

Socio-Emotional Attributes, Well-Being, and Academic Performance of Senior High School IP Students

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Abstract: Education highlighted the importance of socio-emotional attributes, well-being, and academic performance among students during the pandemic. This study examined the socio-emotional attributes, well-being, and academic performance of Senior High School Indigenous People (IP) students at Luyungan High School in Bangcud, Malaybalay City, during the academic year 2021–2022. Using a purposive sampling technique, all 20 enrolled IP students were surveyed through standardized questionnaires adapted from Gehlbach (2015) and PISA (2018). Academic performance data based on DepEd Order No. 031, s.2020, were also collected. The results revealed that students demonstrated confidence in distant learning. They demonstrated respect for others' achievements, empathy for their peers' feelings, and assurance in handling complex tasks. Generally, their well-being was healthy across clinical outcomes, mental well-being, self-regulation, and resiliency, indicating effective coping strategies during challenging times. Academic performance was rated "proficient," showing that students had mastered essential knowledge and skills and could apply them to real-world tasks. Statistical analysis showed no significant relationship between academic performance and socio-emotional attributes or well-being. These findings highlight the resilience and ability of IP students to thrive in remote learning while maintaining positive socio-emotional and academic outcomes.

Keywords: Socio Emotional Attributes, Well-being, Academic Performance, IP Students

1. INTRODUCTION

The global pandemic has recently caused major issues that impact students' daily experiences. The learning method was switched from face-to-face to a modular approach. According to Zins et al. (2017), while students are at home, the school community is absent, and despite the virtual contacts and learning opportunities afforded by the internet and social media, a barrier between learners and teachers is built. Moreover, Zeeb et al. (2020) have developed training programs to foster growth mindsets among students. Furthermore, students lack a tangible venue in which to discuss their common interests, thoughts, hopes, and feelings with their peers. Nonetheless, students in Luyungan High School have encountered the current difficulty of modular learning. They struggle with modular learning since the teachers' physical absence during asynchronous learning prevents them from being able to assist or help students when they are most in need. Students must wait for the next synchronous learning hour to receive assistance, or they must contact the teacher via email or other communication channels, negatively impacting their academic achievement. It has been observed that students face significant challenges with the modular learning approach, which negatively impacts their social and emotional well-being. As a result, many students experience higher levels of anxiety, tension, and worry. Students were unable to focus on their modular learning for several months. There are modules retrieved by teachers that are not effectively responded to. According to interviews conducted by IP teachers in their respective schools, some students have struggled to regulate their emotions, ideas, and behaviors during these trying times, necessitating the ability to empathize with and understand others. However, if these issues are not addressed through the engagement of teachers and parents, their academic performance would undoubtedly suffer. It is worth noting that students' socio-emotional attributes are a strong predictor of higher academic achievement. For example, according to Exposito et al. (2018), socio-emotional competencies have a favorable and statistically significant link with performance in simulated clinical practices, and socio-emotional abilities have a significant impact on students' academic achievement (Pino et al., 2021). Abbaszadeh (2014) explained that self-management means guidance, managing, and controlling self-behaviors and actions in the growing process and self and social development. A child starts his changes and growth, and develops. Furthermore, according to Goleman (2010), self-awareness is important because an individual is aware of what others feel and think. It is crucial to speak up against social injustice, raise consciousness about other beings' social activities, develop the ability to manage the negative emotions that the conflict can create (Greene & Kamimura, 2013), and develop critical thinking skills, become aware of important relationships, and the significance of social interaction (Tsui, 2010). Social interaction with others develops individuals' social and cognitive skills. When interacting with various people, individuals are able to engage in controversy and actively cope with the differences between their own perspective and that of others (Greene & Kamimura, 2013).

In other aspects, it is also important that the well-being of the students should be taken into consideration because well-being is a broad phrase that encompasses a variety of ways to assess one's life or emotional experience, including life satisfaction, positive affect, and low negative affect. As cited by Lijadi (2018), a different perspective on well-being holds that it is a quantitative assessment of an individual's everyday living situations to determine whether they have the capabilities and opportunities to live a

happy life in a certain community or country. In view of the above considerations, this study was conducted to determine the extent of socio-emotional attributes and the well-being of students in Luyungan High School. Likewise, this study was also conducted to clarify its association with students' academic performance.

