

Senior High School Students' Social – Emotional Learning and Academic Achievement: a Correlational Study Towards an Affective Nurturance Program

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ABSTRACT

Social and emotional learning (SEL) competencies such (Self-Awareness, Self-Management, Responsible decision making, Relationship Skills and Social-Awareness, provides a foundation for safe and positive learning, and enhances students' ability to overcome their emotions in their behaviors, enhances students succeed in school, careers, and life. This study was carried out to determine the relationship between social-emotional learning and academic achievement of Canossa Senior High School students in Timor Leste, in order to generate instructional inputs that helped students develop their mental, emotional and social abilities at the same time to be used as basis to generate a nurturance program to strengthen the promotion of social and emotional learning. From the total population of 1,123 students, two hundred and ninety-five (295) students were randomly selected for this study. Data collected were analysed with descriptive-correlation design and Statistical Package for the Social Sciences (SPSS). The results showed that 100% of the respondents were between 15 - 19 years of age, predominantly female (63.70%), from year level Eleven (46.1%) and Twelve (53.9%). The results of the respondents SEL competencies revealed in Self-Awareness (3.70%), Self-Management (3.71%), Responsible Decision-Making (3.55%), Relationship Skills (3.67%) and Social-Awareness (3.60%). The study concludes that students' self-awareness, self-management, responsible decision making, relationships skills and social-awareness have serious influence on students' performance and school achievement. Hereby recommended that to make SEL applicable in students' lives, "school institution or school leaders play a critical role in fostering school wide activities and policies that promote positive school environments, such as establishing a team to address the building climate; adult modeling of social and emotional competence; and developing clear norms, values, and expectations for students and staff members.

Keywords: *Senior high school Students, Social-Emotional Learning, Academic Achievement, Effective Nurturance Programs.*

1.INTRODUCTION

Social and Emotional Learning provides the competencies skills to develop student's self-awareness that allowing students to access a greater understanding of how positive actions lead to and improved self-image. Self-Management as social-emotional skills grow, when children and young adults begin to understand of self-management, especially as it pertains to intrinsic motivation, emotional management, and setting personal goals. Social awareness encourages students and adult social awareness on both individual level with personal relationship, and on a broader scope about diverse perspectives. Relationship skills empower students to develop relationships by providing strategies for conflict resolution and teaching that and awareness of the other person's needs is integral to building positive relationship. Responsible decision-making is particularly important as we analyse the consequences of our individual and institutional actions on others' health and safety, make decisions that promote collective well-being, and engage in collective action to form a more just and equitable society. (DiFazio & Roeser, 2020). The basic approach is to teach learning skills by building on the students' abilities and strengths so that create more self- confident and free to express their ideas and taught. SEL provided a specific skill in preparing children to be more responsible, productive, caring, and engaged

citizens. Ensuring that students connect to their peers and have strong supporting relationships with adults in school will go a long way toward helping them cope and get to a place mentally where they are ready to learn. (CASEL, 2018)

Research has also shown that students with learning disabilities are often less accepted and may be rejected by their peers. Social rejection can result in feelings of loneliness, which, in turn, may lead to psychological difficulties such as anxiety and depression. Students with LDs are being different from their peers can set student up for targeting by bullies, students with LDs **feel less competent and less confident** than their peers and therefore feel less able and less entitled to stand up for themselves. This may be aggravated by their difficulty expressing thoughts and feelings. When students experience constant struggle and failure, students may develop **negative self-esteem**, even when others offer support and encouragement. Low self-esteem and a lack of confidence only serve to further interfere with learning and academic success and can reinforce a **cycle of failure and negativity**. Strong feelings of frustration, **anger, sadness, or shame** can lead to psychological difficulties such as **anxiety and depression** (LD @ School, 2021).

Students' behaviors are a problem that schools confront by necessity, given its serious consequences for academic performance. The large number of factors who affected high school students' social and emotional learning are considered responsible for students' classroom behaviors. The reality of modern technology brought huge challenges that also affected Canossa Senior High School students to make quality discernment for their choices. As a teacher in Canossa school, I observed that most of our students do not really have maturity enough to recognize the certain actions that affect others, not able to direct their feeling in the right way, less capacity to regulate their own emotions and behaviors, less sensibility to recognize others' feelings. These issues affected students in their attitudes and behavioral, mental learning, bullying, students' lack of interest, lack of motivation, teacher attitude that affected civic engagement of students in order to priorities and focused on given their experience and passion in their learning process. Students' misbehavior is a problem affecting schools around the world. Students' behaviors are a problem that schools confront by necessity, given its serious consequences for academic performance. The large number of factors who affected high school students' social and emotional learning are considered responsible for students' classroom behaviors. The reality of modern technology brought huge challenges that also affected Canossa Senior High School students to make quality discernment for their choices. As a teacher in Canossa school, I observed that most of our students do not really have maturity enough to recognize the certain actions that affect others, not able to direct their feeling in the right way, less capacity to regulate their own emotions and behaviors, less sensibility to recognize others' feelings. These issues affected students in their attitudes and behavioral, mental learning, bullying, students' lack of interest, lack of motivation, teacher attitude that affected civic engagement of students in order to priorities and focused on given their experience and passion in their learning process. The aim of this study is to determine the relationship between social-emotional learning and academic achievement of Canossa Senior High School students in order to generate instructional inputs that will help students develop their mental, emotional and social abilities.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:

1.1 Age;

1.2 Sex;

1.3 Year level;

1.4 General weighted average?

2. What is the level of the respondents' social-emotional learning competencies in terms of:

2.1 Self-awareness;

2.2 Self-management;

2.3 Responsible decision-making;

2.4 Relationship skills; and

2.5 Social awareness?

3. Is there a significant difference between the student's profile and the level of the student's social emotional learning competencies?

