# A PATH MODEL ON STUDENTS' SOCIAL LEARNING AS ESTIMATED BY EMOTIONAL LEARNING, BENEFITS, AND PERFORMANCE

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## ABSTRACT

This study attempted to examine the social learning, emotional learning, benefits, and students' performance in the selected public school in President Roxas North District, Cotabato Division. Three hundred students participated during the conduct of this study for the S.Y. 2022 – 2023. This study employed a path analysis method using quantitative approach. The data gathering tool contained an adopted questionnaire coming from the different authors. Mean, standard deviation, Pearson product moment correlation, multiple regression analysis and structural equation modeling were used as statistical tools. Based on the findings of the study, social learning, emotional learning, benefits were described as high while students' performance were described as moderate. The results also revealed that there is a significant relationship between social learning and students emotional learning, students benefit, and students' performance. Only locus of students emotional learning and students' performance has significantly predicted the students social learning. Moreover, hypothesized model 5 have successfully met the criteria set by each index. This means that the model fits well with the data which can best explain the social learning. Therefore, it is recommended that teachers should find an effective strategy and interventions to improve students social learning.

**Keywords:** *Students Social Learning, Emotional Learning, Students Benefit, Structural Equation Modeling, President Roxas, North Cotabato.*

## INTRODUCTION

In today's classrooms, intellectual, emotional, and social elements are equally weighted. Typically, students do not learn alone, but rather in tandem with adults in their lives, including teachers, classmates, and family members. Young individuals 's feelings may either encourage or discourage them from putting in the effort and time necessary to succeed in school. To ensure that all children benefit from the educational process, schools and families must effectively manage students' social and emotional development (Aydin, 2021).

Supporting students from different cultural backgrounds in areas such as social and emotional learning, student benefits, and academic success is a major challenge for schools in the twenty-first century. Many children struggle academically, behaviorally, and health-wise because they lack social-emotional skills and get disconnected from school as they go from elementary to middle to high school. According to a poll of 148,189 students in grades 6-12, just 29% to 45% of students believe their school provides a caring, supportive environment, and only 29% of students report possessing social competences such as empathy, decision-making,

and conflict resolution. Forty to sixty percent of children, by the time they reach high school, are chronically disengaged from learning. About 30% of high school students also engage in harmful activities (such as drug use, sex, violence, depression, and attempted suicide) that negatively impact their academic performance and prospects (Bruner, 2021).

Educators, policymakers, and the public can all agree that a successful educational system produces graduates who are competent in the subjects they were taught, who are able to work effectively with peers from a variety of backgrounds, who practice healthy lifestyle habits, and who act responsibly and respectfully in all situations. Schools are thus essential for the mental, emotional, and social growth of young people. Despite intense pressure to raise test scores, however, schools often lack the resources to adequately address these issues. Educators must prioritize and effectively implement evidence-based strategies despite limited time and competing demands (Christudason, 2019).

However, the route model of students' social learning as measured by emotional learning, student benefits, and students' performance is incomplete. Furthermore, there was a lack of studies examining the relationship between students' social and emotional development, as well as the advantages and outcomes of such development and the use of social learning. Therefore, it is essential to examine the study's confounding factors. As such, this study intends to investigate the relationship between students' emotional learning, student benefits, and students' academic achievement as a means of elucidating the route model on students' social learning.

## FRAMEWORK

The study is anchored on Albert Bandura's social learning theory (SLT). Observation, modeling and imitation of other people's behaviors, attitudes, and emotional responses are all important components of Albert Bandura's theory. Learning and behavior may be influenced by both environmental and cognitive variables, according to the idea of social learning. The term "social learning" refers to the process of learning that takes place in relation to other people. Rather than learning through one's own direct experience, it refers to adaptive behavior modification (learning) that results from seeing other people's behavior.

## METHOD

### Research Design

The descriptive - correlational research design was used in this study. This approach was utilized to gather information about the current state of the phenomenon to be described (Shuttleworth ,2008). Furthermore, this will allow the researcher to investigate research participants' traits, activities, and perspectives (Calmorin, 2007). In addition, the correlational study will be utilized to determine the strength and type of the relationship among two or more factors (Cresswell, 2003).

