

# Social Learning Competencies and Needs Satisfaction amidst Pandemic on Students' Academic Outcomes

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**Abstract:** *This study determined the influence of social and emotional learning competencies and need satisfaction on the academic outcomes of junior high school students in public secondary schools in San Ildefonso, Bulacan during the School Year 2021-2022. With the explanatory sequential method as the research design and 284 students as respondents of the study, findings showed that the junior high school students agreed that they utilized their social and emotional learning competencies in this new normal. Similarly, these students agreed that they are satisfied with their needs in this new normal. The academic achievement of the public junior high school students was described as "satisfactory". Based on the findings of the study, the following conclusions were drawn: There is a significant relationship between the junior high school students' social and emotional learning competencies and their academic outcomes in the new normal. The higher is the level of students' social and emotional learning competencies, the higher is the level of their academic outcomes. There is a significant relationship between the junior high school students' needs satisfaction and their academic outcomes in the new normal. When students are satisfied with their needs, they would be able to obtain higher grades.*

## CHAPTER I

### THE PROBLEM AND ITS BACKGROUND

#### Introduction

The new normal mode of learning has brought about many changes in terms of students learning. The adjustment period has been extremely tough specifically for those students who are enrolled in public schools. Not many students can afford to attend daily online classes and modular learning has been the immediate alternative. This way, the learners are given worksheets to answer that will be used for the assessment of their learning without much assistance from the teacher.

The Department of Education has issued DepEd Order No. 018 s. 2020 or the Policy Guidelines for the Provision of Learning Resources amidst the pandemic. This guideline intends to establish criteria for the learning methods available to meet the requirements of crisis-affected students. It provides learners and teachers with alternative ways on how to continue studying even in the face of a public health emergency.

Given this condition, it is still of utmost importance that the social and emotional learning competencies as well as the needs satisfaction of the students be given consideration to ensure that they can fully learn in this type of setting.

Specifically, social and emotional competence refers to the ways in which individuals navigate and manage the social and emotional experiences that occur in their lives (Collie, 2020). Managing social and emotional experiences is a skill that can be learned and practiced. It can be applied both intrapersonally such as for regulating feelings of anxiety and interpersonally as for example, dealing with conflicting feelings of anger.

Social and emotional abilities, as well as compliance with the rules, conventions, and values of one's environment, are required.

Social competence is defined as the ability to be effective in social interaction as a result of the application of skills to achieve personal goals over time and in a variety of environments (Gomez-Ortiz et al., 2019).

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL n.d. in Vestad et al., 2021), social and emotional competence has five dimensions: relationship skills, self-management skills, self-awareness, social awareness, and responsible decision-making skills.

Social competence is a dynamic system made up of social motifs and social abilities that has the function of organizing social behavior and triggering the operation of the system's individual elements (Zsolnai, 2015). The state of one's social competence is constantly shifting. There are simple and complex abilities as well as their constituent parts, which include skills and routines as well as the social knowledge gained by the individual.

Social behavior is highly dependent on the quality and quantity of an individual's repertoire of social skills. The more diverse the set, the more likely the individual will activate the most appropriate skill to deal with a given situation (Zsolnai, 2015). Those psychological and educational ideas, advanced by influential scholars over the years, that emphasize

the importance of social interaction and social development are just as relevant today as they were when they were first proposed (Ozerk et al., 2021). Social skills, interpersonal development, and interpersonal competence have all received increased attention over the past two decades. The social abilities of students, particularly adolescents, are strongly influenced by their social behavior (Gomez-Ortiz et al., 2017).

In the last decade, the concept of emotional competence has gained traction in the literature in which they are adamant that emotional competence is a distinct construct in and of itself, and as such, it must be investigated as a distinct phenomenon (Zsolnai, 2015). According to Denham et al. (2015), emotional competence comprises three basic components – the expression of emotions, the understanding of emotions and the experience of emotions.

Mayer and Salovey (B. Vignjevic K. & Kornelija M. 2021) expanded on the previous definition of emotional intelligence, stating that emotional intelligence encompasses the capacity to accurately perceive, appraise, and express emotion; the capacity to access and/or generate feelings when they facilitate thought; the capacity to comprehend emotion and emotional knowledge; and the capacity to regulate emotions in order to promote emotional and intellectual growth.

Emotional competence is the ability to understand oneself and has good emotional regulation and autonomy means being able to deal with negative emotions, such as anxiety or boredom, through coping strategies or self-motivation (Oriola et al., 2020 in López- Cassà et al., 2021). This can have a positive impact on time management and academic performance, as well as overall well-being.

The significance of acquiring and developing emotional competencies in school in order to achieve a high-quality education that provides students with the knowledge and strategies they need to thrive in a variety of situations they may face in life must be given a high level of importance.

Emotional intelligence is a collection of competencies that enable an individual to: recognize and understand one's own emotions as well as the emotions of others; accurately express one's own emotions and assist others in expressing theirs; manage one's own emotions as well as those of others; use one's own emotions and skills peculiar to emotional intelligence in various areas of one's life to be able to better communicate, make good decisions, maintain relationships, and so on (B. Vignjevic et al., 2021). A person who possesses all of the aforementioned abilities is considered emotionally intelligent (B. Vignjevic et al., 2021).

Both social and emotional competence are given their own distinct attention. These concepts are regarded as distinct entities that may have an impact on students' learning outcomes. Until recently, research on children's social and emotional competence was primarily concerned with the complex relationship that exists between the two and how they interact throughout the course of a learner's social and emotional development. (Zsolnai, 2015).

Students' social and emotional skills have an impact on how they interact with others, deal with their emotions, and react to events in their environment (Alzahrani et al., 2019). The ability to communicate with others in the classroom, such as with teachers and peers, as well as outside of school, is associated with socio-emotional development. As defined by Gómez-Ortiz et al. (2019), social competence is defined as the ability to be effective in social interactions as a result of the application of socio-emotional skills to achieve personal goals over time and in a variety of contexts. Students' interpersonal relationships with one another and with other educational agents are enhanced when they have strong socio-emotional skills (Bessa et al., 2019; Kao, 2019).

It has been demonstrated that positive interpersonal relationships, including peer relationships, are predicted by socio-emotional competencies in adolescents (DeLay et al., 2016; Wang et al., 2019) which improves overall performance in school – in academic performance and cooperation with peers. Being socio-emotionally competent lessens stress, depression, or bullying in school as the learners become socially and emotionally linked with their peers.

There are multiple studies that link students' needs satisfaction to social, emotional, cognitive, and teacher support (Rubin et al., 2013; (Mahmood & Malik, 2012 in Dziuban et al., 2015). This implies that satisfaction is a fundamental predictor of success in a variety of learning environments, particularly online learning environments.

Students who are satisfied with their education appear to be more engaged, motivated, and responsive; they contribute to a positive learning environment; and they achieve at higher levels while students who are dissatisfied or ambivalent about their educational experiences contribute to environments in which instructors appear to have much more difficulty facilitating effective learning opportunities (Dziuban et al., 2015).

Thus, the above-mentioned realities prompted the researcher to conduct this research. Primarily, it examined the influence of social and emotional learning competencies and need satisfaction on the academic outcomes of the junior high school students amidst the pandemic.

### Statement of the Problem

This study determined the influence of social learning competencies and needs satisfaction on the academic

outcomes of junior high school students in public secondary schools in San Ildefonso, Bulacan during the School Year 2021-2022.

Specifically, this research sought answers to the following questions:

1. How may the social learning competencies of the junior high school students in the new normal be described in terms of:
  - 1.1 social awareness;
  - 1.2 social isolation;
  - 1.3 self-control; and
  - 1.4 social anxiety?
2. How may the level of needs satisfaction of the students in the new normal be described in terms of:
  - 2.1 physiological needs;
  - 2.2 safety and security;
  - 2.3 love and belonging;
  - 2.4 esteem; and
  - 2.5 self-actualization?
3. How may the junior high school students' academic outcomes be described in terms of their average grade in the second quarter?
4. Is there a significant relationship between the junior high school students' social and emotional learning competencies and their academic outcomes in the new normal?
5. Is there a significant relationship between junior high school students' needs satisfaction and their academic outcomes in the new normal?
6. How important are the students' social and emotional learning competencies and their need for satisfaction with their academic outcomes in the new normal?
7. What program of activities could be derived from the findings of the study?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance level:

1. There is no significant relationship between the junior high school students' social and emotional learning competencies and their academic outcomes in the new normal.
2. There is no significant relationship between the junior high school students' need satisfaction and their academic outcomes in the new normal.

### **Conceptual Framework**

Social and emotional learning competencies are extensively studied as it is strongly linked to the academic performance of the students. Socially competent students are those who are able to easily connect with their peers and work cooperatively with them while completing academic tasks. Students who are emotionally competent are those who are emotionally stable and do not experience feelings of anxiety when performing academic tasks.

Teachers understand and value the importance of students acquiring and developing social and emotional competencies not only for relationship formation in general but also for academic success (Bahia et al., 2013; Bojana

Vignjević & Kornelija, 2021).

Social competence is the most extensively studied human behavior. It is recognized that social competence is an inclusive, evaluative, and multidimensional construct including socio-emotional skills, emotional regulation, prosocial behavior, ability to adapt normatively, and perceived effectiveness in social interactions that cannot be understood from a single perspective (Santos et al., 2013; Losada, 2018 in Luna, Guerrero, Rodrigo-

Ruiz, et al., 2020). The ability to adjust to the demands of the school environment, maintain interpersonal relationships, maintain emotional health, and be accepted by peers are all associated with social competence (Losada et al., 2017).