4. Is there a significant relationship between the student's profile and the level of the student's social emotional learning competencies?

What nurturance program may be created in order to help students develop their social, emotional and mental abilities

2.METHODOLOGY

Research Design/ Research Locale and Research Participants

This study utilized the descriptive-correlation design. This research conducted at Canossa Senior High School, located in Comoro, Has-laran Dili, Timor Leste, from the total population of 1,123 students', two hundred and ninety five (295) students were randomly selected.

Research Instrument

This research utilizes parts of the Panorama SEL Measures developed in 2015. Five competencies out of ten were included in the study. The five were chosen based on identified competencies by the Collaborative for Academic, Social and Emotional Learning (2018). These SEL Measures have been used in thousands of schools across the United States and were checked for validity and reliability. Its internal consistency reliability is between 0.68 and 0.78 for all scales.

3.RESULTS AND DISCUSSION

Table 1. Profile of the Respondents According to Sex

Sex	Frequency	Percentage
Male	107	36.30
Female	188	63.70
Total	295	100.00

As shown in table 1, in the gender frequency table of the respondents from the data of Senior High school students surveys conducted in 2022, total respondents 295 or 100% were male with the total frequency 107 or 36.30% while female with the total frequency 188 or 63.70%. The results show that among the profile of the respondents according to sex, the female with the great number of the frequency 188 or 63.70%. It means that the number of females is more participated than males in this research.

Table 2. Profile of the Respondents According to Age

Age	Frequency	Percentage
15	51	17.30
16	116	39.30
17	100	33.90
18	26	8.80
19	2	0.70
Total	295	100.00

Based on the results of table 2, Senior high school students collected the lower age of the respondents was fifteen (15) with the frequency fifty-one (51) or 17.30%, while the high age of respondents was nineteen (19) with the frequency 2 or 0.70%; among those ages the highest frequency of the profile according to the age was sixteen (16) with frequency one hundred sixteen (116) or 39.30%. The percentage in this table shows that the allocation of the questionnaires to the respondents was in no way influence by bias. It is a true reflection of the researcher according to the distribution of questionnaires.

Table 3. Profile of the respondents according to the Year Level

Year Level	Frequency	Percentage
11	136	46.1
12	159	53.9
Total	295	100.00

The results of table 3 revealed the percentage of the sample of the respondents was 100% composed by year level 11 and 12. The lower levels of the respondents were level 11 with frequency 136 or 46.1%. The highest frequency of the respondents of year level 12 with frequency 159 or 53.9%. It means that the majority of the respondents from year level 12.

Table 4. Summary of the Respondents' Social-Emotional Level

Social-Emotional Learning Competencies	Over all Mean	Interpretation	Rank
Self-awareness	3.70	Good/Partly suitable for parameter	2
Self-management	3.71	Good/Partly suitable for parameter	1
Responsible Decision-Making	3.55	Good/Partly suitable for parameter	5
Relationship Skills	3.67	Good/Partly suitable for parameter	3
Social Awareness	3.60	Good/Partly suitable for parameter	4

4.50 – 5.00- Very Good / Highly Suitable for parameter

3.50 – 4.49- Good / Partly Suitable for parameter

2.50 – 3.49- Moderate / Fair

1.50 – 2.49- Bad / Low suitability

1.00 – 1.49- Very Bad/ Component is not existed

Table 4 present the summary of the Respondents' Social-Emotional Level. The result manifested that senior high school students' in terms of social emotional learning competencies revealed in **Self-management** as a first or (R=1) with mean average of 3.71%, Self –awareness (R=2) with mean average of 3.70% and the lastly Relationship skills with mean average of 3.67%. Among the five social learning competencies revealed that Responsible **Decision-Making** is the lowest or (R=5) with mean average of 3.55% which interpretation is "Good/Partly suitable for parameter".

Table 5. Significant Difference between Social Learning Competencies and Age

Profile	Social Learning Competencies	F	Sig	Int.	Dec.
Age	1 I'm aware of my abilities and limitations?	0.554	0.696	Not Significant	Reject
Self-Awareness	2 I am realistic about myself?	2.997	0.019	Significant	Accept
	3 I am consistent in different situations or with different people?	1.287	0.279	Not Significant	Reject
	4 I have compassion and acceptance for others?	1.254	0.288	Not Significant	Reject
	5 I interact well with peers?	0.539	0.707	Not Significant	Reject
	6 I feel generally positive about self-awareness?	0.306	0.874	Not Significant	Reject

Profile	Social Learning Competencies	F	Sig	Int.	Dec.
	7 I am reflective?	0.627	0.643	Not Significant	Reject
Self- Management	1 How often did you come to class prepared?	0.547	0.701	Not Significant	Reject
	2 How often did you follow directions in class?	0.573	0.683	Not Significant	Reject
	3 How often did you get your work done right away, instead of waiting until the last minute?	1.192	0.315	Not Significant	Reject
	4 How often did you pay attention and resist distractions?	2.037	0.089	Not Significant	Reject
	5 How often did you allow others to speak without interruption?	2.047	0.088	Not Significant	Reject
	6 How often were you polite to adults?	0.998	0.409	Not Significant	Reject
	7 How often were you polite to other students?	4.606	0.173	Not Significant	Reject
Responsible Decision Making	1 How often did you stay calm, observe, and identify the problem?	0.570	0.684	Not Significant	Reject
	2 How often did you stop, and analyse the situation that happen in your life?	1.587	0.178	Not Significant	Reject
	3 How often did you make the choice to solve the problem?	0.946	0.438	Not Significant	Reject
	4 How often did you Aware of the different perspectives of people affected by their decision?	0.325	0.861	Not Significant	Reject
	5 How often did you capture your thoughts as you consider the choices and their consequences?	1.377	0.242	Not Significant	Reject
Relationships skills	1 Do you have a teacher, or other adult from school who you can count on to help you, no matter what?	1.271	0.281	Not Significant	Reject
	2 Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	1.726	0.144	Not Significant	Reject
	3 Do you have a friend from school who you can count on to help you, no matter what?	0.342	0.850	Not Significant	Reject