### Respondents

The 300 participants were selected through simple random sampling technique in the selected schools in President Roxas, North Cotabato. These participants were carefully chosen and participated during the conduct of the study. The population are heterogeneous in nature before drawing the samples to ensure that each element has an equal probability of being selected. Moreover, there are 17 teachers chosen using purposive sampling technique. Were as 10 teachers were chosen for an in-depth interview and 7 teachers for focus group discussion.

**Instruments**

In the quantitative phase of the study, the researcher administered a standardized questionnaire to gather the essential data for analysis and interpretation. In addition, during the qualitative phase the researcher created a questionnaire for interview guides. After being used to perform the investigation. The questionnaire was validated by the research committee.

**Statistical Tools**

Mean and standard deviation was used to determine the levels of students' emotional learning, students' benefits, students' performance, and student's social learning. Moreover, Pearson product moment correlation was utilized to determine the relationships of emotional learning, students' performance, students' benefits, and students' social learning. Furthermore, multiple regression analysis was used to measure the influence of the dependent variables to the independent variables, while structural equation modeling was employed to assess the interrelationships of the variables. In evaluating the goodness of fit of the models, the following indices were computed: CMIN/DF, Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), and Root Mean Square Error of Approximation (RMSEA) and P of close Fit (PCLOSE).

## RESULTS AND DISCUSSION

**Students Social Learning**

Table 1 shows the level of students' social learning in selected schools in President Roxas North District, Cotabato Division. The overall mean of students' social learning is 4.45 which can be described as high. This means that students' acquisition of social skills increases pupils' good conduct and decreases their bad behavior. While successfully averting a range of issues such as alcohol and drug abuse, aggression, truancy, and bullying, acquiring social skills benefits kids' academic achievement, health, and well-being (Dabbagh & Kitsantas, 2021).

In the aspect of motivation, it indicates with the categorical mean score of 4.50 with an interpretation as strongly agree. The findings suggest that students are motivated to participate in the learning activities planned by the teacher. Students who participate in school-related activities are motivated to attend to school and are looking forward to learning new things. In terms of attention, students exhibit agree level of student's social skills as they take down noted in every class discussion with the highest mean of 4.48. While the lowest mean is on the aspect of students are easily disturbed when someone talks to me during the discussion with a mean of 3.96. The category mean is 4.42 which described as High.

Moreover, retention received the categorical mean score of 4.43 as agree. The statements received the highest mean of 4.44 is I am satisfied with the learnings I receive from my teachers "I am able to apply the feedbacks from my teachers", "I am satisfied with how my school provide our learning needs", and "I am committed to finishing my studies in this school". While the statement received the lowest mean of 4.38 is "I am willing to spend much of my time to accomplish all my tasks". This indicates that Learning retention improves not simply information but also the possibility that participants will use their newfound knowledge and abilities, comprehend the outcomes that are possible, and reflect on and record their progress toward a larger objective.

*Table 1*
Level of Students' Social Learning

| Indicators | Mean | Std. Deviation | Interpretation |
|---|---|---|---|
| **Motivation** | 4.50 | .291 | Very High |
| **Attention** | 4.42 | .284 | High |
| **Retention** | 4.43 | .310 | High |
| *Overall Mean* | **4.45** | **.202** | **High Level of Social Learning** |

**Level of Students' Emotional Learning**

Table 2 shows the level of Students' Emotional Learning in selected schools in President Roxas North District, Cotabato Division. The students' emotional learning obtained four indicators such as Persistence, Responsibility, Conformity, and Self-Awareness.

The overall mean of students' emotional learning is 4.38 which can be described as agree. This indicates that emotional learning help students develop key abilities in areas outside than the traditional academic ones such as reading, writing, and arithmetic. students' emotional learning teaches students how to recognize and manage their emotions, connect with others through effective communication, foster healthy relationships, and make ethical and caring choices in their lives.

