growth and well-being of Grade 6 learners.

Lastly, the publication of this study would serve as dissemination mechanism of the results of this study. The contact information of the researcher would be made available for prospective readers for their ready reference and present a research forum to the stakeholders.

II. LITERATURE REVIEW

Social Emotional Competence Analytical, communicative, and collaborative skills are all part of social-emotional competence (SEC), which is a term for a group of related constructs that describes the abilities to comprehend and control emotions, form and maintain healthy relationships, and make responsible decisions (Weissberg, 2015). The five core competencies—self-awareness, self-management, social awareness, interpersonal skills, and responsible decision-making—as well as other associated sets of cognitive, affective, and behavioral competencies are the most common ways that SEC is organized (Durlak, 2015).

The two categories of these constructs are intrapersonal and interpersonal competence. While the interpersonal domain involves social competencies that are used to both express information to others and to interpret others' messages (both verbal and nonverbal), and to respond appropriately, the intrapersonal domain involves the capacity to manage one's behavior and emotions, to set and achieve one's goals, positive self-evaluation and awareness, and self-regulation (Pellegrino & Hilton, 2016). SEC is operationalized in this study as a framework of eight elements that build on the five fundamental competences. The interpersonal competencies of social awareness, connection skills, and responsible decision-making are all included in the eight constructs. However, the intrapersonal competencies were divided into self-awareness of emotions and self-concept, and self-management was divided into management of emotions, goals, and schooling. Despite the fact that this framework has not previously been described in the literature, it was recently created and validated as a self-report measure of SEC (Davidson, 2013).

SEC is essential for laying the groundwork for successful outcomes in the setting of the classroom and wholesome development throughout life (Domitrovich, 2017). Interpersonal competences are required to successfully communicate with people, whereas intrapersonal competencies are necessary to effectively function as an individual (Domitrovich, 2017). As socially and emotionally competent students collaborate,

negotiate, and cooperate, they become better integrated into the school and are better able to concentrate on academic tasks (Elias & Haynes, 2013). These competencies facilitate effective communication and interactions with peers and teachers (Oberle, 2016). Student performance in school depends on their ability to successfully navigate social situations and communicate with adults (Jones, 2015). For instance, high school graduation and college graduation are both correlated with social competence and prosocial abilities. In addition, feelings can either help or hinder a child's academic progress (Izard, 2013).

Youth, especially those from varied backgrounds, encounter numerous obstacles that can prevent achievement and healthy growth. SEC is regarded as a crucial foundation for overcoming these challenges because it gives students the effective methods, resources, and tools they need to make wise decisions that will help them succeed in life (Moffitt, 2016). According to the majority opinion, SEC is necessary for learning and achievement in both school and in life (Weissberg, 2015).

Self-Awareness: Emotion. Integral emotion is a sort of emotion that powerfully and frequently influences decision-making, and it arises from the judgment or choice being made at the time (Greene, 2013). A person may decide against a possibly more lucrative option in favor of a safer one if they are concerned about how the consequence of their riskier decision might turn out. Even though it restricts personal expenditure, a person who feels grateful to the school they attended may choose to donate a significant amount to it. Such essential emotional impacts function on both conscious and unconscious levels.

Emotions have an impact on how deeply information is processed in relation to making decisions, in addition to the content of thought. Early studies, like earlier research on emotions, concentrated on the impacts of both good and negative mood (Bless, 2013). They proposed that, if emotions play an adaptive role by alerting us when a situation necessitates extra attention, low mood should indicate threat and promote vigilant, systematic processing, whereas happy mood should indicate a safe environment and boost heuristic processing. In fact, numerous studies have demonstrated that people in positive (negative) affective states relied more (less) on stereotypes and were more (less) influenced by heuristic cues, such as the expertise, attractiveness, or likeability of the source. They were also more (less) influenced by the length of the message rather than the quality of the message.

According to certain studies, there are distinct implications of effect on the depth of processing. Positive affect is often operationalized as happy, and negative affect as melancholy. With one exception, Bodenhausen (2013) contrasted the impacts of rage and grief, two emotions with a negative connotation. In contrast to neutral or depressed participants, angry participants demonstrated a greater reliance on stereotypes and heuristic cues, a finding that is inconsistent with valence-based explanations but supports the idea that anger conveys information that is favorable to one's own position (Clore, 2013).