Profile	Social Learning Competencies	F	Sig	Int.	Dec.
	4 Do you have a teacher or other adult from school that you can be completely yourself around?	4.019	0.003	Significant	Accept
	5 Do you have a family member or other adult outside of school that you can be completely yourself around?	1.756	0.138	Not Significant	Reject
Social-Awareness	1 How carefully did you listen to other people's points of view?	0.318	0.866	Not Significant	Reject
	2 How much did you care about other people's feelings?	1.668	0.157	Not Significant	Reject
	3 How often did you compliment others' accomplishments?	0.661	0.619	Not Significant	Reject
	4 How well did you get along with students who are different from you?	0.712	0.584	Not Significant	Reject
	5 How clearly were you able to describe your feelings?	0.474	0.755	Not Significant	Reject
	6 When others disagreed with you, how respectful were you of their views?	2.769	0.026	Significant	Accept
	7 To what extent were you able to stand up for yourself without putting others down?	0.231	0.921	Not Significant	Reject

Table (5) presents that only Item No. 2 “I am realistic about myself?” [F =2.997, Sig = 0.019] under self-awareness showed significant difference in terms of age. The statistically revealed an S value of 0.019, which is below the critical value of 2.997, degree of freedom required to accept the hypothesis. The result showed that social learning competencies related to the age of respondents indicated that the students are aware and realistic about themselves with others. According to the Difazio & Roeser, (2020) the students develop awareness and management of their emotions, set and achieve important personal and academic goals, use social-awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision-making and responsible behaviors to achieve school and life success.

Table 6. Significant Difference between Social Learning Competencies and Sex

Profile	Social Learning Competencies	T	Sig	Int	Dec
Sex	1 I'm aware of my abilities and limitations?	0.192	0.662	Not Significant	Reject
Self-Awareness	2 I am realistic about myself?	2.307	0.130	Not Significant	Reject
	3 I am consistent in different situations or with different people?	2.333	0.128	Not Significant	Reject
	4 I have compassion and acceptance for others?	1.824	0.178	Not Significant	Reject
	5 I interact well with peers?	2.289	0.131	Not Significant	Reject

Profile	Social Learning Competencies	T	Sig	Int	Dec
Self-management	6 I feel generally positive about self-awareness?	0.366	0.546	Not Significant	Reject
	7 I am reflective?	1.464	0.227	Not Significant	Reject
	1 How often did you come to class prepared?	2.663	0.104	Not Significant	Reject
	2 How often did you follow directions in class?	0.198	0.657	Not Significant	Reject
	3 How often did you get your work done right away, instead of waiting until the last minute?	1.705	0.193	Not Significant	Reject
	4 How often did you pay attention and resist distractions?	1.012	0.315	Not Significant	Reject
	5 How often did you allow others to speak without interruption?	0.176	0.675	Not Significant	Reject
Responsible Decision-Making	6 How often were you polite to adults?	0.148	0.700	Not Significant	Reject
	7 How often were you polite to other students?	0.089	0.766	Not Significant	Reject
	1 How often did you stay calm, observe, and identify the problem?	4.749	0.030	Significant	Accept
	2 How often did you stop, and analyse the situation that happen in your life?	3.081	0.080	Not Significant	Reject
	3 How often did you make the choice to solve the problem?	0.341	0.560	Not Significant	Reject
Relationship-Skills	4 How often did you aware of the different perspectives of people affected by their decision?	0.919	0.339	Not Significant	Reject
	5 How often did you capture your thoughts as you consider the choices and their consequences?	2.676	0.103	Not Significant	Reject
	1 Do you have a teacher, or other adult from school who you can count on to help you, no matter what?	2.445	0.119	Not Significant	Reject
	2 Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	1.245	0.265	Not Significant	Reject
	3 Do you have a friend from school who you can count on to help you, no matter what?	5.078	0.025	Significant	Accept
So	4 Do you have a teacher or other adult from school that you can be completely yourself around?	0.098	0.754	Not Significant	Reject
	5 Do you have a family member or other adult outside of school that you can be completely yourself around?	7.297	0.007	Significant	Accept
So	1 How carefully did you listen to other people's points of view?	0.096	0.757	Not Significant	Reject

Profile	Social Learning Competencies	T	Sig	Int	Dec
2	How much did you care about other people's feelings?	0.488	0.485	Not Significant	Reject
3	How often did you compliment others' accomplishments?	0.698	0.400	Not Significant	Reject
4	How well did you get along with students who are different from you?	0.115	0.735	Not Significant	Reject
5	How clearly were you able to describe your feelings?	3.333	0.069	Not Significant	Reject
6	When others disagreed with you, how respectful were you of their views.	0.142	0.706	Not Significant	Reject
7	To what extent were you able to stand up for yourself without putting others down?	0.584	0.445	Not Significant	Reject

Table 6 presents that the significant between social learning competencies and sex shown in responsible decision-making, only item No. 1 “How often did you stay calm, observe, and identify the problem? [F=4.749, Sig= 0.030] and relationships skills item (3&5) No.3 “How often did you make the choice to solve the problem?” [F=5.078, Sig=0.025, and item No.5 “How often did you capture your thoughts as you consider the choices and their consequences?” [F=7.297, Sig= 0.007] under responsible decision-making (item n=1) and relationships skills (items n= 3 &5) shows significant difference in terms of sex. The results indicated that the students were able to regulate their emotion with every situation affected their choices, able to identified, analyzed, and explore the potential of each action with peers.

