

# Socio-Emotional Competence and Academic Grit Among Grade Ten Students of the Largest Comprehensive High School

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## ABSTRACT

This study examined the relationship between socio-emotional competence and academic grit among Grade 10 students at Koronadal National Comprehensive High School. Using an explanatory sequential mixed-methods design, it gathered quantitative data from 320 students through a survey and qualitative insights from five teacher-advisers via interviews. Socio-emotional competence was assessed in five areas: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. Academic grit focused on perseverance, consistency of interest, and commitment to goals. Findings showed that students had high socio-emotional competence, especially in relationship management and decision-making, though some struggled with emotional regulation and self-awareness. Academic grit was also high, with notable perseverance and goal consistency, though sustaining motivation under pressure remained a challenge. Statistical analysis revealed a significant positive correlation between socio-emotional competence and academic grit, indicating that emotionally competent students exhibited greater persistence in achieving academic goals. Qualitative data emphasized coping strategies such as self-reflection, peer support, and mindfulness. The study concludes that strengthening socio-emotional competence enhances academic grit and recommends integrating social-emotional learning, resilience-building workshops, and stress management techniques into school curricula.

**Keywords:** Socio-emotional competence, Academic grit, Grade 10 students, Mixed-methods research, Social-emotional learning

## INTRODUCTION

The academic perseverance and socio-emotional skills of students significantly influence their ability to achieve success in their educational pursuits. Socio-emotional competence refers to the ability to effectively manage emotions, form positive connections, and navigate social situations. At the same time, academic grit emphasizes a person's enthusiasm and determination to achieve long-term objectives, underscoring the value of perseverance in overcoming obstacles.

In the context of Philippine education, socio-emotional learning (SEL) has gained recognition for its critical contribution to overall student development and improved academic performance. Research highlights that Filipino students with high socio-emotional competence often demonstrate greater resilience and stress management, both essential in confronting academic challenges. This is consistent with the Department of Education's (DepEd) learner-centered approach, which promotes the development of emotional intelligence alongside academic skills.

Grit, on the other hand, has been acknowledged as a vital component of student success in the country. Studies have shown that Filipino students who possess a strong sense of grit are more capable of facing adversity, maintaining focus, and achieving favorable academic outcomes. These findings align with global perspectives,

which emphasize that grit, particularly the ability to persevere and commit to long-term goals, often contributes more to success than intelligence alone.

Socio-emotional skills and academic grit often go together, helping students stay motivated and resilient in the face of challenges. These traits are especially important during adolescence, a critical stage for emotional and social growth. Studies show that social-emotional learning (SEL) improves academic performance and student well-being, including in Philippine schools.

However, the link between socio-emotional competence and academic grit is still not well studied among Filipino students in public schools. This study focused on Grade 10 students at Koronadal National Comprehensive High School to better understand this connection and support programs that enhance student success.

This study is anchored on key theories that explain how socio-emotional competence connects with academic grit among Grade Ten students. Emotional Intelligence Theory explains that students who are aware of their emotions, understand others, and manage themselves well are better at making decisions and forming relationships. Growth Mindset Theory supports the idea that abilities can improve with effort, helping students stay motivated through challenges. Social Cognitive Theory highlights the importance of self-efficacy, where students who believe in their capabilities tend to show more resilience and determination in their tasks. Resilience Theory adds that emotional regulation and strong social support help students adapt and thrive despite adversity. These perspectives together show that emotional and social strengths, when nurtured, support persistence and long-term academic success.

The relationship between socio-emotional competence and academic grit is central to this study. Socio-emotional competence, defined through dimensions such as self-awareness, social awareness, self-management, relationship skills, and responsible decision-making, is believed to influence students' persistence, consistency of interest, and commitment to academic goals. Research suggests that emotional and social skills strengthen perseverance by enabling students to manage challenges more effectively. Studies in both global and Philippine settings have found that students with higher socio-emotional skills tend to demonstrate greater grit and academic engagement.

This study aimed to determine the socio-emotional competence and academic grit of Grade Ten students at Koronadal National Comprehensive High School. Specifically, it explored the students' levels of self-awareness, social awareness, self-management, relationship skills, and decision-making, alongside their perseverance, consistency of interest, and commitment to goals. It further sought to determine whether a significant relationship exists between these two constructs and to capture the students' perspectives on the quantitative findings, including how qualitative insights explained the results.

