



Social Skills and Academic Competence Among Senior High School Students: A Basis for Guidance Program

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Received : August 1, 2023

Revised : January 15, 2024

Accepted : March 26, 2024

Online : March 31, 2024

Abstract

To improve the academic success of Filipino students by not relying solely on acquired knowledge, this study aimed to investigate the correlation between social skills and academic competence among senior high school students of Cabuyao Institute of Technology. Through the developed guidance program, schools could better understand the importance of social skills, enabling students to communicate more effectively and excel academically. A total of 236 randomly chosen senior high school students of the Cabuyao Institute of Technology participated by responding to the two adopted questionnaires. The model was then analyzed and evaluated using the Mean, H-Comp Scale, Social Skills Rating System, and Pearson-product Moment Correlation. The findings showed a strong correlation between social skills and academic competency. In addition, the participants demonstrated a high degree of social skills and a moderate to acceptable degree of academic competency. The "EQUIP Program" was developed to address problems and challenges observed from the results that prevent academic enablers from performing at their highest level and to support them in developing stronger interpersonal skills. This program focuses on Personal and Social Development, Academic Development, and Enhancement of Competencies.

Keywords: *Social skills, Academic Competence, Filipino Adolescents*

INTRODUCTION

Academic success relies on more than just knowledge. Personal traits, like social skills, play a crucial role. Poor behavior and social abilities can hinder a student's performance. Social skills enable students to connect, learn, and communicate effectively. They are crucial for building relationships and navigating life's challenges. In schools, students must develop their knowledge, critical thinking, and awareness of societal changes to become engaged citizens. Social skills are vital for personal growth and success (Kajal, 2019).

Adolescence is a pivotal phase marked by profound biological and emotional changes. Strong social skills foster confidence and resilience, while lacking support can lead to struggles in negative environments. Societal shifts significantly influence social skills development, affecting communication, relationships, and academic performance. Research underscores the link between poor social skills and disciplinary problems in schools. Direct teaching of social and academic skills is vital for student success because good social skills are essential for navigating society and averting risky behaviors (Sorlie & Nordhal, 2021). Addressing problem behaviors can enhance adolescents' satisfaction in academics and social interactions. Understanding the importance of social skills today is crucial for personal development. Social skills can be learned and improved through interaction, goal setting, forming connections, and personal growth.

By emphasizing the importance of social skills, schools can equip students to excel academically and communicate effectively, thus fostering strong professional relationships. As there is very little local literature tackling this topic in the Philippine setting, this study assessed

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the social skills and academic performance of Filipino senior high school students in various aspects and explored the relationships between the mentioned variables. The study also proposed a guidance program titled the EQUIP program, which was based on the results, hoping for the bettering of Filipino students' academic endeavors. The EQUIP Program, as mentioned earlier, was developed to focus on Personal and Social Development, Academic Development, and Enhancement of Competencies.

LITERATURE REVIEW

Numerous studies have investigated the relationship between social skills and academic competence among students. Despite the abundance of research in this area, inconsistencies in findings persist, likely due to the dynamic nature of human behavior and social skills. Focusing on the developmental importance of Social Skills, [Ogden and Hagden \(2018\)](#) emphasized the crucial role of social skill acquisition in facilitating interpersonal interaction and communication, which ultimately shapes an individual's prospects. This underscores the significance of social skills in academic success. Moreover, social competence and academic performance were given focus by the studies of [Hukkelberg and Hammerstrom \(2019\)](#), [De Sousa \(2021\)](#), [Flores, Urizar and Acevedo \(2022\)](#), and [Chen et al. \(2022\)](#). They have consistently highlighted the correlation between low social competence and poor academic performance across various age groups and genders, leading to academic incompetency.

Additionally, previous research by [Sorlie and Nordhal \(2021\)](#), [Hoferitcher and Kulakow \(2022\)](#), [Carlo and Quispe-Quispe \(2022\)](#), and others underscored the pivotal role of peers, teachers, and family in fostering students' coping abilities and overall competence, including academic achievement. Both classroom and home environments play crucial roles in promoting social skills and mitigating behaviors that hinder academic success. Studies such as [Ajawi and Bennet \(2020\)](#), [Macayo and Campos \(2021\)](#), and [Doherty \(2020\)](#) have highlighted the importance of acquiring assertion, empathy, responsibility, and self-control within both home and school settings. These skills serve as catalysts for enhancing social competence and enabling academic success. In today's liberal era, the significance of social skills may be underestimated.

However, this study aims to identify deficits and interventions to enhance students' social skills, recognizing their pivotal role in academic success. By addressing the factors hindering academic achievement, this research offers valuable insights for educators and future researchers. Despite the variability in findings across related studies, this literature review underscores the importance of prioritizing social skill development to enrich academic competence.