According to Tiedens and Linton (2013), happiness entails assessments of high confidence, whereas sorrow requires appraisals of low certainty, explaining the difference between happiness and melancholy in terms of processing depth. They demonstrated in a series of four studies that high-certainty emotions (joy, anger, disgust) increased heuristic processing by increasing reliance on a persuasive message's source expertise rather than its content, increasing the use of stereotypes, and decreasing attention to argument quality. Furthermore, they demonstrated that certainty plays a causal role in deciding whether people engage in heuristic or systematic processing by changing certainty assessments apart from emotion.

Self-Awareness: Self-concept is the idea that people have about their own value. This comprises a sum of their emotions, a broad assessment of their social acceptance, and their individual self-perceptions (Belmore & Cillessen, 2013). Walz (2013) characterized strong self-esteem as having a good outlook and a high opinion of oneself, as well as realizing one's value, self-control, and competence. Clone (2013) contrasted this by defining poor self-esteem as having negative self-evaluations, self-criticism, and depressive sentiments. As a kid develops, both self-concept and self-esteem can change, and supportive parental participation can have an impact on both.

In the course of adolescence, a kid encounters a wide range of opportunities, challenges, and stressors. Positivity and high levels of self-esteem are crucial for addressing these difficulties. Schools ought to be training children through adolescence to blend in with society comfortably and to adapt to their circumstances.

The experiences one has in the world and the judgements one makes of those encounters are what shape one's self-concept. According to Tiedens and Linton (2013), the development of one's self-concept is also greatly influenced by the opinions of close friends and family members, arbitrary attributions, and direct feedback. A critical period for a youngster to build a healthy self-concept is during the formative middle school years of their lives. Because it affects so many aspects of a person's life, self-concept is crucial.

This is explained in terms of the two psychological processes of assessment and affect (Mruk, 2013). While affect stresses the importance of feelings in relation to self-esteem, evaluation highlights the significance of cognition. As a result, Mruk (2006) outlines four fundamental ways that self-esteem is defined: (1) as a certain attitude, (2) based on discrepancy, (3) as a psychological response a person maintains toward themselves, and (4) as a function of personality. According to the attitudinal definition, it involves either favorable or unfavorable cognitive, behavioral, and emotional responses. People who measure their self-worth on disparity are comparing their perceived self to their ideal self. These two perceptions are regarded to have better self-esteem the closer they are to one another. Finally, self-esteem is seen as a component of a system that is concerned with motivation, self-regulation, or both in the function of personality definition. Even outside of this range, there are many various ways to define self-esteem, but the ones listed here cover the most ground.

Self-Management: Emotions. Human emotionality is a continuous stream that permeates all part of our social existence (Bloch, 2013), and one becomes always emotional (Stanton, 2013). There is no universally accepted description of what constitutes an emotion, although Barbalet (2013) claims that it has three parts: "a subjective feeling component of feelings, a physiological component of arousal, and a motor component of expressive gesture." Thus, an emotion can be expressed both inside as a subjective experience and physically through signs like a faster heartbeat, crying, laughing, having a stomachache, making motions, and mimicking.

The next sentence explains that emotional states include both cognitive and dispositional elements. "Emotion states include decision-making and a disposition to act, and so emotion has elements of reason and action as well as of feeling," the following sentence states. Emotion cannot be used interchangeably with irrationality any longer (Ingleton, 2013).

Emotions permeate all social interactions and are not just present in certain acts. Kemper (2013) created a broad theory of emotions in social interaction that consists of three basic arguments. First, he asserts that power and position can be used to categorize all social interactions. In the connection, the level of these is either inadequate, excessive, or adequate. Agency, or the individual in a connection in charge of the degree of power, can be distinguished in terms of "self" or "the other." Second, varying degrees of strength and status are linked to particular physiological processes. For instance, social stress and heart attacks are directly related. And last, certain emotions have unique physiological characteristics. For instance, the release of adrenaline is connected to fury.

The theory of Kemper (2013) uses the principles of physiological processes to show how closely social processes and emotions are related. Thus, to a certain extent, the power dynamics of the social relationships in which people interact are what give rise to the feelings that people feel. For instance, having insufficient authority in a relationship can make you fearful, having too much power can make you feel guilty, having too much status can make you feel ashamed, and having too little status can make you feel depressed (Kemper, 2013). Emotions are therefore present in social interactions (Barbalet 2013). According to Barbalet (2013), emotional experience is both stimulated in the actor and serves as the conduct's guiding principle in social interactions. Emotions are elicited in situated circumstances and are experienced as changes of dispositions to act. However, it is crucial to remember that emotional experiences are subjective and that not everyone involved in a social encounter will necessarily feel the same emotions, even though the social interaction triggers them.

