

Emotional Competence and The Academic Performance Of Senior High School Students

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ABSTRACT

This study determined the emotional competence of the Grade 11 students and its relationship to their academic performance in Oral Communication and in Personal Development. The setting of the study is at Quezon Science High School. Descriptive research design and purposive sampling technique were applied in choosing the subject of the study. The following data gathering instruments were used: (1) The Profile of Emotional Competence (PEC); and (2) school document content analysis. A short interview was conducted to 10 Grade 11 students (5 highest and 5 lowest in academic performance) level to clarify the result and to know how they deal/cope with the thing that affects them most emotionally. The gathered data were computed, tabulated, analyzed and interpreted. Results revealed that of the 63 Grade 11 students, 30 were classified as having high emotional competence, 29 have moderate, while 4 belonged to low emotional competence. All of the Grade 11 students were outstanding in their performance. There is a significant relationship between Grade 11 students' emotional competence and Oral Communication performance; Personal Development. The researcher, therefore, has no enough evidence to accept the null hypothesis, thus, it is rejected. Interconnecting the levels of emotional competence with the interview response categories of the Grade 11 students revealed that high emotional competence manifests abilities of *Use (others)*, *Regulation (self)*, *Use (self)*, and *Identification (self)*. On the other hand, Grade 11 students with moderate level of emotional competence manifests ability of *Regulation (self)*. The low emotional competence level students, furthermore, manifests the ability of *Regulation (others)*.

KEYWORDS: emotional competence, academic performance, personal development, oral communication, senior high school

Introduction

Background of the Study

Public high schools with a specialized science curriculum are regarded as the place for the cream of the crop. Enrollment in these schools usually require passing an entrance exam and meeting the grade requirement. Moreover, the curriculum's perceived greater challenge adds both value and prestige in the diploma received from any of these schools.

Quezon Science High School (QSHS) is an institution of excellence in science and technology which aims to prepare its students for careers in science and technology and contributes to the development of Quezon Province and the nation, by nurturing them to become proficient

professionals and leaders as catalyst of transformation. The researcher teaches the subject Oral Communication in Context. The subject aims for the development of listening and speaking skills and strategies for effective communication in various situations. Also, the researcher teaches the subject 'Personal Development' of Grade 11 to make students aware of the developmental stage that they are in, for them to better understand themselves and the significant people around them as they make important career decisions as adolescents. The course's emotional intelligence content informs the students of the different types of emotions and how they are expressed. Students learn to identify ways to communicate and manage emotions in a healthy manner.

The students revealed their inner thoughts in all classroom work output, hence, the researcher learned that some students are emotionally down (with instances of crying during the activities). The Grade 11 students of QSHS are generally intelligent, but some students are weak when it comes to emotional aspect/control. This study determined the emotional competence of the Grade 11 students and its relationship to Oral Communication and Personal Development performance.

Theoretical Framework

Emotional competence is known to be the compliance of emotions to behavior (Libina, Libin, 1998). It is also the ability to understand a person's own feelings and the emotional conditions of other people, thus, it is correct to estimate them, and also to control the emotions and structurally express them, using them to operate the behaviour of oneself and to influence the behaviour of other people. It is also a group of the developing abilities to regulate interpersonal relations by knowing and understanding one's own emotions and others' emotions. The basic theoretical statements of modern researches define emotional intelligence as ability: to work in consent with the internal environment of the feelings and desires; to understand the relations of the personality representing in emotions, and to operate the emotional sphere on the basis of the intellectual analysis and synthesis; effectively control emotions and use them for improvement of thinking. Emotional intelligence is interpreted as a set of emotional, personal, and social abilities that impact the ability to cope effectively with the requirements and pressure of the environment.

The concept of emotional intelligence became known and popular all over the world in 1995, when Daniel Goleman (1997) published his book, and since then the term `emotional intelligence` is attributed falsely to him. Two American university professors, John Mayer and Peter Salovey, coined the term "emotional intelligence" in their empirical research study. Goleman's emotional competency model (1997) describes competencies and skills that determine the leadership performance in four main competency group: self-awareness, self-management, social-awareness, and relationship-management. According to Goleman emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance as the highest social adaptation level.

This study tried to determine the emotional competence of the Grade 11 students and its relationship to their performance in Oral Communication and in Personal Development.

