

SOCIAL AND EMOTIONAL SKILLS TOWARDS LEARNERS' ACHIEVEMENT

MAZEDAN INT. J. OF SOCIAL SCIENCE AND HUMANITIES

e-ISSN: 2582-9564

Article id-MIJSSH0402001

Vol.-4, Issue-2 (Jun)

Received: 6 Apr 2023

Revised: 28 Apr 2023

Accepted: 30 Apr 2023

JOENA MAE W. CAGANG*, JOYCE D. ESRAEL

Citation: Cagang, J. M. W., & Esrael, J. D. (2023). Social and Emotional Skills Towards Learners' Achievement. *Mazedan International Journal of Social Science and Humanities*, 4(2), 1-12.

Abstract

This study ascertained the contribution of social and emotional skills to learners' achievement in central schools in Mlang for the academic year 2022–2023. It specifically determined the significant relationship between social and emotional skills and learners' achievement, and the significant influence of social and emotional skills on the learners' achievement. The study employed descriptive design through correlational method. The researcher employed validated research tool and utilized simple random sampling to obtain 218 respondents from central schools. The result showed that the learners practiced on social skills in terms of assertiveness and collaboration while learners also practiced on emotional skills on optimism, interest, and stress resistance. On learners' achievement they achieved motivation, learners' satisfaction, and learner-teacher interaction. A highly significant relationship was manifested on all the factors used to measure social, emotional skills and learners' achievement. Similarly, learners' social and emotional skills had a highly significant influence on their achievement. In conclusion, when learners highly utilized their social and emotional skills, they are motivated and experience satisfaction in their studies. Moreover, they also attain good interaction with the teacher.

Keywords: stress resistance, emotional skills, education

1. INTRODUCTION

Social and emotional skills are the abilities that enable children to develop resilience and manage their thoughts, feelings, and behavior in school. These are important skills that help students overcome and deal with difficult situations and establish good relationships with their colleagues and adults. These abilities can boost student achievement and motivation, as well as promote wellbeing and aid in prevention of mental health problems (Elliot et al., 2018).

Schools play an important role in laying the strong emotional foundations that all children require to thrive and be mentally healthy. Social and emotional skills should be developed at a young age and taught to students throughout their education (Goetz & Hall, 2013).

Daniels et al. (2019) explained that learning is understood to be students' skills and knowledge developed through training. The knowledge, skills, and study habits of students in a training course are considered learning achievement, as are the effectiveness of their application to their work. However, because social and emotional skills are not fully emphasized and developed, students' learning achievement suffers.

Psychology and education both conduct extensive research on social and emotional skills. However, there have been no recent studies on the achievement of learners in the area, where many students also struggle to learn. Additionally, there is a lack of research conducted on how

social and emotional competence affects students' achievement (Goetz et al., 2016).

The researcher is interested in conceptualizing and attempting to discover the relationship that links social and emotional skills to learners' achievement based on the presumption presented here. As a result, the researcher is determined to carry out this research.

2. STATEMENT OF THE PROBLEM

The purpose of this study is to ascertain the contribution of social and emotional skills to learners' achievement in central schools in Mlang for the academic year 2022–2023.

The following research questions are specifically addressed by this study:

1. What is the level of social skills of the respondents in terms of assertiveness and collaboration?
2. What is the level of emotional skills of the respondents in terms of optimism, interest, and stress resistance?
3. What is the level of learner's achievement in terms of motivation, learner's satisfaction, and learner-teacher interaction?

4. Is there a significant relationship between social skills and learner's achievement?
5. Does the level of social skills influence the learner's achievement?
6. Is there a significant relationship between emotional skills and learner's achievement?
7. Does the level of emotional skills significantly influence the learner's achievement?

3. FRAMEWORK

Fischer's Dynamic Skill Theory (1980) is a comprehensive theory of human development that considers contextual and interpersonal factors as well as mechanisms of development and a developmental sequence (Fischer, 1980; Fischer & Bidell, 2006). Skill—the ability to act in a specific context—is the theory's foundation. Emotions, motivation, meaning, and action are skills (Mascolo & Fischer, 2010). A dynamic system of self, other, and environment develops skills through complexity, differentiation, and integration. Skill theory affects our work in many ways.

Contexts shape talents as they get more sophisticated. The external world—where the skill is performed; the internal world—emotional and biological states; and the interpersonal world—other people and their support, challenge, or stress—are contexts (Fischer et al., 2014).

Skills are context-dependent. A student may be able to calculate a ratio on a math test but not in real life (Hinton et al., 2012). She may not even know when it applies. Lectoral Assessments require students to address real-world problems and practice abilities in lifelike circumstances (Immordino-Yang & Fischer, 2016, 2012).

Fischer and others have proved that learning involves time, practise, and support. With proper support, learners can learn a new skill faster (Hinton, 2010). Fischer (2009) defines functional performance as without support and optimal performance as with support.

This study examines how social and emotional skills affect achievement of Mlang learners. The independent variables are shown in Block 1 and Block 2. These include the social skills such as assertive and collaboration while emotional skills involve optimism, interest, and stress resistance. The dependent variable as shown in Block 3 is the learners' achievement which includes motivation, learners' satisfaction, and learner-teacher interaction. In this analysis, variables such as social and emotional skills which are the independent variables of the study carried out and examined. Favorable and unfavorable experiences of the teachers promote the learning achievement of the pupils.

Finally, Huang (2011) investigated the relationship and influence of the learning achievement which are set as the dependent variables. This study assumes that if the pupils develop their social and emotional skills, the positive outcome of learning achievement is highly achieved.

4. METHOD

Research Design

A quantitative research design which is descriptive-correlational method that described how social and

emotional skills relate to learning achievement and examined at how those skills affect academic achievement (Routledge, 2013).

Descriptive survey assessed social and emotional skills' impact on learning (Huang, 2011). She then used correlational method to determine how social and emotional skills affect learning achievement (Huang, 2011).

Respondents of the Study

The researcher selected the respondents from among Grade six teachers from Mlang schools using Slovin Formula. The teachers were chosen as respondents of the study based on the following criteria: Teachers hold permanent positions; and are in charge of advisory classes in grade six. Teachers are highly recommended as respondents because they are the ones honing the skills of the learners towards their achievements.

Mlang North District represented by Lika Central Elementary School as its biggest school in the district has three teachers chosen to be the respondents of the study. Respondents from the school comprises of one Master Teacher and two teachers have Teacher 1 teaching position. Mlang Pilot Elementary School represents Mlang Central District which has eight teachers favored to answer the survey questionnaire. Two of the respondents are Master Teachers while six of them are in Teacher 1-3 teaching positions. In Mlang South District, Bagontapay Central Elementary School has four teachers to be the respondents of the study. There is one Master Teacher and three teachers has Teacher 1-3 teaching positions. Mlang East District represented by Nueva Vida Central Elementary School has one respondent which has Teacher 3 teaching position.