In the aspect of persistence students agree of social emotional learning as they "don't easily give up when I am faced with challenging tasks." Received the highest mean of 4.44. while the lowest mean is 4.29 "I take negative feedbacks as a lesson to improve myself". This indicates that pupils have the endurance and perseverance to confront difficult tasks and accomplish their strategic goals.

Moreover, responsibility got the categorical mean score of 4.31 as agree. Among the five statements only "I always attend my classes on time on a regular basis" got the highest means score of 4.47 while the statement "I never forget to do my homework" got the lowest mean score of 4.15. This implies that students have some accountability for showing up to class and completing and turning in their work on time.

Furthermore, conformity exhibits agree and entailed the categorical mean value of 4.43. Meanwhile, the statement received the highest mean score of 4.41 is "I am open to change my beliefs if necessary." While the statement which the lowest mean value of 4.36 is "When I think an action is against the rule, I never do it even if many are doing it". This means that conformity provides a chance for growth and development as well as a deeper awareness of the world

around them. It's also an important time in teenagers' lives since they're trying to figure out who they are.

### *Table 2*
### Level of Students' Emotional Learning

| Indicators | Mean | Std. Deviation | Interpretation |
|---|---|---|---|
| Persistence | 4.35 | .200 | High |
| Responsibility | 4.31 | .538 | High |
| Conformity | 4.43 | .339 | High |
| Self-Awareness | 4.34 | .342 | High |
| **Overall Mean** | **4.38** | **.227** | **High Level of Emotional Learning** |

**Level of Students' Benefits**

Table 3 shows the level of Students' Benefits in selected schools in President Roxas North District, Cotabato Division. The students' benefits obtained three indicators such as Developed Collaborative Skills, Developed Creative Thinking, and Improved Engagement.

The overall mean of students' benefits is 4.32 which can be described as high level. This implies that students have the chance to enhance their skills, innovative thinking, and involvement with learners and teachers. The It was discovered that the advantages of learning assist pupils in achieving their academic objectives. It gives them the chance to develop their talents and learning capacity. Students' advantages demonstrate the significance of motivation in affecting students' academic success (Cameron, 2020).

In the aspect of Developed Collaborative Skills exhibits the agree level with a categorical mean score of 4.35. The statement "I divide tasks with my teammates' when I am assigned as team leader" received the highest mean score of 4.40 while statement "I can easily get along with others in every group discussion" received the lowest mean score of 4.29. This means that plan activities that offer pupils the chance to work and interact to learn from one another. It has been shown that collaborative learning not only helps students acquire higher-order thinking abilities, but also boosts their confidence and self-esteem.

With regards, developed creative thinking exhibits high level of Developed Creative Thinking with a categorical mean score of 4.26. The statement "In solving problem, I make use of the available materials around me" got the highest mean score of 4.40, while statement "I don't settle for one solution; I make use of different approaches" got the lowest mean score of 4.11. This means that by engaging in rational reflection, students are able to not only solve issues but also generate novel and inventive solutions. Critical thinking enables us to assess and adapt these thoughts properly.

Also, students improved engagement received the categorical mean score of 4.36. the statement "5. I am an active participant of school activities such as sport day" got the highest mean score of 4.44 while "I double my effort in the class because I am after the recognition" got the lowest mean score of 4.34. This means that involving students in learning activities

improves their attention and concentration while also motivating them to participate in higher-level critical thinking.

The implications of the study are supported by (Chapple & Richardson, 2019). They emphasized that Increased levels of involvement result in statistically significant gains in learning. Engaged students are twice times more likely than actively disengaged friends to claim they obtain outstanding marks and perform well in school, and they are five times more likely to be optimistic about the future.

*Table 3*
Level of Students' Benefits

| Indicators | Mean | Std. Deviation | Interpretation |
|---|---|---|---|
| Developed Collaborative Skills | 4.35 | .302 | High |
| Developed Creative Thinking | 4.26 | .299 | High |
| Improved Engagement | 4.36 | .298 | High |
| **Overall Mean** | **4.32** | **.210** | **High Level of Students' Benefits** |

**Level of Students' Performance**

Table 4 shows the level of Students' Benefits in selected schools in President Roxas North District, Cotabato Division. The Students' Performance obtained three indicators such as Teacher Quality, Students Learning Skills, and Learning Infrastructure.