Studies proved that in order to deal with various interpersonal situations, people need social skills, which are related to the existence of various social behavior patterns. Communication skills, civility skills, assertiveness in coping with rights and citizenship, empathic skills and positive feeling expression, professional social skills, educational social skills of parents, teachers, and other education agents, and self-monitoring skills are some of the categories of social skills that can be classified (Leite et al., 2021).

Several studies have found that social and family support is associated with higher levels of academic achievement (Sultan & Rashid, 2015). There was a moderately strong tendency for those who considered themselves to have good relationship skills to report less emotional distress according to the findings (V. Bru et al., 2021). Individuals who can build positive peer relationships and seek social assistance when they need it are more likely to satisfy their desire for relatedness while also protecting themselves from emotional discomfort. This finding is consistent with findings from previous studies, which indicate that the ability to form positive relationships is beneficial to one's mental health (Patrick et al., 2016). The current study's findings suggest that relationship skills are important when seeking social support as a strategy for reducing stressful experiences (Rueger et al., 2016).

Communication between peers in the classroom is just as important as communication with teachers in the classroom. As a result, learning-based collaboration and communication can aid in the development of social and emotional skills in children (Alzahrani et al., 2019).

Students' perceptions of reduced social support have been linked to a lack of persistence as well as learning and behavioral problems (Mertoglu & Aydin, 2012; in Leite et al., 2021). Moreover, through the use of small-group and whole-group activities, teachers can assist students in developing interpersonal communication skills. Children's interactions with their peers, according to Breeman et al. (2015), have a significant impact on their social, emotional, and behavioral development as they grow older.

A significant part of a teacher's job is making a difference in young children's lives. Teachers have a variety of opportunities to develop strong relationships with the students in their care. Furthermore, teachers can build relationships with students by implementing a variety of strategies and activities in the classroom. Every teacher should seize the opportunity to develop children's social and emotional skills, thereby changing their behaviors and ensuring their future success in life (Alzahrani et al., 2019). When it comes to school, the dynamic of the teacher-child relationship has a significant impact on children's experiences. A positive teacher-child relationship has numerous benefits for the learners, and that these benefits continue for a long period of time after the teacher-child relationship has ended (White, 2015). These situations foster healthy emotional development for the learners at school. Learners who view their teachers as positive agents of learning allow the transfer of learning to happen at its utmost level as compared to those with high levels of anxiety during the class.

In light of the findings of studies that demonstrate a link between social and emotional competence, it is not only necessary to promote cognitive skills, but it is also necessary to strengthen socio-emotional skills in order to increase this success in the educational context (Domitrovich et al., 2017; Taylor et al., 2017, Candeias & Verdasca, 2017). In the same way, socio-emotional skills help students and other educational agents develop and maintain positive interpersonal relationships with one another (Bessa et al., 2019; Kao, 2019).

As a result, it is necessary to promote optimal educational and motivational climates in educational contexts in order to facilitate positive psychosocial adjustment and the development of the student's personality on an individual level (Bisquerra et al., 2015) in order to ensure positive educational outcomes, researchers must concentrate their efforts on promoting the healthy development of children's social and emotional abilities.

According to the Social and Emotional Competence School Model (Collie, 2019), basic psychological needs are met, which leads to social-emotional autonomous motivation, which leads to socially and emotionally competent behaviors. In a continuous cycle, socially and emotionally competent behaviors promote need satisfaction. Individual differences and human development influence and are influenced by the associations identified in the iterative process of social and emotional competence development, which are influenced by need-support within the social environment.

Interest in the educational context for the social and emotional dimension, combined with the promotion of satisfactory interpersonal skills (being and feeling accepted) (Zhang et al., 2014), has revealed that social behavior plays an important role in the abilities of students, particularly in adolescents (Gomez-Ortiz et al., 2017), and thus in their ability to succeed in school.

It would also be beneficial to examine and evaluate the impact of this competence or interpersonal skills in the educational context particularly in adolescent learners because this is a period of maturation and sensitive adaptation for personal, social and emotional development. (Gómez-Ortiz et al., 2017; 2019; Losada et al., 2017).

There are three basic psychological needs banking on the study of Ryan and Deci (2017 in Collie, 2019). The perceived social-emotional autonomy is the first need. It is proposed that this need reflects a sense of choice and freedom in how to be socially and emotionally competent. This need also reflects the belief that people's choices in the social and emotional domains like how they think, behave, and feel, reflect their true selves, and that their decisions to be socially and emotionally competent reflect genuine desires. The second need is perceived social-emotional competence, which refers to one's ability to exercise and express social and emotional abilities, as well as a sense of effectiveness in one's social and emotional interactions with the environment. Perceived relatedness is the third basic psychological need which reflects people's feelings of being supported, cared for, and belonging in a group (Collie, 2019).

In terms of student satisfaction, SERVQUAL is a widely used service quality model that has been used to assess student satisfaction all over the world. SERVQUAL is a questionnaire created, developed, and tested in a business setting by Parasuraman in 1985 to assess a company's service quality and customer satisfaction across five dimensions: tangibility, reliability, empathy, responsiveness, and assurance (Yusoff, 2015 in Weerasinghe, Lalitha & Fernando, 2017). Students' satisfaction with their university education is significantly influenced by a variety of factors, including the quality of the classroom, the quality of feedback received, the lecturer-student relationship, interaction with fellow students, course content, available learning equipment, library facilities, and learning materials.

According to Walker-Marshall & Hudson (Lalitha & Fernando, 2017), the most influential factor in student satisfaction is the grade point average (GPA). The quality of lecturers, quality of physical facilities, and effective use of technology were identified as key determinants of student satisfaction (Wilkins & Balakrishnan, 2013 in Weerasinghe, Lalitha & Fernando, 2017).

From the theory, related studies and literature cited, presented and explained above, the researcher came up with the paradigm that served as a guide in the conduct of the study.

Independent Variable

Dependent Variable

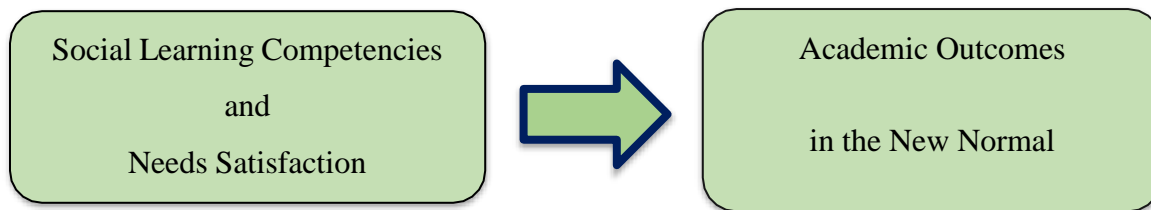


Figure 1. Paradigm of the Study

Figure 1 shows that the independent variables are the students' social and emotional learning competencies and need satisfaction amidst pandemics. These variables are hypothesized to influence (as implied by the arrowhead) the dependent variable which is the students' academic outcomes in the new normal.

### Significance of the Study

This research is both beneficial and significant in the field of education, and it will aid educators in their understanding of social and emotional learning competencies and the impact of student need satisfaction on academic outcomes in the new normal, and it will ultimately benefit the following groups of people:

**Junior High School Students.** They are the primary beneficiaries of this study. The findings of this study will be of great assistance to them in their efforts to positively develop their social and emotional learning competencies in order to improve their academic performance in the new normal setting that has been established.

**Teachers.** The study is of great importance to teachers because it will generate knowledge and awareness on the social and emotional learning competencies and the impact of student need satisfaction on academic outcomes in the new normal. Further, the results of the study could serve as the basis for junior high school teachers to make a program of activities on how to improve student satisfaction to improve their academic performance in the new normal.

**School Administrators.** The findings can make the school administrators understand the importance of social and emotional learning competencies and the impact of student need satisfaction on academic outcomes in the new normal. They can incorporate the variables under investigation into their plan of activities for developing and improving the needs satisfaction and academic performance of students during these times of pandemic stress and strain.

Parents. It can significantly define the importance of parental involvement to support not only their children's educational progress but also their social and emotional learning competencies.

Future Researchers. The results of the study will serve as a reference for researchers who have the same interests. The researcher ultimately believes that the findings of this study will help future researchers to fully understand the importance and contribution of social and emotional learning competencies and the impact of student need satisfaction on academic outcomes in the new normal.

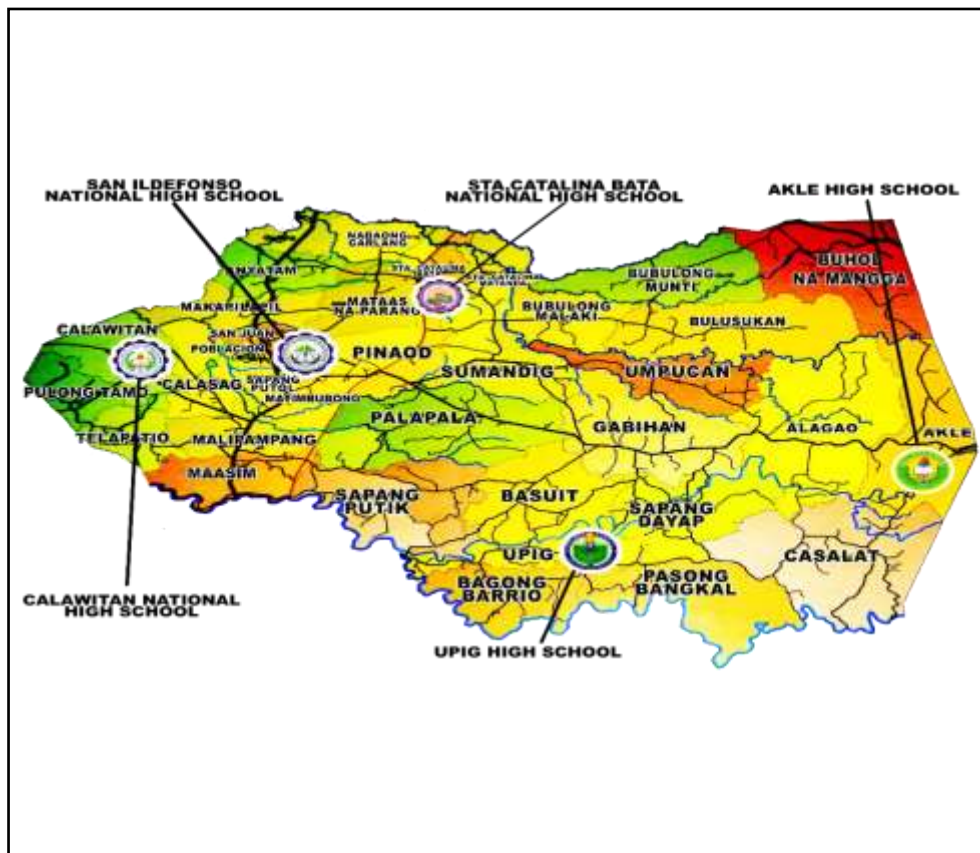
### Scope and Limitation of the Study

This research focused only on the social and emotional learning competencies and the impact of student need satisfaction on academic outcomes in the new normal.