Table 1 Respondents from the schools in four Districts of Mlang, 2023

Mlang, Cotabato SCHOOLS	Population Size (N)	Sample Size (n)
Mlang North District		
Lika Central ES	90	41
Mlang Central District		
Mlang Pilot ES	240	109
Mlang South District		
Bagontapay Central ES	120	54
Mlang East District		
Nueva Vida Central ES	30	14
Total	480	218

Research Instruments

The researcher utilized a CASEL-based questionnaire (2013). Cronbach's Alpha of 0.886 on social skills, 0.935 on emotional skills, and 0.953 on learners' achievement. The questionnaire was validated and verified.

Part I of the questionnaire consists of the social skills, which include the following indicators: assertiveness and collaboration. Each indicator includes five items. The following scales table -2 will be used in the study.

Part II gauges the emotional skills of the pupils, which likewise includes optimism, interest, and stress resistance. Each indicator includes five items. The following scales table-3 will be used in the study.

Table 2 Likert Scale on the Social Skills

Level	Range	Description	Descriptive Interpretation	%
5	4.21 - 5.00	Highly Practiced	The item described is always observed or the condition is very extensive.	91% - 100%
4	3.41 - 4.20	Practiced	The item described is always observed or the condition is moderately extensive.	81% - 90%
3	2.61 - 3.40	Moderately Practiced	The item described is sometimes observed or the condition is met.	71% - 80%
2	1.81 - 2.60	Less Practiced	The item described is rarely observed or the condition is limited.	61% - 70%
1	1.00 - 1.80	Least Practiced	The item described is seldom observed or the condition is very limited.	60% & below

Table 3 Likert Scale on the Emotional Skills

Level	Range	Description	Descriptive Interpretation	%
5	4.21 - 5.00	Highly Practiced	The item described is always observed or the condition is very extensive.	91% - 100%
4	3.41 - 4.20	Practiced	The item described is always observed or the condition is moderately extensive.	81% - 90%
3	2.61 - 3.40	Moderately Practiced	The item described is sometimes observed or the condition is met.	71% - 80%
2	1.81 - 2.60	Less Practiced	The item described is rarely observed or the condition is limited.	61% - 70%
1	1.00 - 1.80	Least Practiced	The item described is seldom observed or the condition is very limited.	60% & below

Part III contains the learners' achievement, which likewise includes motivation, life satisfaction, and learner-teacher interaction. Each indicator includes five items. The following scales will be used in the study:

Table 4 Likert Scale on the learners' Achievement

Level	Range	Description	Descriptive Interpretation	%
5	4.21 - 5.00	Highly Achieved	The item described is always observed or the condition is very extensive.	91% - 100%
4	3.41 - 4.20	Achieved	The item described is always observed or the condition is moderately extensive.	81% - 90%
3	2.61 - 3.40	Moderately Achieved	The item described is sometimes observed or the condition is met.	71% - 80%
2	1.81 - 2.60	Less Achieved	The item described is rarely observed or the condition is limited.	61% - 70%
1	1.00 - 1.80	Least Achieved	The item described is seldom observed or the condition is very limited.	60% & below

Statistical Analysis

Considering the nature of this study which is descriptive a quantitative approach was used in the analysis of the data (Patton, 2014).

The researcher described the level of social and emotional skills and learners' achievement using Mean and Weighted Mean (Garambas, 2011). With the assistance of the statistician, the data collected using a coding sheet was processed, examined, and interpreted using statistical

tools like mean, Pearson Product Moment Correlation Coefficient, and Linear Regression.

They also used the Pearson Product Moment Correlation Coefficient (Garambas, 2011) to ascertain whether there is a strong correlation between a learner's achievement and their level of social and emotional skill. Finally, to ascertain the significant impact of the independent on the dependent variables of the study, the researcher used Multiple Linear Regression Analysis (Garambas, 2011).

5. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Social Skills

This section of the study focused on the level of social skills in terms of assertiveness and collaboration.

Assertiveness

Table 5 presents the level of social skills in terms of assertiveness. This indicator has a weighted mean of 3.99 and is described as 'practiced'.

It can be gleaned in this table-5 that learners practiced respecting others by patiently listening to their opinion. They also share ideas and emotions while being mindful of others and considers carefully the points of view of one's classmates.

Findings indicate that the learners have developed ways to communicate that enable them to share information and thoughts in an honest manner while yet showing respect for the listeners. They have self-control, which enabled them to articulate their ideas while taking into account the sentiments and reactions of others.

This result is supported by Merrell and Gueldner (2014) who explained that assertive school people are good communicators and leaders. They recognize that they have choices about how they perceive a situation, and how they engage with people. They look to do so with positive intent and focus on positive outcomes in situations. Assertiveness can improve school performance and workplace communication.

Table 5 The level of social skills of the respondents in terms of Assertiveness

Statements	Mean	Description
Shares ideas and emotions while being mindful of others.	3.99	Practiced
Respects others by patiently listening to their opinion.	4.24	Highly Practiced
Considers carefully the points of view of one's classmates.	3.97	Practiced
Recognizes the validity of others' ideas, even if they differ from one's own idea.	3.89	Practiced
Defends one's ideas while not infringing on the rights of others.	3.86	Practiced
Weighted Mean	3.99	Practiced

Level	Range	Description
5	4.21 - 5.00	Highly Practiced
4	3.41 - 4.20	Practiced
3	2.61 - 3.40	Moderately Practiced
2	1.81 - 2.60	Less Practiced
1	1.00 - 1.80	Least Practiced

Collaboration

The data in table 6 reveal the level of social skills in terms of collaboration. It has a weighted mean of 4.07 and it is described as ‘practiced’.

It could be noted that learners practiced participating in collaborative problem-solving with an unbiased view, expresses ideas and concepts without stifling others' contributions and makes improvements to one’s work quality. Learners also exchange ideas, information, and resources for the group's benefit and manage time effectively to ensure that tasks are completed on time.

The result of the study means that learners working with one another make it simple to produce a task, an idea, or a solution by bringing together different ideas, perceptions, beliefs, and theories. Learners who practice teamwork in classroom activities, help them build their communication, tolerance, encouragement, behavioral management, leadership, and other qualities. It aids in the development of crucial life skills including teamwork, leadership, communication, and problem-solving. They will gain from this skill in their academic endeavors, as well as in their personal and professional life.

Canning and Harackiewicz (2015) found that teamwork can ameliorate a precarious situation. More specifically, if they know how to handle the problem and combine forces and allocate resources jointly, they may better integrate and comprehend their teammate's ideas, allow them to share their opinions, and openly work towards the common goal. Working as a team promotes development of the individual, boosts job satisfaction, and lessens stress.

Table 6 The level of social skills of the respondents in terms of Collaboration

Statements	Mean	Description
Exchanges ideas, information, and resources for the group's benefit.	4.15	Practiced
Makes improvements to one’s work quality.	4.15	Practiced
Manages time effectively to ensure that tasks are completed on time.	4.00	Practiced
Participates in collaborative problem-solving with an unbiased view, expresses ideas and concepts without stifling others' contributions.	4.12	Practiced
Does self-reflection following cooperative learning.	3.92	Practiced
Weighted Mean	4.07	Practiced

Level	Range	Description
5	4.21 - 5.00	Highly Practiced
4	3.41 - 4.20	Practiced
3	2.61 - 3.40	Moderately Practiced
2	1.81 - 2.60	Less Practiced
1	1.00 - 1.80	Least Practiced

Emotional Skills

The second research problem focused on the emotional skills of learners in terms of optimism, interest, and stress resistance.