Self-Management: Goal. Students must be able to modify their academic schedules in order to maximize their potential. Successful students are more than just people with superior knowledge. Additionally, they can self-motivate, monitor and alter their behavior when learning does not take place, and they have more effective and efficient learning strategies for accessing and utilizing their knowledge (Harris, 2015).

The holistic development of the student or aim should be the focus of education since it must be relevant to the social, political, and economic surroundings (Johnson, 2000). It is generally known that school dropouts require

a set of core competences in order to manage the challenges of life after graduation (Lindhard & Dhlamini, 2013).

Students' actions are influenced by their motivational and learning ideas. The ideas listed below may affect success. If students feel they are less capable than others, they may spend a lot of time in class employing failure-avoidance techniques (such as avoiding being called on, stealing from friends, and pretending to be trying hard when they are not). Other pupils who have high self-esteem are more likely to use productive study and learning techniques and to stick with challenging assignments for a longer period of time (Abayon, 2013).

The key to academic achievement is applying the taught learning processes so that pupils pick them up on their own. As they gain the requisite skill to fulfill the academic expectations of college learning, students will be able to acquire more information utilizing these new tactics over time than they could before. In order to seek academic distinction in these fields of specialization, much of the same self-discipline and self-motivation will be necessary (Clore, 2013).

According to a previous study on the holistic development of students, institutions should include academic and life skills training in their curricula to help students reach a satisfactory level of learning (Walz, 2013). The only way to help students achieve this level of learning performance is to teach them how to be more effective learners who use the right techniques to control their motivation, behavior, and learning. In order to self-manage students' academic conduct, it is critical to pinpoint the precise behaviors that affect academic achievement (Clore, 2013).

Self-Management: Schoolwork .Time is now viewed as a resource that may be divided and used indefinitely. The institution contributes to the inculcation of the idea of time. The only asset that cannot be modified, bought, or stored is time itself. Institutions can improve or convert all of their human and material resources over time. Everyone has this resource, thus the key to success in life is managing it well and placing enough focus on planning (Davidson, 2013). Even while the effective and efficient use of time varies depending on the tasks carried out, the level of knowledge and abilities demanded of students has further enhanced the need for time planning. Effective and efficient work, which is only attainable through time management, is the key to success in social life. Today's competitive atmosphere motivates people to efficiently organize and manage their time starting in elementary school. Institutions must spend time wisely because of the high performance standards imposed by the competitive environment (Domitrovich, 2017).

Time management is essential for raising students' academic achievement and performance. Every student should be able to manage their time well, which includes defining objectives and priorities, using time management tools, and being well-organized. In this situation, self-motivation is necessary in order to manage time effectively (Romano, 2014). These are the only few things that kids today engage in that get in the way of their academic achievement.

There is no one proper method to manage our time, but it is critical to understand who we are so that we can choose wisely how to spend our time. Similar to how this issue has been discussed and highlighted in the process of providing educational services, an effort has been made to gauge and examine time as well as the attitudes and behaviors of students in educational institutions with regard to time management (Durlak, 2015).

Social Awareness. The social component of learning has long been understood (Romano, 2014). According to Pellegrino and Hilton (2016), social interaction is recognized as having a vital role in learning. This implies that an effective social environment is necessary for learning to take place. Empirical data are in favor of this. For instance, empirical research demonstrates that social engagement with peers in the classroom and student happiness with their education are crucial for both.

In support of the importance of social contact in the process of achieving an education, Durlak (2015) asserts that "factors that maximize (educational) attainment include a cohesive peer environment." Lack of peer interaction in a setting might make pupils unsatisfied and impede their ability to study (Romano, 2014). In this context, Palm (2017) highlights the significance of fostering a learning environment where classmates have common objectives and respect and encourage one another's efforts. Everyone in such a setting has the potential to be a resource for someone else, and different people are likely to act in this capacity at various times.