The social and emotional learning competencies of the junior high school students in the new normal were described in terms of social awareness, social isolation, self-control, and social anxiety. On the other hand, the level of need satisfaction of the students in the new normal was described in terms of physiological needs, safety and security, love and belonging, esteem, and self-actualization. The academic performance of junior high school students was described in terms of their average grades in the second grading period. The respondents of this study were the selected junior high school students in public secondary schools in San Ildefonso, Bulacan. This study was conducted in the second quarter of School Year 2021-2022.

### Location of the Study

This study was conducted in five public high schools in San Ildefonso, Bulacan. The schools that were included are (1) San Ildefonso National High School; (2) Calawitan National High School; (3) Akle High School; (4) Upig High School; and (5) Sta. Catalina Bata High School.



Source: <https://commons.wikimedia.org/>  
Figure 2. Map of San Ildefonso, Bulacan

### Definition of Terms

To shed the light on understanding, the following operational definitions are hereby presented.

**Academic Outcomes.** This refers to the average grade of junior high school students in the second quarter.

**Anxiety.** This refers to the fear of situations where embarrassment may occur or where others may negatively evaluate one's social status, role, or behavior.

**Awareness.** This refers to the ability to understand ethical norms for behavior and recognize family, school, and community resources and supports.

**Competence.** This refers to the ability to assess situations and determine what is expected or required; recognize the feelings and intentions of others, and choose social behaviors that are most appropriate for the situation at hand.

**Emotional Competence.** This refers to the ability to accurately perceive and appraise emotions; to one's own and others' emotions in order to promote the growth and well-being of the Junior High School students in public school.

**Esteem.** This refers to how a person perceives and responds to his or her physical appearance, accomplishments and abilities, values, and perceived success in living up to them.

**Isolation.** This refers to the lack of connections in the community; this can result in loneliness in some individuals, while others may experience loneliness without being socially isolated.

**Junior High School.** This refers to students who complete elementary education comprises of grades 7 to 10.

**Love and Belonging.** This refers to the emotional and physiological connection we have with others, manifested in varying degrees of attraction, affection, intimacy, and commitment; and the desire to be accepted by others and to feel a sense of belonging to a group.

**Needs Satisfaction.** This refers to which people are motivated by five basic categories of needs: physiological, safety, love, esteem, and self-actualization.

**New Normal.** This refers to the COVID-19 situation wherein all activities will largely return to the way things were before the outbreak.

**Physiological Needs.** This refers to any of the necessities of life, including food, water, oxygen, and sleep.

**Safety and Security.** This refers to the state of being free from danger, risk, or injury.

**Self-Actualization.** This refers to fully realizing one's abilities and fully engaging in and appreciating life, as manifested in peak experiences.

**Self-Control.** This refers to the capacity to exert control over one's overt, covert, emotional, or physical behavior, as well as to restrain or inhibit one's impulses.

## CHAPTER II METHODOLOGY

The information about the research and sampling procedures that were utilized by the researcher are provided in this chapter. The research design that was employed, as well as the data gathering techniques, and data analysis scheme are also will be discussed in this chapter.

### Research Design

In order to determine the influence of social and emotional learning competencies and need satisfaction on students' academic outcomes in the new normal, this study employed an explanatory sequential mixed methods research design. Researchers who use an explanatory sequential design begin with quantitative data and then shift to qualitative data to better understand the quantitative findings. Through the use of the explanatory sequential design, the goal is to investigate a problem by starting with quantitative research in order to collect and analyze data, and then moving onto qualitative research in order to explain quantitative findings. Then, statistical significance, confidence intervals and effect sizes are used to express quantitative study results so that the overall study findings can be seen in one place (Creswell, 2015).

In the first step of the research process, the researcher designed and implemented a quantitative phase that includes data collection and analysis. Secondly, the researcher concentrates on the quantitative findings that require more explanation and directs the qualitative thread that incorporates mixing methods. Researchers develop or refine qualitative research questions, systematic sampling procedures, and data collection methods to ensure that qualitative findings are consistent with quantitative findings, and as a result, the qualitative phase is intertwined with and dependent on quantitative results. The researcher collected and analyzed qualitative data in the third step and then looked at how qualitative data explain and contribute insight into quantitative results, and what was learned in total.

### Data Gathering Techniques

The researcher sought first the permission from the Schools Division Superintendent of Bulacan to allow the conduct of this study in public secondary schools in San Ildefonso, Bulacan. Once the permit was approved, the researcher coordinated data collection with the school's principal. Due to the pandemic, the researcher used social media platforms like Facebook or email to distribute the questionnaire and conducted the interview with the target respondents.

The study collected both quantitative and qualitative data. A closed-ended questionnaire was used to collect quantitative data and qualitative data were collected through semi-structured interviews. During the phone interview, the researcher asked for an open-ended questionnaire based on the issues raised in the gathered data.

The questionnaire is in two parts, the first part is the Social-Emotional Learning Competencies Scale adapted from Ulvay and Ozkul (2018) which is comprised of measures on social awareness, social isolation, self-control, and social anxiety. This was evaluated through a five-degree scale 5 - Strongly Agree (SA), 4 - Agree (A), 3 - Moderately Agree (MA), 2 - Disagree (D), and 1 - Strongly Disagree (SD).

The second part of the questionnaire is the Need Satisfaction Inventory adapted from Farimani and Shahri (2020) included in which are physiological needs, safety and security, love and belonging, esteem, and self-actualization that were answered through a five-degree scale 5 - Strongly Agree (SA), 4 - Agree (A), 3 - Moderately Agree (MA), 2 - Disagree (D), and 1 - Strongly Disagree (SD).

The researcher obtained the students' average grades in the second grading period from their respective teachers.

### Sampling Procedures

This study selected the respondents by utilizing the purposive sampling technique. According to Etikan, et al., (2016) purposive Sampling are Nonprobability Sampling Techniques that a researcher uses to choose a sample of subjects/units from a population. Here, the entire sampling process depends on the researcher's judgment and knowledge of the context.

The researcher decided to choose only the junior high school students since all secondary schools in San Ildefonso offered a complete program for this level.

It can be noted from the table that from a total of 284 students represent the junior high school respondents for the study.

Generally, the number of respondents acceptable for a study depends upon the type of research involved - descriptive, correlational, or experimental. For descriptive research, the sample should be 10% of the population. But if the population is small then 20% may be required. In correlational research at least 30 subjects are required to establish a relationship. For experimental research, 30 subjects per group are often cited as the minimum.

Table 1. Distribution of Respondents of the Study

School	Population			Sample		
	Male	Female	Total	Male	Female	Total
1. San Ildefonso National HS	812	875	1687	81	88	169
2. Calawitan National HS	211	154	365	21	15	36
3. Upig High School	63	62	125	6	6	12
4. Akle High School	193	212	405	19	21	40
5. Sta. Catalina High School	130	138	268	13	14	27
Total	1409	1441	2850	140	144	<b>284</b>

For the qualitative part, 2 students per school (1 male and 1 female) were selected at random. They were subjected from the semi-structured interview.

### Data Analysis Scheme

After collecting all the questionnaires, these were organized, tallied, tabulated, and analyzed using some statistical tools.

Descriptive statistics such as range, mean and standard deviation were computed to describe the students' academic



outcomes in the new normal.

Weighted mean was computed to describe the students’ social and emotional learning competencies and need satisfaction amidst pandemics.

Correlation analysis was performed to determine if significant relationship existed between the students’ social and emotional learning competencies and need satisfaction amidst pandemics and their academic outcomes in the new normal.

For the gathered qualitative data, thematic analysis was utilized to analyze the gathered qualitative data. According to Braun and Clarke (2015), thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns. It is a method for describing data that involves interpretation in the processes of selecting codes and constructing themes.

### CHAPTER III RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis, and interpretation of the data collected and the results of the statistical treatment employed in the study with the purpose of satisfaction with the academic outcomes of junior high school students in public secondary schools.

#### The Social and Emotional Learning Competencies of the Junior High School Students in the New Normal

The social and emotional learning competencies of the junior high school students in the new normal are measured in terms of social awareness, social isolation, self-control, and social anxiety.

The students’ measurements in terms of the aforementioned variables are presented in Tables 2-5.

#### *Social Awareness*

Social awareness refers to the ability to understand social and ethical norms for behavior and recognize family, school, and community resources and supports.

