

# Cognitive Emotion Regulation and Emotional Intelligence as Correlates to The Social Well-Being of Senior High School Students

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## ABSTRACT

This study dealt with the influence of cognitive emotion regulation and emotional intelligence on the social well-being of Grade 12 senior high school students. Using a quantitative-correlational design, 203 respondents were selected from 426 grade 12 students through stratified and simple random sampling. Various statistical approaches were used, including average weighted mean, Spearman's rho, and multiple regression analysis. Additionally, the findings of the study revealed that the two independent variables had obtained a high level, while the dependent variable had reached a very high. Consequently, findings indicated a low correlation between cognitive emotion regulation, emotional intelligence, and students' social well-being. Furthermore, regression analysis revealed that three out of six cognitive emotion regulation domains specifically, focus on thoughts, positive refocusing, and putting into perspective had a notable impact on social well-being, while four out of five emotional intelligence domains, namely, appraisal of others' emotions, appraisal of own emotions, regulation, and utilization of emotions, significantly contributed to fostering students' social well-being. In conclusion, the study underscores the importance of cognitive emotion regulation and emotional intelligence in enhancing the social well-being of senior high school students, emphasizing the need for strategies that promote emotional resilience and interpersonal competence.

**Keywords:** Caregiving, Cognitive Emotion Regulation, Emotional Intelligence, Social Well-being, Philippines

## INTRODUCTION

Students around the world face diverse mental health challenges that impact their social well-being and academic performance (Scherer & Leshner, 2021). In the United States, a significant issue affecting students' social well-being is the prevalence of bullying, which can lead to severe mental health consequences, including anxiety and depression, with research indicates that nearly one in five students experience bullying, highlighting the urgent need for effective interventions in schools (Kennedy, 2021). Furthermore, in Japan, the phenomenon of hikikomori, or social withdrawal, highlights the mental health struggles faced by adolescents due to societal pressure and expectations, resulting in increased isolation (Kato et al., 2020). Meanwhile, in South Korea, students face intense peer pressure to conform societal expectations, which can lead to feelings of inadequacy, social anxiety, and other negative emotions that may negatively influence their social well-being and learning outcomes (Hong & Lee, 2021). Therefore, it is crucial to create safe and inclusive environments that foster positive social interactions and provide support for those in need (Köpper, 2022).

In the Philippines, students often face significant challenges in managing their emotions due to academic demands, social expectations, and family dynamics (Dairo et al., 2023). Additionally, research emphasizes the crucial role of cognitive emotion regulation in influencing academic performance, social relationships, and overall well-being (Usán & Quílez, 2021). Moreover, students who lack the ability to manage their emotions effectively can experience difficulties in their academic performance, social interactions, and mental health

(Patalinghug et al., 2024). With this, a recent study conducted in Cavite City highlighted the importance of emotion regulation in enhancing student well-being and academic success, providing valuable insights into the potential benefits of interventions aimed at improving emotional regulation skills (Vargas-Isidro et al., 2023).

One main factor of an individual's ability to identify and understand feelings, as well as other people's feelings, both individually and in groups, is through emotional intelligence (Aquino et al., 2021). Meanwhile, it was found that those with high emotional intelligence experienced less stress, were in better health due to their ability to control their emotions, enable to adjust to their environment, and excelled academically as well as socially (Drigas & Papoutsis, 2020). Additionally, a study conducted at the Polytechnic University of the Philippines revealed that while students exhibited averagely high emotional intelligence (EI) levels overall, significant room for improvement exists in specific areas, such as mindfulness, and social interactions, suggesting that enhancing these skills could positively impact students' social well-being (Samson et al., 2022). Furthermore, these findings underscore the importance of fostering emotional intelligence in educational settings, not only to enhance individual well-being but also to create a more supportive and productive learning environment (Ontong, 2022).

Moreover, a significant concern has been identified regarding students' difficulties in socialising due to their emotions in certain regions of Mindanao, particularly in the Davao Oriental (Florivic & Apostol, 2024). Additionally, this concern is rooted in the complex cultural and social contexts of these areas, in which students may struggle to express their emotions effectively and overcome social situations successfully (Alejandria et al., 2023). In contrast, a study in Davao City shed light on the difficulties of students face when socialising, highlighting how high levels of anxiety and stress can have an adverse influence on their emotional intelligence, making it difficult to cope with social situations and build meaningful connections with others (Layupan & Guhao, 2024). Moreover, through classroom observations and peer interactions, the researchers identified some challenges faced by senior high school students at Lorenzo S. Sarmiento Sr. National High School, including frequent struggles with socialising due to their emotions, which often stemmed from a lack of coping mechanisms and a limited understanding of their own feelings, highlighting the interlinked complexities associated with cognitive emotion regulation and emotional intelligence experienced by students in this local setting.

However, despite numerous studies conducted on students' emotions in their social well-being, no study had been conducted specifically examining the influence of cognitive emotion regulation and emotional intelligence on students' social well-being within a local context, particularly at Lorenzo S. Sarmiento Sr. National High School. Hence, the researchers aimed to fill the gap by exploring the level of cognitive emotion regulation, the level of emotional intelligence, and the level of students' social well-being. Also, the relationship among the variables was determined in order to find out how cognitive emotion regulation and emotional intelligence influenced the students' social well-being, which led to a successful social experience. Therefore, by fostering environments that supported these skills, educators and communities enhanced students' overall social experiences and well-being.