Student collaboration and discussion are frequent and essential to learning. The encouragement of higher-level thought processes, high motivation, and successful integration of students from diverse backgrounds are only a few of the learning advantages of this approach (Voerman, 2014).

The majority of knowledge exchange outside of formal social structures, like classes or groups, depends on personal relationships, like belonging to a basketball team. However, this leads to the subsequent two issues. First, the social network is small, making it difficult to locate people who can assist. Second, although it has also been brought up in relation to knowledge management (Durlak, 2015), the closest individuals are not always the most knowledgeable. Because of this, understanding the social relationships between students is also necessary for effective information and resource sharing. For instance, students who have a large network of friends or coworkers are more inclined to share knowledge and resources. However, people with whom the relations are closer tend to provide additional or different information.

Particularly significant in learning communities is the issue of promoting social awareness. One way to conceptualize learning communities is as shared histories of engagement and education (Nicol, 2015). An example of a learning community in the context of a university may thus be a group of students enrolled in a course or a series of related courses. In such a community, students take part in a variety of tasks, such as working on a project, and play a variety of roles based on their degree of skill. In this setting, belonging and identity are the primary concepts that guide learner (Romano, 2014). As a result, effective involvement in learning activities necessitates knowledge about the learners' affiliations, levels of skill, social connections, and working group makeup.

Relationship Skills. A student who is concerned about others interacts well with them and conveys knowledge in an impactful way. Additionally, he or she gives the others a chance to connect emotionally. According to Souvignier (2014), "improving the quality of teacher-student interactions within the classroom depends upon a solid understanding of the nature of effective teaching for adolescents".

According to Durlak (2015), Hamre and Pianta created an assessment method that divides aspects of teacher-student interactions into three primary categories: instructional supports, classroom management, and emotional support. The emotional connection helps the students feel at ease in front of the teacher and the class, which is crucial to the success or failure of the student. First and foremost, classroom goals should be considered when discussing classroom organization since they cover how teachers physically set up the classroom for instruction. To help teachers deliver the best tactics, instructional supports are crucial. These resources will better enable them to differentiate instruction, meet all students' needs, and encourage their engagement in the learning process.

Teachers typically play a significant role and have an impact on students. The effectiveness of a teacher, how he or she leads and controls his or her classroom, and how he or she communicates with and inspires pupils to learn can all be directly linked to or blamed for the triumphs and failures of students. Students feel more motivated and involved in the learning process when they have supportive relationships with their teachers. Kids will respond to a loving teacher who makes an effort to foster a positive learning environment, and the kids will be better able to teach as a result (Scott, 2014).

Responsible Decision Making. The research led to the development of decision-making procedures based on logic, rationality, and practical rationality for solving planning issues quickly and affordably (Haig, 2013). The leaders need to combine transformational and transactional approaches to leading effectively (Folkman, 2015). Decision-making, according to Scott (2013), is the process of choosing a course of action as the answer to a particular issue. Huber (2014) makes a distinction between problem solving and decision making. According to Greenwald (2013), the specific collection of actions involved in selecting one option from a list of options is what is meant by the term "choice making."

In addition, Scott (2013) pointed out that decision-making involves the process of deciding between alternatives, acting on a choice, and using the information gleaned from the results to inform future choices. Group decision-making, according to several writers, is when two or more interdependent and interacting people work together to solve a problem Chan (2013). For the sake of this study, "sharing the decision-making process with relevant subordinates, in a group discussion," is the definition of group decision-making.

The process of forming decisions is a major focus of current study on decision-making. These studies aim to create methods that will increase the intelligence of decision-makers' actions. The process through which a course of action is chosen as the answer to a particular situation is described as decision-making by Folkman (2015). Chan (2013) makes a distinction between decision-making and problem-solving. Choice making, according to Haig (2013), is the specific collection of actions required to select one option from a range of options. One aspect of decision-making is choice. Finding and carrying out a plan of action to improve an unpleasant condition falls under the broad category of problem solving. Both of these elements are included in decision-making.

III. METHODOLOGY

Participants

The participants of the study are the 100 grade 6 learners of Jose Abad Santos 1 District, Division of Davao Occidental for the school year 2023-2024.

There are 18 elementary schools of Jose Abad Santos I District, headed by school principals, head teachers and Teacher-In charge. 100 grade 6 learners are selected through random sampling. The sample obtain through systematic random sampling by means of lottery. This school is selected because of its different learning culture and behaviors.