The overall mean of students' performance is 4.33 which can be described as moderate level. This implies that in order for students to flourish as adults, they need to do well in school. Those who perform well in school have a higher chance of thriving as adults in their chosen fields and in the economy.

In the aspect of teacher quality, it gained the categorical mean score of 4.39 which means high level. The statement that received the highest mean score of 4.42 "I like attending classes every day because my teacher is interactive" while the statement received the lowest mean score of 4.32 is "My teacher can handle the class well". This indicates that when it comes to boosting students' academic performance, nothing matters more than the caliber of their instructors. It is difficult for most Asian and Pacific developing nations to find qualified applicants interested in a teaching vocation with a long-term commitment (Brophy, 2021).

Moreover, Students Learning Skills obtained the categorical mean score of 4.29 with a description of agree. This indicates that Students' academic and professional prospects might benefit from their efforts to improve their learning abilities. The ability to think critically, solve issues effectively, and articulate one's ideas clearly is a set of talents that may help any student succeed in school. The result of the study is supported by Cameron (2020). He pointed out that Among the many valuable abilities for lifelong learning, this one stands out as important. Using a method like Solution to address actual world issues. Acquiring and maintaining fluency is essential for present and future success.

Furthermore, Learning Infrastructure received the categorical mean score of 4.32 with an interpretation of agree. The statement "Our school lacks laboratory instrument, and books" obtained the highest mean score of 4.36 while the statement "I am comfortable with the

condition of our classrooms" received the lowest mean score of 4.25. This means that in most cases, education takes place inside the four walls of a school, where students, instructors, and pedagogical material may all engage with one another. Schools' physical settings have a major effect on students' enrollment, attendance, and graduation rates and even their academic outcomes. Also, learning infrastructure improve the standard of the research environment in the classroom, therefore boosting the quality of instruction. For example, if the classroom layout incorporates the room's dynamics, then the students will be able to concentrate and concentrate better on their studies with instructors experiencing less interruptions (Cannella, 2019).

*Table 4*
**Level of Students' Performance**

| Indicators | Mean | Std. Deviation | Interpretation |
|---|---|---|---|
| Teacher Quality | 4.39 | .285 | High |
| Students Learning Skills | 4.29 | .261 | High |
| Learning Infrastructure | 4.32 | .315 | High |
| Overall Mean | 4.33 | .198 | **High Level Students' Performance** |

**Correlation of Students' Social Learning Between Emotional Learning, Student Benefits, And Students' Performance**

Table 5 shows relationship between Emotional Learning, Student Benefits, And Students' Performance, and Students' Social Learning. The result shows that these variables have significant relationship with the Students' Social Learning (p<.05).

It was found out that emotional learning has significant relationship between social learning (r = .318, p<0.05). This means that Emotional and social growth is how children learn about themselves, how they feel, and how to relate with others. It's the building of beneficial connections. Manage and convey emotions. Also, the result was affirmed by Koschmann (2020). He pointed out that the process through which children come to an understanding of who they are, what they are experiencing, and what to anticipate from their interactions with other people is referred to as social and emotional development. It is the maturation of being able to form and maintain healthy connections with other people. Feelings are there to be experienced, managed, and expressed.

Moreover, students' benefits have significant relationship between social learning (r = .116*, p<0.05). The result indicates that       One advantage of social learning is that it may help re-engage students who had previously given up on learning. Learning to take charge of one's own life is a skill that our students are learning. Facilitated teamwork. According to Kreijns (2019). The participation of traditionally disinterested students is increased, which is only one of the many positive outcomes of this kind of learning. Skills in self-management are being homed in today's students. Inspired teamwork. Freedom to be one's true self and feeling at ease are common themes that arise when people feel connected to others. Learning and well-being need social interaction due to the intimate relationship between benefits and social learning processes.