## Research Objectives

1. To determine the level of cognitive emotion regulation of Grade 12 senior high school student from Lorenzo S. Sarmiento Sr. National High School in terms of:

1.1 Self-Blame;

1.2 Acceptance;

1.3 Focus on thoughts;

1.4 Positive Refocusing;

1.5 Refocus on Planning; and

1.6 Putting into Perspective.

2. To determine the level of emotional intelligence of Grade 12 senior high school student from Lorenzo S. Sarmiento Sr. National High School in terms of:

2.1 Appraisal of Others Emotions;

2.2 Appraisal of Own Emotions;

2.3 Regulation;

2.4 Social Skills; and

2.5 Utilization of Emotions.

3. To determine the level of social well-being of grade 12 senior high school student from Lorenzo S. Sarmiento Sr. National High School in terms of:

3.1 Social Integration;

3.2 Social Acceptance;

3.3 Social Contribution;

3.4 Social Actualization; and

3.5 Social Coherence.

4. To determine the significant relationship between cognitive emotion regulation and senior high students' social well-being from Lorenzo S. Sarmiento Sr. National High School.

5. To determine the significant relationship between emotional intelligence and senior high students' social well-being from Lorenzo S. Sarmiento Sr. National High School.

6. To determine which domains of cognitive emotion regulation influence senior high students' social well-being from Lorenzo S. Sarmiento Sr. National High School.

7. To determine which domains of emotional intelligence influence senior high students' social well-being from Lorenzo S. Sarmiento Sr. National High School.

### **Research Hypotheses**

The following hypotheses were tested at a 0.05 level of significance.

1. There was no significant relationship between cognitive emotion regulation and senior high students' social well-being.

2. There was no significant relationship between emotional intelligence and senior high students' social well-being.

3. There was no domain in cognitive emotion regulation that would significantly influence senior high students' social well-being.

4. There was no domain in emotional intelligence that would significantly influence senior high students' social well-being.

## Definition of Terms

In order for the reader to have a better understanding of the terminologies used in the study, the following terms were defined conceptually and operationally.

**Cognitive Emotion Regulation.** It referred to the conscious, mental strategies individuals used to cope with the intake of emotionally arousing information (Extremera et al., 2019). Operationally, this encompassed the skills, knowledge, and techniques students employed to effectively manage their emotional responses.

**Emotional intelligence.** It referred to the ability to recognize, understand, manage, and effectively act on your emotions and the emotions of others (Wooll, 2023). In this study, this was used to assess students' understanding of their own emotions as well as their ability to recognize and comprehend the emotions of others.

**Social well-being.** It is defined as the sharing, developing, and sustaining of meaningful relationships with others (Sinclair, 2021). In operational terms, it referred to the students' ability to engage in meaningful social interactions, demonstrating healthy relationships, positive communication skills, and a sense of belonging within their learning community.

## METHODOLOGY

This study employed a quantitative, non-experimental research design using descriptive correlational techniques to describe the relationship between two defined variables and to determine the direction and degree of that relationship, if one existed. When the purpose was to describe the situation at the time of the study and investigate the causes of a particular phenomenon, the descriptive correlational method was considered appropriate. A correlational research design investigated relationships between two or more variables without researchers controlling or manipulating any of them (Bhandari, 2021). In correlational research, this involved collecting data to determine the degree of relationship between two or more quantifiable variables (Gay et al., 2006).

This survey collected quantitative data. A structured questionnaire, designed for the target respondents, was used to gather the data. The study determined the influence of cognitive emotion regulation and emotional intelligence on senior high students' social well-being.

### Population and Sample

This study employed a stratified and simple random sampling approach to select respondents from the 426 grade 12 senior high school students of Lorenzo S. Sarmiento Sr. National High School, both male and female, who were currently enrolled in the first semester of the 2024-2025 school year. A proportional number of participants were randomly selected from each section, ensuring that the sample accurately reflected the distribution of students across different sections. The sample size for this study was determined based on the guidelines provided by Sekaran & Bougie (2016), which suggest a sample size of at least 30 and no more than 500, aiming to minimize the risk of Type II errors, which refer to the failure to reject a false null hypothesis, leading to missed detections of actual relationships or effects.

These individuals were considered ideal respondents due to their direct involvement in the senior high school curriculum and extracurricular activities where they were at a critical stage of development, actively experiencing social situations, building relationships, and learning to manage their emotions, which aligned with the study's focus on their social well-being.

Table 1. Population and Sample size of Respondents

Section	Population	Respondents
A	48	23

B	57	27
C	55	26
D	46	23
E	45	21
F	46	22
G	45	21
H	46	22
I	38	18
<b>Total</b>	<b>426</b>	<b>203</b>

### Statistical Tool

The statistical tools that were used for data analysis and interpretation were the following:

**Mean.** This statistical tool was employed to determine the level of cognitive emotion regulation, emotional intelligence, and social well-being among Grade 12 senior high school students.

**Spearman's rho.** This statistical tool was used to determine the significance of the relationship between cognitive emotion regulation, emotional intelligence, and social well-being among Grade 12 senior high school students.

**Multiple Regression Analysis.** This statistical tool was utilized to determine the influence of cognitive emotion regulation, emotional intelligence, and social well-being among Grade 12 senior high school students.