The social and emotional learning competencies of the junior high school students in the new normal in terms of social awareness are presented in Table 2.

Table 2. The Social and Emotional Learning Competencies of the Junior High School Students in the New Normal in terms of social awareness

Item Statement	Responses = 284					Mean	VD
	5	4	3	2	1		
1. I help others with their problems.	77	171	34	2	0	4.14	A
2. I support others.	101	158	23	2	0	<b>4.26</b>	<b>SA</b>
3. I am kind to those who have problems.	69	167	44	4	0	4.06	A
4. I am concerned that people with getting left behind.	69	157	48	10	0	4.00	A
5. I help those rejected by the group.	60	140	61	23	0	<b>3.83</b>	<b>A</b>
6. I am concerned about the needs of others.	74	159	47	4	0	4.07	A
Overall Mean						<b>4.06</b>	<b>A</b>

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree (SA)
3.41 – 4.20	Agree (A)
2.61 – 3.40	Moderately Agree (MA)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

It can be noticed in Table 2 that the item statement “I support others” obtained the highest weighted mean of 4.26 with a verbal description of “strongly agree”. Meanwhile, the item statement “I help those rejected by the group” got the lowest weighted mean of

3.83 with a verbal description of “agree”. The overall computed mean for the table is 4.06 with a verbal description of “agree”.

The result of the highest weighted mean implies that students lend a helping hand to others who are experiencing difficulties. This demonstrates that they are considerate of individuals who are experiencing difficulties and are worried about those who are being left behind. The result of the lowest weighted mean, on the other hand, suggests that few students assist people who have been rejected by their peers and that it is uncommon for them to be concerned about the needs of others.

In contrary to delving that social awareness is significant for academic achievement, according to Bhat and BanoQuari (2015), there is no statistically significant difference in academic achievement between pupils in their participant schools. It was discovered that there is no substantial difference in social awareness between pupils from their participating schools; both groups possessed nearly identical knowledge about the society and its challenges and the statistical data demonstrates that both of their participants schools' students perform at a nearly identical level of academic achievement.

In the interview, when the student respondents were asked “How do you support other students in terms of learning?” majority of the students answered “*Hindi po ako maramot sa mga classmates ko, tinutulungan ko po sila mag-module kapag hindi po nilanaiintidihan*” (transl. “I am not selfish towards my classmates, I always help them in answering their modules if they find it difficult to understand”).

These responses agree with the item statement “I support others” in table 2 which obtained the highest weighted mean. It shows that students value the feelings of their fellow students.

**Social Isolation**

Social isolation refers to the lack of social connections; social isolation can result in loneliness in some individuals, while others may experience loneliness without being socially isolated.

The social and emotional learning competencies of the junior high school students in the new normal in terms of social isolation are presented in Table 3.

It can be noted in Table 3 that the item statement “I isolate myself” obtained the highest weighted mean of 3.73 with a verbal description of “agree”. Meanwhile, the item statement “I withdraw and don’t speak” got the lowest weighted mean of 3.04 with a verbal description of “moderately agree”. The overall computed mean for the table is 3.24 with a verbal description of “moderately agree”.

Table 3. The Social and Emotional Learning Competencies of the Junior High School Students in the New Normal in terms of Social Isolation

Item Statement	Responses = 284					Mean	VD
	5	4	3	2	1		
1. I isolate myself.	52	142	54	32	4	<b>3.73</b>	<b>A</b>
2. I withdraw and don’t speak.	17	76	99	86	6	<b>3.04</b>	<b>MA</b>
3. I avoid contact.	32	110	74	61	7	3.35	MA
4. I lose track of what is happening.	16	83	99	74	12	3.06	MA

5. I feel awkward when talking to the opposite sex.	19	98	70	79	18	3.07	MA
6. I feel afraid when talking to others.	29	91	86	67	11	3.21	MA
Overall Mean						<b>3.24</b>	<b>MA</b>

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree (SA)
3.41 – 4.20	Agree (A)
2.61 – 3.40	Moderately Agree (MA)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

It can be noted in Table 3 that the item statement “I isolate myself” obtained the highest weighted mean of 3.73 with a verbal description of “agree”. Meanwhile, the item statement “I withdraw and don’t speak” got the lowest weighted mean of 3.04 with a verbal description of “moderately agree”. The overall computed mean for the table is 3.24 with a verbal description of “moderately agree”.

The results of the highest weighted mean imply that it is typical for students to distance themselves from their peers and teachers. They frequently avoid eye contact with the opposite sex and feel uncomfortable when conversing with the opposite sex. The result of the lowest weighted mean implies that some students, on the other hand, somewhat concur that they have considered fleeing from specific situations and refraining from speaking. This causes individuals to lose sight of what is going on around them and makes them feel uncomfortable when they are speaking to others.

Relevant to these findings, Hwang et al. (2020) discussed the extreme sensation of social isolation and loneliness, which might have negative repercussions on mental and physical health. The impact may be compounded disproportionately among persons with pre-existing mental illness, who frequently experience loneliness and social isolation prior to the increased social isolation imposed by the COVID-19 pandemic public health measures. Prior to the COVID-19 pandemic, loneliness and social isolation were so widespread and called the behavioral epidemic in western countries (Jeste et al., 2020 in Hwang et al., 2020). The problem has only gotten worse as a result of the limits put in place to keep the virus from spreading.

In the interview, when the student respondents were asked “What makes you feel neglected?” a majority of the respondents answered “*Pakiramdam ko ay binabalewala akokapag hindi pinapansin ng mga kaibigan ko ang mga tanong ko*” (transl. “I feel neglected when my friends do not pay attention to my questions”) others answered, “*Piling ko nababalewala ako ng mga kaeskwela ko kapag hindi nila pinapakinggan ang aking mga sinasabi.*” (transl. “I feel neglected when my opinion is not given respect by my classmates”).

This shows that students at this age have a great deal of appreciation for what others can say and show them and this may cause them to distance themselves from others.

### Self-Control

Self-control refers to the capacity to exert control over one's overt, covert, emotional, or physical behavior, as well as to restrain or inhibit one's impulses.

The social and emotional learning competencies of the junior high school students in the new normal in terms of self-control are presented in Table 4.

Table 4. The Social and Emotional Learning Competencies of the Junior High School Students in the New Normal in terms of Self-Control

Item Statement	Responses = 284					Mean	VD
	5	4	3	2	1		
1. I wait for my turn.	100	155	29	0	0	4.25	SA
2. I respect others.	166	106	11	0	1	4.46	SA

3. I correct others sensitively.	37	157	71	16	3	<b>3.74</b>	<b>A</b>
4. I am nice.	68	141	60	13	2	3.92	A
5. I respect those who are older.	155	100	29	0	0	4.44	SA
6. I respect other’s opinions.	146	123	14	1	0	<b>4.54</b>	<b>SA</b>
Overall Mean						<b>4.22</b>	<b>SA</b>

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree (SA)
3.41 – 4.20	Agree (A)
2.61 – 3.40	Moderately Agree (MA)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

It is displayed in Table 4 that the item statement “I respect other’s opinions” obtained the highest weighted mean of 4.54 with a verbal description of “strongly agree”. Meanwhile, the item statement “I correct others sensitively” got the lowest weighted mean of 3.74 with a verbal description of “agree”. The overall computed mean for the table is 4.22 with a verbal description of “strongly agree”.

The result of the highest weighted mean implies that students show courtesy to one another's viewpoints. The students frequently wait for their time, which demonstrates that they have regard for others, particularly those who are older than they are. On the other hand, the result of the lowest weighted mean implies that they create a barrier between themselves and sensitively correcting others while displaying how polite they are. According to Graham et al. (2017) self-control is a subset of self-regulation and refers to the capacity of the self to replace one behavior, thought, or emotion with another. In many circumstances, individuals can successfully engage self-control mechanisms in order to self-regulate their behavior; yet, despite their good intentions, individuals frequently fail to self-regulate properly. When conducting research on self-regulation and self-control, it is critical to consider the interaction and influence of physiological and psychological processes on behavior (Graham et al., 2017).

In the interview, when the student respondents were asked “How good are you with controlling yourself?” a majority of the respondents answered “*Ayoko po kasi nang may nagsasalita kapag nagsasalita ako kaya hindi ko po yun ginagawa sa kanila*” (transl. “I don’t like it when others are speaking at the same time as I do, that is why I don’t do that to them”).

It shows their self-control and appreciation of the opinion of others. They don’t let them cause misunderstandings. They understand the feeling of others that they do not want to happen to them.

**Social Anxiety**

Social anxiety refers to the fear of social situations where embarrassment may occur or where others may negatively evaluate one's social status, role, or behavior.

The social and emotional learning competencies of the junior high school students in the new normal in terms of social anxiety are presented in Table 5.

It is presented in Table 5 that the item statement “I am shy” obtained the highest weighted mean of 3.77 with a verbal description of “agree”. Meanwhile, the item statement

“I feel neglected” got the lowest weighted mean of 3.04 with a verbal description of “moderately agree”. The overall computed mean for the table is 3.55 with a verbal description of “agree”.

Table 5. The Social and Emotional Learning Competencies of the Junior High School Students in the New Normal in terms of Social Anxiety

Item Statement	Responses = 284					Mean	VD
	5	4	3	2	1		
1. I often feel ashamed.	46	119	87	29	3	3.62	A
2. I am shy.	57	130	76	16	5	<b>3.77</b>	<b>A</b>

3. I am nervous when I need to talk.	64	119	71	27	3	3.75	A
4. When facing new situations, I feel afraid.	51	122	79	29	3	3.67	A
5. I feel neglected.	26	53	118	81	6	<b>3.04</b>	<b>MA</b>
6. I am hesitant asking for help or assistance.	38	109	90	43	4	3.47	A
Overall Mean						<b>3.55</b>	<b>A</b>

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree (SA)
3.41 – 4.20	Agree (A)
2.61 – 3.40	Moderately Agree (MA)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

The result of the highest weighted mean implies that students are frequently shy and apprehensive when they have to speak in front of others; they are frequently embarrassed and terrified when confronted with unfamiliar situations. Meanwhile, the result of the lowest weighted mean implies that other students agree that they feel unappreciated, which makes them unwilling to seek support or assistance when they need it.