Furthermore, it was revealed that students' performance has high significant relationship between social learning (r= 242**, p<0.05). It means that good social skills help students do better academically, act favorably, and build and sustain connections. He can confidently manage any problem since he can have others' help.

*Table 5*
**Relationship between the Variables**

| Variables | R | P-value | Remarks |
|---|---|---|---|
| Emotional Learning and Social Learning | .318** | 0.000 | Significant |
| Students' Benefits and Social Learning | .116* | 0.44 | Not significant |
| Students' Performance and Social Learning | .242** | 0.000 | Significant |

*Significant at .05 level

**Regression of Social Learning between Emotional Learning, Students' Benefits and Students' Performance**

Table 6 presents the results of regression analysis which purpose is to show the significant predictors of Social Learning. The results indicate that only two variables were found to be significant predictors of Social Learning.

The results revealed that the Emotional Learning has significant direct effect on Social Learning (β=.310, p<.05). This means that the regression weight for Emotional Learning in the prediction of Social Learning is significantly different from zero at the 0.05 level (two-tailed). Thus, for every unit increase in Emotional Learning, there is a corresponding increase in the Students' Performance by .310. It would imply that students emotional learning plays an important role of social learning skills of every student. In educational context emotional learning plays a significant role for students social learning skills it develops an academic learning increase when students have supportive connections and opportunity to develop and practice social, emotional, and cognitive abilities in a variety of circumstances. Numerous research has shown that SEL improves academic achievement (Manca & Ranieri, 2020).

In the same way, Students' Performance has significant direct effect on Social Learning (β=.310, p<.05). it means that the regression weight for Students' Performance in the prediction of Social Learning is significantly different from zero at the 0.05 level (two-tailed). Thus, for every unit increase in Students' Performance, there is a corresponding increase in the Students' Performance by .160. it would imply that good social skills help children succeed academically, behave positively, and create and maintain relationships. He can handle any situation with others' aid.

In the contrary, the Students' Benefits do not significantly predict the students social learning (β=.-.096, p<.05). This means that the regression weight for Students' Benefits in the prediction of students social learning is not significantly different from zero at the 0.05 level (two-tailed). In other words, when the Students' Benefits were decrease by 1, the students social learning would decrease by .096.

The findings of the study are supported by Pasek et al., (2019). They pointed out that students with benefits has less social interaction learning. It is because experience challenges in interpersonal connections with parents, teachers, and classmates. incite strong negative reactions and widespread social rejection. School violence has been connected multiple times to students feeling rejected by their peers.

*Table 6*
**Influence of Emotional Learning, Students' Benefits and Students' Performance on Social Learning**

| Variables | Unstandardized Coefficients | | Standardized Coeffificient | T | p-value | Remarks |
|---|---|---|---|---|---|---|
| | B | Std. Error | Beta | | | |
| (Constant) | 2.928 | .297 | | 9.865 | .000 | |
| Emotional Learning | .277 | .058 | .310 | 4.733 | .000 | Significant |
| Students' Benefits | -0.93 | .062 | -.096 | -1.492 | .137 | Not Significant |
| Students' Performance | .164 | .060 | .160 | 2.718 | .007 | Significant |