## RESULTS

### Level of Cognitive Emotion Regulation

Table 2 shows the level of cognitive emotion regulation across six indicators: self-blame, acceptance, focus on thoughts, positive refocusing, refocus on planning, and putting into perspective. The overall mean score of 4.09, categorized as high, with a standard deviation of 0.39, indicating a consistent level of high cognitive emotion regulation among the Grade 12 senior high school students. This entails that the respondents' responses to the level of cognitive emotion regulation in terms of self-blame, acceptance, focus on thoughts, positive refocusing, refocus on planning and putting into perspective.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.17 or high for putting into perspective with a standard deviation of 0.57; 4.14 or high for acceptance with a standard deviation of 0.56; 4.13 or high for refocus on planning with a standard deviation of 0.64; 4.10 or high for focus on thoughts with a standard deviation of 0.63; 4.03 or high for self-blame with a standard deviation of 0.68; and 3.96 or high for positive refocusing with a standard deviation of 0.67.

Table 2: Level of Cognitive Emotion Regulation

Indicators	Mean	SD	Descriptive Equivalent
Self-Blame	4.03	0.68	High

Acceptance	4.14	0.56	High
Focus on Thoughts	4.10	0.63	High
Positive Refocusing	3.96	0.67	High
Refocus on Planning	4.13	0.64	High
Putting into Perspective	4.17	0.57	High
Overall	4.09	0.39	High

### Level of Emotional Intelligence

Shown in Table 3 are the mean scores for the indicators of emotional intelligence, with an overall mean of 4.18 and described as high with a standard deviation of 0.39. The high level could be attributed to the high rating given by the respondents in all indicators. This indicates that the respondent's responses to the level of emotional intelligence are very much positive in terms of appraisal of others emotions, appraisal of own emotions, regulation, social skills and utilization of emotions.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.25 or very high for appraisal of others emotions with a standard deviation of 0.53; 4.24 or very high for utilization of emotions with a standard deviation of 0.58; 4.16 or high for regulation with a standard deviation of 0.62; 4.13 or high for appraisal of own emotions with a standard deviation of 0.59; and 4.12 or high for social skills with a standard deviation of 0.63.

Table 3. Level of Emotional Intelligence

Indicators	Mean	SD	Descriptive Equivalent
Appraisal of Others' Emotions	4.25	0.53	Very High
Appraisal of Own Emotions	4.13	0.59	High
Regulation	4.16	0.62	High
Social Skills	4.12	0.63	High
Utilization of Emotions	4.24	0.58	Very High
Overall	4.18	0.39	High

### Level of Social Well-being

Table 4 presents the mean scores of social well-being as perceived by the Grade 12 senior high school students in terms of social integration, social acceptance, social contribution, social actualization and social coherence. The overall mean is 4.25 with an equivalent description of very high and with a standard deviation of 0.39. This implies that the respondents' responses to the level of social well-being are very much positive in terms of social integration, social acceptance, social contribution, social actualization and social coherence.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.29 or very high for social integration with a standard deviation of 0.53; 4.28 or very high for social contribution with a standard deviation of 0.54; 4.26 or very high for social acceptance with a standard deviation of 0.54; 4.24 or very high for social coherence with a standard deviation of 0.52 and 4.17 or high for social actualization with a standard deviation of 0.54.



Table 4. Level of Social Well-being

Indicators	Mean	SD	Descriptive Equivalent
Social Integration	4.29	0.53	Very High
Social Acceptance	4.26	0.54	Very High
Social Contribution	4.28	0.54	Very High
Social Actualization	4.17	0.54	High
Social Coherence	4.24	0.52	Very High
Overall	4.25	0.39	Very High

### Significance on the Relationship Between Cognitive Emotion Regulation and Social Well-Being

One crucial purpose of this study is to determine whether or not cognitive emotion regulation has a significant relationship with social well-being. The appended table 5.1 shows that the Shapiro-Wilk Test for Bivariate Normality had a p-value of  $<.001$ , indicating that the distribution is not normal. Hence, a non-parametric test, Spearman's rho correlation, is suited for this distribution.

Table 5 shows that cognitive emotion regulation and social well-being have Spearman's rho value of 0.327, indicating a low correlation. Moreover, a p-value of  $<.001$ , which is less than the 0.05 p-value, means a significant relationship between cognitive emotion regulation and social well-being. Hence, this leads to the decision that the null hypothesis, which stated that there is no significant relationship between cognitive emotion regulation and social well-being, is rejected.

Table 5. Significant Relationship Between Cognitive Emotion Regulation and Social Well-Being

		Cognitive Emotion Regulation	Social Well-being
Cognitive Emotion Regulation	Spearman's rho	—	—
	p-value	—	—
Social Well-being	Spearman's rho	0.327	—
	p-value	$<.001$	—

Table 5.1: Shapiro-Wilk Test for Bivariate Normality

		Shapiro-Wilk	p
Cognitive Emotion Regulation	Social Well-being	0.827	$<.001$

### Significance on the Relationship Between Emotional Intelligence and Social Well-Being

Another crucial purpose of this study is to determine whether or not emotional intelligence has a significant relationship with social well-being. The appended table 6.1 shows that the Shapiro-Wilk Test for Bivariate Normality had a p-value of  $<.001$ , indicating that the distribution is not normal. Hence, a non-parametric test, Spearman's rho correlation, is suited for this distribution.