Moreover, despite all this literature, the study maintained the null hypothesis and assumed this to be true until there was evidence to suggest otherwise. Hence, the study hypothesized that there is no significant relationship between social skills and problem behaviors, and academic competency among senior high school students of the Cabuyao Institute of Technology (CITech). In addition, this study utilized the following two (2) frameworks: the social skills framework of Gresham and Elliot cited in the study of [Maleki, et al., \(2019\)](#) and the high school competence scale by [Boerchi, Magnano, & Lodi, \(2021\)](#). [Gresham and Elliot's theory in Maleki, et al., \(2019\)](#) and the SSRS questionnaire, incorporate domains such as Self-Control, Cooperation, Assertion, Responsibility, and Empathy under Social Skills, along with Externalizing Behavior, Internalizing Behavior, and Hyperactivity under Problem Behaviors. Self-control involves inhibiting impulses, Cooperation facilitates academic performance, Assertion initiates social interactions, Responsibility involves following rules, and Empathy expresses understanding of others' feelings. Externalizing behaviors are under-controlled, internalizing behaviors are over-controlled, and hyperactivity involves inattention, impulsivity, and over-activity.

The second framework proposed by [Boerchi, Magnano, and Lodi \(2021\)](#) for the High School

Competencies Scale (H-Comp Scale) incorporates academic competencies derived from non-intellective factors. These factors include learning assessment, general self-esteem, self-efficacy, reaction to failures, emotional control, intrinsic motivation, extrinsic motivation, time management, study dedication, family, fellow students, and teacher relationships.

Learning assessment involves active monitoring of progress through self-reflection and journaling, whereas general self-esteem reflects subjective perceptions of one's worth and confidence. Self-efficacy measures an individual's capacity to perform specific tasks, while the reaction to failure assesses responses to embarrassing or frustrating situations. Emotional control refers to managing one's responses and feelings. Intrinsic motivation stems from internal stimuli driving effort, whereas extrinsic motivation arises from external factors. Time management denotes efficient allocation of time, and study dedication reflects commitment to academic pursuits. The Family comprises parents and children living together, fellow students are classmates, and teachers impart knowledge and support. These factors collectively influence individuals' social skills across various life domains. The creation of the EQUIP program based on these insights could significantly benefit students, particularly within the local context.

RESEARCH METHODOLOGY

This study utilized a descriptive correlational approach to assess social skills and academic competency levels and their relationship among 236 randomly selected senior high school students (aged 16-18) at the Cabuyao Institute of Technology (CITech). Since CITech only has a total of 605 Senior High Students, the researcher included the total population (regardless of gender, and program strand) in obtaining the sample size using an online sample size calculator (surveymonkey.com). Data were collected using the adopted standardized questionnaires: the Social Skills Rating System by Gresham and Elliot cited in the study of Maleki, et al., (2019) and the H-Comp Scale by Boerchi and Magnano (2021), with parental consent obtained for student participation and consent of use from the respective authors of the questionnaires. Analysis involved mean calculation, Likert scale assessment, and Pearson-product Moment Correlation. The statistical analysis of the study was performed by a Statistician using Statistical Package for the Social Sciences (SPSS). The Likert Scale interpretations are as follows:

Table 1. Likert Scale Interpretations

3-Point Likert Scale (Social Skills Rating Scale)		
Scale	Range	Interpretation
2	1.34 - 2.00	Always (A)/ High
1	0.67 - 1.33	Often (O) / Moderate
0	0.00 - 0.66	Sometimes (S)/ Low
5-Point Likert Scale (The H-Comp Scale)		
Scale	Range	Interpretation
5	4.20 - 5.00	Completely (C)/ Outstanding
4	3.40 - 4.19	Very (V)/ Very Satisfactory
3	2.60 - 3.39	Somewhat (S)/ Satisfactory
2	1.80 - 2.59	A Little (AL)/ Fair
1	1.00 - 1.79	Not at All (NAA)/ Poor

FINDINGS AND DISCUSSION

The SSRS and H-Comp Scale used in data gathering did not undergo further reliability and validity processes because they were already standardized.

The psychometric characteristics of the scales are thoroughly described in the SSRS and H-Comp scale. Internal consistency estimates for the Total Social Skills Scales range from .83 to .94 and coefficient alphas for the total problem behavior scale range from .73 to .88 (Hayik & Franklin, 2017). Moreover, the H-Comp Scale showed excellent reliability and structural and concurrent validity. Cronbach's alpha showed that each subscale with respective internal consistency: intrinsic motivation was 0.837, extrinsic motivation was 0.778, time management was 0.814, study dedication was 0.875, learning assessment was 0.695, study self-efficacy was 0.798, reaction to failures was 0.778, 0.700 for emotional control, 0.789 for general self-esteem, 0.803 for family relationships, 0.739 for fellow student relationships, and 0.732 for teacher relationships (Boerchi, Magnano, & Lodi, 2021).