Optimism

It can be gleaned in the table 7 the emotional skills in terms of the optimism of learners. It obtained a weighted mean of 3.85 which is described as ‘practiced’.

Finding reveals that learners expect that everything will go well at school, expect that things will improve when one faces difficult challenges, and focuses on the positive outcomes of life's bad situations. It also shows that they consider other options when one has depressing thoughts.

The result of the study indicates that the learners who are more positive about their daily struggles develop resilience and expect favorable results. Optimistic learners have better mental and physical health, are more dedicated to their goals, are more successful in reaching their goals, and are more content with their lives.

The finding seemingly coincides with what Conley (2015) said that optimism can help students. Students face many challenges and many responsibilities. It may be stressful and require a lot of effort. They will not always succeed in schoolwork but they must be positive about things and themselves at that time.

Table 7 Level of emotional skills of the respondents in terms of Optimism

Statements	Mean	Description
Expects that everything will go well at school.	3.99	Practiced
Considers other options when one has depressing thoughts.	3.80	Practiced
Expects that things will improve when one faces difficult challenges.	3.88	Practiced
Considers the possible reasons when something goes bad.	3.73	Practiced
Focuses on the positive outcomes of life's bad situations.	3.82	Practiced
Weighted Mean	3.85	Practiced

Level	Range	Description
5	4.21 - 5.00	Highly Practiced
4	3.41 - 4.20	Practiced
3	2.61 - 3.40	Moderately Practiced
2	1.81 - 2.60	Less Practiced
1	1.00 - 1.80	Least Practiced

Interest

The data in table 8 denote emotional skills in terms of interest. It has a weighted mean of 4.10, and a description of ‘practiced’.

It indicates that learners practiced in more class activities to make students' learning effective, participated in favorite competitions to boost one’s performance, and allowed oneself to explore areas of interest. When school activities attract students’ interest and promote learning, students perform well.

The finding shows that allowing pupils the time and freedom to explore their passions will help them acquire the information and abilities necessary to excel in them. When they get involved in the subject and worked hard, their levels of engagement rise. They learn how to understand and evaluate the information and produce meaningful thoughts.

The findings of the study also agreed with Freeman et al. (2014) that interest connects them to their desired subjects. Students' engagement improves when they are interested in the subject and see them working hard. They discover ways to comprehend and analyze the material and generate meaningful ideas. Teachers and faculty may observe student activity rising in their schools or colleges.

Table 8 Level of emotional skills of the respondents in terms of Interest

Statements	Mean	Description
Engages in a pleasurable or thought-provoking activity.	3.96	Practiced
Allows oneself to explore areas of interest.	4.13	Practiced
Increases one's knowledge and skills in areas where one has a strong interest.	4.08	Practiced
Includes more class activities to make students' learning effective.	4.19	Practiced
Participates in favorite competitions to boost one's performance.	4.13	Practiced
Weighted Mean	4.10	Practiced

Level	Range	Description
5	4.21 - 5.00	Highly Practiced
4	3.41 - 4.20	Practiced
3	2.61 - 3.40	Moderately Practiced
2	1.81 - 2.60	Less Practiced
1	1.00 - 1.80	Least Practiced

Stress Resistance

Table 9 indicates the emotional skills in terms of stress resistance. It obtained a weighted mean of 3.76 and is described 'practiced'.

This finding signifies that the learners practiced working methodically when helping one's classmates, maintains effectiveness while under time pressure, and maintains composure when confronted with opposition or criticism from others. It also shows that the learners maintain a confident demeanor while under pressure and emotion. Maintaining composure under pressure demonstrates their ability to overcome any obstacles in their path.

Learners can handle stress constructively, which benefits their health. It improves life satisfaction, longevity, and depression. Friedland (2017) claimed that stress resistance includes behaviorally rejecting distressing internal states generated by a stressful or bad situation. They can maintain a baseline level of functioning to adjust to stressful events and avoid performance issues.

Table 9 Level of emotional skills of the respondents in terms of Stress Resistance

Statements	Mean	Description
Works methodically when helping one's classmates.	3.96	Practiced
Overcomes a setback or disappointment quickly.	3.66	Practiced
Maintains a confident demeanor while under pressure and emotion.	3.68	Practiced
Maintains composure when confronted with opposition or criticism from others.	3.74	Practiced
Maintains effectiveness while under time pressure.	3.78	Practiced
Weighted Mean	3.76	Practiced

Level	Range	Description
5	4.21 - 5.00	Highly Practiced
4	3.41 - 4.20	Practiced
3	2.61 - 3.40	Moderately Practiced
2	1.81 - 2.60	Less Practiced
1	1.00 - 1.80	Least Practiced

Learners' Achievement

This section of the study focuses on the level of learners' achievement in terms of motivation, learners' satisfaction, and learner-teacher interaction.

Motivation

Table 10 presents the extent of learners' achievement in terms of motivation. It obtained a weighted mean of 4.20 and is described as 'achieved'.

It also shows positive feedback from the school regarding one's academic performance motivates a person to perform better, getting good grades gives a person the most satisfaction, and studying occasionally makes one feel incredibly satisfied about oneself. Students are motivated and inspired to keep doing their work properly when they receive encouraging feedback. They'll be more likely to succeed academically if they do it that way.

The results deduced that the learners who are more driven to learn do better in class and on standardized tests, endure longer, and put up higher-quality effort in which motivation is a key predictor of learning and achievement. An inclination toward learning is motivation. As result, it influences an individual's tendency to keep going as well as how carefully they will reflect on their learning.

The findings agree with the claims of Deci et al., (2017) that motivation helps them change behavior, develop competencies, be creative, set goals, grow interests, make plans, develop talents, and increase engagement. Motivation in daily life boosts student engagement in all activities.

Table 10 Level of learners' achievement in terms of Motivation

Statements	Mean	Description
Studying occasionally makes one feel incredibly satisfied about oneself.	4.18	Achieved
Positive feedback from the school regarding one's academic performance motivates a person to perform better.	4.31	Highly Achieved
Genuinely challenging materials allow a person to pick up new skills.	4.11	Achieved
Getting good grades gives a person the most satisfaction.	4.30	Highly Achieved
A person puts oneself through tests to ensure full-grasp of important topics.	4.12	Achieved
Weighted Mean	4.20	Achieved

Level	Range	Description
5	4.21 - 5.00	Highly Practiced
4	3.41 - 4.20	Practiced
3	2.61 - 3.40	Moderately Practiced
2	1.81 - 2.60	Less Practiced
1	1.00 - 1.80	Least Practiced

Learners' Satisfaction

Table 11 indicates the learners' achievement in terms of learners' satisfaction. It obtained a weighted mean of 4.06 and is described as 'achieved'.