Table 6 shows that emotional intelligence and social well-being have Spearman's rho value of 0.209, indicating a low correlation. Moreover, a p-value of 0.003, which is less than the 0.05 p-value, means a significant relationship between emotional intelligence and social well-being. Hence, this leads to the decision that the null hypothesis, which stated that there is no significant relationship between emotional intelligence and social well-being, is rejected.

Table 6. Significant Relationship Between Emotional Intelligence and Social Well-Being

		Emotional Intelligence	Social Well-Being
Emotional Intelligence	Spearman's rho	–	–
	p-value	–	–
Social Well-Being	Spearman's rho	0.209	–
	p-value	0.003	–

Table 6.1: Shapiro-Wilk Test for Bivariate Normality

		Shapiro-Wilk	p
Emotional Intelligence	Social Well-being	0.838	< .001

### Multiple Regression Analysis on the Influence of the Domain of Cognitive Emotion Regulation to the Social Well-Being

The data shown in Table 7 are the regression coefficients to test the significant influence of cognitive emotion regulation and social well-being among Grade 12 senior high school students. Using the Multiple Regression Analysis, the data revealed that the influence of cognitive emotion regulation and social well-being among Grade 12 senior high school students has a f-value of 22.729 and a corresponding significance p-value of <.001, which is significant.

This means that the level of cognitive emotion regulation influences the social well-being since the probability is less than 0.05. The coefficient of determination ( $R^2$ ), which is 0.410, connotes that 41% of the variation in the level of cognitive emotion regulation influences the social well-being. The remaining 59% is chance variation, which suggests that other factors beyond the scope of this study may also be attributed to social well-being.

Table 7. Multiple Regression Analysis on the Influence of the Domain of Cognitive Emotion Regulation to the Social Well-Being

Independent Variable	Coefficients	t-value	p-value	Decision $\alpha=0.05$
Self-Blame	0.099*	1.614	0.108	$H_0$ is not rejected
Acceptance	0.100*	1.633	0.098	$H_0$ is not rejected
Focus on Thoughts	0.208*	3.360	<.001	$H_0$ is rejected
Positive Refocusing	0.236*	3.746	<.001	$H_0$ is rejected
Refocus on Planning	-0.004*	-0.068	0.946	$H_0$ is not rejected
Putting into Perspective	0.323*	5.463	<.001	$H_0$ is rejected



Dependent Variable: Social Well-Being

\* $p < 0.05$   $R = 0.641$  \*  $R^2 = 0.410$   $F\text{-value} = 22.729$   $p\text{-value} < .001$

## Multiple Regression Analysis on The Influence of The

### Domain of Emotional Intelligence to the Social Well-Being

Data shown in Table 8 are the regression coefficients to test the significant influence of emotional intelligence and social well-being. Using the Multiple Regression Analysis, the data revealed that the influence of emotional intelligence and social well-being has  $f\text{-value}$  of 21.072 and corresponding significance  $p\text{-value}$  of  $< .001$  which was significant.

This means that the level of emotional intelligence influences the social well-being since the probability is less than 0.05. The coefficient of determination ( $R^2$ ) which is 0.348 indicates that 34.8% of the variation in the level of emotional intelligence influences the social well-being. The remaining 65.2% is chance variation which suggests that other factors beyond the scope of this study may also be attributed to social well-being.

Table 8. Regression Analysis on the Influence of the Domain of Emotional Intelligence to the Social Well-Being

Independent Variable	Coefficients	t-value	p-value	Decision $\alpha=0.05$
Appraisal of Others Emotions	0.257*	3.834	$< .001$	$H_0$ is rejected
Appraisal of Own Emotions	0.136*	2.002	0.047	$H_0$ is rejected
Regulation	0.152*	2.388	0.018	$H_0$ is rejected
Social Skills	0.056*	3.938	0.349	$H_0$ is not rejected
Utilization of Emotions	0.236*	3.443	$< .001$	$H_0$ is rejected
Dependent Variable: Social Well-Being				

\* $p < 0.05$   $R = 0.590$  \*  $R^2 = 0.348$   $F\text{-value} = 21.072$   $p\text{-value} < .001$

## DISCUSSIONS

### Level of Cognitive Emotion Regulation

In the preceding chapter, the findings on cognitive emotion regulation among Grade 12 senior high school students were presented. It revealed that the level of cognitive emotion regulation was reported to be high, indicating a significant presence of various factors in grade 12 senior high school students managing their emotions while socializing.

This study's results revealed a significant positive correlation between cognitive emotion regulation and social well-being among senior high school students. This finding strongly supported the conclusions of Pabba & Kumar (2022), who demonstrated that effective emotion management during social interactions enhanced both academic performance and overall social well-being. Furthermore, effective emotion regulation enables students to respond constructively to challenges and setbacks, fostering resilience and promoting a more positive and supportive environment in their interactions, leading to improved social skills and greater engagement with society.

A key element of cognitive emotion regulation is putting into perspective, which showed that this ability to consider the broader context, rather than reacting immediately, significantly improved conflict resolution, stress management, and social skills, aligning directly with Cook-Sather's (2020) emphasis on this skill's contribution to social well-being.