## **METHODOLOGY**

### **Research Design**

This study used an explanatory sequential mixed methods approach to examine the socio-emotional competence and academic grit of Grade Ten students at Koronadal National Comprehensive High School. The first phase involved a nonexperimental design with descriptive and correlational methods to assess socio-emotional competence, including self-awareness, social awareness, self-management, relationship skills, and responsible decision-making, and academic grit, focusing on perseverance, consistency of interest, and commitment to goals. A correlational analysis followed to explore their relationship. The second phase utilized a phenomenological approach through participant interviews to gain deeper insights into the findings. This design ensured that quantitative results guided the qualitative phase, offering a comprehensive understanding of the variables involved (Creswell & Plano Clark, 2018; Creswell & Creswell, 2018). This approach strengthened the depth and applicability of the study (Fraenkel & Wallen, 2009).

## **Locale of the Study**

This study was conducted at Koronadal National Comprehensive High School (KNCHS) in Koronadal City, South Cotabato, a large secondary school in Region XII. KNCHS serves a diverse student population and faces challenges such as socio-economic disparities, peer influences, and limited access to resources. The city has recently seen concerns about student mental health, with a rise in suicide cases prompting the formation of a mental health task force (Bajo, 2023). Behavioral issues have also been noted, with 83 Grade 10 students referred to the HAWAK Program due to absenteeism and lack of interest (KNCHS, 2025). Additionally, overcrowding has led to double-shifting schedules (Mindanews, 2017). These factors make KNCHS an important setting for exploring the relationship between socio-emotional competence and academic performance, with potential implications for similar urban schools across the Philippines.

## **Respondents of the Study**

The respondents of this study were Grade 10 students from Koronadal National Comprehensive High School (KNCHS), with a total population of 1,920 students (903 male, 1,017 female) for the school year 2024–2025. A sample size of 320 students was selected using simple random sampling, ensuring fair representation with a 95% confidence level and a 5% margin of error (Raosoft). Additionally, five students were purposively chosen for semi-structured interviews to provide qualitative insights into the quantitative findings, offering a deeper understanding of socio-emotional competence and academic grit. This approach followed an explanatory-sequential mixed methods design (Creswell & Plano Clark, 2018).

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For the qualitative phase, five students were selected through purposive sampling based on key criteria: varying levels of socio-emotional competence and academic grit (as determined by survey scores), gender representation, availability, and willingness to participate. These students represented diverse socio-academic backgrounds, providing a well-rounded perspective. Basic demographic information was recorded, including gender, age range, and academic performance.

Thematic saturation was reached by the fifth interview, as no new significant themes emerged, suggesting that the data collected was sufficient to capture the depth and variation of participant experiences relevant to the study.

## **Data Gathering Instrument**

The study employed a structured, adapted, and validated survey questionnaire to assess Grade Ten students' socio-emotional competence and academic grit. The quantitative instrument utilized a 5-point Likert scale to capture the respondents' perceptions across multiple dimensions.

The socio-emotional competence scale, adapted from Zhou and Ee (2012), measured five core domains based on the CASEL framework: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. Meanwhile, the academic grit scale, adapted from Kardaş et al. (2022), measured three dimensions aligned with grit theory: perseverance of effort, consistency of interest, and commitment to goals.

Prior to the actual data collection, the instrument was subjected to a pilot test involving 30 Grade Ten students from a school with similar demographic characteristics. Internal consistency was assessed using Cronbach's alpha. As presented in Table 1, the reliability coefficients ranged from 0.73 to 0.84 for the socio-emotional competence domains and from 0.81 to 0.88 for the academic grit domains. These values indicate acceptable to good reliability, affirming the instrument's suitability for the main study.

In addition, a semi-structured interview guide was developed and used during the qualitative phase. This guide was aligned with the key constructs of the study and was designed to elicit rich, reflective insights into the students lived experiences, particularly in relation to their socio-emotional skills and academic grit.