As the study focused on the Senior High School (SHS) Students being at the SHS level and aged 16-18 years enrolled at CITech were the only requirements, the specific age and grade level of each respondent was not documented. Nevertheless, the data were gathered from 141 female SHS students and 95 male students.

Table 2. Level of Social Skills and Problem Behaviors in Terms of Self Control

Indicators	\bar{X}	VI	Rank
1. I ignore other children when they tease me or call me names.	1.46	A	5
2. I disagree with adults without fighting or arguing.	1.42	A	6
3. I avoid doing things with others that may get me in trouble with adults.	1.62	A	2
4. I compromise with my parents or teachers when we have disagreements.	1.49	A	4
5. I ignore classmates who are clowning around in class.	1.10	O	9
6. I end fights with my parents calmly.	1.39	A	7
7. I control my temper when people are angry with me.	1.51	A	3
8. I take criticism from my parents without getting angry.	1.35	A	8
9. I use a nice tone of voice in classroom discussions.	1.74	A	1
General Assessment	1.45	A/H	

Legend: 1.34 – 2.00 Always (A)/ High 0.00 – 0.66 Sometimes (S)/ Low 0.67 – 1.33 Often (O) / Moderate

The study concludes that the students exhibit high self-control both in and out of the classroom. This ability to regulate behavior and emotions independently is crucial for academic success and overall well-being, as it reduces stress and impulsive actions toward parents and teachers (Butorova, 2020). Hence, students at CITech might exhibit more academic success and well-being than those who did not show strong self-control.

Table 3. Level of Social Skills and Problem Behaviors in Terms of Cooperation

Indicators	\bar{X}	VI	Rank
1. I am active in school activities, such as sports or clubs.	1.13	S	6
2. I tell other people when they have done something well.	1.80	A	1
3. I smile, wave, or nod at others.	1.73	A	2
4. I let friends know that I like them by telling or showing them.	1.68	A	3
5. I invite others to join in social activities.	1.37	A	5
6. I start conversations with classroom members.	1.56	A	4
General Assessment	1.54	A/H	

Legend: 1.34 – 2.00 Always (A)/ High 0.00 – 0.66 Sometimes (S)/ Low 0.67 – 1.33 Often (O) / Moderate

This indicates that the students demonstrated high levels of cooperation in both interpersonal and academic aspects. Additionally, most respondents showed proficiency in

executing tasks autonomously or in teams without requiring structured supervision, displaying simple gestures and verbal affirmations. Cooperation, as highlighted by (Lazaro & Del Rio M, 2021), fosters goal-oriented perspectives and flexible learning approaches, promoting socialization and active participation in the teaching and learning process. This implied that CITech students who demonstrated high levels of cooperation were more likely to be successful in socialization and classroom participation.

Table 4. Level of Social Skills and Problem Behaviors in Terms of Assertion

Indicators	\bar{X}	VI	Rank
1. I make friends easily.	1.42	A	5
2. I ask adults for help when other children try to hit me or push me around.	1.00	O	8
3. I am confident on dates.	0.96	O	9
4. I ask friends for help with my problems.	1.26	O	7
5. I ask someone I like to date.	0.58	S	10
6. I compliment to members of the opposite sex.	1.63	A	2
7. I start conversations with the opposite gender without feeling uneasy or nervous.	1.60	A	3
8. I stand up for my friends when they have been unfairly criticized.	1.77	A	1
9. I get the attention of members of the opposite sex without feeling embarrassed.	1.28	O	6
10. I talk with classmates when there is a problem or an argument.	1.49	A	4
General Assessment	1.30	O/M	

Legend: 1.34 – 2.00 Always (A)/ High 0.00 – 0.66 Sometimes (S)/ Low 0.67 – 1.33 Often (O) / Moderate

The findings indicate that the students frequently demonstrate assertiveness in interpersonal interactions, both in and out of the classroom. This assertiveness allows them to express themselves confidently without being aggressive or passive. Assertiveness is crucial for fostering self-respect and respect for others, promoting effective communication characterized by mutual respect (Takeda, 2022). Hence, CITech students who exhibited assertiveness were more likely to foster respect for themselves and others.