Furthermore, the high acceptance results, a major component of cognitive emotion regulation, significantly affirm Kawaguchi's (2020) findings, emphasizing the importance of supportive social environments in student success. This highlights the importance of creating a supportive learning environment where students feel understood, validated, and empowered to express their emotions constructively, thereby fostering improved emotional well-being and stronger interpersonal relationships.

An indicator, namely, Refocus on Planning, showed positive results, which aligns with Orson and Larson's (2021) study demonstrating that effective goal-setting and focus enhance motivation, reduce anxiety, and promote a sense of control, leading to more positive learning experiences. Moreover, this planning ability fosters self-regulation, thereby increasing confidence and resilience when facing challenges such as social rejection, consistent with Yousef's (2020) findings.

In addition, their adeptness in Focus on Thoughts is also a factor that affects students' social well-being. This finding is consistent with MacDonald and Olsen (2020), who state that focusing on thoughts improves understanding and response to social cues, thus enhancing the ability to form and maintain healthy relationships. This skill also helps them cope with stress and become more resilient in the face of difficult situations.

Moreover, the high results shown on the "self-blame" indicator further suggest the development of healthier coping mechanisms among students. This finding is consistent with Pereboom's (2022) research indicating a shift towards avoiding self-blame for uncontrollable events and fostering a more positive self-perception.

Lastly, the positive refocusing of students equally showed significant importance in the results. This supports the notion of Freire et al. (2020), who highlight that positive refocusing equips students to navigate social situations more effectively and build stronger, healthier relationships.

### **Level of Emotional Intelligence**

In the previous chapter, the study reported the level of emotional intelligence among grade 12 senior high school students. It revealed that emotional intelligence was described as very high. All two indicators for this variable were also described as very high, suggesting a significantly strong presence of this quality within the grade 12 senior high school students.

The respondents' level of emotional intelligence among grade 12 senior high school students indicates positive perceptions and high capabilities in dealing with challenges related to appraisal of others' emotions, appraisal of one's own emotions, regulation, social skills, and utilization of emotions. This positive level of emotional intelligence fosters a supportive learning environment where students are well-equipped to navigate challenges, adapt to change, and build strong relationships. Their capacity for emotional regulation and effective social skills contributes to a thriving school community capable of overcoming obstacles and promoting success.

The respondents showed a very high results in appraisal of others emotions indicate a strong ability to understand and recognize the emotional experiences of others, demonstrating their awareness of how life events, both positive and negative, significantly impact various aspects of life. This ability is crucial for building supportive relationships and navigating social situations effectively, consistently mitigating the negative impact of challenging incidents. Furthermore, this key aspect of emotional intelligence is supported by Hidalgo-Fuentes et al. (2024), who demonstrate a clear link between emotional perception and improved well-being and coping mechanisms.

Furthermore, the students' utilization of emotions scores supports Davis et al. (2020) assertion that students face challenges in recognizing, managing, and using their emotions to overcome obstacles. However, the high results also suggest a significant capacity to leverage emotions constructively; for instance, channeling frustration from a difficult assignment into focused effort and improved time management skills, rather than giving up. In other

words, while acknowledging the difficulties inherent in emotional regulation, the findings highlight the students' ability to harness their emotional experiences to achieve positive outcomes.

Moreover, the high results in emotional intelligence in terms of regulation demonstrate the students' significant ability to manage and control their emotional responses effectively. As outlined by Li et al. (2022) suggests a strong capacity for self-awareness and self-management, crucial skills for academic success and overall well-being. Also, a study by Mahoney et al. (2021), further highlights the positive correlation between effective emotional regulation and improved academic performance, indicating that these students are well-equipped to navigate the stresses of school life. Therefore, the students' proficiency in emotional regulation contributes to a positive learning environment and fosters their ability to persevere through challenges, leading to improved outcome.

Furthermore, the very positive results for Appraisal of Own Emotions indicate a strong capacity among the students to understand and manage their own feelings effectively, aligning with Landman's (2021) study, suggests a high level of self-reflection and emotional literacy, allowing students to identify and label their emotions accurately, which is crucial for effective self-regulation and decision-making. Additionally, Lavoué et al.'s (2020) research consistently demonstrates a link between accurate self-appraisal of emotions and improved mental health, suggesting these students possess valuable resources for stress management and well-being.

Lastly, social skills had the lowest score; yet, students demonstrated significant aptitude in developing positive connections, navigating social situations, and communicating effectively. This proficiency, crucial for a collaborative learning environment (Suswandari et al., 2020), is further evidenced by strong teamwork and empathy, fostering a positive classroom community. Therefore, even with this relative weakness, social skills significantly contribute to a supportive learning environment, benefiting both academic progress and personal development.

### **Level of Social Well-Being**

Presented in the previous chapter is the result of the level of social well-being as observed among grade 12 senior high school students. It revealed that social well-being was described as very high. All four for this variable were also described as very high. It implies that social well-being is much felt among grade 12 senior high school students.

Our research indicates that grade 12 senior high school students exhibit significantly positive social well-being, a crucial factor in establishing a successful and supportive learning environment. Moreover, this positive social atmosphere, marked by strong emotional and behavioral connections among students, fosters a sense of belonging and mutual support within the school community. As a result, cultivating such a positive learning environment directly enhances students' overall well-being and academic success, aligning with Baik's (2019) findings on the link between mental health and social contexts for students. Therefore, prioritizing and actively nurturing students' social well-being is essential for creating an educational setting that not only promotes academic achievement but also supports the holistic development of each student.