Table 7. Significant Difference between Social Learning Competencies and Year Level

Profile	Social Learning Competencies	F	Sig	Interpretation	Decision
Year Level	1 I'm aware of my abilities and limitations?	0.252	0.616	Not Significant	Reject
	2 I am realistic about myself?	6.049	0.014	Significant	Accept
	3 I am consistent in different situations or with different people?	0.191	0.663	Not Significant	Reject
	4 I have compassion and acceptance for others?	0.340	0.560	Not Significant	Reject
	5 I interact well with peers?	0.320	0.572	Not Significant	Reject
	6 I feel generally positive about self-awareness?	0.325	0.569	Not Significant	Reject
	7 I am reflective?	0.584	0.445	Not Significant	Reject
Self-management	1 How often did you come to class prepared?	1.718	0.191	Not Significant	Reject
	2 How often did you follow directions in class?	6.174	0.014	Significant	Accept
	3 How often did you get your work done right away, instead of waiting until the last minute?	0.501	0.479	Not Significant	Reject
	4 How often did you pay attention and resist distractions?	0.071	0.790	Not Significant	Reject
	5 How often did you allow others to speak without interruption?	0.047	0.829	Not Significant	Reject

Profile	Social Learning Competencies	F	Sig	Interpretation	Decision
	6 How often were you polite to adults?	4.239	0.040	Significant	Accept
	7 How often were you polite to other students?	0.341	0.560	Not Significant	Reject
Responsible Decision-Making	1 How often did you stay calm, observe, and identify the problem?	0.099	0.753	Not Significant	Reject
	2 How often did you stop, and analyse the situation that happen in your life?	3.726	0.055	Not Significant	Reject
	3 How often did you make the choice to solve the problem?	9.637	0.002	Significant	Accept
	4 How often did you aware of the different perspectives of people affected by their decision?	0.011	0.916	Not Significant	Reject
	5 How often did you capture your thoughts as you consider the choices and their consequences?	2.903	0.089	Not Significant	Reject
Relationship-Skills	1 Do you have a teacher, or other adult from school who you can count on to help you, no matter what?	1.802	0.180	Not Significant	Reject
	2 Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	6.042	0.015	Significant	Accept
	3 Do you have a friend from school who you can count on to help you, no matter what?	0.039	0.845	Not Significant	Reject
	4 Do you have a teacher or other adult from school that you can be completely yourself around?	11.430	0.001	Significant	Accept
	5 Do you have a family member or other adult outside of school that you can be completely yourself around?	3.269	0.072	Not Significant	Reject
Social -Awareness	1 How carefully did you listen to other people's points of view?	1.933	0.166	Not Significant	Reject
	2 How much did you care about other people's feelings?	2.774	0.097	Not Significant	Reject
	3 How often did you compliment others' accomplishments?	1.876	0.172	Not Significant	Reject
	4 How well did you get along with students who are different from you?	1.031	0.311	Not Significant	Reject
	5 How clearly were you able to describe your feelings?	2.266	0.133	Not Significant	Reject
	6 When others disagreed with you, how respectful were you of their views?	19.495	0.000	Significant	Accept

Profile	Social Learning Competencies	F	Sig	Interpretation	Decision
7	To what extent were you able to stand up for yourself without putting others down?	0.108	0.742	Not Significant	Reject

Table 7 presents that the significant between social learning competencies and Year Level shown in self-awareness, item No. 2 “I am realistic about myself?” [F= 6.049, Sig= 0.014], self-management item No.2” How often did you follow directions in class?” [F=6.174, Sig=0.014], No.6 “How often were you polite to adults?” [F=4.239, Sig=0.040], responsible decision-making item No.3 “How often did you make the choice to solve the problem?” [F=9.637, Sig= 0.002], relationship-skills item no (2 &4) no.2” How often did you stop, and analyzed the situation that happen in your life?” [F=6.042, Sig= 0.015], item no.4” How often did you aware of the different perspectives of people affected by their decision?” [F=11.430, Sig= 0.001], and social awareness item no.6” When other disagreed with you, how respectful were you of their views?” [F=19.495, Sig= 0.000] under self-awareness (item n=2) self-management (item n=2&6), responsible decision-making (item n=3), relationship-skills (item n=3 & 4), and social awareness (item n=6) shows significant difference in terms of social learning competencies and year level. The results shown that the significant difference between social learning competencies and year level reflected to the characteristic of students were the results revealed that the students are develop healthy identity to manage their emotion, feel and showed empathy for others.