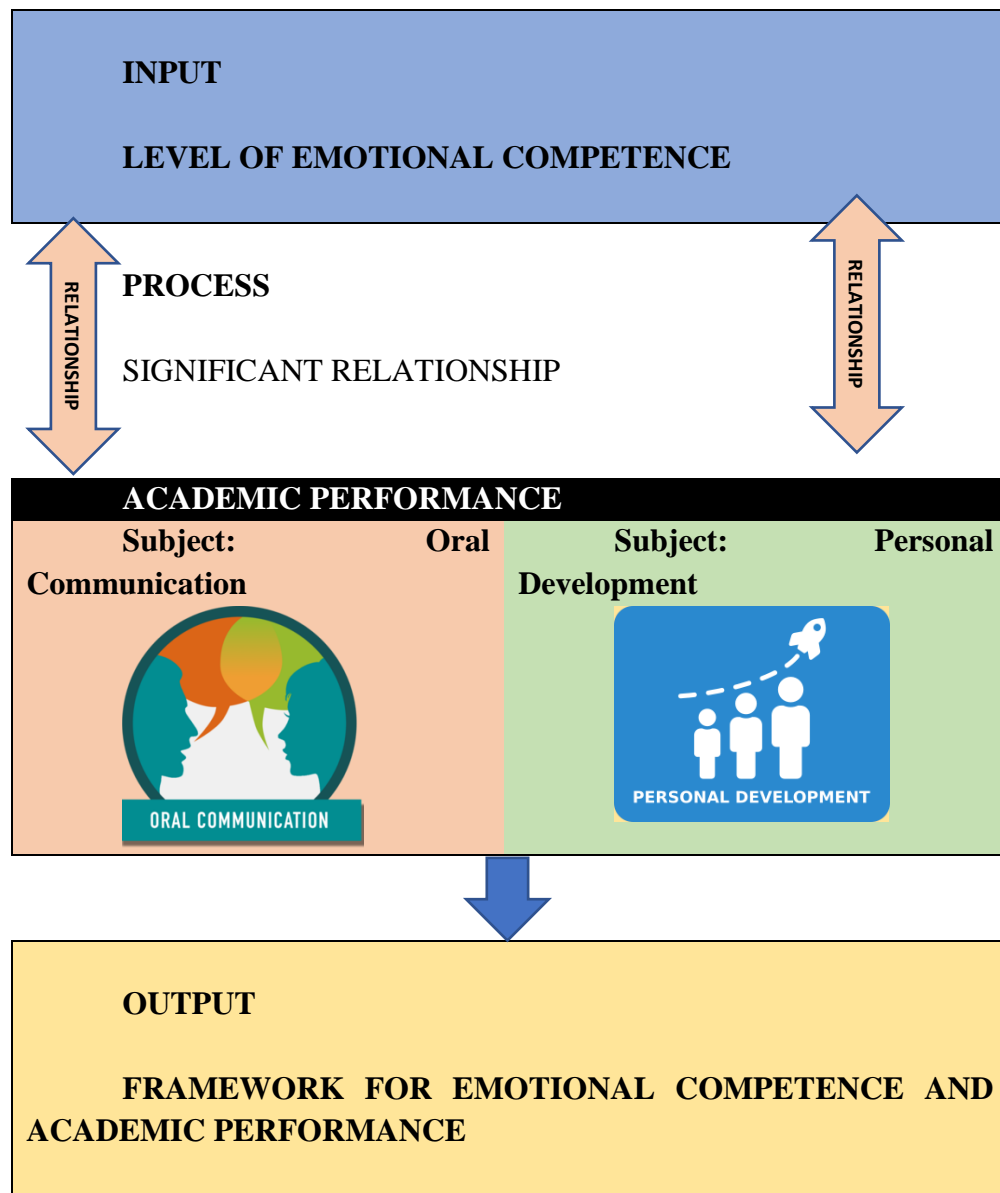
Research Paradigm


Figure 1. Research Paradigm

Figure 1 is in alignment with the general objective and the specific questions in the Statement of the Problem. First and foremost, the researcher gave to the Grade 11 the “Profile of Emotional Competence” (PEC) which determined who among the Grade 11 students have high or low emotional competency. The researcher taught and gave activities to the Grade 11 students of Oral Communication subject and Personal Development subject. The activities were graded as applicable. This is represented by the INPUT.

Test of significant relationship in the Grade 11 students’ performance with Oral Communication and in Personal Development with emotional competence was done in the

PROCESS. Finally, the OUTPUT of the study is a developed framework for the emotional competence and academic performance of Grade 11 students.

Statement of the Problem

This study determined the emotional competence of the Grade 11 students and its relationship to their performance in Oral Communication and in Personal Development.

It answered the following specific questions:

1. What is the level of emotional competence of Grade 11 according to the result of 'Profile of Emotional Competence?
2. What is the academic performance of the Grade 11 students in:
 - 2.1. Oral Communication
 - 2.2. Personal Development
3. Is there a significant relationship among Grade 11 students' performance and emotional competence?
4. What framework for emotional competence and academic performance may be developed?

Hypothesis

This study tested that there is no significant relationship among Grade 11 students' performance and emotional competence.