Furthermore, in terms of social integration, our findings reveal a highly positive trend, aligning with Kim's (2019) assertion that successful social integration in education involves students' active participation in both academic and extracurricular activities, characterized by a positive and enthusiastic approach, leading to increased interaction with peers and teachers, fostering a sense of community and belonging within the school environment. Moreover, students demonstrated a willingness to collaborate on projects, participate in group discussions, and contribute to school events, indicating a strong sense of social connectedness. In the study by Senci et al. (2022), positive social integration is strongly associated with improved academic performance and decreased situations of social isolation; thus, creating inclusive and engaging school environments is critical for promoting students' social well-being and academic success.

Significantly, our study reveals a high level of student's social contribution to the school community, extending beyond academic performance to encompass active participation in various social initiatives and events. This positive result, supported by Silva et al. (2021), highlights the crucial role that student social contribution plays

in fostering a positive and thriving school environment, enriching the educational experience for all students and strengthening the overall sense of community. Consequently, these findings highlight the importance of fostering a culture of social contribution within schools, as such engagement not only benefits the school community but also cultivates valuable life skills and a sense of civic responsibility in students, enriching their overall educational experience and preparing them for active participation in society.

Furthermore, our research indicates a high level of social acceptance among students, a study aligned by Wentzel et al. (2021) characterized by inclusive interactions and a generally positive peer climate where students feel comfortable expressing themselves and participating in group activities without fear of judgment or exclusion. In addition, research by Ratković and Stanišić (2023) supports this finding, demonstrating a strong correlation between high levels of social acceptance and improved academic outcomes, as well as enhanced mental health and well-being among students. Consequently, the cultivation of social acceptance within the school is not merely a desirable outcome but a critical factor in creating a positive and effective learning environment that promotes both academic achievement and the holistic development of each student, ultimately preparing them for success in a diverse and interconnected world.

Moreover, our findings reveal a strong sense of social coherence among the student body, indicating a shared understanding of social norms and expectations, leading to a cohesive and collaborative learning environment. This positive social cohesion, as highlighted by the study conducted by Konaszewski et al. (2021), which demonstrated a significant positive link between social coherence and improved social well-being among adolescents, contributes to a sense of unity and mutual respect within the school community. Therefore, fostering social coherence is crucial for creating a supportive and inclusive learning environment where students feel connected, valued, and empowered to reach their full potential, both academically and socially.

Lastly, the findings of Pavai et al. (2021) strongly support the results showing high levels of social actualization among the students, stating that a supportive and inclusive school environment fosters students' ability to express their individuality, develop their talents, and contribute meaningfully to their communities. Furthermore, Shutenko et al. (2021) highlight the significant interplay between social actualization and self-realization, demonstrating that active student involvement in extracurricular activities and leadership roles fosters a stronger sense of identity and self-discovery. This positive outcome reflects a school culture that values and celebrates individual differences, providing opportunities for students to explore their identities and pursue their passions. Therefore, cultivating social actualization is not only a desirable goal but a crucial aspect of creating a holistic and enriching educational experience that empowers students to become confident, capable, and engaged members of society.

### **Significant Relationship Between Cognitive Emotion Regulation and Social Well-Being**

The study's results unveiled a significant relationship between cognitive emotion regulation and social well-being. The p-value indicated a correlation between these two variables. This correlation suggests that as the cognitive emotion regulation increases, there is a corresponding increase in social well-being among senior high school students.

The significant relationship between cognitive emotion regulation and social well-being among students aligns in Extremera et al. (2020) research found a strong positive correlation between effective cognitive emotion regulation strategies and higher levels of social competence and prosocial behavior. This suggests that students who can effectively manage their emotions are better equipped to navigate social interactions, build positive relationships, and contribute positively to their social environments.

Furthermore, research by Malik and Perveen (2023) supports this finding, indicating that students with better cognitive emotion regulation skills exhibit reduced levels of social anxiety and improved social adjustment. It also highlights the crucial role of emotional intelligence in fostering positive social interactions and overall well-being. In other words, the ability to control and manage one's own emotions is directly linked to the ability to form and maintain healthy social relationships.

Consequently, supporting the study conducted by Demirtaş (2021), demonstrated the interventions aimed in improving students' cognitive emotion regulation skills can have a profound impact on their social well-being, such supporting effectiveness of mindfulness-based interventions in enhancing both emotional regulation and social skills among adolescents. This suggests that targeted training in emotional regulation can equip students with the tools they need to thrive socially and emotionally.

Finally, these findings align with Roseman and Smith's appraisal theory, which posits that our emotional responses are shaped by our cognitive appraisals of events and situations. Therefore, by teaching students to appraise situations more constructively and to regulate their emotional responses accordingly, we can foster greater social well-being. This emphasizes the importance of developing not just emotional intelligence, but also cognitive skills that enable students to manage their emotional responses in a healthy and adaptive way, thereby promoting positive social interactions and a strong sense of well-being.