Table 8. Significant Difference between Social Learning Competencies and General Weighted Mean

Profile	Social Learning Competencies	F	Sig	Interpretation	Decision
GWM	1 I'm aware of my abilities and limitations?	1.643	0.040	Significant	Accept
	2 I am realistic about myself?	0.968	0.504	Not Significant	Reject
	3 I am consistent in different situations or with different people?	0.633	0.893	Not Significant	Reject
	4 I have compassion and acceptance for others?	1.690	0.032	Significant	Accept
	5 I interact well with peers?	1.045	0.409	Not Significant	Reject
	6 I feel generally positive about self-awareness?	0.854	0.650	Not Significant	Reject
	7 I am reflective?	1.182	0.266	Not Significant	Reject
Self-Awareness	1 How often did you come to class prepared?	2.247	0.212	Not Significant	Reject
	2 How often did you follow directions in class?	1.528	0.068	Not Significant	Reject
	3 How often did you get your work done right away, instead of waiting until the last minute?	1.497	0.078	Not Significant	Reject
	4 How often did you pay attention and resist distractions?	1.379	0.128	Not Significant	Reject
	5 How often did you allow others to speak without interruption?	0.944	0.534	Not Significant	Reject
	6 How often were you polite to adults?	1.939	0.009	Significant	Accept
Self-management					

Profile	Social Learning Competencies	F	Sig	Interpretation	Decision	
Responsible Decision-Making	7 How often were you polite to other students?	0.936	0.545	Not Significant	Reject	
	1 How often did you stay calm, observe, and identify the problem?	1.941	0.009	Significant	Accept	
	2 How often did you stop, and analyse the situation that happen in your life?	0.768	0.758	Not Significant	Reject	
	3 How often did you make the choice to solve the problem?	1.111	0.335	Not Significant	Reject	
	4 How often did you aware of the different perspectives of people affected by their decision?	0.965	0.507	Not Significant	Reject	
	5 How often did you capture your thoughts as you consider the choices and their consequences?	1.486	0.081	Not Significant	Reject	
	Relationship-Skills	1 Do you have a teacher, or other adult from school who you can count on to help you, no matter what?	0.911	0.577	Not Significant	Reject
		2 Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	0.644	0.884	Not Significant	Reject
		3 Do you have a friend from school who you can count on to help you, no matter what?	0.991	0.475	Not Significant	Reject
		4 Do you have a teacher or other adult from school that you can be completely yourself around?	1.182	0.267	Not Significant	Reject
5 Do you have a family member or other adult outside of school that you can be completely yourself around?		1.081	0.368	Not Significant	Reject	
Social -Awareness	1 How carefully did you listen to other people's points of view?	1.471	0.087	Not Significant	Reject	
	2 How much did you care about other people's feelings?	1.083	0.366	Not Significant	Reject	
	3 How often did you compliment others' accomplishments?	1.045	0.410	Not Significant	Reject	

Profile	Social Learning Competencies	F	Sig	Interpretation	Decision
	4 How well did you get along with students who are different from you?	1.297	0.176	Not Significant	Reject
	5 How clearly were you able to describe your feelings?	0.682	0.850	Not Significant	Reject
	6 When others disagreed with you, how respectful were you of their views.	1.271	0.194	Not Significant	Reject
	7 To what extent were you able to stand up for yourself without putting others down?	0.719	0.813	Not Significant	Reject

Table 8 presents that the significant between social learning competencies and GWM shown in self-awareness, item No. 1 “I’m aware of my abilities and limitations?” [F= 1.643, Sig= 0.040], item No.4” I have compassion and acceptance for others?” [F=1.690, Sig=0.032], self-management item No.6 “How often were you polite to adults?” [F=1.939, Sig=0.009], and responsible decision-making item No.1 “How often did you stay calm, observe, and identify the problem?” [F=1.941, Sig= 0.009] under self-awareness (item n=1&4), self-management (item n=6), and responsible decision-making (item n=1) shows significant difference in terms of GWM.

Table 9. Significant Relationship between Social Learning Competencies and Age

Profile	Social Learning Competencies	r	Sig	Interpretation	Decision
Age	1 I'm aware of my abilities and limitations?	0.040	0.497	Not Significant	Reject
	2 I am realistic about myself?	-0.013	0.821	Not Significant	Reject
Self-Awareness	3 I am consistent in different situations or with different people?	-0.140	0.016	Significant	Accept
	4 I have compassion and acceptance for others?	0.009	0.883	Not Significant	Reject
	5 I interact well with peers?	0.098	0.093	Not Significant	Reject
	6 I feel generally positive about self-awareness?	0.043	0.463	Not Significant	Reject
	7 I am reflective?	0.030	0.612	Not Significant	Reject
Self-management	1 How often did you come to class prepared?	0.063	0.280	Not Significant	Reject
	2 How often did you follow directions in class?	0.127	0.029	Significant	Accept
	3 How often did you get your work done right away, instead of waiting until the last minute?	0.081	0.164	Not Significant	Reject
	4 How often did you pay attention and resist distractions?	-0.003	0.958	Not Significant	Reject