Scope and Delimitation

This study determined the emotional competence of the Grade 11 students and its relationship to their performance in Oral Communication and in Personal Development.

The setting of the study is at Quezon Science High School (QSHS). Descriptive research design and purposive sampling technique will be applied in choosing the subject of the study. There are 102 enrolled senior high school (combined Grade 11 and Grade 12) students in school year 2019-2020.

Purposive sampling technique was applied in choosing the subject of the study. The 2 sections of Grade 11, composed of 63 students, are handled by the researcher. All of the 63 students are chosen as participants of this study. This represents the total population of Grade 11 students.

Significance of the Study

The researcher foresees that the result of this study will benefit the following:

Teachers. They will know how to handle students with emotional challenges; also how to ensure data privacy (personal information of students revealed through journals, self-reflection outputs, essays, etc.)

Students. This study will help sharpen their emotional competence and deepen their understanding.

Parents. They will gain knowledge on the emotional competence of children in school and will know how to deal with it.

Community. Suppose the teachers know how to react/deal with students with emotional challenges. In that case, they will be able to help the students to focus more on their studies, and in the future when they graduate they will be productive constituents of the community.

Literature Review

This chapter presents in thematic format the literature and studies related to the emotional competence of the Grade 11 students and how it affects their performance in Oral Communication and in Personal Development.

Emotional Competence

Emotional Competence (EC), which refers to individual differences in the recognition, comprehension, language, control and use of one's and those of others' own emotions, was found to be an essential predictor of the adaptation of individuals to their environment. Higher EC is associated with greater happiness, enhanced mental and physical health, and more social and marital fulfillment. It is widely known that EC (as a whole) predicts a number of important results, but it is unclear so far which specific competency(ies) participate(s) in a given outcome. This is because each of the five core emotional competences must be distinctly measured separately for one's own and others' emotions, and no measure has been found or used until recently. This lack of information poses a problem both practically (we cannot develop customized interventions) and theoretically (we do not understand the processes at stake). Brasseur (2019) addressed this issue. The researchers developed and validated in four steps the Profile of Emotional Competence: a complete (albeit short: 50 items) self-reported measure of EC. Analyses performed revealed promising psychometric properties on a representative sample of 5,676 subjects. The concurrent/discriminant validity was good, internal consistency of scales and subscales alike was satisfying, factorial structure was as expected (Brasseur, 2013).

An important predictor of individuals' adaptation to their environment is was found to be emotional intelligence (EI) - which is the individual differences in the identification, understanding, expression, regulation and use of one's personal emotions and those of others. Although emotional competence (EC) as a whole predicts important outcomes, it has often been

unknown which specific competency(ies) participate(s) in a given outcome because, until recently, no measure of EI was used to distinctly measure each of the five core emotional competencies separately for one's own and other people's emotions. A measure of EI was recently developed and validated by Brasseur et al. that allows to assess emotion identification, expression, understanding, regulation and use, separately for self and other people's emotions. A shorter version of the instrument was presented in the current study presents which was obtained using structural equation modeling on two samples of 500 subjects (Mikolajczak 2014).

Emotional Competence Coping Strategy

A universal school-based intervention was developed by Tharaldsen (2019) that focuses on enhancing the coping mechanisms of students in school-related stress by building students' social and emotional competence. The intervention was carried out in six classes in three upper secondary schools in southwestern Norway, and covered the following: self-regulated learning; mindfulness; and social competence. The research was conducted using three focus groups with a stratified selection of general education students (n=24) and one focus group with primary school teachers (n=6). Summative content analysis was conducted using NVivo Software. The results indicate that the students perceived the core themes useful, and believed that the intervention used increased their coping with school-related stress and also to some extent, was able to improve their learning environment. To some degree, the teachers' perceptions also support this. It was suggested that future directions for universal school-based interventions to build social and emotional competencies must be implemented.

Kemple (2019) made a quasi-experimental study which compared children who were (or were not) exposed to a 28-week program designed to prevent aggressive behavior through teaching social knowledge and pro-social skills. Children in the experimental group showed a significant increase in teacher-ratings of assertion, cooperation, total social skills, self-control, and as well as in social knowledge as measured through an interview procedure. However, children in the comparison group showed no significant improvements. When it comes to teacher ratings of externalizing or internalizing problem behaviors, neither group showed any changes. The experimental group, based on the preliminary analyses, also showed reduction in observed aggressive behavior, while the comparison group did not. There were differences when it comes to the changes within the experimental group according to whether the teacher had initially identified a child as high or as low in social competence. Significant increase in cooperation and in total social skills was observed in children with high competence, while significant increase in cooperation, assertion, total social skills, and social knowledge was observed in low competence children. The sample size for the study was small (37 subjects), and should be replicated with a larger sample. Results suggest that changes are due to the program, rather than to maturation and add quasi-experimental support for the effectiveness of the program.