Table 5. Level of Social Skills and Problem Behaviors in Terms of Responsibility

Indicators	\bar{X}	VI	Rank
1. I listen to adults when they are talking to me.	1.78	A	2
2. I do my homework on time.	1.48	A	6
3. I keep my desk clean and neat.	1.47	A	7
4. I do nice things for my parents like helping with household chores without being asked.	1.59	A	4
5. I finish classroom work on time.	1.60	A	3
6. I accept punishment from adults without getting mad.	1.35	A	8
7. I use my free time in a good way.	1.53	A	5
8. I follow the teacher's instructions.	1.91	A	1
General Assessment	1.59	A/H	

Legend: 1.34 – 2.00 Always (A)/ High 0.00 – 0.66 Sometimes (S)/ Low 0.67 – 1.33 Often (O) / Moderate

The respondents demonstrated a high level of responsibility, demonstrating competence in academics and socialization both at school and at home. This sense of responsibility is shaped not only by the family but also by socio-cultural factors. Thus, fostering personal and social responsibility through the teaching/learning process is crucial for adapting behaviors within society (Irugalbandara, 2021). Since most CITech students showed high levels of responsibility,

they were likely to have a good environmental setting that helped them develop their responsibility.

Table 6. Level of Social Skills and Problem Behaviors in Terms of Empathy

Indicators	\bar{X}	VI	Rank
1. I say nice things to others when they have done something well.	1.83	A	4
2. I try to understand how my friends feel when they are angry, upset, or sad.	1.85	A	3
3. I ask before using other people's things.	1.93	A	1
4. I feel sorry for others when bad things happen to them.	1.73	A	5
5. I listen to my friends when they talk about the problems they have.	1.92	A	2
6. I ask friends to do favors for me.	1.32	O	6
General Assessment	1.76	A/H	

Legend: 1.34 – 2.00 Always (A)/ High 0.00 – 0.66 Sometimes (S)/ Low 0.67 – 1.33 Often (O) / Moderate

Most respondents demonstrated high levels of empathy. They displayed responsiveness and understanding of others' feelings, with affective empathy notably developed from a young age. Empathetic students tend to be more cooperative, have stronger relationships with peers and parents, and are more engaged in school and community activities (Faris, 2021). Hence, most CITech students are expected to be cooperative and engage in several activities both inside and outside school.

Table 7. Level of Social Skills and Problem Behaviors in Terms of Externalizing Behavior

Indicators	\bar{X}	VI	Rank
1. Gets angry easily.	0.60	O	3
2. Argues with others.	0.83	O	1
3. Fights with others.	0.13	S	6
4. Has temper tantrums.	0.51	S	4
5. Threatens or bullies others.	0.40	S	5
6. Talks back to adults when corrected.	0.70	O	2
General Assessment	0.53	S/L	

Legend: 1.34 – 2.00 Always (A)/ High 0.00 – 0.66 Sometimes (S)/ Low 0.67 – 1.33 Often (O) / Moderate

Many students displayed low externalizing behavior. While good social skills are typically associated with career and personal success, even students with manageable externalizing behaviors can possess valuable interpersonal skills, including conflict resolution, effective communication, and the ability to follow directions (Sharna, 2019). Hence, it was implied that the CITech students still had good interpersonal skills despite showing occasional externalizing behaviors.

Table 8. Level of Social Skills and Problem Behaviors in Terms of Internalizing Behavior

Indicators	\bar{X}	VI	Rank
1. Acts sad or depressed.	0.51	O	4
2. Has low self-esteem	0.64	O	2.5
3. Appears lonely	0.64	O	2.5
4. Likes to be alone.	0.81	O	1
5. Is easily embarrassed.	0.17	S	6
6. Shows anxiety being with the group.	0.51	O	5
General Assessment	0.55	S/L	

Legend: 1.34 – 2.00 Always (A)/ High 0.00 – 0.66 Sometimes (S)/ Low 0.67 – 1.33 Often (O) / Moderate

Most respondents showed low internalizing behavior, which typically affects social skills. The absence of internalizing behavior correlates with enhanced social skills and academic performance. While social skills do not directly increase intelligence, they foster greater responsibility in children and young adults within the community (Vanderbilt University, 2021). Hence, CITech students, despite showing low internalizing behaviors, can still enhance their social skills and academic performance.

Table 9. Level of Social Skills and Problem Behaviors in Terms of Hyperactivity

Indicators	\bar{X}	VI	Rank
1. Fidgets or moves excessively.	0.24	S	5
2. Is easily distracted.	0.41	O	4
3. Disturbs activities.	0.78	O	1
4. Interrupts conversations with others.	0.60	O	3
5. Doesn't listen to what others say.	0.68	S	2
General Assessment	0.54	S/L	

Legend: 1.34 – 2.00 Always (A)/ High 0.00 – 0.66 Sometimes (S)/ Low 0.67 – 1.33 Often (O) / Moderate

The students occasionally showed hyperactivity. However, according to Logsdon (2021), even students with occasional hyperactivity can maintain good interpersonal communication, adhere to rules, and avoid misbehaviors, providing opportunities for teachers and parents to support their success in school. Therefore, CITech students are still expected to function well as social individuals because they only showed low hyperactivity.