Profile	Social Learning Competencies	r	Sig	Interpretation	Decision
Responsible Decision-Making	5 How often did you allow others to speak without interruption?	0.020	0.731	Not Significant	Reject
	6 How often were you polite to adults?	0.019	0.747	Not Significant	Reject
	7 How often were you polite to other students?	-0.047	0.423	Not Significant	Reject
	1 How often did you stay calm, observe, and identify the problem?	-0.016	0.787	Not Significant	Reject
	2 How often did you stop, and analyse the situation that happen in your life?	0.092	0.114	Not Significant	Reject
	3 How often did you make the choice to solve the problem?	-0.028	0.630	Not Significant	Reject
	4 How often did you aware of the different perspectives of people affected by their decision?	0.099	0.088	Not Significant	Reject
Relationship-Skills	5 How often did you capture your thoughts as you consider the choices and their consequences?	-0.035	0.549	Not Significant	Reject
	1 How often did you stay calm, observe, and identify the problem?	0.060	0.308	Not Significant	Reject
	2 How often did you stop, and analyse the situation that happen in your life?	-0.078	0.182	Not Significant	Reject
	3 How often did you make the choice to solve the problem?	0.054	0.359	Not Significant	Reject
	4 How often did you aware of the different perspectives of people affected by their decision?	0.050	0.394	Not Significant	Reject
Social -Awareness	5 How often did you capture your thoughts as you consider the choices and their consequences?	-0.070	0.234	Not Significant	Reject
	1 How carefully did you listen to other people's points of view?	-0.036	0.538	Not Significant	Reject
	2 How much did you care about other people's feelings?	-0.056	0.337	Not Significant	Reject
	3 How often did you compliment others' accomplishments?	0.060	0.300	Not Significant	Reject
4 How well did you get along with students who are different from you?	0.019	0.744	Not Significant	Reject	

Profile	Social Learning Competencies	r	Sig	Interpretation	Decision
5	How clearly were you able to describe your feelings?	0.136	0.020	Significant	Accept
6	When others disagreed with you, how respectful were you of their views.	-0.133	0.020	Significant	Accept
7	To what extent were you able to stand up for yourself without putting others down?	-0.020	0.731	Not Significant	Reject

Table 9 presents that the significant relationship between social learning competencies and age shown in self-awareness item No.3 "I am consistent in different situations or with or with different people?" [$r=-0.140$, $Sig=0.016$], self-management; item No.2 "How often did you follow directions in class?" [$r=0.127$, $Sig=0.029$], social awareness item (5&6) no.5 "How clearly were you able to describe your feelings?" [$r=1.136$, $Sig=0.020$], and item No.6 "When other disagreed with you, how respectful were you of their views?" [$r=-0.133$, $Sig=0.020$] under self-awareness (Item=3), self-management (item n=2) and social-awareness (item n=5 & 6), shows significant difference between social learning competencies and age.

Table 10. Significant Relationship between Social Learning Competencies and Sex

Profile	Social Learning Competencies	r	Sig	Interpretation	Decision
Sex	1 I'm aware of my abilities and limitations?	0.192	0.662	Not Significant	Reject
	2 I am realistic about myself?	2.307	0.130	Not Significant	Reject
	3 I am consistent in different situations or with different people?	2.333	0.128	Not Significant	Reject
	4 I have compassion and acceptance for others?	1.824	0.178	Not Significant	Reject
	5 I interact well with peers?	2.289	0.131	Not Significant	Reject
	6 I feel generally positive about self-awareness?	0.366	0.546	Not Significant	Reject
	7 I am reflective?	1.464	0.227	Not Significant	Reject
Self-Awareness	1 How often did you come to class prepared?	2.663	0.104	Not Significant	Reject
	2 How often did you follow directions in class?	0.198	0.657	Not Significant	Reject
	3 How often did you get your work done right away, instead of waiting until the last minute?	1.705	0.193	Not Significant	Reject
	4 How often did you pay attention and resist distractions?	1.012	0.315	Not Significant	Reject
	5 How often did you allow others to speak without interruption?	0.176	0.675	Not Significant	Reject
	6 How often were you polite to adults?	0.148	0.700	Not Significant	Reject
	7 How often were you polite to other students?	0.089	0.766	Not Significant	Reject

Profile	Social Learning Competencies	r	Sig	Interpretation	Decision
Responsible Decision-Making	1 How often did you stay calm, observe, and identify the problem?	4.749	0.030	Significant	Accept
	2 How often did you stop, and analyse the situation that happen in your life?	3.081	0.080	Not Significant	Reject
	3 How often did you make the choice to solve the problem?	0.341	0.560	Not Significant	Reject
	4 How often did you aware of the different perspectives of people affected by their decision?	0.919	0.339	Not Significant	Reject
	5 How often did you capture your thoughts as you consider the choices and their consequences?	2.676	0.103	Not Significant	Reject
Relationship-Skills	1 Do you have a teacher, or other adult from school who you can count on to help you, no matter what?	2.445	0.119	Not Significant	Reject
	2 Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	1.245	0.265	Not Significant	Reject
	3 Do you have a friend from school who you can count on to help you, no matter what?	5.078	0.025	Significant	Accept
	4 Do you have a teacher or other adult from school that you can be completely yourself around?	0.098	0.754	Not Significant	Reject
	5 Do you have a family member or other adult outside of school that you can be completely yourself around?	7.297	0.007	Significant	Accept
Social -Awareness	1 How carefully did you listen to other people's points of view?	0.096	0.757	Not Significant	Reject
	2 How much did you care about other people's feelings?	0.488	0.485	Not Significant	Reject
	3 How often did you compliment others' accomplishments?	0.698	0.404	Not Significant	Reject

Profile	Social Learning Competencies	r	Sig	Interpretation	Decision
	4 How well did you get along with students who are different from you?	0.115	0.735	Not Significant	Reject
	5 How clearly were you able to describe your feelings?	3.333	0.069	Not Significant	Reject
	6 When others disagreed with you, how respectful were you of their views.	0.142	0.706	Not Significant	Reject
	7 To what extent were you able to stand up for yourself without putting others down?	0.584	0.445	Not Significant	Reject

Table 10 presents that the significant relationship between social learning competencies and sex shown responsible decision-making, item No.1 “How often did you stay calm, observe, and identify the problem?” [r=4.749, Sig= 0.030], Relationship-skills No.3 “How often did you make the choice to solve the problem?” [r=15.078, Sig=0.025, and item No.5 “How often did you capture your thoughts as you consider the choices and their consequences?” [r= 7.297, Sig= 0.007] under responsible decision-making (item n=1) and Relationships skills (item n=3 & 5), shows significant difference between social emotional learning and age.