The effects of the Ready for Success (RFS) classroom guidance program (Brigman & Webb, 2012) on the reading proficiency, social-emotional skills and competence, and promotion

between third-grade students who received the RFS intervention (treatment group; $n = 104$), and third-grade students who did not receive the intervention (comparison group; $n=91$) was determined in a study by Chance (Accessed 2019). Certified school counselors in the treatment group, after their training in the manual RFS curriculum, implemented five, weekly, 30-minute lessons followed by three monthly booster lessons. This research followed a quasi-experimental, non-equivalent group design. A teacher report measure of social-emotional skills and competence (i.e., Devereux Student Strengths Assessment) and a standardized formative assessment of reading proficiency (i.e., Reading Running Record) was employed. Moreover, retention data was given by the participating school district's data source. A series of MANCOVA analyses and a Pearson's chi-square analysis were used to measure the statistical significance between the groups. For each dependent variable, a partial eta-squared η^2_p effect size was reported. For promoting student social-emotional skill development (i.e. self-awareness, self-management, social awareness, relationship skills, and responsible decision making) and overall social-emotional competence (SEC), the data showed that the RFS classroom guidance program is an effective Social-Emotional Learning (SEL) intervention. This study also gave support for the utilization of school counselor-led SEL classroom programs to promote the social-emotional development of students in the school setting. Moreover, the value school counseling interventions for students in the domain of social-emotional development were further supported by the study. Finally, empirical support for the RFS classroom guidance program as an effective SEL intervention was provided by the results of this study.

Emotional Competence and Academic Performance

A study conducted by Alzahrani, Alharbi, and Alodwani (2019) explored the importance of the social-emotional competence on children's growth. An interaction between adults and children is critically needed to develop children social-emotional competence. The responsibility to enhance children's development in many aspects, including emotional, cognitive, social, academic, and behavioral skills lies on the teacher. In order for students to have better school achievement and behavioral skills, a positive relationship between teachers and young students is essential. Several studies were reviewed by the researchers that show the influence that social and emotional competence has on children's ability to engage in good behaviors and learning outcomes. They also provide several strategies that help teachers to build positive and strong relationships with children. Academic and behavioral success was fostered by these strategies. Social and emotional learning in relation to school successes were defined to show that competence in these areas increases students' critical thinking, reading, writing, and vocabulary skills. School achievement can also be improved by emotional regulation, both in the present and in the future. Additionally, researchers provide strategies that teachers can use to nurture positive behavioral skills.

A protective factor for academic achievement among American Indian and Alaska Native (AI/AN) students could be social-emotional competence. Fisher's r to Z transformations was used by Chain et al. (2017) to test for group differences in the extent of relationships between social

emotional competence and achievement. The variance in academic achievement explained by student race, poverty, and social-emotional competence, and the school-wide percentage of students by race was determined through hierarchical linear modelling. Data came from 335 students across 6 schools. This study implies that promoting social-emotional competence among AI/AN students could be a strategy for reducing disparities in academic accomplishment and the consequences of these disparities.

Academic performance and clinical practice of students enrolled in a Nursing degree is positively influenced by socio-emotional competencies. However, more studies are needed to relate these competencies with performance in a high-fidelity clinical simulation training scenario. The relationship between socio-emotional competencies and performance in simulated clinical practices of a sample of 4th-year Nursing degree students was analysed by Sánchez Expósito et al. (2018). A transversal descriptive study was conducted in Spain with a sample of 91 students enrolled in their last academic year of the Nursing degree, who were undergoing clinical practices along with simulation sessions. Analysis of the socio-emotional competencies (coping with stress, communication skills, self-efficacy, engagement, etc.) involved the use of self-administered questionnaires and the performance in high-fidelity clinical simulation settings. The results showed that socio-emotional competencies had a positive and statistically-significant correlation ($p < 0.05$) with performance in the simulation of clinical practices. It was observed that there is a relationship between socio-emotional competencies and performance in simulated practices [$R^2 = 0.502$; $F(20,55) = 2.827$; $p = 0.01$]. There is an association between the socio-emotional competencies of 4th-year nursing students to their performance in simulated clinical practices.