**Structural Fit Model**

Figure 6 presents the direct relationship of exogenous on the endogenous variables. Based on the results, the amount of variance explained by the combined influence of Emotional Learning, Students' Benefits and Students' Performance on Social Learning of is 13 percent. Emotional Learning, Students' Benefits and Students' Performance significantly predict Social Learning with beta values of .31, -.10, and .16. Furthermore, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF > 3.0, (NFI, TLI, CFI, GFI < 0.95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that the model does not fit with the data.
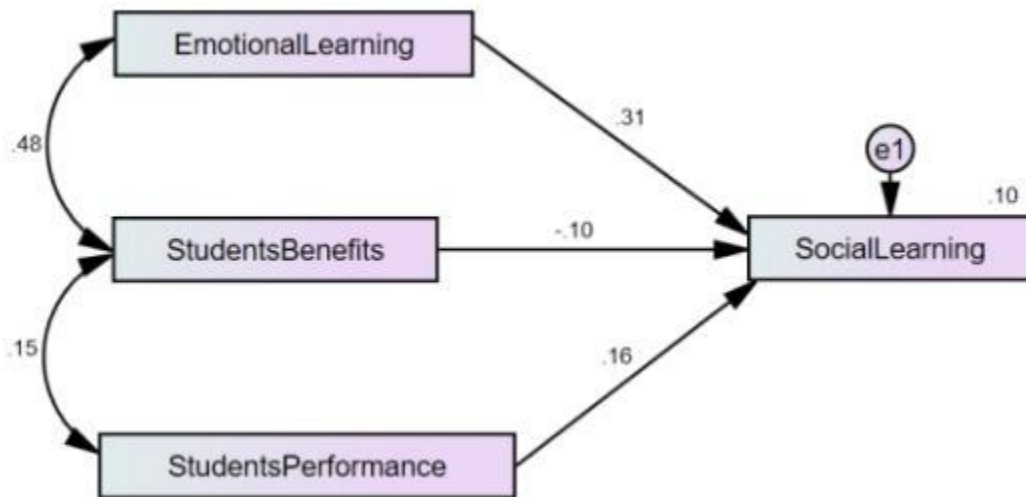
**Table 7**

**Test of Hypothesized Models**

MODEL FIT VALUES

| INDEX | CRITERION | MODEL FIT VALUES |
|---|---|---|
| CMIN/DF | <3.0 | 47.984 |
| P-value | >.05 | .000 |
| NFI | >.95 | .219 |
| TLI | >.95 | -.581 |
| CFI | >.95 | .209 |
| GFI | >.95 | .427 |
| RMSEA | <.05 | .396 |
| PCLOSE | >.05 | .000 |

**Figure 6. Test of Hypothesized Model 1**

Figure 7 presents the direct relationship of exogenous on the endogenous variables. Based on the results, the amount of variance explained by the combined influence of Emotional Learning, Students' Benefits and Students' Performance on Social Learning of is 10 percent. Emotional Learning, Students' Benefits and Students' Performance significantly predict Social
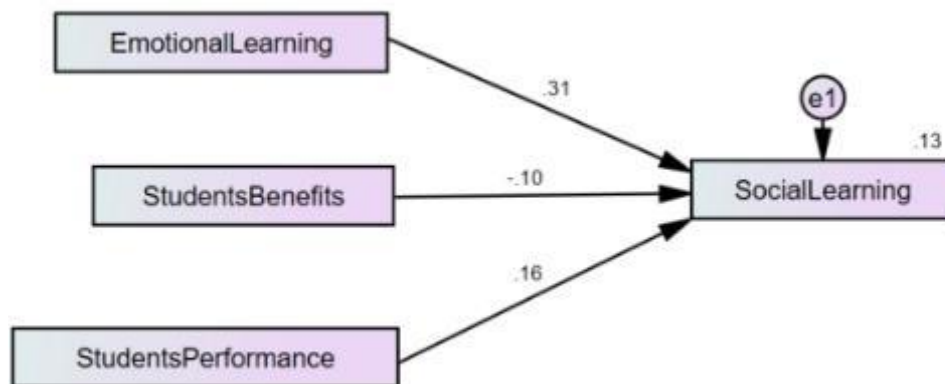


Learning with beta values of .31, -.10, and .16. Furthermore, the goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF > 3.0, (NFI, TLI, CFI, GFI < 0.95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that the model does not fit with the data.