Relatively, Obadeji and Kumolalo (2022) addressed how social anxiety typically manifests between the ages of late childhood and adolescence, with the onset of major social impairments occurring between the ages of 15 and 25 years. This may help to explain the younger age group's increased risk of social anxiety disorder. Academic level, gender, course of study, and current substance use had no significant effect on the probability of developing a social anxiety disorder. However, some research indicates that being female considerably increases one's risk of developing social anxiety disorder (Obadeji & Kumolalo, 2022). Although the study did not significantly raise the risk of social anxiety disorder, a higher rate of social phobia has been recorded among students majoring in science compared to students majoring in social sciences, which is consistent with their findings.

In the interview, when the student respondents were asked “Do you feel nervous when in class?” the majority of the students answered, “*Opo, madalas akong kinakabahanlalo kapag medyo masungit si teacher*” (transl. “Yes. I often feel nervous in class specifically if the teacher is a little ill-tempered”).

Their response shows that the way their teacher approaches them can affect their anxiety and class performance so that the teachers must find a way to prevent such instances.

### The Level of Need Satisfaction of the Students in the New Normal

The level of need satisfaction of the students in the new normal in this study is measured in terms of physiological needs, safety and security, love and belonging, esteem, and self-actualization.

The students’ measurements in terms of the aforementioned variables are presented in Tables 6 to 10.

#### Physiological Needs

Physiological needs refer to any of the necessities of life, including food, water, oxygen, and sleep.

The level of needs satisfaction of the students in the new normal in terms of physiological needs is presented in Table 6.

Table 6. The Level of Needs Satisfaction of the Students in the New Normal in terms of Physiological Needs

Item Statement	Responses = 284					Mean	VD
	5	4	3	2	1		
1. I never have trouble focusing on my modules.	21	101	102	53	7	<b>3.27</b>	<b>MA</b>

2. In general, the physical conditions of my place in the house where I study are satisfactory.	26	144	99	14	1	3.63	A
3. I never have trouble meeting my basic needs such as hunger and thirst when I am doing school work.	39	124	96	24	1	3.62	A
4. I am able to control my emotions in a public gathering.	36	189	44	14	1	<b>3.86</b>	<b>A</b>
5. I feel my home environment is technologically equipped (with a laptop/PC and strong internet connection).	30	90	118	35	11	3.33	MA
6. In general, I feel physically comfortable studying at home.	37	108	108	27	4	3.52	A
Overall Mean						<b>3.54</b>	<b>A</b>

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree (SA)
3.41 – 4.20	Agree (A)
2.61 – 3.40	Moderately Agree (MA)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

It is described in Table 6 that the item statement “I am able to control my emotions in public gathering” obtained the highest weighted mean of 3.86 with a verbal description of “agree”. Meanwhile, the item statement “I never have trouble focusing on my modules” got the lowest weighted mean of 3.27 with a verbal description of “moderately agree”. The overall computed mean for the table is 3.54 with a verbal description of “agree”.

The result of the highest weighted mean implies that students are able to maintain control over their emotions in public settings and consequently never have difficulty satisfying their basic demands when completing school assignments. The result of the lowest weighted mean implies that some students, on the other hand, report that they have difficulty concentrating on modules when the physical surroundings of their room in the house are not conducive to productive study. They believe that being in a technologically advanced home environment allows them to feel physically comfortable while studying at their convenience.

On a similar note, Dhufera and Akessa (2015) found that apart from other variables, socioeconomic status is one of the most explored and disputed among educational experts as a factor affecting students' academic achievement. The most frequently advanced claim is that a learner's socio-economic situation has an effect on the quality of his or her academic performance. The majority of experts argue that poor socioeconomic position has a detrimental effect on pupils' academic performance since students' basic needs remain unmet, and hence they do not do well academically (Dhufera & Akessa, 2015). Low socioeconomic position results in environmental deficits, which contribute to students' low self-esteem.

In the interview, when the student respondents were asked “Are your basic needs met when studying at home?” a majority of the students answered, “*Opo, ang mga magulang ko po ay natutustusan kami at naibibigay ‘yung mga pangangailangan namin sa pag-aaral kahit nasa bahay lang.*” (transl. “Yes, my parents are able to provide for the family and give us the things we need to study properly even we are at home”).

Their response shows that their parents provide for their needs and pay attention to their education because they are given what they need to study even if they only study at home. Perhaps it helped to reduce their expenses because the child no longer had to go to school to study. They no longer have to commute or give their children money every day to go to school.

### Safety and Security

Safety and security refers to the state of being safe from danger, risk, or injury. The level of need satisfaction of the

students in the new normal in terms of safety and security is presented in Table 7.

Table 7. The Level of Needs Satisfaction of the Students in the New Normal in terms of Safety and Security

Item Statement	Responses = 284					Mean	VD
	5	4	3	2	1		
1. I believe our house is a safe place in general.	103	145	34	2	0	<b>4.23</b>	<b>SA</b>
2. I feel safe talking about my personal ideas.	30	161	72	18	3	3.69	A
3. I feel safe against opposing attitudes from my peers.	24	122	120	18	0	<b>3.54</b>	<b>A</b>
4. I believe my grades are a true reflection of my knowledge, not just a subjective opinion of my teacher.	60	143	56	22	3	3.83	A
5. My learning process is orderly and well-defined.	31	148	95	10	0	3.70	A
6. I can depend on others to help me when I am in need.	29	136	81	36	2	3.54	A
Overall Mean						<b>3.76</b>	<b>A</b>

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree (SA)
3.41 – 4.20	Agree (A)
2.61 – 3.40	Moderately Agree (MA)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

It is depicted in Table 7 that the item statement “I believe our house is a safe place in general” obtained the highest weighted mean of 4.23 with a verbal description of “strongly agree”. Meanwhile, the item statements “I feel safe against opposing attitudes from my peers” and “I can depend on others to help me when I am in need” got the lowest weighted mean of 3.54 with a verbal description of “moderately agree”. The overall computed mean for the table is 3.76 with a verbal description of “agree”.

The result of the highest weighted mean implies that overall, students think that their home is a safe environment where they can feel comfortable discussing their personal opinions which allow them to have the ability to organize and clearly describe their learning process and permits individuals to succeed in their endeavors. The result of the lowest weighted mean implies that some students, on the other hand, do not necessarily feel safe against opposing attitudes from peers, and few can rely on others to assist them when they are in need because they consider that grades as a true indication of students' knowledge rather than a teacher's personal preference.

According to Dellenbach (2018), safety and security also include social and emotional well-being. Students deserve to feel at ease at school in order to concentrate on learning and contribute to the educational environment. Students require a secure, formal method of notifying school and district officials. When schools advertise and encourage the use of a tip line and actively regulate responses, including those from bogus submissions, students can feel comfortable giving sensitive information. Intervening on submitted tips demonstrates a school's commitment to students' social and emotional well-being (Dellenbach, 2018).

In the interview, when the student respondents were asked “Do you feel safe when learning at home?” a majority of the student respondents answered, “*Opo, safe naman po*

*dito sa bahay, hindi rin kami natatakot na baka ma-infect kami ng sakit sa labas kaya less worries*” (transl. “Yes, I feel safe at home. We do not feel afraid of getting infected with the virus outside [our home] that makes us worry less”).

The house is what we consider one of the safest places for our children. Here their parents pay attention to and monitor them, and we know that socializing outside is a big risk for them to be infected with the virus that is spreading in this pandemic.

*Love and Belonging*

Love and belonging refers to the emotional and physiological connection we have with others, manifested in varying degrees of attraction, affection, intimacy, and commitment; and the desire to be accepted by others and to feel a sense of belonging to a group.

The level of needs satisfaction of the students in the new normal in terms of love and belonging is presented in Table 8.

It is illustrated in Table 8 that the item statement “I know my teacher and my classmates will support me, no matter what” obtained the highest weighted mean of 3.99 with a verbal description of “agree”. Meanwhile, the item statement “I feel close to my teacher” got the lowest weighted mean of 3.38 with a verbal description of “moderately agree”. The overall computed mean for the table is 3.66 with a verbal description of “agree”.

Table 8. The Level of Needs Satisfaction of the Students in the New Normal in terms of Love and Belonging

Item Statement	Responses = 284					Mean	VD
	5	4	3	2	1		
1. I know my teacher and my classmates will support me, no matter what.	73	146	54	11	0	<b>3.99</b>	<b>A</b>
2. I am involved in a friendly relationship with my classmates.	56	135	62	29	2	3.75	A
3. I have a group of friends with whom I do things.	46	134	71	30	3	3.67	A
4. I do not feel socially isolated.	19	124	97	40	4	3.40	MA
5. I feel close to my teacher.	39	84	113	41	7	<b>3.38</b>	<b>MA</b>
6. I believe my personal thoughts are welcome.	43	153	71	12	5	3.76	A
Overall Mean						<b>3.66</b>	<b>A</b>

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree (SA)
3.41 – 4.20	Agree (A)
2.61 – 3.40	Moderately Agree (MA)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

The result of the highest weighted mean implies that because they are involved in a pleasant relationship with their classmates, the students feel certain that the teacher and their other students will provide support no matter what happens. They have a circle of friends with whom they participate in activities, and their personal opinions are welcomed. The result of the lowest weighted mean on the other hand implies that only a small number of students feel connected to their teacher, and some students feel socially alienated as a result.