Table I. Pilot Test Results and Reliability Coefficients of the Instruments

Scale Domain	# of items	Cronbach's Alpha ( $\alpha$ )	Interpretation
Self-awareness	5	0.77	Acceptable
Social Awareness	5	0.73	Acceptable
Self-management	5	0.73	Acceptable
Relationship Management	5	0.79	Acceptable
Responsible Decision-making	5	0.84	Good
Perseverance	5	0.82	Good
Consistency of Interest	5	0.81	Good
Commitment to Goals	5	0.88	Good

Note: Interpretation based on George and Mallery (2003):  $\alpha \geq 0.9$  = Excellent,  $\alpha \geq 0.8$  = Good,  $\alpha \geq 0.7$  = Acceptable,  $\alpha \geq 0.6$  = Questionable,  $\alpha \geq 0.5$  = Poor,  $\alpha < 0.5$  = Unacceptable

## Data Gathering Procedure

The data gathering process began with securing approval from the Dean of the Graduate School at Sultan Kudarat State University and the Department of Education (DepEd) Schools Division of Koronadal. Ethical clearance was obtained from the University Research Ethics Committee. These approvals ensured that the study complied with institutional and ethical guidelines.

Prior to data collection, participants and their parents or guardians were informed of the study's purpose, procedures, voluntary nature, and confidentiality through a written informed consent and assent form. Participation was entirely voluntary, and respondents were assured that they could withdraw at any time without consequence. All data were anonymized and securely stored to protect participant identity.

After validation and pilot testing, the survey questionnaires were administered to Grade Ten students of KNCHS with assistance from school administrators. Upon completion of the quantitative phase, five students were invited for semi-structured interviews, following ethical interview protocols, including verbal re-consent before audio recording. Thematic saturation was monitored throughout the process to ensure data sufficiency.

## Statistical Treatment

The data were analyzed using appropriate statistical tools: the mean was used to determine the levels of socio-emotional competence and academic grit, while the standard deviation measured the variability in students' responses. To examine the relationship between socio-emotional competence and academic grit, the Pearson Product Moment Correlation was applied, providing insights into the strength and direction of their association. These tools helped uncover patterns relevant to the study's objectives.

## RESULTS AND DISCUSSION

This chapter presents the results of the study, organized according to the research questions. The quantitative analysis is followed by qualitative insights to provide a deeper understanding of how socio-emotional competence and academic grit influence Grade 10 students' academic performance and well-being.

## Quantitative Results

The quantitative analysis assessed socio-emotional competence and academic grit across multiple indicators. Socio-emotional competence was measured through self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. Academic grit was evaluated based on perseverance, consistency of interest, and commitment to goals. Statistical analyses, including correlation tests, were performed to explore relationships between these variables.

Table II. Level of Socio-emotional Competence of Grade 10 Students

Indicator	Overall Mean	Verbal Description
Self-awareness	4.16	High
Social Awareness	3.73	High
Self-management	3.69	High
Relationship Management	4.20	Very High
Responsible Decision-making	4.13	High
Section Mean	3.98	High

Grade 10 students exhibited consistently high levels of socio-emotional competence across all domains. The highest mean score was for relationship management (4.20 – Very High), indicating strong interpersonal skills and conflict resolution abilities. Self-awareness (4.16) and responsible decision-making (4.13) also scored high, suggesting well-developed emotional understanding and ethical decision-making capabilities. Slightly lower but still high scores were recorded in social awareness (3.73) and self-management (3.69), pointing to potential areas for development, particularly in emotional regulation and empathy. The overall section mean of 3.98 reflects a well-rounded socio-emotional profile, indicating students are emotionally intelligent, socially aware, and capable of navigating academic and interpersonal challenges effectively.

These findings align with the framework established by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020), which identifies five core competencies essential for socio-emotional development: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The high levels of competence demonstrated by the students in these domains reinforce the validity of the results and suggest that the learners are developing skills critical for both academic achievement and personal growth. Empirical research has shown that these competencies are positively associated with improved academic performance, enhanced interpersonal relationships, and greater emotional well-being (CASEL, 2020). Furthermore, Goleman's (1995) Emotional Intelligence Theory underscores the pivotal role of emotional regulation and relationship management in facilitating success within academic and personal contexts. Goleman posits that individuals with higher emotional intelligence are better equipped to navigate social complexities, resolve conflicts, and sustain motivation, which are skills particularly relevant for school-aged adolescents. Complementing this view, Mayer and Salovey's (1997) Ability Model of Emotional Intelligence emphasizes the cognitive processing of emotional information, proposing that the capacity to perceive, use, understand, and regulate emotions enables individuals to manage stress effectively, cooperate with others, and make sound decisions—competencies that are crucial in educational settings.