Table 10. Level of Academic Competence in Terms of Intrinsic Motivation

Indicators	\bar{X}	VI	Rank
1. Most of the subjects I studied interested me.	3.12	S	3
2. In most cases, I study willingly because I like to do so.	3.15	S	2
3. The books I am studying deal	3.07	S	4
4. Every subject teaches me something I am interested in.	3.26	S	1
General Assessment	3.15	S/S	

Legend: 4.20 – 5.00 Completely (C)/ Outstanding 1.80 – 2.59 A Little (AL)/ Fair
 3.40 – 4.19 Very (V)/ Very Satisfactory 1.00 – 1.79 Not at All (NAA)/ Poor
 2.60 – 3.39 Somewhat (S)/ Satisfactory

Most respondents demonstrated strong intrinsic motivation toward their studies. Intrinsic motivation correlates strongly with academic competence and achievement because it generates enthusiasm and a drive to excel. This internal motivation fosters a better understanding of the importance of education and ultimately improves students' competencies and academic performance (Yarin, Encalanda, & A. Elias, 2022). Therefore, CITech students are expected to perform effectively in academics because they demonstrate strong intrinsic motivation.

Table 11. Level of Academic Competence in Terms of Extrinsic Motivation

Indicators	\bar{X}	VI	Rank
1. Even on the days when I am unmotivated, I manage to find the motivation to dedicate myself to my studies.	3.20	S	2
2. I can always able to find a way to start studying even when I am not really interested.	3.11	S	3
3. Even on days when I am a bit unmotivated, I can find a way to study at least a little.	3.08	S	4

4. I spend a lot of time on hobbies or with friends provided that I have dedicated enough time to my studies.	3.31	S	1
General Assessment	3.18	S/S	
Legend: 4.20 – 5.00 Completely (C)/ Outstanding	1.80 – 2.59 A Little (AL)/ Fair		
3.40 – 4.19 Very (V)/ Very Satisfactory	1.00 – 1.79 Not at All (NAA)/ Poor		
2.60 – 3.39 Somewhat (S)/ Satisfactory			

The results suggest that extrinsic motivation is at a satisfactory level. Peer and significant other affirmations boost their confidence and competencies. Dickson (2019) noted that students can be motivated to learn with attractive external rewards. Extrinsic motivation, such as praise from teachers and social support from family or peers, increases the psychological energy and performance of secondary students. It was implied that the CITech students received praise or rewards that motivated them.

Table 12. Level of Academic Competence in Terms of Time Management

Indicators	\bar{X}	VI	Rank
1. I can plan my activities so as not to impact my studies.	3.22	S	1.5
2. I am able to plan my workload so as not to be late.	3.22	S	1.5
3. I can devote each subject enough time to get good results.	3.14	S	3
4. I can find the right balance between the time I use for studying and leisure.	3.08	S	4
General Assessment	3.17	S/S	
Legend: 4.20 – 5.00 Completely (C)/ Outstanding	1.80 – 2.59 A Little (AL)/ Fair		
3.40 – 4.19 Very (V)/ Very Satisfactory	1.00 – 1.79 Not at All (NAA)/ Poor		
2.60 – 3.39 Somewhat (S)/ Satisfactory			

The results indicate that students moderately manage their time. Effective time management cultivates organizational and goal-setting skills in children and young adults, leading to increased awareness of attitudes, planning, thinking, and behaviors. Consistent implementation of good time management practices correlates with academic success and professional growth (Gayef & Tapan, 2018). Following this research, as the students satisfactorily manage their time, they are likely to succeed academically.

Table 13. Level of Academic Competence in Terms of Study Dedication

Indicators	\bar{X}	VI	Rank
1. I strive toward studying with a lot of commitment.	3.33	S	2
2. I work hard in my studies to get good grades.	3.50	V	1
3. I am usually consistent in my studies.	3.13	S	4
4. I approach studying with great tenacity.	3.16	S	3
General Assessment	3.28	S/S	
Legend: 4.20 – 5.00 Completely (C)/ Outstanding	1.80 – 2.59 A Little (AL)/ Fair		
3.40 – 4.19 Very (V)/ Very Satisfactory	1.00 – 1.79 Not at All (NAA)/ Poor		
2.60 – 3.39 Somewhat (S)/ Satisfactory			

The students have developed a dedication toward academic competence with minimal distractions. Through dedication to their studies, students mature into caring, courageous, and compassionate individuals. Dedication is a primary factor in achieving success, because it signifies commitment to objectives and life goals. Understanding and practicing dedication is a foundational principle of life (Doherty, 2020). Hence, Doherty's (2020) statements on the benefits of study dedication may be enjoyed by CITech students.