Parallel to this, Huang (2020) expounded that there is emerging evidence that school bullying has an effect on students' connectivity or sense of belonging to the school community, resulting in lower academic achievement. In this way, students' sense of belonging at school may act as a moderating factor in the relationship between bullying and academic success. Given the educational setting's integration of students' sense of belonging, study into the mediating role of students' sense of belonging may give light on current bullying intervention, prevention, and policy (Huang, 2020).

In the interview, when the student respondents were asked “What makes you feel loved or that you belong?”, a majority of the student respondents answered, “*Pakiramdam ko po na ako ay hindi nag-iisa sa t'wing sinusupportahan ako ng aking pamilya at mga kaibigan sa aking mga pagsisikap*” (Transl. “It makes me feel belongingness when my family and friends support me in my endeavors”), and others responded with, “*Pakiramdam ko po ang aking mga magulang ay pinahahalagahan ako kapag lagi nilang naibibigay ang aking mga kailangan*” (Transl. “It makes me feel loved when my needs are provided easily by our parents”).



This shows that they become more productive in their learning if they feel that they are important to people close to them. Paying attention to each student's needs helps them improve their learning capabilities.

**Esteem**

Esteem refers to how a person perceives and responds to his or her own physical appearance, accomplishments and abilities, values, and perceived success in living up to them.

The level of need satisfaction of the students in the new normal in terms of esteem is presented in Table 9.

It is demonstrated in Table 9 that the item statement “I feel satisfied with myself much of the time” obtained the highest weighted mean of 3.82 with a verbal description of “agree”. Meanwhile, the item statement “I would describe myself as a self-confident learner” got the lowest weighted mean of 3.62 with a verbal description of “agree”. The overall computed mean for the table is 3.73 with a verbal description of “agree”.

Table 9. The Level of Need Satisfaction of the Students in the New Normal in terms of Esteem

Item Statement	Responses = 284					Mean	VD
	5	4	3	2	1		
1. I feel satisfied with myself much of the time.	54	144	71	10	5	<b>3.82</b>	<b>A</b>
2. I feel respected by my peers.	35	162	78	8	1	3.78	A
3. I can stand on my own knowledge.	36	145	81	22	0	3.69	A
4. I feel confident in my present efforts.	38	158	71	13	4	3.75	A
5. I feel that I am a worthy person.	60	113	86	23	2	3.73	A
6. I would describe myself as a self-confident learner.	49	109	101	20	5	<b>3.62</b>	<b>A</b>
Overall Mean						<b>3.73</b>	<b>A</b>

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree (SA)
3.41 – 4.20	Agree (A)
2.61 – 3.40	Moderately Agree (MA)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

The result of the highest weighted mean implies that the students are generally pleased with themselves because they are respected by their peers, are confident in their current efforts, and believe that they are deserving of their success. Meanwhile, the result of the lowest weighted mean implies that few students would characterize themselves as self-assured learners who are able to stand on their own knowledge in understanding lessons or content.

According to Arshad et al. (2015), self-esteem has become popular among teachers, parents, therapists, and others who have concentrated their efforts on building self-esteem, assuming that high self-esteem will result in a plethora of positive outcomes and benefits—an assumption that is critically examined in this analysis. Self-esteem is also a varied concept, comprising those who openly acknowledge their positive characteristics as well as narcissistic, defensive, and egotistical persons. The weak associations between self-esteem and academic achievement do not imply that strong self-esteem results in academic success. Rather than that, high self-esteem is partially a product of academic success (Arshad et al., 2015).

In the interview, when the student respondents were asked “How confident are you in terms of your learning abilities?”, a majority of the student respondents answered, “*Madali ko pong matutuhan ang mga aralin dahil madaling maunawaan ang mga modulena ibinigay ng aming guro at masasagot ko ang mga tanong nang walang tulong ng iba*”. (Transl. “I am confident that I am able to learn the lessons easily because the modules given by our teacher are easy to understand and I can answer the questions without the help of others”.)

This implies that most students are confident in their own ability to complete their assignments without the need for help from others. They have the ability to learn in their own way.

*Self-Actualization*

Self-actualization refers to fully realizing one's abilities and fully engaging in and appreciating life, as manifested in peak experiences.

The level of needs satisfaction of the students in the new normal in terms of self-actualization is presented in Table 10.

It is exhibited in Table 10 that the item statement "I feel I am growing as a person" obtained the highest weighted mean of 4.10 with a verbal description of "agree".

Meanwhile, the item statement "I feel I am living up to my potential" got the lowest weighted mean of 3.70 with a verbal description of "agree". The overall computed mean for the table is 3.91 with a verbal description of "agree".

Table 10. The Level of Need Satisfaction of the Students in the New Normal in terms of Self-Actualization

Item Statement	Responses = 284					Mean	VD
	5	4	3	2	1		
1. I am certain about my goals in my learning process	54	178	46	5	1	3.98	A
2. I feel I am living up to my potential.	36	143	89	15	1	<b>3.70</b>	<b>A</b>
3. I know what my capabilities are and what I cannot do.	48	152	70	12	2	3.82	A
4. I feel I am doing the best I am capable of in learning.	62	137	69	12	4	3.85	A
5. I feel I am growing as a person.	79	165	33	4	3	<b>4.10</b>	<b>A</b>
6. My achievements are appropriate given my ability.	70	156	50	4	4	4.00	A
Overall Mean						<b>3.91</b>	<b>A</b>

Legend:

Scale	Verbal Description
4.21 – 5.00	Strongly Agree (SA)
3.41 – 4.20	Agree (A)
2.61 – 3.40	Moderately Agree (MA)
1.81 – 2.60	Disagree (D)
1.00 – 1.80	Strongly Disagree (SD)

The result of the highest weighted mean implies that students believe that they are progressing as individuals because they have become more certain about their goals during the learning process, and their successes have been commensurate with their abilities. The result of the lowest weighted mean implies that while some students believe they are performing to their full potential, others are unsure of their talents and believe they are performing to the best of their ability in the learning environment.

On contrary to the belief of self-actualization having been measured this early, according to Rowan (2015), true self-actualization presents itself in middle or late adulthood, in accordance with Maslow's theory of human motivation. The self-actualization of children and young people is rare because, throughout these phases of their development, they are more concerned with meeting their deficient requirements (Rowan, 2015).

In the interview, when the student respondents were asked "Do you think your learning goals are being met despite studying in the new normal?", most of the student respondents answered, "*Opo, sa tingin ko ako po ay natututo pa din ng maayos kahit nawala ako sa paaralan*" (Transl. "Yes, I think I'm still learning to the best of my ability even if we are not in school") and "*Opo, palagay ko ako po ay mas mapapabuti dahil alamko po kung ano ang dapat ko matutunan at dapat paglaanan ng oras*" (Transl. "Yes, I think I'm becoming a better person because I know what I want to learn and focus on now"). This shows the realization that some of the students need to change for the better.

They still need to learn despite the pandemic, and they need to learn the lessons even just at home. Therefore, it is important for students to have guidance from their parents or guidance inside their home.

**The Junior High School Students’ Academic Outcomes**

In this part of the study, Table 11 displays the junior high school students’ academic performance during the new normal.

It can be examined from the table that 37.32 percent of the respondents received grades that lie within the bracket of 75 to 79 which is verbally described as “fairly satisfactory”. Meanwhile, more than one-fourth or 25.35 percent of the students registered grades that ranged from 80 to 84 with a verbal description of “satisfactory”. A close examination of the table shows that almost one-fourth or 23.24 percent of the students obtained grades that lie within the bracket of 85 to 89 with a verbal description of “very satisfactory”. The remaining 14.08 percent got grades that lie within the highest bracket of 90 and above with a verbal description of “outstanding”.

Table 11. Distribution of Respondents According to Academic Achievement in Science

Grade	F (N=284)	Percent	Verbal Description
90 and above	40	14.08	Outstanding (O)
85 – 89	66	23.24	Very Satisfactory (VS)
80 – 84	72	25.35	Satisfactory (S)
75 – 79	106	37.32	Fairly Satisfactory (FS)
74 and below	0	0.00	Did Not Meet Expectations (DNE)
Range	75 – 96		
Mean	82.50		
Verbal Description	Satisfactory (S)		
Standard Deviation	5.68		

Further examination of the table reveals that the grades of the students ranged from 75 to 96. The mean was recorded at 82.50 which is verbally described as “satisfactory”. On the other hand, the standard deviation which measures the spread of the students’ grades from the mean was registered at 5.68.

These results indicate that 193 students obtained grades that lie within the bracket of 77 to 88. Additionally, these findings imply that most students are not yet adjusted and were not able to adapt to the distance education which has been implemented for almost two years.

**The Relationship between the Junior High School Students’ Social and Emotional Learning Competencies and their Academic Outcomes in the New Normal**

Table 12 exhibits the results of the correlation analysis which was done to determine if a significant relationship existed between the junior high school students’ social and emotional learning competencies and their academic outcomes in the new normal.