### **Significant Relationship Between Emotional Intelligence and Social Well-Being**

The study revealed a noteworthy relationship between emotional intelligence and social well-being among grade 12 senior high school students. The correlation suggests that higher emotional intelligence corresponds to higher social well-being, rejecting the null hypothesis and confirming a significant relationship between these two variables. This finding enhances our understanding of how Grade 12 senior high school students' appraisal of others' emotions, appraisal of their own emotions, emotion regulation, social skills, and utilization of emotions in emotional intelligence impact social well-being among students.

This study confirms a positive correlation between emotional intelligence and social well-being, a finding consistent with previous research by Gomez-Leal et al. (2022) that demonstrates how effective components of emotional intelligence, such as self-awareness, self-management, and empathy, foster positive peer relationships and improve the learning environment. Similarly, a study by Grové & Laletas (2020) shows that enhanced emotional and social interaction leads to better social skills and increased participation in the learning community, ultimately benefiting both academic performance and overall well-being.

Notably, these findings consistently support Antonopoulou's (2024) assertion that high emotional intelligence correlates with improved social skills and emotional understanding, leading to increased student engagement. Furthermore, this study reinforces the significant link between emotional intelligence and social well-being, aligning with Mayer and Salovey's (1997) four-branch model which emphasises the importance of emotional self-awareness and empathy for positive social interactions. Therefore, integrating emotional intelligence development into education is crucial for holistic student growth, promoting positive social dynamics and improved academic performance.

### **Multiple Regression Analysis on the Influence of the**

#### **Domain of Cognitive Emotion Regulation to the Social Well-Being**

The regression analysis investigating the influence of cognitive emotion regulation on social well-being among senior high school students indicates that three out of six domains, namely focus on thoughts, positive refocusing, and putting into perspective, have a significant impact on social well-being among students. On the other hand, self-blame, acceptance, and refocusing on planning were found to be insignificant in influencing the social well-being among senior high school students.

Research conducted by Li et al.'s (2020) demonstrates students' consistent ability to manage emotions effectively, understand their feelings, and choose appropriate responses that promote well-being. This capacity for emotional self-regulation is further supported by Ke and Barlas (2020), who highlight the importance of focus on thoughts—a key component of cognitive emotion regulation—in managing stress and building resilience. Consequently, positive refocusing is a crucial initial step in students' cognitive emotional regulation, contributing to improved mental health.

Furthermore, as Thomas and Zolkoski (2020) highlight positive refocusing, strategy is invaluable for managing stress and fostering resilience. Specifically, by shifting their focus to positive aspects, students cultivate hope



and improve their ability to navigate academic and personal challenges. Therefore, this proactive approach to emotional regulation is especially important in the high-stress environment of high school, providing a sense of control and promoting overall well-being.

Building upon the previous findings, Ferraz de Camargo and Rice (2020) highlight the importance of emotional perspective-taking in managing emotions during social interactions, thereby minimizing negative experiences and fostering positive relationships. This is further supported by Riepenhausen et al. (2022), who demonstrate that positive and supportive social environments facilitate effective peer interaction. Consequently, as Strahan and Poteat (2022) argue, perspective reframing cultivates emotional resilience, enhances decision-making, and strengthens interpersonal relationships, extending benefits beyond the classroom.

Additionally, Crisan et al. (2023) reveal a strong negative correlation between excessive self-blame and student well-being, consistently associating it with feelings of guilt, shame, and hopelessness. In contrast, a balanced approach to self-assessment, prioritizing learning from mistakes and fostering personal growth, demonstrably enhances resilience and improves social well-being. Consequently, constructive self-reflection empowers students to identify areas for improvement and develop effective strategies for future success, despite the study's finding of only a weak positive correlation between self-blame and social well-being. Moreover, a study by Banárová et al. (2022) highlights acceptance within a student's social environment encompasses feelings of belonging, validation, and understanding from peers and educators, fostering a sense of security and self-worth that significantly impacts their overall mental and emotional health. In addition, a sense of belonging felt among students can reduce feelings of isolation among students who may otherwise feel excluded or misunderstood.

Additionally, refocusing on planning is a proactive method that aligns with Dadfarnia et al.'s (2023) research, which consistently shows the capacity for managing attention and effort that includes goal formulation, task prioritization, and successful resource allocation. Therefore, this enhanced planning ability equips students with valuable tools to navigate academic challenges. However, the study revealed only a weak influence of this enhanced planning ability on overall social well-being, suggesting that further research is needed to fully explore this relationship.

The domains are equally important and interconnected. Although self-blame, acceptance, and refocusing on planning did not significantly influence social well-being among the senior high school students in this study, acknowledging one's actions, resilience, and goal-oriented behavior may still affect other aspects of students' lives. However, these three domains may not be direct predictors of social well-being in this specific population.

### **Multiple Regression Analysis on the Influence of the Domain of Emotional Intelligence to the Social Well-Being**

A regression analysis examining the influence of emotional intelligence on social well-being among senior high school students revealed that four out of five domains specifically appraisal of others emotions, appraisal of own emotions, regulation, and utilization of emotions which significantly impacts social well-being. Among these domains, appraisal of others emotions held the highest influence, followed by utilization of emotions, regulation, and lastly, appraisal of own emotions. Conversely, social skills, the fourth domain, demonstrated no significant influence on student social well-being.

