



Global Resources for Assessment Curriculum and Evaluation, Inc.

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**Exploring  
Socioemotional  
Competencies as  
Predictors of Academic  
Achievement: A study  
among Filipino students  
in selected private  
schools in Metro Manila**

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## Abstract

Socioemotional competencies (SEC) are increasingly recognized as important components of academic success beyond cognitive ability and achievement. Limited research has been conducted to assess the predictive ability of socioemotional competencies with academic achievement in the Philippines. To narrow this gap, this study investigates SEC as a predictor of academic performance in Filipino students at the primary ( $n=200$ ), intermediate ( $n=200$ ), and Junior High School ( $n=250$ ) levels. SEC is measured through five-interconnected components (self-awareness, self-management, social skills, academic self-regulation, and grit), while academic achievement is measured through students' scores. Multiple linear regression was performed to investigate the relationship between the variables.

Results indicate a significant yet mild correlation between socioemotional competencies and achievement test scores across subjects and grade levels. Multiple regression analysis revealed that combined SEC scores accounted for a modest portion of the variance in English, Math, and Science scores at the primary ( $r=.316, .341, .256$  for English, Math, and Science, respectively;  $p=< .001$ ), intermediate ( $r=.198, .271, .163$ ;  $p=.005, < .001, .021$ ) and junior high school levels ( $r=.176, .182, .255$ ;  $p=.005, .004, < .001$ ). At the primary level, self-awareness emerged as a significant predictor of English and Science scores, while at the intermediate level, no individual SEC components significantly predicted academic achievement. In Junior High School, English scores were significantly predicted by self-management and grit, while Science scores were significantly predicted by grit and social skills.

These grade-specific variations suggest a developmental trajectory in how socioemotional skills influence academic performance. The findings call for further exploration of the relationship between achievement test scores and individual components of the SEC. Grade-specific shifts in how socioemotional skills affect achievement call for wider exploration beyond the individual in intermediate and junior high school. Tailored interventions based on individual needs, further exploration of developmental complexities in SECs and education, and SEL integration into teacher training and curricula are recommended based on the results of this study.