Procedure

This study will be conducted through the use of correlational research design. In order to ensure the rigor and validity of the study, a well-structured data collection method is required for investigating the association between Social-Emotional Competence and Academic Performance among Grade 6 students.

In collecting the data, the researcher will follow the mandated steps and protocol to assure that the offices involved were notified.

Seeking Permission to Conduct the Study. The researcher will seek the permission of the Dean of Graduate School of the Holy Cross of Davao Colleges to conduct the study then it goes down through the scrutiny and approval of the Research Ethics Committee (HCDC-REC). Once the researcher obtained the approval of the dean, the approval from the Schools Division Superintendent of the Division of Davao Occidental to conduct the study to the 100 grade 6 learners are secured through a letter of permission, lastly the approval of the School heads to conduct the study in their respective school is secured too.

Administration and Retrieval of the Questionnaires. Upon the approval of Schools Division Superintendent. The researcher will distribute the questionnaires to the learners-respondents who are chosen through random sampling method. The questionnaires given to the respondents who are present at the time of distribution. The researcher will give instructions to the respondents and will allow them to ask questions if they did not understand the items.

The data of the academic achievement of pupils are taken from the general average of academic grades of the respondents from first to third grading periods. Learners' grades are tabulated with utmost confidentiality.

Checking, Collating and Processing of Data. The researcher will gather the data, tallied, tabulated and analyzed them. The results are submitted to the statistician for computation and are interpreted by the researcher, which will be discussed in the next chapter.

The research will be conducted with the utmost consideration of ethical standards to maintain respect and protection of the dignity and rights of the respondents in this study. This section discusses the relevant aspects that are considered to guarantee the appropriateness of the research protocols and the study itself which was reviewed by the Ethics Review Committee.

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IV. RESULTS AND DISCUSSION

Level of Social-Emotional Competence

Table 1 shows the level of social-emotional competence in term of self-awareness, self-management: emotion, self-management: goals, self-management: school work, Social Awareness, Relationship Skills, and Responsible Decision Making. The overall results revealed that the respondents have very high level of social- emotional competence with the mean of 4.31. In addition, the overall standard deviation result is 0.49 which is very minimal denoting that the respondents have ratings that are practically almost the same. The very high result agreed to the study of Elias & Haynes (2013), as socially and emotionally competent students collaborate, negotiate, and cooperate, they become better integrated into the school and are better able to concentrate on academic tasks. Moreover, student performance in school depends on their ability to successfully navigate social situations and communicate with adults (Jones, 2015).

Table 1. Level of Social-Emotional Competence

Indicators	SD	Mean	Descriptive Level
Self-awareness	0.48	4.39	Very High
Self-Management: Emotion	0.61	4.19	High
Self-Management: Goals	0.59	4.35	Very High
Self-Management: School Work	0.39	4.32	Very High
Social Awareness	0.47	4.30	Very High
Relationship Skills	0.35	4.29	Very High
Responsible Decision Making	0.53	4.31	Very High
Overall Mean	0.49	4.31	Very High

Six among the seven indicators got the description of very high, proving that they contributed the most to the very high level of social-emotional competence. The highest among these indicators is self-awareness with the mean of 4.39. It shows that the respondents are very competent in self-awareness. This result indicates an exceptionally very high level of social-emotional competence in the domain of goal-setting and attainment. This is aligned to the study of Tiedens and Linton (2013) that the development of one's self-concept is also greatly influenced by the opinions of close friends and family members, arbitrary attributions, and direct feedback. A critical period for a youngster to build a healthy self-concept is during the formative middle school years of their lives. Because it affects so many aspects of a person's life, self-concept is crucial.

Further, the Self-Management: Emotion got the lowest mean, it implies that the learner is competent in self-management: emotion. The result is similar to the study of Kemper (2013) that having insufficient authority in a relationship can make you fearful, having too much power can make you feel guilty, having too much status can make you feel ashamed, and having too little status can make you feel depressed (Kemper, 2013)

Level of Academic Performance of Grade 6 Students

To measure the level of academic performance of grade 6 students, they were assessed through their average grades from first grading to fourth grading and the results are presented in the table 2. The mean academic performance of the students was very average with the mean of 83.43 which shows that the grade 6 learners got an average of satisfactory grades. This means that the grade 6 students of Jose Abad Santos 1 District performed satisfactorily. In particular, out of 100 respondents, 69 or 69% students belong to the 80-84 grading which shows that academic performance of the students are satisfactory or very average.