It also reveals that learners achieved when they feel most satisfied when participating in group activities, develops physical capacities through physical training in the school, and acquires ability to take firm decisions in life. Students who took part in cohorts with their peers, received thorough feedback from instructors, and interacted with them shows being satisfied with their educational experiences. It shows that learner satisfaction was a key indicator of academic success.

Findings imply that the learners' feelings and attitudes about the educational process or the perceived degree of satisfaction brought about by learning experiences in

relation to one's desire to learn help them achieve learning or create effective learning environment. Student satisfaction is a crucial quality factor for educational institutions. It evaluates the overall satisfaction of students with a certain institution as well as how much they like their classes.

Antaramian (2015) asserted that life satisfaction also improves education. Several studies have shown that high life satisfaction, along with psychological well-being, promotes secondary student engagement and academic success. It not only enhances performance but also fosters the mental health and stability of the pupil's physique which are favorable to both short-term learning objectives and long-term character development and social inclusion.

Table 11 Level of learner's achievement in terms of Learners' Satisfaction

Statements	Mean	Description
Feels most satisfied when participating in group activities.	4.19	Achieved
Acquires ability to take firm decisions in life.	4.06	Achieved
Develops physical capacities through physical training in the school.	4.07	Achieved
Satisfies the needs and aspirations of their teachers.	4.00	Achieved
Develops the values of cooperation and tolerance.	4.01	Achieved
Weighted Mean	4.06	Achieved

Level	Range	Description
5	4.21 - 5.00	Highly Practiced
4	3.41 - 4.20	Practiced
3	2.61 - 3.40	Moderately Practiced
2	1.81 - 2.60	Less Practiced
1	1.00 - 1.80	Least Practiced

Learner-Teacher Interaction

It can be gleaned in table 12, that the learners' achievement in terms of learner-teacher interaction, has obtained a weighted mean of 4.08 which is described as 'achieved'. It indicates that learners explain the things clearly with the teacher, explores everything that goes on in the classroom, and gets involved with the teacher's activity.

Table 12 Level of learner's achievement in terms of Learner-Teacher Interaction

Statements	Mean	Description
Talks enthusiastically about the subject.	3.99	Achieved
Explains willingly the topic in the class with the teacher.	4.04	Achieved
Explains the things clearly with the teacher.	4.16	Achieved
Gets involved with the teacher's activity.	4.10	Achieved
Explores everything that goes on in the classroom.	4.12	Achieved
Weighted Mean	4.08	Achieved

Level	Range	Description
5	4.21 - 5.00	Highly Practiced
4	3.41 - 4.20	Practiced
3	2.61 - 3.40	Moderately Practiced
2	1.81 - 2.60	Less Practiced
1	1.00 - 1.80	Least Practiced

The findings show that effective instruction and learning to take place, there must be effective teacher-student interaction. Positive teacher-student relationships help pupils grow more emotionally intelligent. Success depends on having good student relationships. Students are more likely to participate in learning and perform

better academically when they feel supported. Additionally, these students are more likely to take in more academic knowledge.

It corresponds with the concept cited by Bonney (2015) that interactions between students and school members are inevitable and private connections that emerge through advisement and mentoring are highly valued. In responding to many implicit, unspoken, and nonverbal cues, students are more likely to interact with faculty members seemed to be sociable, intelligent, showing leadership, supportive, and objective.

Relationship of Social Skills and Learners' Achievement

The research problem focuses on looking at the significant relationship between the level of social skills and learners' achievement.

Assertiveness

The data in table 13 present the correlation matrix showing the relationship of social skills and learners' achievement. Results indicate that assertiveness has a high significant relationship with motivation, learners' satisfaction, and learner-teacher interaction. Therefore, hypothesis of the study is rejected due to the reason that the probability value is less than 1% level of significance.

This result means that assertive learners tend to become motivated, learning-satisfied, and have better interaction with the teacher. Respecting others by patiently listening to their opinion leads them to achieve in learning. They can better manage their stress and frustration by being assertive. Recognize and acquire assertive communication and behavior skills.

The result of the study deduced that the social skills on assertiveness and learners' achievement are highly related. It further shows that if someone is given the opportunity to speak openly and respectfully, there is a greater chance that they will achieve learning. An essential communication skill is being assertive. They may explain themselves clearly and defend their viewpoints with sincerity.

It adheres to the statement of Durlak et al. (2011) that assertive skills help children express their needs and maintain control during conflicts. Assertiveness is used positively to express ideas without being aggressive. Trainings that promote assertiveness in an effective way boosts self-esteem and social skills.

Collaboration

In the same table, there is a high degree of significant relationship between collaboration of the respondents and the learners' achievement in terms of motivation, learners' satisfaction, and learner-teacher interaction. Due to the reason that the probability value is less than 1% level of significance, the hypothesis on this section of the study is rejected.

It indicates that promoting cooperative learning in the class wherein learners can share their ideas, information, and resources makes quality work and learning from one another. Working well with one another makes their work easier and have greater chance of attaining learning.

The result implies that social skills in terms of collaboration is highly associated with all the assessed parameters on learners' achievement. It further shows that learners are able to achieve in learning once they are motivated to work with their classmates in sharing ideas and information, satisfied with activities conducted in group, and cooperates with the teacher especially in explaining the topic in the class.

Cordova, & Lepper (2016) said that in class or on the playground, young students practice collaboration to win the game, which develops their communication, patience, supportiveness, emotional control, leadership, and other skills. Learning to collaborate early on can help children achieve their 21st-century education and career goals.

Table 13 Correlation Matrix Showing the Relationship between the social skills and learner's achievement

Social Skills		Motivation	Learners' Satisfaction	Learner-Teacher Interaction
Assertiveness	Pearson r	0.574**	0.672**	0.681**
	Probability	0.000	0.000	0.000
Collaboration	Pearson r	0.783**	0.805**	0.763**
	Probability	0.000	0.000	0.000

Influence of Social Skills on Learners' Achievement

The fifth research problem of the study focused on finding out the significant influence of the level of social skills to the learners' achievement.

Social Skills on Motivation

Table 14 describes the influence of social skills on learners' achievement in terms of motivation. Result reveals that social skills in terms of assertiveness (t-value = 1.982, p= 0.049*) and collaboration (t-value = 12.806, p= 0.000*) have significant influence on learners' achievement in terms of motivation. Having a probability value that is less than 5% level of significance: the stated hypothesis is rejected.

In fact, 62% of the variation of the social skills to the learners' achievement on motivation. The remaining 38% is accounted to other variables not included in the context of the study.

This means that learners who have develop respect to others opinion, considering the viewpoint of others, working well with others while exchanging ideas and information will be most likely to achieve in learning. Children respond positively to direction and instruction when they can treat one another with respect. In practice, they have a higher chance of academic success.

Table 14 Influence of social skills to the learner's achievement in terms of Motivation

Social Skills	Coef. B	Std. Error	t - value	Probability
(Constant)	1.254	0.179	6.996	0.000
Assertiveness	0.112	0.057	1.982	0.049*
Collaboration	0.614	0.048	12.806	0.000**

R² = 0.620
 Probability = 0.000
 F - Value = 175.195**

* = significant
 ** = highly significant

It agrees to the statement of Franken (2016) that learners thrive with good motivation but fail without it. Increased motivation improves student engagement, job satisfaction, relationships, and institutions. Engagement

requires motivation, yet successful engagement may also encourage students to remain motivated in the future.