Table 14. Level of Academic Competence in Terms of Learning Assessment

Indicators	\bar{X}	VI	Rank
1. I can estimate with a good degree of accuracy whether I am ready for a test or an oral exam or not.	3.20	S	3
2. While I am getting ready for a test or an oral exam, I am sufficiently aware of the learning level I reach as I progress.	3.27	S	2
3. Before a written or oral test, I can predict quite precisely what grade I will receive.	3.11	S	4
4. I can assess with some accuracy which subjects I am almost prepared for.	3.30	S	1
General Assessment	3.22	S/S	
Legend: 4.20 – 5.00 Completely (C)/ Outstanding	1.80 – 2.59 A Little (AL)/ Fair		
3.40 – 4.19 Very (V)/ Very Satisfactory	1.00 – 1.79 Not at All (NAA)/ Poor		
2.60 – 3.39 Somewhat (S)/ Satisfactory			

Most respondents can effectively evaluate their strengths and weaknesses, monitor their learning, and utilize various assessment strategies in the hybrid learning environment. This underscores the effectiveness of teachers' teaching approaches. Students with such introspective abilities can motivate themselves and assist educators in identifying learning assessments. Additionally, self-assessment helps tutors track learners' progress and providing targeted feedback, which is crucial for enhancing learning outcomes (Bartleby, 2020).

Table 15. Level of Academic Competence in Terms of General Self-Esteem

Indicators	\bar{X}	VI	Rank
1. I think I have good qualities in many fields of my life.	3.11	S	2
2. When I compare myself to others, I realize I have good abilities.	2.85	S	4
3. I think I am a person with good potential.	3.31	S	1
4. I have high self-esteem.	2.88	S	3
General Assessment	3.03	S/S	
Legend: 4.20 – 5.00 Completely (C)/ Outstanding	1.80 – 2.59 A Little (AL)/ Fair		
3.40 – 4.19 Very (V)/ Very Satisfactory	1.00 – 1.79 Not at All (NAA)/ Poor		
2.60 – 3.39 Somewhat (S)/ Satisfactory			

The results indicate a satisfactory level of general self-esteem. Regardless of differences in abilities, general self-esteem and perceived competence are crucial for students to take risks in learning and rebound from failure. General self-esteem serves as a motivator for academic engagement and predicts academic outcomes such as engagement and competencies (Zhao & Zheng, 2021). Hence, it is expected that the respondents are more likely to succeed academically.

Table 16. Level of Academic Competence in Terms of Self-Efficacy

Indicators	\bar{X}	VI	Rank
1. I think that I can achieve good results in my studies.	3.25	S	3
2. I consider myself a student with good study skills.	3.07	S	4
3. I have the right skills to achieve good results in my studies.	3.30	S	1.5
4. I can state that I am a good student.	3.30	S	1.5
General Assessment	3.23	S/S	
Legend: 4.20 – 5.00 Completely (C)/ Outstanding	1.80 – 2.59 A Little (AL)/ Fair		
3.40 – 4.19 Very (V)/ Very Satisfactory	1.00 – 1.79 Not at All (NAA)/ Poor		
2.60 – 3.39 Somewhat (S)/ Satisfactory			

The results indicate a satisfactory level of self-efficacy. Students with moderate self-efficacy can effectively handle challenging study tasks and tend to be more engaged in classroom activities. Self-efficacy is considered a good predictor of students' future performance (Hayat, K, M, & Shokpour, 2020). Hence, the respondents are expected to be academically engaged.

Table 17. Level of Academic Competence in Terms of Reaction to Failures

Indicators	\bar{X}	VI	Rank
1. I do not get discouraged by a lower grade than the one I think I deserve.	2.92	S	2
2. I do not get discouraged if I fail a written or oral test.	2.77	S	4
3. I am not unmotivated because of my studying failures.	2.90	S	3
4. I do not get discouraged by the difficulties that I encounter in my studies.	3.01	S	1
General Assessment	2.90	S/S	

Legend: 4.20 – 5.00 Completely (C)/ Outstanding
 3.40 – 4.19 Very (V)/ Very Satisfactory
 2.60 – 3.39 Somewhat (S)/ Satisfactory

1.80 – 2.59 A Little (AL)/ Fair
 1.00 – 1.79 Not at All (NAA)/ Poor

Results suggest that the students demonstrate resilience in handling learning failures. According to Ajawi, M., & Bennett (2020), students who face repeated failures often persist in striving for personal development and academic achievement, driven by determination and perseverance to enhance competencies and succeed in school.