A key factor that emerged in differentiating average from outstanding performers in managerial and leadership positions across multiple business settings was Emotional Intelligence, but in the health care professions there are relatively few studies that have examined the role of emotional intelligence. In a study conducted by Victoroff and Boyatzis (Accessed January 2019), the relationship between emotional intelligence (EI) and dental student clinical performance was examined. The participants were third- and fourth-year students at a single U.S. dental school. Participation rate was 74 percent (100/136). The Emotional Competence Inventory-University version (ECI-U), a seventy-two-item, 360-degree questionnaire completed by both self and other raters was used to assess dental students' EI. Twenty-two EI competencies were grouped into four clusters (Self-Awareness, Self-Management, Social Awareness, and Relationship Management) and was measured by the ECI-U. The mean grade assigned by clinical preceptors was used to assess clinical performance. An overall assessment of a student's clinical performance including time utilization, diagnostic and treatment planning skills, preparation and organization, self-evaluation, professionalism, fundamental knowledge, technical skills, and patient management is represented by the grade. Didactic grade point average (GPA), which were additional variables, include Years 1 and 2, preclinical GPA in Years 1 and 2, Dental Admission Test academic average and Perceptual Ability Test scores, year of study, age, and gender. The study also applied multiple linear regression analyses. Mean clinical grade was significantly correlated with the Self-

Management cluster of competencies ($b=0.448$, $p<0.05$) and preclinical GPA ($b=0.317$, $p<0.01$). Emotional self-control, initiative, trustworthiness, conscientiousness, achievement orientation, adaptability, and optimism comprise the self-management competencies. Significant predictors of mean clinical grade assigned by preceptors, in the sample, were dental students' EI competencies related to Self-Management. An important predictor of clinical performance may be Emotional intelligence, which has important implications for the development of students during dental school.

An important theoretical and practical construct that has been highlighted was Emotional intelligence (EI). It was determined to have the potential to enable individuals to cope better and experience less stress, thus helping to build a healthy and stable workforce. The EI of nursing students ($n=130$, 52.0%) and its relationship to coping strategies, perceived stress, subjective well-being, perceived nursing competency and academic performance was explored by Por et al. (Accessed January 2019). In one Higher Education Institution (HEI) in the United Kingdom (UK), students were on the adult pathway of a nursing diploma or degree program. The study adopted a prospective correlational survey design. There were three methods of data collection that were used in the study: i) A self-report questionnaire; ii) mapping of EI teaching in the curricula; and iii) an audit of students' academic performance. Emotional intelligence was negatively related to perceived stress, but positively related to well-being, problem-focused coping and perceived nursing competency. Increased feelings of control and emotional competence assist nursing students to adopt active and effective coping strategies when dealing with stress were suggested by the findings, which in turn enhances their subjective well-being. The potential value of facilitating the EI of students of nursing and other healthcare professions was highlighted by the study.

Considerable time and resources are devoted by schools and universities to develop students' social and emotional skills, such as emotional intelligence (EI). The goals of such programs are partly to increase academic performance and partly for personal development. MacCann (2019) conducted meta-analysis by examining the degree to which student EI is associated with academic performance. An overall effect of $\rho=.20$ was found using robust variance estimation ($N = 42,529$, $k = 1,246$ from 158 citations). The association is significantly stronger for ability EI ($\rho=.24$, $k = 50$) compared with mixed EI ($\rho=.19$, $k = 90$) or self-rated ($\rho=.12$, $k = 33$). Ability, self-rated, and mixed EI showed an additional 1.7%, 0.7%, and 2.3% of the variance, respectively, after big five personality and controlling for intelligence. An additional 3.9% and 3.6%, respectively, were explained by understanding and management branches of ability EI. EI is the third most important predictor for all three streams, after intelligence and conscientiousness, as suggested by relative importance analysis. Across the three EI streams, moderators of the effect differed. A stronger predictor of performance in humanities than science was ability EI. A stronger predictor of grades than standardized test scores was self-rated EI. It was proposed that three mechanisms underlie the EI/academic performance link: (a) academic content overlap with EI, (b) building social relationships at school, and (c) regulating academic emotions. Different streams of

EI, through different mechanisms, may affect performance. Some limitations were noted which include the lack of evidence for a causal direction. Emotional intelligence has a small to moderate association with academic performance, as shown by meta-analysis, such that learners with higher emotional intelligence tend to have higher grades and achievement test scores. The association is stronger for skill-based EI tasks than rating scales of EI. It was found that association is strongest for skill-based tasks measuring managing emotions and understanding emotions.

Methodology

Descriptive method of research was applied in this study. In choosing the subject of the study, purposive and convenience sampling technique was used. The 2 sections of Grade 11, composed of 63 students, are handled by the researcher. All of the 63 students were chosen as participants of this study. This represents the total population of Grade 11 students. The study was conducted at Quezon Science High School, Tayabas City, Quezon Province.

Research Instrument

The following data gathering instruments were used.

1. The Profile of Emotional Competence (PEC). This was given to the 2 sections of Grade 11 students handled by the researcher. The purpose is for PEC to determine the emotional competence of the 63 Grade 11 students.