2. MATERIALS AND METHODS

This study utilized the questionnaire adapted from Gehlbach (2015) and PISA (2018) as the main tool in gathering the needed data and information. The questionnaire contained three parts:

Part I dealt with socio-emotional attributes such as: a. growth mindset, b. self-management, and c. social awareness. The research questionnaire is adopted from Gehlbach (2015). The questionnaire used a 5-point rating scale. It was coded with numbers 5, 4, 3, 2, and 1.

Part II dealt with the students' well-being, such as Clinical Outcomes, Mental Well-being, Student Resilience, and Self-regulation. The questionnaire used a 5-point rating scale. The research questionnaire was adopted from PISA (2018). It is coded with numbers 5, 4, 3, 2, and 1.

Part III dealt with the academic performance of students. The criterion used in interpreting the mean values of students' academic performance was based on the K to 12 Grading System adopted from DepEd Order No. 031, s. 2020 or the Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan.

3. RESULTS AND DISCUSSION

The Level of Socio-emotional Attributes of Luyungan High School Students

Table 1. The Level of Socio-emotional Attributes of Senior High School IP Students in Luyungan High School

Variable	N	Mean	Std. Dev.	Descriptive meaning	Qualitative Interpretation
Growth-mindset	20	4.12	0.34	Often	Confident
Self-management	20	4.18	0.27	Often	Confident
Social awareness	20	4.28	0.33	Often	Confident
Over all Mean		4.20	0.25	Often	Confident

Legend:

Range	Descriptive Meaning	Qualitative Interpretation
4.50 – 5.00	Always	Highly Confident
3.50 – 4.49	Often	Confident
2.50 – 3.49	Occasionally	Moderately Confident
1.50 - 2.49	Seldom	Less Confident
1.00– 1.49	Never	Not Confident

Table 1 presents the mean values, standard deviation, descriptive meaning, and qualitative interpretation of the students' socio-emotional attributes. The findings show that the overall mean of socio-emotional attributes of students is 4.20, which means that their socio-emotional attributes are shown "often" during the pandemic, with the qualitative interpretation of "confident". This shows that despite the challenges during modular distance learning, the students were able to stand on their own feet on what they have experienced, especially during the pandemic. In addition, the overall standard deviation of 0.25 shows that the responses of the students on this indicator are closer to the mean, which means that the responses in each indicator are normally distributed. This shows that the students' socio-emotional learning needs more of a wider array of knowledge, attitudes, and skills that are essential to students' academic success, even during the distant learning modality. The finding of the study is supported by Elias (2013), who posits that socio-emotional learning increases students' ability to integrate thinking, feeling, and behavior to achieve academic success and life tasks. Moreover, Social-emotional learning and distant learning are complementary and interconnected (Humphrey, 2013).

The extent of well-being of Senior High School Students

Table 2. The extent of well-being of Senior High School IP Students

Variable	N	Mean	Std. Dev.	Descriptive meaning	Qualitative Interpretation
Clinical outcome	20	4.07	.35	Often	Healthy
Mental well-being	20	4.09	.52	Often	Healthy
Self-resiliency	20	4.07	.51	Often	Healthy
Self-regulation	20	4.25	.45	Often	Healthy
Overall Mean		4.11	.42	Often	Healthy

Scale	Range	Descriptive Meaning	Qualitative Interpretation
5	4.50 – 5.00	Always	Very Healthy
4	3.50 – 4.49	Often	Healthy
3	2.50 – 3.49	Occasionally	Moderately Healthy
2	1.50 – 2.49	Seldom	Less Healthy
1	1.00 – 1.49	Never	Not Healthy at all

Table 2 presents the mean values, standard deviation, descriptive meaning, and qualitative interpretation of the students’ well-being. As shown, the well-being of the Senior High School IP students in Luyungan High School is considered to be “healthy” during this pandemic while having a modular class in their studies. This also shows that they can cope with the hardships and trials experienced during this trying time, in which students would have enough attitude for self-regulation, resiliency, could still manage to self-evaluate, and the ability to manage their mental well-being. These findings are supported by Eva et al. (2020), who state that resilience, mental well-being, and self-regulation are crucial in modular learning to maintain and improve the students’ subjective well-being. Saputra (2020) added that the resilience of students has the capacity to give healthy and productive responses in facing challenging events to control the pressure.