MODEL FIT VALUES

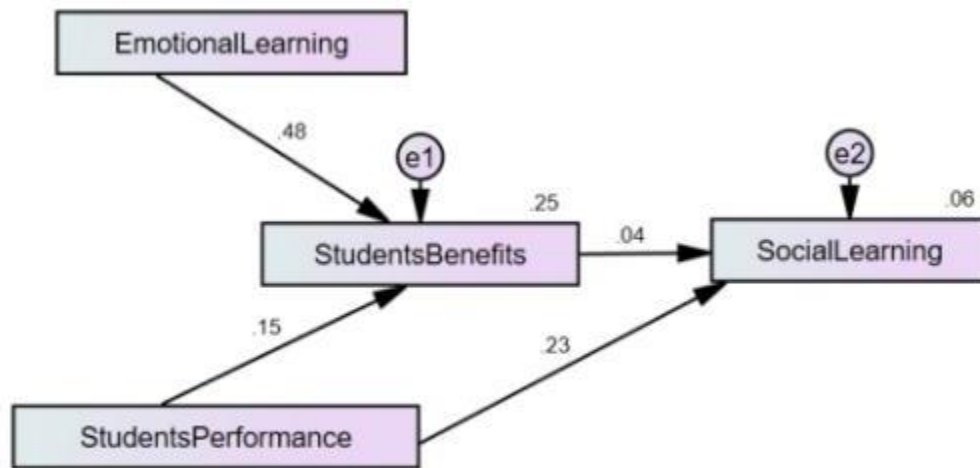| INDEX | CRITERION | MODEL FIT VALUES |
|---|---|---|
| CMIN/DF | <3.0 | 41.536 |
| P-value | >.05 | .000 |
| NFI | >.95 | .775 |
| TLI | >.95 | -.364 |
| CFI | >.95 | .773 |
| GFI | >.95 | .712 |
| RMSEA | <.05 | .368 |
| PCLOSE | >.05 | .000 |

**Figure 7. Test of Hypothesized Model 2**

Figure 8 presents the results of Hypothesized Model 3. Based on the results, a total of 10 percent of the variance explained by the combined influence of Emotional Learning, Students' Benefits and Students' Performance on Social Learning. Moreover, Emotional Learning and Students' Performance explain 25 percent of the variance of Students' Benefits. Meanwhile, the Emotional Learning and Students' Performance significantly predict Social Learning with beta values of .31, .16 and .10, respectively. Furthermore, Emotional Learning and Students' Performance have direct effect on Students' Benefits with beta values of .48 and .15, respectively. The goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that Hypothesized Model 3 does not fit with the data and a poor fit model of students' social learning.
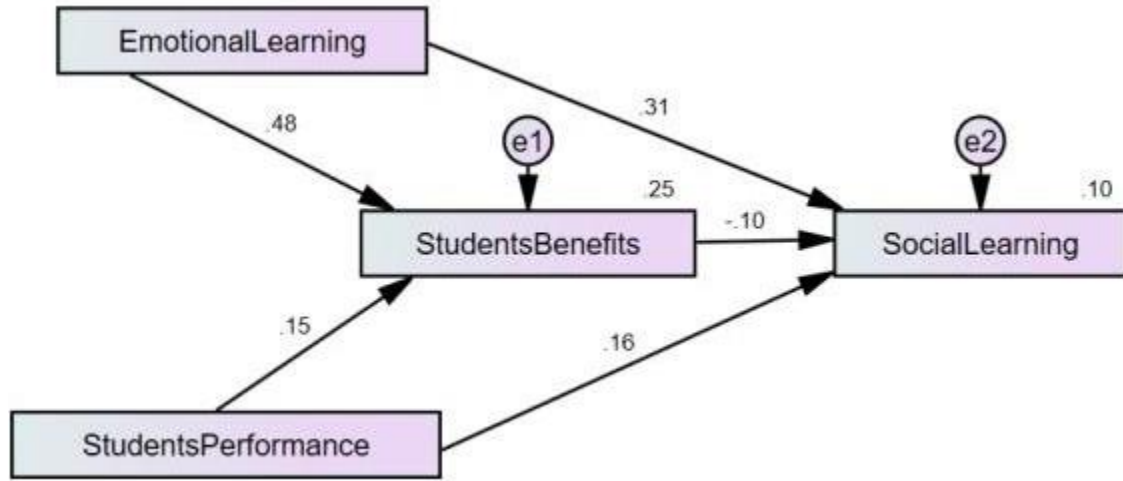
MODEL FIT VALUES

| INDEX | CRITERION | MODEL FIT VALUES |
|---|---|---|
| CMIN/DF | <3.0 | 41.536 |
| P-value | >.05 | .000 |
| NFI | >.95 | .775 |
| TLI | >.95 | -.364 |
| CFI | >.95 | .773 |
| GFI | >.95 | .673 |
| RMSEA | <.05 | .368 |
| PCLOSE | >.05 | .000 |