A product of more than 10 years of emotional intelligence research, the 20-item PEC is was developed by Brasseur and Mikolajczak in order to measure **intrapersonal (self) and interpersonal (others) competencies which comprise the Emotional Competence**. The five core emotional competencies (identification, understanding, listening, regulation and use of emotions) distinctly for one's emotions and others' emotions were assessed by the PEC. Several studies on a total of nearly 22,000 subjects were used to validate it. Table 1 presents the verbal interpretation of the PEC result.

Table 1

Verbal Interpretation of Emotional Competence

Scale	Range	Verbal Interpretation	Competence
5	4.50 – 5.00	Very Much like Me	High Emotional Competence
4	3.50 – 4.49	Somewhat Like Me	
3	2.50 – 3.49	Neither/Nor	Moderate
2	1.50 – 2.49	Somewhat Unlike Me	Low Emotional Competence
1	1.00 – 1.49	Very Much Unlike Me	

2. School document content analysis. Grade 11 students' performance in Oral Communication and in Personal Development during the first and second grading period were processed and analyzed.

Data Gathering Procedure

Upon approval of the request to conduct the research, the researcher gave the "Profile of Emotional Competence" (PEC) to determine the emotional competence of Grade 11 students.

The researcher taught and gave activities to the Grade 11 students of Oral Communication subject and Personal Development subject. The activities were graded as applicable.

The gathered data were computed, tabulated, analyzed and interpreted.

Statistical Treatment

Frequency count and percentage was used in describing the students' emotional competence; performance in Oral Communication and in Personal Development.

Weighted mean was used to determine the Grade 11 students' emotional competence from the result of the Profile of Emotional Competence (PEC).

Pearson's Product Moment Correlation was used to test for the significant relationship in the Grade 11 students' performance in Oral Communication and in Personal Development with emotional competence.

All computations were performed using Microsoft Office Excel.

Results and Discussion

Level of Emotional Competence of Grade 11 Based on the 'Profile of Emotional Competence'

The Profile of Emotional Competence (PEC) was given to the 2 sections of Grade 11 students handled by the researcher. The purpose is for PEC to determine the emotional competence of the sixty-three (63) Grade 11 students.

Table 4
Summary Frequency Distribution of the Level of Emotional Competence of Grade 11 Students

Range	Competence	Frequency
4.50 – 5.00	High Emotional Competence	30
3.50 – 4.49		
2.50 – 3.49	Moderate	29
1.50 – 2.49	Low Emotional Competence	4
1.00 – 1.49		
TOTAL		63

Of the 63 Grade 11 students, 30 were classified as having high emotional competence, 29 have moderate, while 4 belonged to low emotional competence.

To back-up and understand more the result, the researcher interviewed 10 Grade 11 students and were asked the question about what affects them most emotionally and how they cope with it. The 10 students were selected based on their actual grade performance (top 5 students and 5 bottom-most students) in the 2 subjects - Oral Communication and Personal Development.

Based on the result of the interview of the ten (10) Grade 11 outstanding students, there emerged their abilities based on the PEC of the following response categories. The results of this will be further discussed in the “Developed Framework for Emotional Competence and Academic Performance of Grade 11 Students” part.

Performance of the Grade 11 Students Oral Communication and Personal Development

School document content analysis. Grade 11 students’ performance in Oral Communication and in Personal Development during the first and second grading period were processed and analyzed.

Table 5
Performance of Grade 11 Students

Performance	Oral Communication		Personal Development	
	1 st Grading	2 nd Grading	1 st Grading	2 nd Grading
90 – 100 Outstanding	63	62	63	63
85 – 89 Very Satisfactory	0	1	0	0
80 – 84 Satisfactory	0	0	0	0
75 – 79 Fairly Satisfactory	0	0	0	0
Below 75 Did Not Meet Expectation	0	0	0	0
TOTAL	63	63	63	63

Table 5 displays an overwhelming result of Grade 11 students' performance.

In the first grading period, all students were outstanding in their performance in both courses- Oral Communication and Personal Development.

In the second grading period, 1 out of 63 students got a grade of 85-89 in Oral Communication. On the other hand, all of the 63 students were outstanding (90-100) in Personal Development.

Quezon Science High School (QSHS) is the provincial secondary Science High School of Quezon focused on academic excellence. To be able to be admitted in OSHS, first, the student must have a minimum average grade of 85 percent in English, science and math and 83 percent in other subjects. Second, the student must pass the school's entrance exam. Third is the final interview which includes family-background investigation and profiling. There are usually over 600 applicants from all over the province seeking admission at QSHS but only 200 are interviewed and only the top 80 are admitted. This made sure that only excellent and outstanding students are accepted for enrollment at QSHS.