The elevated levels of socio-emotional competence observed among the students suggest a strong foundation for classroom collaboration, increased empathy, and resilience in both academic and social contexts. However, the relatively lower scores in self-management and social awareness indicate areas that may benefit from targeted intervention, particularly in fostering emotional regulation and empathy development. Overall, the consistently high scores across CASEL's dimensions imply that these students are not only prepared for academic success but are also well-positioned to engage in constructive social interactions, demonstrate



emotional resilience, and exhibit responsible citizenship—outcomes advocated by leading emotional intelligence theories (Goleman, 1995; Mayer & Salovey, 1997).

Table III. Level of Academic Grit of Grade 10 Students

Indicator	Overall Mean	Verbal Description
Perseverance	4.31	Very High
Consistency of interest	4.40	Very High
Commitment to Goals	4.27	Very High
Section Mean	4.32	Very High

The respondents demonstrated a very high level of academic grit in all indicators. The highest mean score was observed in consistency of interest (4.40), implying students are committed to their academic interests over time, even amidst distractions. Perseverance (4.31) and commitment to goals (4.27) further confirmed the students' strong determination and focus in achieving long-term academic success.

These findings suggest that students are not only motivated but also resilient in the face of academic setbacks. The balanced and high scores across all dimensions indicate a psychologically robust student body, capable of enduring academic pressures and maintaining sustained engagement with their educational goals.

This aligns with the conceptualization of grit by Duckworth et al. (2007), who define it as perseverance and passion for long-term goals. The high scores in both perseverance and consistency of interest are indicative of students' capacity to remain focused and driven over extended periods—an essential trait for academic success. Moreover, these findings are consistent with Dweck's (2006) Growth Mindset Theory, which posits that individuals who believe their abilities can improve through effort are more likely to persist in the face of setbacks. The results also resonate with Bandura's (1997) Social Cognitive Theory, particularly the construct of self-efficacy, which suggests that belief in one's ability to succeed enhances motivation and goal commitment. In this context, the students' sustained focus and goal-directed behavior may be attributed to a high sense of self-efficacy, reinforcing their capacity to overcome academic challenges.

Overall, the findings highlight the critical role of emotional resilience, self-efficacy, and sustained effort in fostering academic achievement. These psychological attributes collectively support the development of grit and contribute to students' long-term educational success.

Table IV. Significant Relationship Between Students' Socio-Emotional Competence and Academic Grit

Variables	R value	p-value	Interpretation
SOCIO-EMOTIONAL and ACADEMIC GRIT	0.744	<0.001	Positive High Correlation

Table IV presents the correlation analysis between Socio-Emotional Competence (SEC) and Academic Grit, revealing a strong positive correlation ( $r = 0.744$ ,  $p < 0.001$ ). This indicates that students with higher levels of socio-emotional competence are more likely to exhibit greater academic grit, meaning they persist in their academic pursuits despite challenges. The statistically significant value ( $p < 0.001$ ) further supports the robustness of this relationship, suggesting that the link between SEC and academic grit is not coincidental.

These findings are consistent with a growing body of literature emphasizing the vital role of socio-emotional skills in fostering academic perseverance. Brackett, Rivers, and Salovey (2011) highlighted those students with strong socio-emotional competence, particularly in emotional regulation and self-awareness, tend to exhibit higher self-motivation and greater resilience when faced with academic obstacles. This is supported by Duckworth et al. (2007), who demonstrated that perseverance, a key component of grit, is significantly

influenced by emotional intelligence, which enables individuals to navigate challenges with greater determination and focus.

Moreover, the importance of socio-emotional learning (SEL) in promoting academic grit is underscored by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020), which posits that SEL programs enhance students' ability to manage emotions, set meaningful goals, and persist through adversity. The findings of this study add to this growing evidence, suggesting that cultivating socio-emotional competence can effectively increase students' perseverance, goal-setting abilities, and long-term academic success.