Social Skills on Learners' Satisfaction

Table 15 presents the influence of social skills on learners' achievement in terms of learners' satisfaction. Result reveals that social skills in terms of assertiveness (t-value = 5.040, p= 0.000*) and collaboration (t-value = 12.684, p= 0.000*) have significant influence on learners' achievement in terms of learners' satisfaction. Having a probability value that is less than 5% level of significance: the stated hypothesis is rejected.

About 68.5% of the variation of the social skill to the learners' achievement on learners' satisfaction. The remaining 31.5% is accounted to other predictors not involved in the study.

This indicate that learners who appreciate others' opinions despite their differences and enjoy working with peers will be more likely to find learning satisfying. Students are more attentive and focused when actively involved in the learning process, which encourages them to use higher-order critical thinking. Additionally, it increases a person's energy level, decides their perseverance in achieving a certain objective, impacts the kinds of learning strategies they employ, and influences their thought processes.

Barger et al., (2009) stated that life satisfaction has many benefits. High life satisfaction is associated with positive social relationships, social support, and marital satisfaction. A partially substantial positive link exists between learning motivation and learning environment, as well as between learning motivation and teachers and teaching of learning satisfaction.

Table 15 Influence of social skills to the learners' achievement in terms of Learners' Satisfaction

Social Skills	Coef. B	Std. Error	t - value	Probability
(Constant)	0.075	0.198	0.378	0.706
Assertiveness	0.316	0.063	5.040	0.000**
Collaboration	0.671	0.053	12.649	0.000**

R² = 0.685
 Probability = 0.000
 F - Value = 234.054**

** = highly significant

Social Skills on Learner-Teacher Interaction

Table 16 discloses the influence of social skills on learners' achievement in terms of learner-teacher interaction. Result shows that social skills in terms of assertiveness (t-value = 5.886, p= 0.000*) and collaboration (t-value = 10.302, p= 0.000*) have significant influence on learners' achievement in terms of learner-teacher interaction. Having a probability value that is less than 5% level of significance: the stated hypothesis is rejected.

Approximately 64% of the variation of the social skills to the learners' achievement on learner-teacher interaction. The remaining 36% is constituted to other factor not involved in the study.

This implies that a student who respects others' points of view, expresses their own ideas and beliefs, and accepts that people have different opinions will likely engage well with the teacher. Working together to gather ideas and produce high quality work is advantageous to having effective communication with the teacher. Teachers who have effective communication skills can better understand

their students and establish enduring bonds with them that will help attain their goals.

It agrees to the statement of Sen, (2021) that teachers who have positive interaction with their students create classroom environments more helpful to learning and meet students' developmental, emotional, and academic needs. Teaching may be a people profession that demands an outsized amount of their time being dedicated to non-public interaction. The more they are aware that what they are doing is right, the more probable it is that they will keep doing it.

Table 16 Influence of social skills to the learners' achievement in terms of Learner-Teacher Interaction

Social Skills	Coef. B	Std. Error	t – value	Probability
(Constant)	0.040	0.217	0.185	0.853
Assertiveness	0.403	0.069	5.886	0.000**
Collaboration	0.598	0.058	10.302	0.000**

R² = 0.641 ** = highly significant

Probability = 0.000 F – Value = 191.642**

Relationship of Emotional Skills and Learners' Achievement

The sixth research problem focuses on looking at the significant relationship between the level of emotional skills and learners' achievement.

Optimism on Learners' Achievement

The data in table 17 presents the correlation matrix showing the relationship of emotional skills and learners' achievement. Results indicate that on optimism, there is a high degree of relationship on motivation, learners' satisfaction, and learner-teacher interaction. Therefore, hypothesis of the study is rejected due to the reason that the probability value is less than 1% level of significance.

The finding shows that learners practiced optimism in which thinking positive things that everything will go well in the learning environment as well as having positive outlook on the challenges that they may encounter is part of one's life are able to cope in learning obstacles. The result implies that emotional skills in terms of optimism is highly related. It further shows that learners practiced optimism are able to have positive outcomes in learning despite of bad situations they may encounter.

As stated by Durik and Harackiewicz (2017), failures are as important as successes. Failures fuel improvement. Reflecting on the experiences that really taught should be enough to feel good and keep hope alive.

Interest on Learners' Achievement

In the same table, it indicates that there is high degree of relationship between interest of the respondents and learners' achievement in terms of motivation, learners' satisfaction, and learner-teacher interaction. Due to the reason that the probability value is less than 1% level of significance, the hypothesis on this section of the study is rejected.

It indicates further that learner applied interest in the classroom activities. They include themselves in the different class activities that would make learning more effective and exploring oneself to areas of interest would help them boost their performance. The result of the study implies that emotional skills in terms of interest is highly

related to all the assessed parameters of learners' achievement. It further shows that when learners practiced engage in the activities that have strong interest to them, it is certain that learning is achievable.

Durik et al., (2015) stated that any educational topic may interest the student. Achieving much requires student interest. Knowing students' interests will make it easier to give them excellent learning opportunities. Thus, for success, teachers and academicians first cultivate interest.

Stress Resistance on Learners' Achievement

Table 17 indicates the relationship of the emotional skills and learners' achievement. Results show that on stress resistance it has high degree of relationship on motivation, learners' satisfaction, and learner-teacher interaction. Due to the reason that the probability value is less than 1% level of significance, the hypothesis on this section of the study is rejected.

It indicates that learners practiced stress resistance wherein they enjoy helping their classmates to do work systematically and they are able to finish their task and effectively even they are under pressure. The result implies that emotional skills in terms of stress resistance is highly related to learners' achievement. It shows that even they encounter difficulties, they can overcome and maintain good thinking that results to good learning outcome.

Leyro (2015) pointed out that stress resistance is the ability to withstand pressures and strains without collapsing, maintaining a high level of functioning and low anxiety in stressful or overwhelming situations. Positivity in stress tolerance is the ability to maintain composure in the face of intense feelings of hopelessness and helplessness.

Table 17 Correlation Matrix Showing the Relationship between the emotional skills and learner's achievement

Emotional Skills		Motivation	Learners' Satisfaction	Learner-Teacher Interaction
	Pearson r	0.688**	0.705**	0.696**
Optimism	Probability	0.000	0.000	0.000
Interest	Pearson r	0.790**	0.807**	0.794**
	Probability	0.000	0.000	0.000
Stress Resistance	Pearson r	0.716**	0.820**	0.792**
	Probability	0.000	0.000	0.000

Influence of Emotional Skills on Learners' Achievement

The research problem of the study focused on finding out the significant influence between the level of emotional skills and learners' achievement.