Significant Relationship among Grade 11 Students' Performance and Emotional Competence

Pearson's Product Moment Correlation was used to test for the significant relationship in the Grade 11 students' performance in Oral Communication and in Personal Development with emotional competence.

Table 4

Significant Relationship in the Grade 11 Students' Performance in Oral Communication and in Personal Development with Emotional Competence

Competence	Performance	Pearson's r	Correlation	p- value	Decision	Remarks
Emotional Competence	Oral Communication	0.748	High correlation	0.000	Reject	Significant
	Personal Development	0.717	High correlation	0.000	Reject	Significant

0.00 - \pm 0.20 Negligible Correlation \pm 0.41 - \pm 0.70 Substantial Correlation

\pm 0.21 - \pm 0.40 Low Correlation \pm 0.71 - \pm 1.0 High Correlation

** Correlation is significant at the 0.01 level (2 – tailed)

Oral Communication. A high correlation exists between Emotional Competence and Oral Communication based on the result of Pearson's r of 0.748. Furthermore, since the p -value is 0.000 which is less than the 0.05 level of significance, the hypothesis was rejected and concludes that there is a significant relationship between Grade 11 students' emotional competence and their performance in Oral Communication.

Personal Development. A high correlation exists between Emotional Competence and Personal Development based on the result of Pearson's r of 0.717. Furthermore, since the p -value is 0.000 which is less than the 0.05 level of significance, the hypothesis was rejected and concludes that there is a significant relationship between Grade 11 students' emotional competence and their performance in Oral Communication.

Developed Framework for Emotional Competence and Academic Performance of Grade 11 Students

Table 8

Summary and Matrix Presentation of Grade 11 Students' Level of Emotional Competence and Performance

Students	Average Performance	Level of Emotional Competence	Interview Response Categories
1	Outstanding	High Emotional Competence	Use (others)
2	Outstanding	Moderate Emotional Competence	Regulation (self)
3	Outstanding	High Emotional Competence	Use (others)
4	Outstanding	High Emotional Competence	Regulation (self)
5	Outstanding	High Emotional Competence	Regulation (self)
6	Outstanding	Low Emotional Competence	Regulation (others)
7	Outstanding	High Emotional Competence	Use (self)
8	Outstanding	Moderate Emotional Competence	Regulation (self)
9	Outstanding	High Emotional Competence	Use (self)
10	Outstanding	High Emotional Competence	Identification (self)

Matrix presentation of the result of the data gathered shows the Grade 11 students individual performance, level of emotional competence and their interview response categories. The 10 students were selected based on their actual grade performance in the 2 subjects - Oral Communication and Personal Development. Ranking their performance rating, Grade 11 student #1 to #5 are the topmost 5 students based on performance, and students #6 to #10 are the bottom-most 5 students based on lowest performance, in spite of being outstanding.