This positive correlation also supports the notion that students who are emotionally intelligent and equipped with strong interpersonal skills are better able to maintain focus and adapt to the demands of their academic environments. As Duckworth and Quinn (2009) suggested, academic grit, comprising both perseverance and passion for long-term goals, can be nurtured by fostering emotional intelligence, which enables students to better cope with setbacks and sustain their commitment over time.

While these findings align with much of the current literature, it is important to note that other studies have reported weaker or context-specific correlations between socio-emotional competence and grit. For example, Credé et al. (2017) conducted a meta-analysis and argued that grit's predictive power diminishes when controlling for conscientiousness, suggesting that grit may not be as distinct or universally influential as previously thought. Similarly, Datu et al. (2016) found that the relationship between socio-emotional traits and grit among Filipino high school students was modest and varied depending on socioeconomic background and school type. These inconsistencies imply that the strength of the SEC-grit link may be mediated by factors such as cultural expectations, academic pressure, and access to SEL programs. Therefore, while the present study confirms a robust connection within the sampled context, caution is warranted when generalizing these findings across diverse populations.

## **Qualitative Results**

Following the quantitative analysis, qualitative data were collected through in-depth interviews with a select group of Grade 10 students. The purpose of the qualitative phase was to explore the students' personal experiences, perceptions, and reflections regarding their socio-emotional competence and academic grit, as well as to gain deeper insights into how these factors influence their academic performance and well-being.

Relevant themes were derived from the lived experiences of Grade 10 students regarding their socio-emotional competence and academic grit at Koronadal National Comprehensive High School. Thematic Analysis (TA), as proposed by Braun & Clarke (2006) and supported by Nowell et al. (2017), was utilized as the methodology for data analysis and interpretation.

Through rigorous data analysis and interpretation, eight major indicators with twenty-six relevant and emergent themes were identified from the transcribed student interviews. These themes were synthesized from coded statements, initial themes, and refined clustered categories based on the theoretical constructs of socio-emotional competence and academic grit.

The emergent themes that encapsulate the participants' experiences include emotional self-awareness in the classroom, emotional regulation and its impact, and strategies for enhancing self-awareness. They also highlight the accuracy of emotional recognition in peers, the impact of misinterpretations on social interactions, cognitive limitations in understanding underlying thoughts and feelings, and strategies for improving perspective-taking and empathy. Stress management techniques, emotional regulation practices, and responses to unexpected situations further illustrate students' coping mechanisms.

Additionally, the interviews revealed conflict resolution strategies, experiences with forgiveness and reconciliation, and the development of relationship management skills. Participants discussed their decision-making processes, the impact of impulsivity, and the alignment of decisions with personal values. Their experiences responding to academic challenges and failure, perseverance and demonstrated experiences, determination and areas of struggle, and challenges to persistence were also prominent.