Table 18. Level of Academic Competence in Terms of Emotional Control

Indicators	\bar{X}	VI	Rank
1. I do not have excessive anxiety problems when I take an oral or written test.	2.73	S	4
2. Even if I am worked up, I can keep a clear head during a written or oral test.	3.09	S	1
3. I face oral or written tests calmly.	3.05	S	2
4. The idea of taking an oral or written test does not make me nervous.	2.89	S	4
General Assessment	2.94	S/S	

Legend: 4.20 – 5.00 Completely (C)/ Outstanding
 3.40 – 4.19 Very (V)/ Very Satisfactory
 2.60 – 3.39 Somewhat (S)/ Satisfactory

1.80 – 2.59 A Little (AL)/ Fair
 1.00 – 1.79 Not at All (NAA)/ Poor

Most respondents demonstrate moderate emotional regulation in academics and efficiently adapt to academic pressures, welcoming challenges, and being open to learning. Interest in socio-emotional competencies like temperamental control and self-restraint in education has increased, with research showing their positive and adaptive role in school. Individuals who exhibit fair self-restraint in emotions have a greater chance of academic success (Mella et al., 2021).

Table 19. Level of Academic Competence in Terms of Family Relationships

Indicators	\bar{X}	VI	Rank
1. I keep my family members informed about my school performance.	3.16	S	1
2. I believe it is really important to involve my family members in my studies.	3.06	S	2
3. I ask my family for help when I have difficulty with a subject.	2.62	S	4

4. I share my study difficulties with some family members.	2.70	S	3
General Assessment	2.88	S/S	
Legend: 4.20 – 5.00 Completely (C)/ Outstanding	1.80 – 2.59 A Little (AL)/ Fair		
3.40 – 4.19 Very (V)/ Very Satisfactory	1.00 – 1.79 Not at All (NAA)/ Poor		
2.60 – 3.39 Somewhat (S)/ Satisfactory			

Most students reported a satisfactory level of family relationships. According to [Dehaghani & Keshvari M. et al. \(2019\)](#), family function is a critical predictor of student motivation and education. Cultural and educational programs aimed at improving students' educational status should prioritize family-centered approaches. Hence, engagement between parents and children influences cognitive functioning, self-perception, decision-making, and readiness to tackle challenges.

Table 20. Level of Academic Competence in Terms of Fellow Student Relationships

Indicators	\bar{X}	VI	Rank
1. I share, as much as possible, my doubts and difficulties with my schoolmates.	2.89	S	3
2. When I need help, I ask my schoolmates.	3.12	S	1.5
3. I could create a group of classmates to study with.	3.12	S	1.5
4. I often talk with my schoolmates about the best way to organize my studying activities.	2.92	S	2
General Assessment	3.01	S/S	
Legend: 4.20 – 5.00 Completely (C)/ Outstanding	1.80 – 2.59 A Little (AL)/ Fair		
3.40 – 4.19 Very (V)/ Very Satisfactory	1.00 – 1.79 Not at All (NAA)/ Poor		
2.60 – 3.39 Somewhat (S)/ Satisfactory			

The results suggest that there is also a satisfactory level of Fellow-student relationships among the CITech students. Collaborating with peers in school fosters socio-emotional development, and improves self-concept and attitudes toward learning. Additionally, most respondents indicated that classmates, in addition to their families, helped them gain knowledge to solve new but similar problems independently. Social support from peers enhances coping abilities and academic competence, playing a crucial role in students' achievements ([Hoferitcher & Kulakow, 2022](#)).

Table 21. Level of Academic Competence in Terms of Teacher Relationships

Indicators	\bar{X}	VI	Rank
1. I think that almost all my teachers are available to dialog.	2.99	S	4
2. In case I needed it, I would not have difficulty asking my teachers for help.	3.10	S	3
3. I have good relationships with all the teachers.	3.20	S	2
4. I think the teachers are helping me to develop my abilities.	3.33	S	1
General Assessment	3.16	S/S	
Legend: 4.20 – 5.00 Completely (C)/ Outstanding	1.80 – 2.59 A Little (AL)/ Fair		
3.40 – 4.19 Very (V)/ Very Satisfactory	1.00 – 1.79 Not at All (NAA)/ Poor		
2.60 – 3.39 Somewhat (S)/ Satisfactory			

The results indicate a satisfactory level of teacher relationships among most the respondents. Students are more motivated and engaged in learning when they feel cared for and valued by their teachers. According to [Consiglio \(2022\)](#), students with positive teacher relationships experience high-impact teaching practices linked to academic achievement and

prosocial education.