Emotional Skills on Motivation

Table 18 describes the influence of emotional skills on learners' achievement in terms of motivation. Result shows that emotional skills in terms of optimism (t-value = 2.169, p= 0.031*), interest (t-value = 8.713, p= 0.000*), and stress resistance (t-value = 3.744, p= 0.000*) have significant influence on learners' achievement in terms of motivation. Having a probability value that is less than 5% level of significance: the stated hypothesis is rejected.

Around 67.8% of the variation of the emotional skills to the learners' achievement on motivation. The remaining 32.2% is accounted to other variables not included in the study.

This means that students who face obstacles with positive mindset will make learning more meaningful. Additionally, engaging activities could support students in achieving their academic objectives. However, if they are motivated and able to handle pressure during their studies, this will aid in their learning.

This was supported by Duffy et al., (2012) that life-satisfied college students are also happier academically and Ojeda et al., (2011) that life satisfaction is linked to higher academic expectations, self-efficacy, perceived progress, and less academic stress. Also, Howell (2019) said that positive life satisfaction has been linked to higher college GPAs.

Table 18 Influence of the emotional skills to the learner's achievement in terms of Motivation

Emotional Skills	Coef. B	Std. Error	t - value	Probability
(Constant)	1.085	0.156	6.936	0.000
Optimism	0.127	0.058	2.169	0.031*
Interest	0.479	0.055	8.713	0.000**
Stress Resistance	0.178	0.047	3.744	0.000**

$R^2 = 0.678$ * = significant
 Probability = 0.000 ** = highly significant
 F - Value = 150.372**

Emotional Skills on Learners' Satisfaction

Table 19 presents the influence of emotional skills on learners' achievement in terms of learners' satisfaction. Result shows that emotional skills in terms of interest (t-value = 8.798, p= 0.000*), and stress resistance (t-value = 9.001, p= 0.000*) have significant influence on learners' achievement in terms of learners' satisfaction. Having a probability value that is less than 5% level of significance: the stated hypothesis is rejected.

In fact, 77.3% of the variation of the emotional skills to the learners' achievement on learners' satisfaction. The remaining 22.7% is accounted to other variables not included in the context of the study.

Table 19 Influence of the emotional skills to the learners' achievement in terms of Learners' Satisfaction

Emotional Skills	Coef. B	Std. Error	t - value	Probability
(Constant)	0.285	0.160	1.784	0.076
Optimism	0.029	0.060	0.495	0.621
Interest	0.494	0.056	8.798	0.000**
Stress Resistance	0.436	0.048	9.001	0.000**

$R^2 = 0.773$ ** = highly significant
 Probability = 0.000 F - Value = 242.539**

This means that students who are happy with their academic progress are those who participate actively in the various classroom activities, which increases learning. They can operate methodically and know how to remain confident under pressure.

Antaramian (2015) stated that life satisfaction also improves education. Several studies have shown that high life satisfaction, along with psychological well-being, promotes secondary student engagement and academic success.

Emotional Skills on Learner-Teacher Interaction

Table 20 discloses the influence of emotional skills on learners' achievement in terms of learner-teacher interaction. Result reveals that emotional skills in terms of interest (t-value = 8.201, p= 0.000*), and stress resistance (t-value = 7.455, p= 0.000*) have significant influence on learners' achievement in terms of learner-teacher interaction. Having a probability value that is less than 5% level of significance: the stated hypothesis is rejected.

About 73.4% of the variation of the emotional skills to the learners' achievement on learner-teacher interaction. The remaining 26.6% is accounted to other variables not included in the context of the study.

This implies that when the activities are engaging for the student and lead to the teacher's goals being reachable in the class, there is a positive learner-teacher interaction. Teachers that make their pupils strive to work hard in class while also making them resilient to stress are beneficial in learning. They can face problems head-on, recover from any setbacks, and have the highest chance of success if they are resilient. It enables kids to learn and develop in every circumstance—two abilities essential to their welfare and growth.

It agrees to the statement of Kusumajati et al., (2017) that although the teacher initiates positive interaction, the teacher-student relationship relies heavily on both parties' efforts. Practical representation, recognition, understanding, intimacy, expectation, respect, care, and cooperation toward students helps initiate positive teacher-student relationships and increases the likelihood of long-term, strong relationships.

Table 20 Influence of the emotional skills to the learner's achievement in terms of Learner-Teacher Interaction

Emotional Skills	Coef. B	Std. Error	t - value	Probability
(Constant)	0.254	0.177	1.437	0.152
Optimism	0.061	0.066	0.918	0.360
Interest	0.510	0.062	8.201	0.000**
Stress Resistance	0.400	0.054	7.455	0.000**

$R^2 = 0.734$ ** = highly significant
 Probability = 0.000 F - Value = 197.057**

6. SUMMARY

This study was designed purposely to ascertain the contribution of social and emotional skills to learners' achievement. Specifically, it explored the significant relationship and influence of social and emotional skills on learners' achievement in terms of motivation, learners' satisfaction, and learner-teacher interaction. Moreover, it employed the mean, Pearson R correlation technique, and multiple linear regression analysis as the statistical tools of the study.

The respondents were identified using stratified random sampling and the population size and sample size was determined using the Slovin's formula. This was conducted in the four central schools in Mlang, Cotabato Province Division.

In data gathering, the researcher used a CASEL-based questionnaire (2013) in which Cronbach's Alpha validated and verified the questionnaire.

Part I was used to elicit the data on social skills of learners in terms of assertiveness and collaboration. Part II was

used to gauge the emotional skills of the pupils, which includes optimism, interest, and stress resistance. Part III was used to contain the learners' achievement, which includes motivation, life satisfaction, and learner-teacher interaction.

The researcher used a quantitative method in which data were gathered, tallied, and tabulated from the respondents. A descriptive correlational design was utilized to describe the social and emotional skills towards learners' achievement. The survey questionnaire was employed to all grade six advisers. Findings were presented according to the sequence of the stated research problems.

The findings showed that learners practiced their social skills in assertiveness and collaboration as well as in their emotional skills such as optimism, interest, and stress resistance. In terms of learners' achievement, they have achieved motivation, learners' satisfaction, and learner-teacher interaction.

7. CONCLUSIONS

Based on the findings and analysis of the study, it could be concluded that learners practiced social and emotional skills in their learning. Learners' achievement in terms of motivation, learners' satisfaction, and learner-teacher interaction was also achieved.

Moreover, it was found out that social and emotional skills have a high significant relationship with learners' achievement. All the variables included in social and emotional skills are highly related to the achievement of learners. Therefore, those skills mentioned are effective and efficient in learners' progress.

The result of the study also reflected that social skills on assertiveness have a significant influence on motivation and high significant influence on learners' satisfaction and learner-teacher interaction while collaboration have high significant influence on motivation, learners' satisfaction, and learner-teacher interaction. It was indicated in the findings that emotional skills on optimism have significant influence on motivation while interest have high significant influence on motivation, learners' satisfaction, learner-teacher interaction and stress resistance have high significant influence on motivation, learners' satisfaction, and learner-teacher interaction. This study deduced that the better is the social and emotional skills of a learner, the more attainable learners' achievement can be.