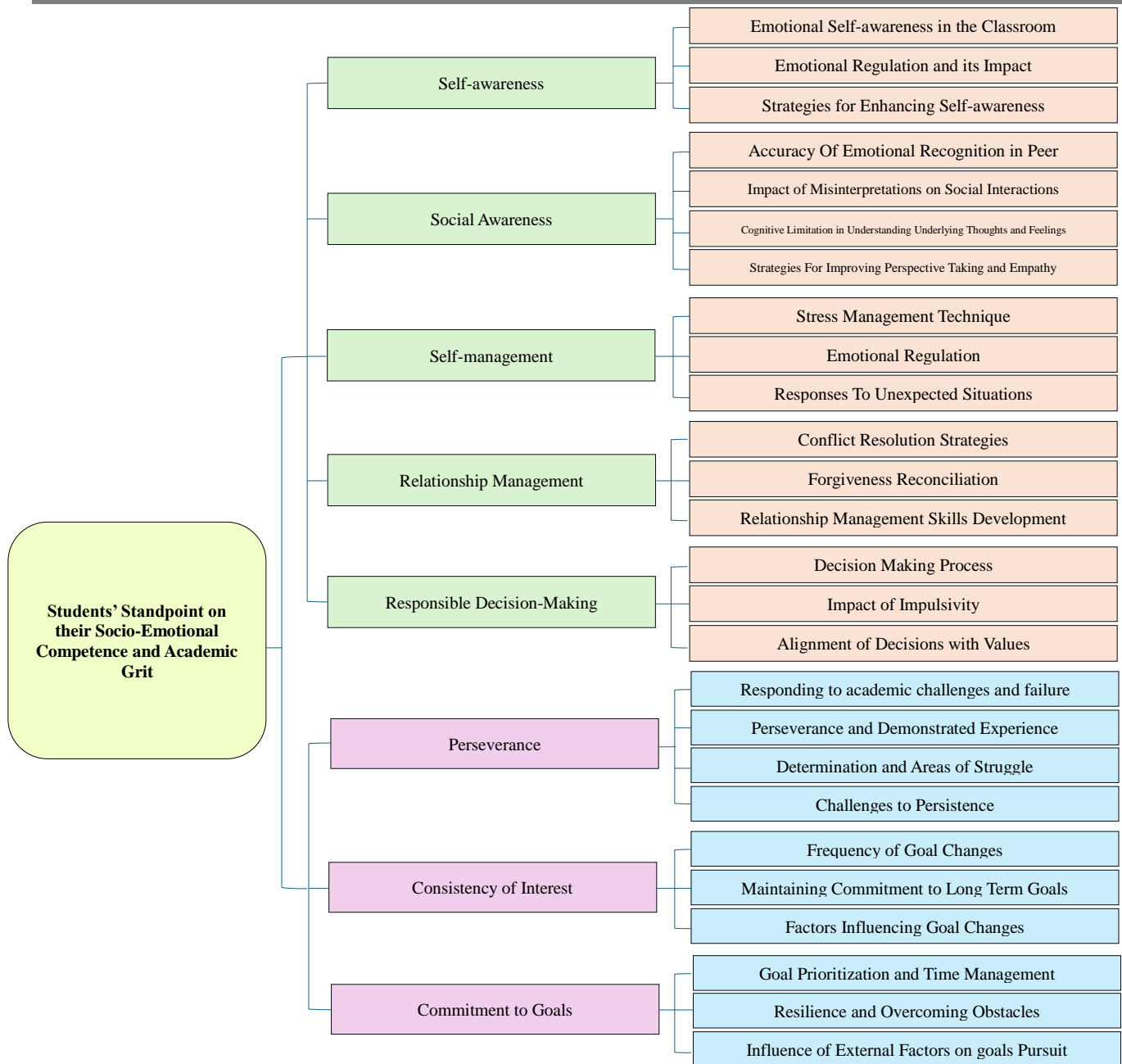


Fig. 1 Emergent Themes on Students' Standpoint on their Socio-Emotional Competence and Academic Grit

The data further revealed patterns regarding the frequency of goal changes, maintaining commitment to long-term goals, factors influencing goal changes, and goal prioritization and time management. Lastly, resilience in overcoming obstacles and the influence of external factors on goal pursuit emerged as crucial components of their academic and socio-emotional journeys.

These themes collectively characterize the Grade 10 students' socio-emotional awareness, interpersonal dynamics, academic determination, and their ability to maintain consistency and commitment to their goals. The following sections provide an in-depth presentation of the participants' standpoints.

The qualitative findings reveal a comprehensive development of socio-emotional competence and academic grit among students, shaped by their introspections, relationships, and academic experiences. Students demonstrated a growing sense of self-awareness as they learned to recognize their emotions, strengths, and areas that needed improvement. They showed an honest capacity for self-reflection and an emerging belief in their own capabilities, in line with the foundational elements of emotional intelligence (Salovey & Mayer, 1990; Goleman, 1995). Alongside this, students exhibited strong self-management skills by employing strategies to regulate their emotions, particularly during moments of academic stress and personal difficulty.



They spoke of staying calm, motivating themselves, and persisting through setbacks which demonstrating both resilience and a growth-oriented mindset (Dweck, 2006; Garmezy & Masten, 1990).

Their social awareness was also apparent, as they expressed a keen understanding of others' emotions and perspectives. Many students were empathetic toward their peers and sensitive to the challenges others faced, highlighting their capacity for compassion and inclusive behavior which an essential domain of emotional intelligence (Goleman, 1995). This emotional sensitivity translated into effective relationship management, where students emphasized the value of communication, kindness, and mutual respect. They intentionally worked to build and maintain positive relationships, resolve conflicts, and foster trust among their peers, reflecting Bandura's (1986) social cognitive principles that stress learning through observation and social interaction.