Table 11. Significant Relationship between Social Learning Competencies and Year Level

Profile	Social Learning Competencies	r	Sig	Interpretation	Decision
Year Level	1 I'm aware of my abilities and limitations?	0.252	0.616	Not Significant	Reject
	2 I am realistic about myself?	6.049	0.014	Significant	Accept
	3 I am consistent in different situations or with different people?	0.191	0.663	Not Significant	Reject
	4 I have compassion and acceptance for others?	0.340	0.560	Not Significant	Reject
	5 I interact well with peers?	0.320	0.572	Not Significant	Reject
	6 I feel generally positive about self-awareness?	0.325	0.569	Not Significant	Reject
	7 I am reflective?	0.584	0.445	Not Significant	Reject
Self-Awareness	1 How often did you come to class prepared?	1.718	0.191	Not Significant	Reject
	2 How often did you follow directions in class?	6.174	0.014	Significant	Accept
	3 How often did you get your work done right away, instead of waiting until the last minute?	0.501	0.479	Not Significant	Reject
	4 How often did you pay attention and resist distractions?	0.071	0.790	Not Significant	Reject

	5	How often did you allow others to speak without interruption?	0.047	0.829	Not Significant	Reject
	6	How often were you polite to adults?	4.239	0.040	Significant	Accept
	7	How often were you polite to other students?	0.341	0.560	Not Significant	Reject
Responsible Decision-Making	1	How often did you stay calm, observe, and identify the problem?	0.099	0.753	Not Significant	Reject
	2	How often did you stop, and analyses the situation that happen in your life?	3.726	0.055	Not Significant	Reject
	3	How often did you make the choice to solve the problem?	9.637	0.002	Significant	Accept
	4	How often did you aware of the different perspectives of people affected by their decision?	0.011	0.916	Not Significant	Reject
	5	How often did you capture your thoughts as you consider the choices and their consequences?	2.903	0.089	Not Significant	Reject
Relationship-Skills	1	Do you have a teacher, or other adult from school who you can count on to help you, no matter what?	0.078	0.180	Not Significant	Reject
	2	Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	0.142	0.015	Significant	Accept
	3	Do you have a friend from school who you can count on to help you, no matter what?	-0.011	0.845	Not Significant	Reject
	4	Do you have a teacher or other adult from school that you can be completely yourself around?	0.194	0.001	Significant	Accept
	5	Do you have a family member or other adult outside of school that you can be completely yourself around?	0.105	0.072	Not Significant	Reject
Social	1	How carefully did you listen to other people's points of view?	0.081	0.166	Not Significant	Reject

2	How much did you care about other people's feelings?	0.097	0.097	Not Significant	Reject
3	How often did you compliment others' accomplishments?	0.080	0.172	Not Significant	Reject
4	How well did you get along with students who are different from you?	0.059	0.311	Not Significant	Reject
5	How clearly were you able to describe your feelings?	-0.088	0.133	Not Significant	Reject
6	When others disagreed with you, how respectful were you of their views.	-0.250	0.000	Significant	Accept
7	To what extent were you able to stand up for yourself without putting others down?	-0.019	0.742	Not Significant	Reject

Table 11 presents that the significant relationship between social learning competencies and year level shown Self-Awareness, item No.2 "I am realistic about myself?" [r=6.049, Sig=0.014], Self-Management, item No.2 "How often did you follow direction in class?" [r=6.174, Sig= 0.014], item No.6 "How often were you polite to adults?" [r=4.239, Sig=0.040, Responsible Decision-Making item No.3 "How often did you make the choice to solve the problem?" [r=9.637, Sig= 0.002], Relationship-Skills item No. 2 "How often did you stop, and analyse the situation that happen in your life?" [r=0.142, Sig=0.015], No.4 "How often did you aware of the different perspectives of people affected by their decision?" [r=0.194, Sig= 0.001], Social-Awareness item No.6 "When other disagreed with you, how respectful were you of their views?" [r=-0.250, Sig= 0.000], under Self-Awareness, (Item n=2), Self-Management (item n=2&6) Responsible Decision-Making (item n=3), Relationships skills (item n=2&4) and Social-Awareness (item n=6) shows significant difference between social learning competencies and year level.

Table 12. Significant Relationship between Social Learning Competencies and General Weighted Mean

Profile	Social Learning Competencies	r	Sig	Interpretation	Decision
GWM	1 I am aware of my abilities and limitations?	0.107	0.066	Not Significant	Reject
	2 I am realistic about myself?	-0.043	0.467	Not Significant	Reject
	3 I am consistent in different situations or with different people?	0.073	0.213	Not Significant	Reject
	4 I have compassion and acceptance for others?	0.074	0.205	Not Significant	Reject
	5 I interact well with peers?	0.100	0.085	Not Significant	Reject
	6 I feel generally positive about self-awareness?	0.005	0.926	Not Significant	Reject
	7 I am reflective?	0.114	0.050	Significant	Accept
Self-manage	1 How often did you come to class prepared?	0.086	0.139	Not Significant	Reject
	2 How often did you follow directions in class?	0.208	0.000	Significant	Accept