REFERENCES

- Ainley, M. (2006). Connecting with learning: Motivation, affect and cognition in interest processes. *Educational Psychological Review*. 2006; 18:391–405. doi: 10.1007/s10648-006-9033-0.
- American Psychological Association [APA]. (2010). *Publication Manual of the American Psychological Association*, 6th Edn. Washington, DC: American Psychological Association.
- Antaramian, S. (2015). Assessing psychological symptoms and well-being: Application of a dual-factor mental health model to understand college student performance. *Journal of Psychoeducational Assessment*, 33, 419–429. doi:10.1177/073428914557727
- Anderman, E. M., and Wolters, C. A. (2016). "Goals, values, and affect: influences on student motivation," in *Handbook of Educational Psychology*, eds P. A. Alexander and P. H. Winne (Mahwah, NJ: Lawrence Erlbaum Associates Publishers), 369–389.
- Asendorpf, J. B., Conner, M., De Fruyt, F., De Houwer, J., Denissen, J. J. A., Fiedler, K., (2013). Recommendations for increasing replicability in psychology. *Eur. J. Pers.* 27, 108–119. doi: 10.1002/per.1919
- Barger, S. D., Donoho, C. J., & Wayment, H. A. (2009). The relative contributions of race/ethnicity, socioeconomic status, health, and social relationships to life satisfaction in the United States. *Quality of Life Research*, 18, 179–189. doi:10.1007/s11136-008-9426-2
- Beck, R. C. (2004). *Motivation: Theories and principles* (5th ed.) Englewood Cliffs, NJ: Prentice Hall.
- Bear, G.G., Whitcomb, S.A., Elias, M.J., & Blank, J.C. (2015). "SEL and Schoolwide Positive Behavioral Interventions and Supports." In J.A. Durlak, C.E. Domitrovich, R.P. Weissberg, & T.P. Gullotta (Eds.), *Handbook of Social and Emotional Learning*. New York: Guilford Press.
- Bierman, K.L. & Motamedi, M. (2015). "SEL Programs for Preschool Children". In J.A. Durlak, C.E. Domitrovich, R.P. Weissberg, & T.P. Gullotta (Eds.), *Handbook of Social and Emotional Learning*. New York: Guilford Press.
- Belland, B.R., Kim, C. and Hannafin, M.J. (2013). A framework for designing scaffolds that improve motivation and cognition. *Educational Psychologist*. 2013;48:243–270. doi: 10.1080/00461520.2013.838920.
- Bonney, E. (2015). The Relationship Between the Quality of Teachers and Pupils Academic Performance in the STMA Junior High Schools of the Western Region of Ghana. *Journal of Education and Practice*, vol. 6, issue 24, pp. 139-150.
- Brown, E.R., Smith, J.L., Thoman, D.B., Allen, J.M., and Muragishi G. (2015). From bench to bedside: A communal utility value intervention to enhance students' biomedical science motivation. *Journal of Educational Psychology*. 2015;107:1116–1135. doi: 10.1037/edu0000033.
- Cordova, D.I., and Lepper, M.R. (2016). Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice. *Journal of Personality and Social Psychology*. 1996;88:715–730. doi: 10.1037/0022-0663.88.4.715.
- Coşkun, A. (2017). The Application of lesson study in teaching English as a foreign language. *Inonu University Journal of the Faculty of Education*, 18(1), 151-162, DOI: 10.17679/inuefd.297845. Retrieved from <http://dergipark.gov.tr/download/article-file/283400>

- Daniels, L. M., Stupnisky, R. H., Pekrun, R., Haynes, T. L., Perry, R. P., and Newall, N. E. (2019). A longitudinal analysis of achievement goals: from affective antecedents to emotional effects and achievement outcomes. *J. Educ. Psychol.* 101, 948–963. doi: 10.1037/a0016096
- Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-determination theory in work organizations: State of the science. *Annual Review of Organizational Psychology and Organizational Behavior*.
- Deckers, L. (2014). *Motivation: Biological, psychological, and environmental* (4th ed.). Boston, MA: Allyn & Bacon.
- Diekman, A.B., Weisgram, E.S., and Belanger, A.L. (2015). New routes to recruiting and retaining women in STEM: Policy implications of a communal goal congruity perspective. *Social Issues and Policy Review*. 2015;9:52–88. doi: 10.1111/sipr.12010
- Diener, E. (2012). New findings and future directions for subjective well-being research. *American Psychologist*, 67, 590–597. doi:10.1037/a0029541
- Duffy, R. D., Allan, B. A., & Bott, E. M. (2012). Calling and life satisfaction among undergraduate students: Investigating mediators and moderators. *Journal of Happiness Studies*, 13, 469–479. doi:10.1007/s10902-011-9274-6
- Durik, A.M., Hulleman, C.S., and Harackiewicz, J.M. (2015). One size fits some: Instructional enhancements to promote interest don't work the same for everyone. In: Renninger KA, Nieswandt M, Hidi S, editors. *Interest in mathematics and science learning*. Washington, DC: American Educational Research Association; 2015. pp. 49–62.
- Freeman, S., Eddy, S.L., McDonough, M., Smith, M.K., Okoroafor, N., Jordt, H., and Wenderoth, M.P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*. 2014;111:8410–8415. doi: 10.1073/pnas.1319030111.
- Friedland, N. (2017). The effect of psychological stress and tolerance of ambiguity on stereotypic attributions. *Anxiety Stress Coping*; 12(4): 397-410.
- Gallwey, W. T., Hanzelik, E., & Horton, J. (2009). *The Inner Game of Stress: Outsmart Life's Challenges and Fulfill Your Potential* [Kindle iOS version]. Retrieved from Amazon.com
- Garambas, Z. (2011). *Basic Probability and Statistics First Edition* Valencia Educational Supply. ISBN: 978-971-93934-6-3
- Gee, N.G. (2018). The Impact of Lecturers' Competencies on Students' Satisfaction. *Journal of Arts and Social Sciences*, vol. 1, issue 2, pp. 74-86.
- Gilman, R., & Huebner, E. S. (2006). Characteristics of adolescents who report very high life satisfaction. *Journal of Youth and Adolescence*, 35, 311–319. doi:10.1007/s10964-006-9036-7
- Gillet, N., Lafrenière, M.-A. K., Huyghebaert, T., and Fouquereau, E. (2015).
- Autonomous and controlled reasons underlying achievement goals: Implications for the 3 × 2 achievement goal model in educational and work settings. *Motivat. Emot.* 39, 858–875. doi: 10.1007/s11031-015-9505-y
- Goetz, T., and Hall, N. C. (2013). "Emotion and achievement in the classroom," in *International Guide to Student Achievement*, eds J. A. C. Hattie and E. M. Anderman (New York, NY: Routledge), 192–195.
- Goetz, T., Sticca, F., Pekrun, R., Murayama, K., and Elliot, A. J. (2016). Intraindividual relations between achievement goals and discrete achievement emotions: an experience sampling approach. *Learn. Instruct.* 41, 115–125. doi: 10.1016/j.learninstruc.2015.10.007
- Gullotta, T.P. (2015). "After-School Programming and SEL." In J.A. Durlak, C.E.
- Domitrovich, R.P. Weissberg, & T.P. Gullotta (Eds.), *Handbook of Social and Emotional Learning*. New York: Guilford Press.
- Hakim, A. (2015). Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) on the Performance of Learning. *The International Journal of Engineering and Science*, vol. 4, pp. 1-12.
- Harackiewicz, J.M., Canning, E.A., Tibbetts, Y., Priniski, S.J., Hyde, J.S. (2015). Closing achievement gaps with a utility-value intervention: Disentangling race and social class. *Journal of Personality and Social Psychology*. 2015 doi: 10.1037/pspp0000075. Advance online publication.
- Hawkins, J.D., Kosterman, R., Catalano, R.F., Hill, K.G., & Abbott, R.D. (2018). "Effects of social development intervention in childhood 15 years later." *Archives of Pediatrics & Adolescent Medicine*, 162(12), pp.1133-1141.
- Hidi, S. and Renninger, K.A. (2006). The four-phase model of interest development. *Educational Psychologist*. 2006;41:111–127. doi: 10.1207/s15326985ep4102_4.
- Hilda, L. (2018). The effect of pedagogic competences toward students' satisfaction. *International Journal of Scientific Research and Management*, vol. 6, issue 8, pp. 609-614.
- Hinton, C. D. (2010). Research schools: Connecting research and practice at the Ross Schools. In M. Suárez-Orozco & H. Gardner (Eds.), *Educating the whole child for the whole world: The Ross Schools and the promise of education for the global era*. Berkeley CA: University of California Press.
- Hinton, C., Fischer, K. W., & Glennon, C. (2012). *Mind, Brain, and Education*. In N. Hoffman, A. Steinberg, & R. Wolfe (Eds.), *Students at the center: Teaching and learning in the era of the common core*. Boston MA: Jobs for the Future.