Table 22. Test of Significant Relationship between Social Skills and Problem Behaviors, and Students' Academic Competence Selected Senior High School Students

Independent Variable	Dependent Variable	r value	P value	Remarks	Decision
Social Skills	Students' Academic Competence	.201*	.032	Significant	Reject H ₀

**Correlational at the level of 0.01

*Correlational at the level 0.05(Two-tailed)

It is concluded that Social Skills and Problem Behaviors have a small but significant relationship with students' Academic competences in Selected Senior High School Students. Higher social skills and fewer problem behaviors are associated with greater academic competence. Social skills learning in schools improves education quality, prevents burnout, and enhances overall well-being. Collaborative efforts, including guidance programs and family involvement, optimize the therapeutic environment for social skills learning. Interactions among parents, peers, and teachers strongly influence social skills development. Good social skills positively impact academic competence, leading to reduced disruptive behaviors and improved academic achievement (Carlo & Quispe-Quispe, 2022; Power Solving, 2021). Therefore, fostering social skills and addressing problem behaviors among CITech senior high school students can significantly enhance their academic competence and overall well-being.

Proposed Guidance Program

The proposed guidance program "EQUIP Program" was framed and outlined to assist Senior High School Students of Cabuyao Institute of Technology. The EQUIP program mainly focuses on two aspects: Academic Development and Enhancement of Competencies; and Personal and Social Development. Here are the program details:

1. Boost the performance of students.
2. Encourage personal and social development through ties to the community.
3. Provide all students with organized guidance and counseling.
4. Encourage respect for people's differences in needs and cultures.
5. Offer preventive and developmental social and psychological services.

Table 23. EQUIP Program

Programs Activities	Frequency	Role of Counsellor	Persons Involved	Success Indicator
1. Symposiums 2. Psychoeducation 3. Personality development 4. Group dynamics and other psychosocial activities	Quarterly	1. Facilitator	Guidance counselors, students, teachers	85% Students can enhance the following: 1. Cooperation 2. Assertion 3. Responsibility

5. Homeroom Parent-Teacher Meetings	Once a month	2. Assessment	Teachers, Parents, and Students	85% Teachers can enhance their competence through cooperative learning and coaching discipline.
6. Work Together Assignments		3. Design and Screening		
PEPTS (Prospectus for Student's Effective Peer and Teacher Skills)	Twice a month	1. Assessment	Teachers, Parents, and Students	85% Teachers can assist students in improving their skills by raising awareness of their strengths and weaknesses.
1. SWOT Analysis		2. Implementation		
2. Group Dynamics		3. Preparation and Screening		
3. Coaching (keeper-keepee)				
•One-on-one consultation	Once a month	•Facilitator - individual and small groups	Guidance counselors and students	85% Encourage students in:
1. How I Think		•Crisis and developmental counseling		
Assess cognitive errors - "Self-centered", "assuming the worst", and "minimizing or mislabeling".				
2. Mirroring				
3. Reality checking				1. Cooperation
				2. Lessen problem behaviors.
				3. Acceptance to failures
				4. Emotional regulation
Support System	Annually	1. Develop program.	School administrators, guidance counselor/s, teachers and students	85% Collaboration (teachers, students, and parents), constructs a pro-social climate.
•Extracurricular Volunteering		2. Annual assessment of enhancement.		

CONCLUSIONS

This research concluded that the CITech students were observed to have generally positive social skills levels, specifically in terms of self-control, cooperation, assertion, responsibility, and empathy. Moreover, they exhibited low levels of externalizing and internalizing behavior and hyperactivity. This implies that the students have the potential to further develop their social skills, leading to academic success. In addition, their academic competency in terms of intrinsic motivation, extrinsic motivation, time management, study dedication, learning assessment, general self-esteem, self-efficacy, reaction to failures, emotional control, family, fellow student, and teacher relationships were all at a satisfactory level, indicating that they have also sufficiently developed the competency needed in academics. Because they are in the adolescence stage, where they are

still in the developing stage, the results are expected. The guidance program “EQUIP” was designed to help students with their academic endeavors.

LIMITATION & FURTHER RESEARCH

The research yielded grade-specific (Senior High School levels–Grades 11 and 12) results and was centered on Senior High School students. Future studies could broaden their scope by incorporating adolescents at this level and employing mixed methods and comparable research techniques to gain thorough insights. Future researchers may also consider age and gender differences when interpreting the results.

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