



Global Resources for Assessment Curriculum and Evaluation, Inc.

**Presented at
Philippine Educational Measurement
and Evaluation Association (PEMEA)
2024**

**Linking Achievement
Scores and Socioemotional
Competencies:
A Comprehensive Analysis
Across Selected Philippine
Private School Students**

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Abstract

Developing socio-emotional skills from early childhood is strongly associated with later success in achieving goals, managing challenges, and building positive relationships, all of which contribute to academic success. During these formative years, students transition from home life to school, where interactions with diverse individuals shape their sense of self, relationship-building abilities, and understanding of social norms. Research indicates that enhancing socio-emotional competencies in schools supports children's socio-emotional, behavioral, and academic achievement. This study investigated the relationship between socio-emotional competencies (SECs) and academic performance in English and Mathematics among Grades 1-3 students in Philippine private schools.

Theories of Emotional Intelligence and Social Emotional Learning suggest that early development of socio-emotional abilities is crucial for better academic performance and broader success. The researchers hypothesized that Filipino primary students with higher SECs would perform better on achievement tests. A descriptive correlational design was employed to explore this relationship. Results revealed a moderate positive correlation between SEC and achievement in both English and Mathematics ($r=.559, .474, .445$; $p<.000$ in English; $r=.590, .488, .447$; $p=.000$ in Mathematics). Specific SECs, such as self-awareness and social skills, exhibited varying levels of development across grade levels and subjects.

The findings underscore the importance of early socio-emotional development, particularly in social skills and grit, and advocate for an integrated approach to support both academic and socio-emotional growth. The study recommends focusing on the assessment of SEC in primary students, implementing comprehensive programs that address both academic and socio-emotional skills, providing teacher training, and integrating socio-emotional learning into educational policies.

Keywords: socio-emotional competencies, academic achievement, correlation, Philippine private schools, student development.