Profile	Social Learning Competencies	r	Sig	Interpretation	Decision
	3 How often did you get your work done right away, instead of waiting until the last minute?	0.051	0.382	Not Significant	Reject
	4 How often did you pay attention and resist distractions?	0.116	0.046	Significant	Accept
	5 How often did you allow others to speak without interruption?	0.075	0.197	Not Significant	Reject
	6 How often were you polite to adults?	0.102	0.081	Not Significant	Reject
	7 How often were you polite to other students?	0.081	0.163	Not Significant	Reject
Responsible Decision-Making	1 How often did you stay calm, observe, and identify the problem?	0.066	0.260	Not Significant	Reject
	2 How often did you stop, and analyse the situation that happen in your life?	-0.014	0.808	Not Significant	Reject
	3 How often did you make the choice to solve the problem?	0.008	0.897	Not Significant	Reject
	4 How often did you aware of the different perspectives of people affected by their decision?	0.013	0.828	Not Significant	Reject
	5 How often did you capture your thoughts as you consider the choices and their consequences?	0.031	0.591	Not Significant	Reject
Relationship-Skills	1 Do you have a teacher, or other adult from school who you can count on to help you, no matter what?	0.103	0.078	Not Significant	Reject
	2 Do you have a family member or other adult outside of school who you can count on to help you, no matter what?	0.117	0.045	Significant	Accept
	3 Do you have a friend from school who you can count on to help you, no matter what?	0.095	0.103	Not Significant	Reject
	4 Do you have a teacher or other adult from school that you can be completely yourself around?	0.089	0.128	Not Significant	Reject
	5 Do you have a family member or other adult outside of school that you can be completely yourself around?	0.060	0.303	Not Significant	Reject
Social - Aware	1 How carefully did you listen to other people's points of view?	0.075	0.199	Not Significant	Reject
	2 How much did you care about other people's feelings?	0.170	0.003	Significant	Accept

Profile	Social Learning Competencies	r	Sig	Interpretation	Decision
3	How often did you compliment others' accomplishments?	0.172	0.003	Significant	Accept
4	How well did you get along with students who are different from you?	0.064	2.272	Not Significant	Reject
5	How clearly were you able to describe your feelings?	0.101	0.084	Not Significant	Reject
6	When others disagreed with you, how respectful were you of their views.	-0.014	0.812	Not Significant	Reject
7	To what extent were you able to stand up for yourself without putting others down?	0.058	0.323	Not Significant	Reject

Table 12 presents that the significant relationship between social learning competencies and GWM shown Self-Awareness, item No.7 “I am reflective?” [$r=0.114$, Sig= 0.050], Self-Management item (2&4) item No.2” How often did you follow direction in class?” [$r=0.208$, Sig= 0.000], item No.4 “How often did you pay attention and resist distractions?” [$r=0.116$, Sig= 0.046], Relationship-Skills item No.2 “How often did you stop, and analyzed the situation that happen in your life?” [$r=0.117$, Sig= 0.045], Social-Awareness (item 2&3) item No.2” How much did you care about other people’s feelings?” [$r=0.170$, Sig= 0.003], item No.3 “How often did you compliment others’ accomplishments?” [$r=0.172$, Sig= 0.003], under Self-Awareness (item n=7), Self-Management (item n=2&4) Relationships skills (item n=2) and Social-Awareness (item n=2&3) shows significant difference between social emotional learning competencies and general weighted mean.

4.CONCLUSION

1. Based on the indicating findings, the following conclusions were drawn from the results of the study:
In conclusion, I have found that there is a great need for teacher to be educated in the area of SEL competencies. In classroom observation I noticed that more students, in general are dealing with learning problems especially related to their self-awareness, self-management, responsible decision-making, relationship skills and social awareness. This interferes with their ability to have and enriched education.
2. Increase public awareness across educational setting to help students as they grow in their awareness on their abilities and limitation, consistent in different situation with different person, and have compassion and acceptance for others and especially to provide students insight into who they are, why they react as they do, and gives the direction for self-improvement.
3. Facing such social diversity, students need guidance to experience and show empathy and develop a sense of social-awareness and appreciation for the diversity of their peers and community. All five are key for students to learn and understand both social awareness and empathy and SEL curriculum utilizes a range of lessons based on enforcing these skills.
4. Students who low in SEL competencies (Self-awareness, self-management, responsible decision-making, relationship skills and social awareness), without having a working knowledge of how to apply their emotional intelligence (EQ) skills, it can be very difficult for them (students) to make good, calculated, and responsible decisions.

RECOMENDATION:

1. Based on the results, the researcher provides the following suggestion:
Teacher need to encourage students’ level of *self-awareness*, *self-management*, *Responsible decision-making*, *relationship skills and social awareness*, through the various activities that bring effect on

students' critical thinking, observed, identify, analyze situation and consider their choices and their consequences.

2. Encourage to promote SEL instructional input through the various activities that helps students to better understand their emotions, involve students directly in an existing adult's activity like question of the day exercise, instructional leadership team, students advisory board or a peer mediation group, interview or play role and case studies and problem-based learning.
3. In the future, studies should examine social emotional learning (SEL) styles of the students specifically for responsible decision-making of learners, this can help school and teacher to know on how to explore the effects on student's decision on others. Further research should be conducted regarding the benefits of school academic success when SEL competencies is implemented in the classroom.
4. Hereby recommended that to make SEL applicable in students' lives, "school institution or school leaders play a critical role in fostering school wide activities and policies that promote positive school environments, such as establishing a team to address the building climate; adult modeling of social and emotional competence; and developing clear norms, values, and expectations for students and staff members.

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