The Level of Students’ Academic Performance in Luyungan High School

Table 3. The Level of Senior High School IP Students’ Academic Performance in Luyungan High School

Range	Frequency	Percentage	Descriptive Rating
90-100	4	20%	Advanced
85-89	6	30%	Proficient
80-84	10	50%	Approaching proficiency
75-79	0	0%	Developing
74 below	0	0%	Beginning
(Mean =85.6%)			Proficient
Total	20	100%	

Legend:

Percentage Grade Equivalent	Descriptive Rating
90% and above	Advanced
85% - 89%	Proficient
80% - 84%	Approaching proficiency
75%-79% and below	Developing
74% below	Beginning

The data show that the modules, learning resources, and materials used by the learners during the distant learning could be considered an effective tool to address students’ learning together with the positive students’ socio-emotional attributes. As observed by the present researcher, higher academic performance of the students could be attained provided that there is close communication between the teachers and the learners in order to address the problems of the learners. At this level, learning competencies were attained based on the content of the curriculum. The Department of Education (DepED Order No. 73, s. 2012) stressed that students at the “advanced” level have exceeded the fundamental knowledge and skills and core understandings and can transfer them automatically or flexibly through authentic performance tasks. “Approaching proficiency” means that students have already developed the fundamental knowledge and skills and core understanding and, with little guidance or assistance from teachers and/or peers, can transfer these understandings through an authentic performance task. “Proficient” students have developed the fundamental knowledge and skills and core understandings and can transfer them independently through authentic performance tasks. This is consistent with what Stokstad (2011) stated, that students’ concepts will develop and change with instruction if they are actively engaged in the learning process.

Table 4. Correlation on the Students’ Academic Performance with Socio-Emotional Attributes and Well-being

Indicators	Correlation value	Probability
A. Socio-emotional attribute	-.186	.433 ^{ns}
1. Growth mindset	.061	.798 ^{ns}
2. self-management	-.205	.386 ^{ns}
3. social awareness	-.273	.245 ^{ns}
B. Well-being	-.339	.144 ^{ns}
1. clinical outcome	.051	.472 ^{ns}
2. Mental well-being	.005	.984 ^{ns}
3. self-resiliency	-.315	.176 ^{ns}
4. Self-regulation	-.161	.498 ^{ns}

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Based on the results, the findings of this study show that there is no significant relationship between the academic performance of the students and their socio-emotional attributes and well-being. Therefore, the hypothesis that states that “there is no significant relationship that exists between the academic performance of the students with socio-emotional attributes and well-being” is accepted. The finding of the study is supported by Calvez et al. (2016) that the impact of socio-emotional attributes has no significant connection to students’ academic performance. Furthermore, it negates the study of Putri & Suprapti (2014) that an individual has a high level of subjective well-being when they have a more positive affect and satisfaction in eating habits compared to their negative affect.

4. CONCLUSION

Based on the findings of the study, the following conclusions are drawn by the researcher:

The extent of students’ emotional attributes shows confidence during the distant learning modality. Hence, it can be concluded that students can stand up for themselves without putting others down. They also show compliments to others’ accomplishments, and care about other people’s feelings. Lastly, students are confident that they can perform the given task assigned to them in their class, and when complicated ideas are presented in the class, they are confident that they can understand them.

Students’ level of well-being is generally healthy in all dimensions as to clinical outcome, mental well-being, self-regulation, and resiliency. This also shows that they can cope with the hardships and trials experienced during these trying times, in which students could have enough attitude for self-regulation, resiliency, could still manage to self-evaluate, and the ability to manage their mental well-being.

The level of the academic performance of students is “proficient,” where students have developed the fundamental knowledge and skills and core understandings and can transfer them independently through authentic performance tasks.

Furthermore, the academic performance of the students has no significant relationship with their socio-emotional attributes and their well-being. Finally, complete content and organizational editing before formatting. Please take note of the following items when proofreading spelling and grammar:

5. RECOMMENDATIONS

The findings and the conclusions have led the researcher to formulate the following recommendations:

Teachers as well as parents should become models to perform their roles in fulfilling their responsibilities and to have intensive communication during the distant learning through a modular approach. Students should develop more on their level of social awareness and self-efficacy because social interaction with others develops individuals’ social and cognitive skills. With these, interacting with various people, individuals can engage in controversy and actively cope with the differences between their own perspective and that of others.

Students are encouraged to control their thoughts, not worry too much about things, change their minds often, get involved in things, and control their anger when they want to.

Teachers in Luyungan High School may make adjustments, and/or strategies to help students cope with their learning needs in their studies, especially during the distant learning where the instruction of the curriculum is very much needed to students.

Teachers should develop quality-assured learning material to enhance students’ learning, develop their knowledge, and present alternative concepts. Furthermore, there would be more active involvement of the school in order for the students to achieve success.

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