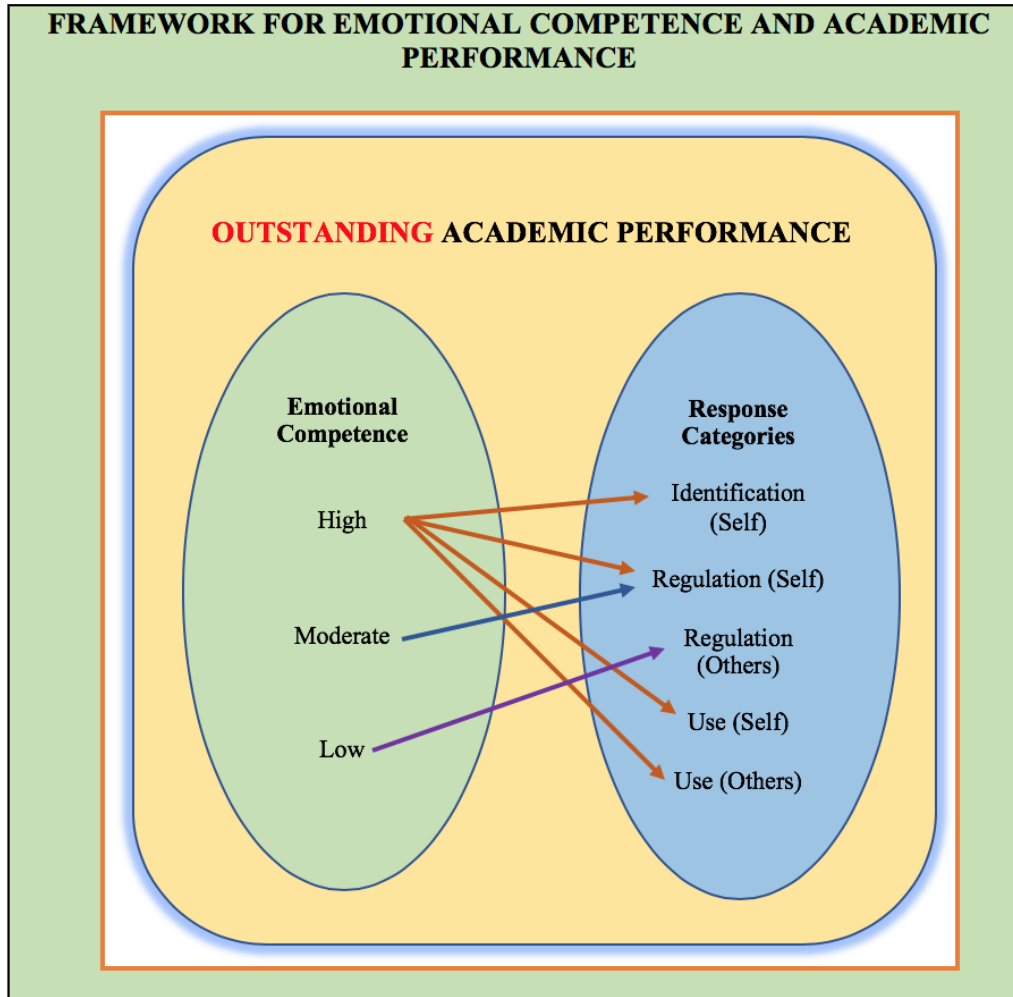


Figure 2. Developed Framework for Emotional Competence and Performance of Grade 11 Students

The developed framework presented in Figure 3 shows the academic performance as the controlling variable in this study – the students being all **OUTSTANDING** in their performance.

The Profile of Emotional Competence (PEC) result revealed the 3 levels of the Grade 11 students' emotional competence: High, Moderate, and Low.

Interconnecting the levels of emotional competence with the interview response categories of the Grade 11 students revealed that **high** emotional competence manifests abilities of *Use (others)*, *Regulation (self)*, *Use (self)*, and *Identification (self)*. On the other hand, Grade 11 students with **moderate** level of emotional competence manifests ability of *Regulation (self)*. The **low** emotional competence level students, furthermore, manifests the ability of *Regulation (others)*.

Identification (self): Student #10 manifested this ability. This pertains to how a student is able to identify how he/she feels in a certain situation, and therefore adjust and cope if necessary. Expressions of this may include coping mechanisms such as changing oneself to be more presentable to other people, and gain acceptance and appreciation from them by treating them well by giving respect.

Regulation (self): Student #2, #4, #5 and #8 manifested this ability. This is the ability of a student to regulate emotions, thoughts, and behaviors effectively in different situations. The ability to self-regulate includes how well the student manages stress, controls impulses, and motivates himself or herself. This is oftentimes manifested through positive self-talks to regulate emotions, coupled with optimism and emotional release.

Use (self): Student #7 and #9 manifested this ability. This is the student's ability to make constructive and respectful choices about his or her own personal behavior, and whether the personal choices and life changes a student makes is based on his/her emotions. Expressions of this may include engaging in passions and activities that are interesting to the person, or which serve as a distraction to cope with the particular situation that affects them emotionally.

Use (others): Student #1 and #3 manifested this ability. This pertains to whether the student can easily get what he/she wants from others. This can also refer to whether it is easy for the student to make others feel uneasy. Expressions of this may include connecting or engaging with others as a coping mechanism, whether through conversations, activities, or as outlets for emotional expression.

Regulation (others): Student #6 manifested this ability. This category pertains to how the student can easily calm other people who are stressed or anxious, and whether he/she knows how to handle a situation when other people come to him/her in tears. This is expressed through instances such as cheering other people up or making other people feel better, which in turn makes the student feel better as well.

Conclusion

The implications and importance of these findings tell us that when the emotional competence is high, the academic performance is also high which includes exhibiting skills and abilities that are integral parts of Oral Communication and Personal Development. If a student has high emotional competence, he/she is able to perform well in Oral Communication activities like giving answers to job interviews confidently, with eloquence and oral expression, which could then help the student increase his/her probability of getting the job and being hired. Moreover, a student who has high emotional competence can perform well in Personal Development because the student is able to manage and control negative emotions and behavior that contribute to a pleasing personality and the ability to handle stressful situations. Having a “pleasing personality” and the “ability to handle stress in job/work-related situations” are common requirements of hiring managers for applicants in the workplace and job industry. This is important because Senior High School is the stage where teachers prepare and train students for future careers and jobs in the work

place. Considering the implications in the field of education, having high emotional competence is important because the results show that it has a high positive relationship with the academic performance of students. This is also applicable in this time of pandemic and crisis where students feel depressed, anxious, hopeless, and lonely. Hence, teachers must not only train the minds, but also focus on training the heart.

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