In terms of decision-making, students consistently reflected on the consequences of their actions. Their choices were often guided by personal values, empathy, and a sense of responsibility which are both academically and socially. This aligns with the idea that emotionally competent individuals demonstrate responsible decision-making and ethical behavior (CASEL, 2012). When faced with challenges, students displayed perseverance, maintaining discipline and drive even in the face of adversity. Their determination was deeply tied to their personal dreams and aspirations, often fueled by a desire to uplift their families and overcome socioeconomic barriers, reflecting the tenets of resilience theory and intrinsic motivation (Garmezy & Masten, 1990; Deci & Ryan, 1985).

A strong sense of passion and commitment toward academic goals emerged, with students expressing clear motivation to achieve despite difficulties. Their dedication was marked by purpose-driven actions and an unwavering belief in the value of education. Lastly, the narratives revealed a high level of self-efficacy and future-oriented thinking. Students envisioned their future with hope and confidence, setting concrete goals and believing in their ability to succeed despite uncertainties, this is an affirmation of Bandura's (1997) concept of self-efficacy and the grit framework of sustained passion and perseverance (Duckworth et al., 2007). Collectively, these themes highlight how emotional intelligence, resilience, and a growth mindset work together to strengthen both socio-emotional competence and academic grit, enabling students to navigate their academic and personal journeys with clarity and purpose.

The study found a strong positive correlation between socio-emotional competence and academic grit among Grade Ten students, indicating that those with better emotional and social skills also demonstrate higher perseverance and goal commitment. The qualitative findings reinforced this by revealing how students apply emotional intelligence such as self-awareness, emotional regulation, and relationship management to navigate academic stress and setbacks. Students' real-life experiences reflected the principles of Emotional Intelligence Theory, Growth Mindset Theory, Resilience Theory, and Social Cognitive Theory, showing how emotional maturity and self-efficacy contribute to academic persistence. Ultimately, the integration of findings highlights that emotional and social competencies are key drivers of grit, supporting the call to embed social-emotional learning as a foundational element in education.

## CONCLUSION AND RECOMMENDATIONS

This study concluded that Grade Ten students of Koronadal National Comprehensive High School exhibit a high degree of socio-emotional competence and academic grit. Quantitative findings demonstrated that students possess well-developed skills in self-awareness, social awareness, self-management, relationship building, and responsible decision-making. These core components of emotional intelligence were strongly and positively correlated with high levels of perseverance, consistency of interest, and long-term goal commitment which are the key indicators of academic grit. The strength of this correlation emphasizes the critical interplay between emotional regulation and academic motivation, highlighting that students with greater emotional competence are more likely to persist in the face of academic challenges.

Complementing these results, the qualitative data offered rich, contextualized narratives that brought depth and clarity to the statistical findings. Students shared how they manage academic stress and emotional struggles by employing reflective strategies such as self-talk, mindfulness, peer support, and goal visualization. Despite

experiencing setbacks, distractions, and fluctuating motivation, many demonstrated emotional resilience and cognitive adaptability—refining their goals while maintaining a clear sense of purpose.

In respect to the findings and conclusions of the study, the following recommendations were generated:

1. Integrate Social-Emotional Learning (SEL) programs into subjects like Araling Panlipunan, EsP, and advisory classes (mindfulness, emotional regulation, journaling, role-plays) to improve stress management, empathy, and communication.
2. Implement mentorship and peer-support initiatives (buddy programs, group check-ins, resilience workshops) to foster motivation and emotional recovery.
3. Offer targeted interventions (time management, conflict resolution, self-monitoring tools) through guidance counseling and homeroom activities to address impulsivity and low self-regulation.
4. Promote goal-setting routines, self-assessments, and vision boards to help students stay committed to long-term goals, aligning with DepEd programs like Homeroom Guidance and Youth Formation.
5. Foster a growth mindset culture by praising effort, normalizing failure, and reinforcing improvement through dedication.
6. Strengthen home-school partnerships through PTA meetings and parenting bulletins to involve parents in students' socio-emotional and academic development.
7. Encourage future research to explore intervention strategies that deepen the connection between socio-emotional competence and academic grit.

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