Research conducted by Davis et al. (2020) suggests that students with a higher capacity for appraisal of others' emotions are more likely to engage in positive social interactions that require empathy, including effective communication and social interactions with peers. This aligns with the findings of Geßler et al. (2021), who posit that a student's ability to positively influence their social well-being is directly linked to their level of appraisal of others' emotions, and that individuals with high emotional intelligence tend to foster better relationships, exhibit stronger social skills, and achieve greater success in both personal and professional settings.

As stated by Huggins et al. (2021), appraisal of one's own emotions significantly affects how students recognize and comprehend their feelings, behaviors, and emotions, enhancing resilience and fostering a more focused and



positive social experience. Additionally, this self-awareness is a crucial foundation for building healthy relationships and navigating social complexities, contributing to improved social well-being.

Furthermore, insights from Chervonsky and Hunt (2019) highlight the importance of emotional regulation in enhancing mental health, resilience, and positive social experiences. This is corroborated by Shafiee Rad and Jafarpour (2023), who state that individuals with high regulation scores tend to feel accountable for their actions in managing or modifying their emotional responses, developing skills to adapt to social experiences, and contributing to improved student social and learning environments.

Additionally, the significant impact of utilization of emotions on student social well-being is emphasized by Ferreira et al. (2020), who state that using emotions effectively during interactions goes beyond physical and emotional proximity, encompassing the ability to connect with others on multiple social cues. Also, a study by Abma et al. (2019) align with this notion, suggesting that our ability to use emotions to guide our thoughts, behaviors, and decision-making is crucial for navigating socially challenging situations.

However, the domain of social skills was not identified as a significant influence on social well-being among senior high school students. This suggests that while social skills are important for social integration and maintaining positive, healthy relationships with others, they may not directly contribute to or affect social well-being.

### Limitations of the Study

This study investigated the relationship between cognitive emotion regulation (CER), emotional intelligence (EI), and social well-being (SWB) among Grade 12 senior high school students. However, these limitations significantly affect the interpretation and generalizability of the findings. Firstly, the study relied on survey questionnaires to measure CER, EI, and SWB, which, despite careful design, could have been subjected to response bias. Consequently, this reliance on self-reported data could provide the possibility of error, as students may not have accurately reflected their true experiences or may have misinterpreted some questions.

Furthermore, the study's focus on a single school limits how widely its findings can be applied, as the relationships observed were likely influenced by the specific social and cultural context. Therefore, to fully understand the relationship between CER, EI, and SWB, future research should employ longitudinal designs to track changes over time and utilize diverse samples representing various schools and student populations. . Consequently, future research employing longitudinal designs and diverse samples is crucial for achieving a more comprehensive understanding of the complex relationship between the three variables.

### CONCLUSION

Conclusions are drawn based on the results of the study. The study concludes that the overall level of influence of cognitive emotion regulation was high, as well as its indicators, namely, self-blame, acceptance, focus on thoughts, positive refocusing, refocus on planning, and putting into perspective. Furthermore, the study also concludes that the overall level of influence of emotional intelligence was high, along with its indicators, namely, appraisal of others emotions, appraisal of one's own emotions, regulation, social skills, and utilization of emotions. Moreover, the overall level of social well-being was very high, encompassing the five domains: social integration, social acceptance, social contribution, social actualization, and social coherence. Furthermore, the findings contradict the theoretical assumption of no significant relationship between the influence of cognitive emotion regulation and emotional intelligence on social well-being among grade 12 senior high school students. Additionally, it was analyzed through Spearman's rho product moment correlation that cognitive emotion regulation and emotional intelligence have a low correlation with social well-being. Furthermore, regression analysis revealed that three out of six cognitive emotion regulation domains—specifically, focus on thoughts, positive refocusing, and putting into perspective—had a notable impact on social well-being, while four out of five emotional intelligence domains—namely, appraisal of others' emotions, appraisal of own emotions, regulation, and utilization of emotions—significantly contributed to fostering students' social well-being.

Contrary to the assumption, the study concludes that cognitive emotion regulation and emotional intelligence have significant relationships and influence on the social well-being among grade 12 senior high school students.

## RECOMMENDATIONS AND IMPLICATIONS

After discussing the findings and results of the study, the following recommendations and implications have been formulated to enhance cognitive emotion regulation and emotional intelligence, ultimately fostering a positive social well-being among grade 12 senior high school students.

To enhance students' emotional well-being and decision-making skills, the Department of Education should integrate emotional intelligence workshops and decision-making seminars into the curriculum, such as Stress Management and Resiliency Training (SMART), providing students with practical tools and strategies to manage their emotions effectively and make well-informed choices. Similarly, school administrators should implement peer support and mindfulness programs to equip students with effective stress management techniques, creating a more positive and productive school experience for all students. Additionally, teachers should engage in professional development training in cognitive emotion regulation techniques. This will provide them with a deeper understanding of student well-being and equip them with practical strategies to create a more supportive classroom environment, fostering a positive learning environment where students feel safe, understood, and empowered to learn and thrive. Furthermore, students themselves can play an active role by engaging in self-awareness and reflective practices. This will strengthen their emotional resilience and develop better emotional regulation skills, enabling them to make well-informed decisions in various aspects of life, both inside and outside the classroom. Finally, future researchers should expand their exploration of factors affecting student social well-being, considering socio-economic and technological influences to gain a more comprehensive understanding of student well-being and identify effective strategies for supporting their holistic development.

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