Table 12. Results of Correlation Analysis on the Relationship between the Junior High School Students’ Social and Emotional Learning Competencies and their Academic Outcomes in the New Normal

Social and Emotional Learning Competencies	Academic Outcomes	
	r-value	p-value
social awareness	0.458**	0.009
social isolation	-0.529**	0.006
self-control	0.621**	0.000
social anxiety	-0.563**	0.003

Legend: \*\* = highly significant (p≤0.01)

It can be observed from the table that a highly significant relationship was found between the junior high school students' social and emotional learning competencies in terms of social awareness ( $p=0.009$ ), social isolation ( $p=0.006$ ), self-control ( $p=0.000$ ) and social anxiety ( $p=0.003$ ) and their academic outcomes in the new normal. This highly significant relationship was brought about by the fact that the computed probability values for these variables are less than the 0.01 significance level. Further observation of the tabulated results reveals that a direct or positive relationship (as implied by the positive sign of  $r$ -values) existed between the junior high school students' social and emotional learning competencies in terms of social awareness ( $r=0.458$ ) and self-control ( $r=0.621$ ) and students' academic outcomes. This indicates that as the level of students' social and emotional learning competencies in terms of social awareness and self-control increases, the level of their academic outcomes in the new normal also increases. On the contrary, an inverse relationship (as implied by the negative sign of the correlation values) was found between students' social and emotional learning competencies in terms of social isolation ( $r = -0.529$ ) and social anxiety ( $r = -0.563$ ), and their academic outcomes in the new normal. These results revealed that as the level of students' social and emotional learning competencies in terms of social isolation and social anxiety decreases, the level of their academic outcomes in the new normal increases, and vice-versa.

Results of the analyses imply that when the high school students possess competencies that focus on their abilities vital to social-emotional learning, they will be able to manage their studies effectively which further leads to higher academic outcomes, especially during these times of pandemic when they worked on their own. Moreover, when these students feel that the adults and peers in their environment care about their learning as well as about them as individuals, they will be more focused and engaged in their studies.

In conjunction with the present findings, Collie et al., (2019) emphasized that to be healthy (both inside and outside of school), children must have well-developed social and emotional competence. Collie et al. also demonstrated a positive connection between higher social and emotional competence and each of the following: higher academic outcomes, better school readiness, stronger educational engagement, higher rates of completing and continuing studies, and better well-being.

In the conducted interview with the students, they were asked about the importance of social and emotional learning competencies on their academic outcomes in the new normal. These respondents answered that they strongly believed that social and emotion learning competencies can improve their learning motivation which will result in academic success. Moreover, these students opined that by having social and emotional learning competencies, they appear as more effective learners who can develop positive emotions towards other individuals, and become more responsible family members and compatible citizens, which subsequently results in an improvement in their academic and social performance.

### The Relationship between the Junior High School Students' Need Satisfaction and their Academic Outcomes in the New Normal

Table 13 exhibits the results of the correlation analysis which was done to determine if a significant relationship existed between the junior high school students' need satisfaction and their academic outcomes in the new normal.

Table 13. Results of Correlation Analysis on the Relationship between the Junior High School Students' Need Satisfaction and their Academic Outcomes in the New Normal

Need Satisfaction	Academic Outcomes	
	r-value	p-value
physiological needs	0.819**	0.000
safety and security	0.675**	0.000
love and belonging	0.671**	0.000
esteem	0.883**	0.000
self-actualization	0.784**	0.000

Legend: \*\* = highly significant ( $p \leq 0.01$ )

It can be noted from the table that a highly significant relationship was found between junior high school students' need satisfaction in terms of physiological needs, safety and security, love and belonging, esteem and self-actualization, and their academic outcomes in the new normal. This highly significant relationship was brought about by the fact that the

computed probability value ( $p=0.000$ ) for these variables is less than the 0.01 significance level. Further perusal of the tabulated results reveals that a direct or positive relationship (as implied by the positive sign of the correlation values that ranged from 0.671 to 0.883) existed between the aforementioned variables. This indicates that as the level of students' need satisfaction in terms of physiological needs, safety and security, love and belonging, esteem and self-actualization increases, the level of their academic outcomes in the new normal also increases.

These results imply that when the junior high school students are satisfied with all their needs during amidst pandemic, they will be more engaged, inspired, and motivated to do their school works which subsequently results in an improvement in their academic outcomes.

On a similar note, Buzzai et al., (2021) conducted research on the relationship between school-basic need satisfaction and frustration, academic engagement, and academic achievement. The study sample consisted of 551 students, comprising 299 males (54.3%) and 252 females (45.7%), with an average age of 16.19 years ( $SD = 1.49$ ). The results suggested autonomy satisfaction and relatedness satisfaction are positively correlated with academic engagement, autonomy frustration is negatively correlated with academic engagement, and academic engagement is associated with increased academic achievement. The results of this study highlight the importance of developing specific training programs to promote a school environment that pays attention to students' psychological needs.

In the conducted interview with the students, they were asked about the importance of needs satisfaction on their academic outcomes in this new normal. These respondents answered that they strongly believe that when they have all their needs in this new normal, they would be able to obtain higher grades. Further, they said that being satisfied with their needs will make them focused on their schoolwork.

Parents and teachers need to think carefully in order to provide for the basic needs of students for their academic performance in the school despite the fact that they are studying at home. They can create programs and activities that focuses on the needs of students that can have a positive impact on their learning. Stakeholders and the community can provide assistance or help because it is necessary to work together to overcome the difficulty in the pandemic situation.

**Proposed Interventions or Program of Activities Based from the Result of the Study** Results of this study revealed that it is necessary to pay attention to social and emotional learning abilities and requires the needs satisfaction of the junior high school students because it certainly affects their academic outcomes in the school. Perhaps most parents or the community are unaware of these things that could have a huge impact on the students' academic performance in the pandemic we face today.

Therefore, the researcher proposes interventions or programs through the matrix shown below that will encourage and promote parents, teachers, the community, and students to pay attention to students' social and emotional interactions and meet their needs to further increase school performance.

Table 14. Proposed Interventions or Program of Activities Based From The Result Of The Study

Objective	Action	Timeline	Person Involved	Expected Outcome
To serve as a venue for the junior high school students to reconnect and update each other on their recent	Their advisers must conduct a weekly online-kamustahan that focuses on the students' current situation or condition.	First Quarter – Fourth Quarter (Every Monday, 8:00 am to 9:00 am or every first period) School Year 2022 - 2023	Classroom Adviser, Subject Teachers, Guidance Teachers and School Administration	Improved students' communication with teachers and avoidance of disengagement in the school

activities despite the pandemic.				
To educate the parents and community to give attention to the needs of students to improve their performance in the school	Make a pamphlet or any reading materials that will be given to each parent who takes the module from the school that focuses on how to meet the needs of students when it comes to social and emotional learning and the satisfaction of their needs	First Quarter – Fourth Quarter (Every distribution of card, 8:00 am to 5:00 pm) School Year 2022 - 2023	Classroom Adviser, Schol ICT Coordinators, Subject Teachers, Guidance Teachers and School Administration	Parents and stakeholders will be more aware and knowledgeable about the needs of students when it comes to social and emotional learning and the satisfaction of their needs
To encourage the teachers to give attention to the needs of students to improve their performance in the school	Provide programs such as webinars and/or capacity building to teachers such as <i>“Satisfying Students’ Social Learning Competencies and Needs Satisfaction During the Pandemic</i>	First Quarter – Fourth Quarter (Every 2 <sup>nd</sup> week of the Quarter, 8:00 am to 11:00 am) School Year 2022 - 2023	School Principal, Guidance teacher, classroom advisers and subject teachers	Upon completion of this program, students' academic outcomes are expected to improve

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	<i>Situation in Education” to meet the needs of students when it comes to social and emotional learning</i>			
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## CHAPTER IV

### FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the major findings, the conclusions arrived at based on the findings, and the recommendations given in accordance with the conclusions.

#### Findings

This study determined the influence of social and emotional learning competencies and need satisfaction on the academic outcomes of junior high school students in public secondary schools in San Ildefonso, Bulacan during the School Year 2021-2022.

Using the procedures described in the preceding chapter, the answers to the problems raised in this study were ascertained and summarized as follows: Findings revealed that the junior high school students agreed that they utilized their social and emotional learning competencies in this new normal.

In the same manner, these students agreed that they are satisfied with their needs in this new normal.

The academic achievement of the public junior high school students was described as “satisfactory”.

A highly significant relationship was found between the junior high school students’ social and emotional learning competencies in terms of social awareness, social isolation, self-control, and social anxiety and their academic outcomes in the new normal.

Likewise, a highly significant relationship was found between junior high school students’ need satisfaction in terms of physiological needs, safety and security, love and belonging, esteem and self-actualization, and their academic outcomes in the new normal.

#### Conclusions

Based on the findings of the study, the following conclusions were drawn: There is a significant relationship between the junior high school students’ social and emotional learning competencies and their academic outcomes in the new normal. The higher the level of students’ social and emotional learning competencies, the higher the level of their academic outcomes.

There is a significant relationship between the junior high school students’ needs satisfaction and their academic outcomes in the new normal. When students are satisfied with their needs, they would be able to obtain higher grades.

#### Recommendations

In light of the findings and conclusions of the study, the following

recommendations are hereby presented:

1. Since closeness with teachers garnered lower assessments from the students, the teachers may give extra time to bonding with their students even on social media platforms.
2. The teachers may work collaboratively with the parents to enhance the academic performance of the students.
3. For future researchers, further research along this line could be conducted. The same study may be conducted in different settings like face-to-face classes.