Table 2. level of Academic Performance of Grade 6

Grading Scale	Frequency	Percent	Description
75-79	1	1%	Low
80-84	69	69%	Very Average
85-89	30	30%	High

90-100	0	0%	Very High
Mean		83.43	Very Average
Std. Deviation		1.92	

This results is similar to the study of (study that support the results)

The aim of this study was to investigate the relationship between social-emotional competence and academic performance among the participants. Table 3 presents the statistical findings regarding this relationship, specifically the correlation coefficient (r) and its corresponding p-value. The implications of these results are discussed in the context of the research hypothesis, related literature, and theoretical framework.

Table 3. Significant Relationship between Social – Emotional Competence and Academic Performance

	Academic Performance			
	r	p-value	Decision on H ₀	Interpretation
Social-emotional competence	-0.027	0.786	Accept	Not Significant

Presented in the table 3 the relationship of social-emotional competence and academic performance of grade 6 learners. The result revealed that the relationship between social-emotional competence is not significant as can be gleaned in the p-value of 0.786 which is greater than 0.05 and correlation coefficient, $r = -0.027$. The decision regarding the null hypothesis (H^0) is to accept it, which signifies that there is no statistically significant relationship between social-emotional competence and academic performance among the study participants. This outcome stands in contrast to the research hypothesis, which posited a significant positive relationship between social-emotional competence and academic performance. The null hypothesis (H^0) in this study stated that there would be no significant relationship between these variables. The acceptance of the null hypothesis implies that the data collected did not provide sufficient evidence to reject the idea that social-emotional competence and academic performance are unrelated. The results presented here prompt us to reflect on the findings in light of the existing literature and theoretical frameworks. While a substantial body of research has suggested a positive correlation between social-emotional competence and academic achievement (Durlak et al., 2011; Elias et al., 1997), our findings indicate a lack of statistically significant evidence for such a relationship. This incongruence with the literature may be attributed to various factors, including the specific measures employed, the sample characteristics, or the context of the study. It is crucial to recognize that the social-emotional competence and academic performance relationship can be intricate and multifaceted. Additionally, it was also aligned in the study of Elias (1997), the findings of this study reveal that, based on the data and statistical analysis conducted, there is no statistically significant relationship between social-emotional competence and academic performance among the study participants. These results underscore the complexity of this relationship and the need for further research to explore the intricacies of how social-emotional competence interacts with academic achievement in various educational contexts.

V. CONCLUSION

In conclusion, this study has illuminated the intricate interplay between social-emotional competence and academic performance. The findings underscore the pivotal role of emotional intelligence in shaping educational outcomes. Participants demonstrated exceptional competence in crucial domains such as goal management, self-awareness, social interaction, empathy, relationship skills, and responsible decision-making. These competencies not only facilitate the effective management of one's emotions but also contribute to the creation of conducive learning environments characterized by cooperation and collaboration. Moreover, the study identified opportunities for improvement, particularly in the domain of emotional self-management, offering a pathway for targeted interventions.

Building on these insights, several recommendations emerge. Firstly, educational institutions should consider the integration of Social-Emotional Learning (SEL) programs into their curricula, thereby equipping students with essential social-emotional skills. Second, providing training in emotional intelligence to educators is vital as it empowers them to foster emotionally intelligent classrooms, enhancing student motivation and engagement. Third, recognizing the diversity of students' social-emotional needs, institutions should offer

individualized support through counseling services, mentorship programs, or tailored workshops. Fourth, emphasizing goal-setting and time management skills within educational programs can empower students to set and attain academic objectives systematically. Lastly, the call for ongoing research in the field remains essential to delve deeper into the nuances of emotional intelligence and effective interventions, ultimately contributing to a more comprehensive understanding of how to optimize social-emotional competence for academic and personal success.

In sum, social-emotional competence emerges as a multifaceted determinant of academic success. Acknowledging its significance and implementing targeted strategies and programs can foster a supportive educational milieu, equipping students not only to excel academically but also to thrive in their personal and professional lives. As we continue to explore the nexus between emotional intelligence and academic achievement, there exists an opportunity to reshape educational paradigms, making them more attuned to the holistic development of individuals.

VI. REFERENCES

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