- Howell, A. J. (2019). Flourishing: Achievement-related correlates of students' well-being. *Journal of Positive Psychology*, 4, 1–13. doi:10.1080/17439760802043459
- Huang, C. (2011). Achievement goals and achievement emotions: a meta-analysis. *Educ. Psychol. Rev.* 23, 359–388. doi: 10.1007/s10648-011-9155-x
- Immordino-Yang, M. H. (2016). Embodied brains, social minds: Toward a cultural neuroscience of social emotion. In J. Chiao
- S.-C. Li, R. Seligman, & R. Turner (Eds.), *Oxford handbook of cultural neuroscience, Part II: Cultural neuroscience of emotion* (pp. 129-142). Oxford, UK: Oxford University Press
- Immordino-Yang, M. H., & Fischer, K. W. (2012). Neuroscience bases of learning. In V. G. Aukrust (Ed.), *Learning and cognition in education*. Amsterdam: Elsevier.
- Immordino-Yang, M. H., & Fischer, K. W. (2016). Embodied brains, social minds: Toward a cultural neuroscience of social emotion. In J. Chiao
- S.-C. Li, R. Seligman, & R. Turner (Eds.), *Oxford handbook of cultural neuroscience, Part II: Cultural neuroscience of emotion* (pp. 129-142). Oxford, UK: Oxford University Press
- Jones, D.E., Greenberg, M., & Crowley, M. (2015). "Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness." *American Journal of Public Health*, 105(11), pp.2283-2290.
- Jones, S.M. & Bouffard, S.M. (2012). "Social and emotional learning in schools: From programs to strategies." *Social Policy Report*, 26(4), pp.1-33.
- Krause, K.L. and Coates, H. (2018) Students' Engagement in First-Year University. *Assessment & Evaluation in Higher Education*, 33, 493-505.
- Kusumajati, D.A., Ruman, Y.S. and Oktriono, K. (2017). The Influence of Lecturers' Competencies towards Students' Performance Motivation: A Case Study at Higher Education. Presented at International Symposium on Educational Technology
- Leyro, T. M. (2015). Distress Tolerance and Psychopathological Symptoms and Disorders: A Review of the Empirical Literature among Adults. *Psychol Bull*; 136(4): 576–600.
- Mascolo, M. F., & Fischer, K. W. (2010). The dynamic development of thinking, feeling, and acting over the lifespan. In R. M. Lerner & W. F.
- Merrell, K.W. & Gueldner, B.A. (2014). *Social and emotional learning in the classroom: Promoting mental health and academic success*. New York: Guilford Press.
- O'Cleirigh, C. (2017). Does Distress Tolerance Moderate the Impact of Major Life Events on Psychosocial Variables and Behaviors Important in the Management of HIV? *Behav Ther*; 38(3): 314–323.
- Ojeda, L., Flores, L. Y., & Navarro, R. L. (2011). Social cognitive predictors of Mexican American college students' academic and life satisfaction. *Journal of Counseling Psychology*, 58, 61–71. doi:10.1037/a0021687
- Olaitan, A.W. (2018). Effects on Perceived Lecturer's Competence and Classroom Environment on Students' Academic Performance. *Global Journal of Arts, Humanities and Social Sciences*, vol. 6, issue 5, pp. 68-77
- Patton, M. (2014). *Qualitative Research & Evaluation Methods Integrating Theory and Practice*
- Proctor, C., Linley, P. A., & Maltby, J. (2010). Very happy youths: Benefits of very high life satisfaction among adolescents. *Social Indicators Research*, 98, 519–532. doi:10.1007/s11205-009-9562-2
- Renshaw, T. L., & Cohen, A. S. (2014). Life satisfaction as a distinguishing indicator of college student functioning: Further validation of the two-continua model of mental health. *Social Indicators Research*, 117, 319–334. doi:10.1007/s11205-013-0342-7
- Routledge, M. (2013). *Parallel and distributed computation: numerical methods* Donald, Ed. Publisher: New York.
- Sen, K. (2021). Importance of teacher-student interaction. Department of Education and Counselling, The Education University of Hong Kong, 10 Lo Ping Road, Hong Kong
- Siahpush, M., Spittal, M., & Singh, G. K. (2008). Happiness and life satisfaction prospectively predict self-rated health, physical health, and the presence of limiting, long-term health conditions. *American Journal of Health Promotion*, 23, 18–26. doi:10.4278/ajhp.061023137
- Sklad, M., Diekstra, R., Ritter, M.D., Ben, J., & Gravestijn, C. (2012). "Effectiveness of school-based universal social, emotional, and behavioral programs: Do they enhance students' development in the area of skill, behavior, and adjustment?" *Psychology in the Schools*, 49(9), pp.892-909.
- Suarman, D. (2014). Gender Differences on Students Satisfaction: The Role of Teaching Quality in Higher Education. *Middle East Journal of Scientific Research*, vol. 21, issue 9, pp. 1434-1441
- Thapa, A., Cohen, J., Gulley, S., & Higgins-D'Alessandro, A. (2013). "A review of school climate research." *Review of Educational Research*, 83(3), pp.357-385.
- Thoman, D.B., Smith, J.L., and Silvia, P. (2011). The resource replenishment function of interest. *Social Psychological & Personality Science*. 2011; 2:592–599. doi: 10.1177/1948550611402521.