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**APPENDIX A**

**APPENDIX C**

**Survey Questionnaire**

**SOCIAL LEARNING COMPETENCIES AND NEEDS SATISFACTION AMIDST PANDEMIC ON STUDENTS’ ACADEMIC OUTCOMES**

*(Questionnaire)*

Name (optional) \_\_\_\_\_

**I. Social-Emotional Learning Competencies Scale**

Directions: Please indicate what you *really* think about the items enumerated in the table by putting a  $\surd$  in the column corresponds to the following scale:

- 5 Strongly Agree (SA)
- 4 Agree (A)
- 3 Moderately Agree (MA)
- 2 Disagree (D)
- 1 Strongly Disagree (SD)

Item Statement	5	4	3	2	1
<b>Social Awareness</b> <i>Amidst pandemic...</i>					
1. I help others with their problems.					
2. I support others.					
3. I am kind to those who have problems.					
4. I am concerned that people will get left behind.					
5. I help those rejected by the group.					
6. I am concerned to the needs of others.					
<b>Social Isolation</b> <i>Amidst pandemic...</i>					

1. I isolate myself.					
2. I withdraw and don't speak.					
3. I avoid contact.					
4. I lose track of what is happening.					
5. I feel awkward when talking to the opposite sex.					
6. I feel afraid when talking to others.					
<b>Self-Control</b> <i>Amidst pandemic...</i>					
1. I wait for my turn.					
2. I respect others.					
3. I correct others sensitively.					
4. I am nice.					
5. I respect those who are older.					
6. I respect other's opinions.					

<b>Social Anxiety</b> <i>Amidst pandemic...</i>					
1. I often feel ashamed.					
2. I am shy.					
3. I am nervous when I need to talk.					
4. When facing new situations, I feel afraid.					
5. I feel neglected.					
6. I am hesitant asking for help or assistance.					

**II. Need Satisfaction Inventory**

Directions: Please respond to each of the items on this questionnaire by checking the number of the response that best described you during the new normal. Read each statement carefully. Score your answer by putting a  $\surd$  in the column corresponds to the following scale:

- 5 Strongly Agree (SA)
- 4 Agree (A)
- 3 Moderately Agree (MA)
- 2 Disagree (D)
- 1 Strongly Disagree (SD)

Item Statement	5	4	3	2	1
<b>Physiological Needs</b> <i>In this new normal...</i>					
1. I never have trouble focusing on my modules.					
2. In general, the physical conditions of my place in the house where I study are satisfactory.					
3. I never have trouble meeting my basic needs such as hunger and thirst when I am doing school works.					
4. I am able to control my emotions in public gathering.					
5. I feel my home environment is technologically equipped (with laptop/PC and strong internet connection).					

6. In general, I feel physically comfortable studying at home.					
<b>Safety and Security</b> <i>In this new normal...</i>					
1. I believe our house is a safe place in general.					
2. I feel safe to talk about my personal ideas.					
3. I feel safe against opposing attitudes from my peers.					
4. I believe my grades are true reflection of my knowledge, not just a subjective opinion of my teacher.					
5. My learning process is orderly and well-defined.					
6. I can depend on others to help me when I am in need.					

<b>Love and Belonging</b> <i>In this new normal...</i>					
1. I know my teacher and my classmates will support me, no matter what.					
2. I am involved in a friendly relationship with my classmates.					
3. I have group of friends with whom I do things.					
4. I do not feel socially isolated.					
5. I feel close to my teacher.					
6. I believe my personal thoughts are welcome.					
<b>Esteem</b> <i>In this new normal...</i>					
1. I feel satisfied with myself much of the time.					
2. I feel respected by my peers.					
3. I can stand on my own knowledge.					
4. I feel confident in my present efforts.					
5. I feel that I am a worthy person.					
6. I would describe myself as a self-confident learner.					
<b>Self-Actualization</b> <i>In this new normal...</i>					
1. I am certain about my goals in my learning process					
2. I feel I am living up to my potential.					
3. I know what my capabilities are and what I cannot do.					
4. I feel I am doing the best I am capable of in learning.					
5. I feel I am growing as a person.					
6. My achievements are appropriate given my ability.					

## APPENDIX D

### Guide Questions for Interview

1. How do you support other students in terms of learning?
2. What makes you feel neglected?
3. How good are you with controlling yourself?
4. Do you feel nervous when in class?
5. Are your basic needs met when studying at home?
6. Do you feel safe when learning at home?
7. What makes you feel loved or that you belong?
8. How confident are you in terms of your learning abilities?"
9. Do you think your learning goals are being met despite studying in the newnormal?

## APPENDIX E

### Photo Documentation



The researcher submits the request to Mr. Guillermo I. Milanes, Jr., Officer-In-Charge of Akle High School (upperphoto) and Mrs. Loveth Jane E. Trinidad, Officer-In-Charge of Sta. Catalina Bata National High School (lower photo)



The researcher submits the request to Dr. Alvin M. DeCastro, Officer-In-Charge of Upig High School (upper photo) and Mrs. Nerissa V. Bernardino, Principal of Calawitan National High School (lower photo)

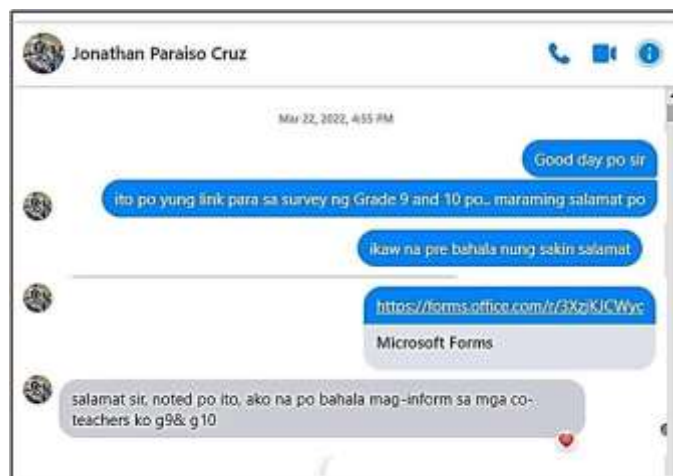
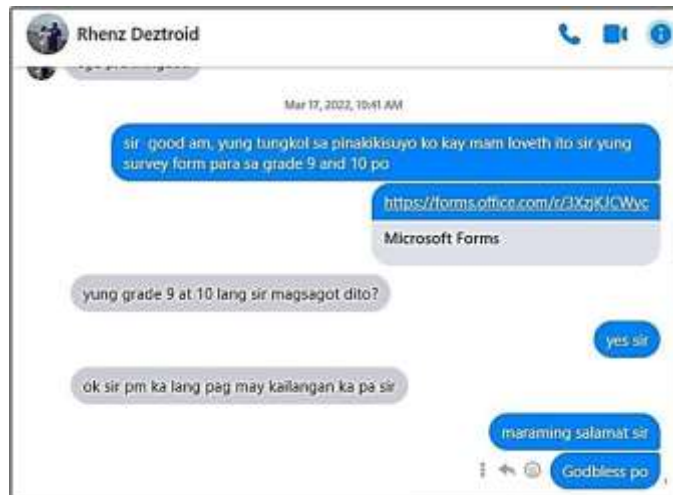
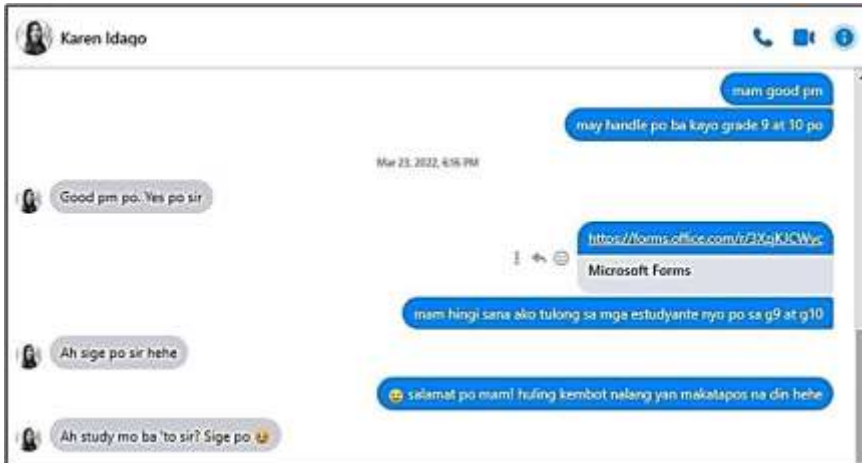


The researcher stands in-front of the gate of San Ildefonso National High School

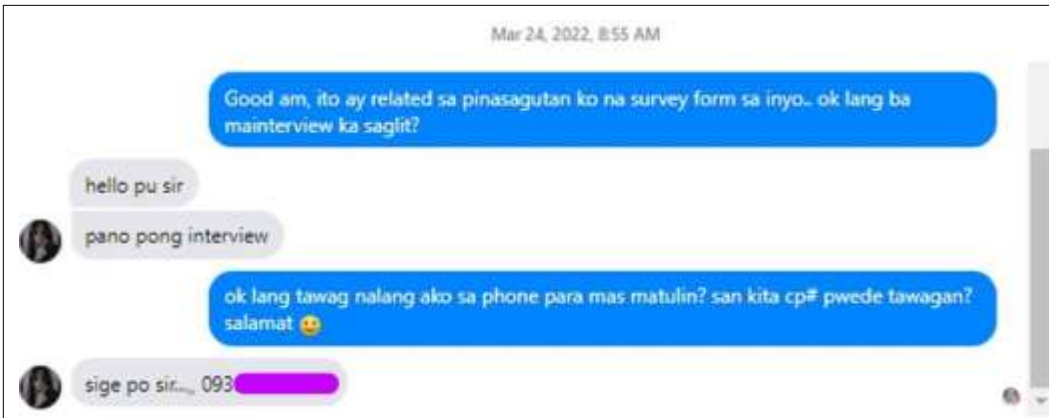


The researcher (left) discusses the Procedure of Dissemination of the Questionnairesto their teacher-representatives, Mrs. Lorena Manalastas (middle) and to Mrs. Ronalyn Acuña (right) of Akle High School.





Screenshots of conversations between the researcher, teachers, and student respondents via Facebook Messenger.



Screenshots of conversations between the researcher, teachers, and studentrespondents via Facebook Messenger.