**Figure 8. Test of Hypothesized Model 3**

Figure 9 presents the results of Hypothesized Model 4. Based on the results, a total of 6 percent of the variance of social learning is explained by the combined influence of students' benefits and students' performance. Moreover, emotional learning and students' performance explain 25 percent of the variance of students benefits. Meanwhile, the emotional learning and students' performance significantly predict social learning with beta values of .48 and .15, respectively. Furthermore, emotional learning and students' performance have direct effect on students benefits with beta values of .25 and .23, respectively. The goodness of fit results revealed that the values were not within the range of the indices criteria as shown by CMIN/DF < 3.0, (NFI, TLI, CFI, GFI > 0.95), and RMSEA < 0.05 with a PCLOSE > 0.05. This means that Hypothesized Model 4 does not fit with the data and a poor fit model of social learning.

MODEL FIT VALUES

| INDEX | CRITERION | MODEL FIT VALUES |
|---|---|---|
| CMIN/DF | <3.0 | 31.676 |
| P-value | >.05 | .000 |
| NFI | >.95 | .656 |
| TLI | >.95 | -.032 |
| CFI | >.95 | .656 |
| GFI | >.95 | .736 |
| RMSEA | <.05 | .320 |
| PCLOSE | >.05 | .000 |

**Figure 9. Test of Hypothesized Model 4**

### Best Fit Model of Students Social Learning

The hypothesized model 5 in standardized estimates is presented in Figure 10. It can be observed in the results that 6 percent of the variance of social learning is explained by the combined influenced students benefits and students' performance. On the other hand, a total of 29 percent of the students' benefits can be attributed to emotional learning and competencies. Furthermore, the model illustrates the relationship of emotional learning and students' performance (r=.36, p>.05), and the direct effect of emotional learning and students' performance on students' benefits with beta values of .47 and .15, respectively. On the other hand, it shows the direct effect of students' benefits and students' performance on students'

social learning with beta values of .23 and .04, respectively.

**MODEL FIT VALUES**

| INDEX | CRITERION | MODEL FIT VALUES |
|---|---|---|
| CMIN/DF | <3.0 | 31.676 |



| | | |
|---|---|---|
| P-value | >.05 | .000 |
| NFI | >.95 | .656 |
| TLI | >.95 | -.032 |
| CFI | >.95 | .656 |
| GFI | >.95 | .736 |
| RMSEA | <.05 | .320 |
| PCLOSE | >.05 | .000 |

## CONCLUSION

Based on the descriptive analysis revealed the results that level of social learning was high in terms of motivation, retention, and attention. This means that students' acquisition of social skills increases pupils' good conduct and decreases their bad behavior. Moreover, it was also revealed the results that students' emotional learning was high in terms of Persistence, Responsibility, Conformity, and Self-Awareness. This indicates that students' emotional learning teaches students how to recognize and manage their emotions, connect with others through effective communication, foster healthy relationships, and make ethical and caring choices in their lives. Furthermore, the level of students' benefits revealed the results was high in terms of improved engagement, developed collaborative skills, and developed critical thinking skills. This means that students have the chance to enhance their skills, innovative thinking, and involvement with learners and teachers. However, it was revealed the results that there was a moderate level of students' performance in terms of teacher quality, students' learning skills, and learning infrastructure. It implies that for students to flourish as adults, they need to do well in school. Those who perform well in school have a higher chance of thriving as adults in their chosen fields and in the economy.

Based on the correlation analysis, it was revealed that social learning has significant relationship between emotional learning (r=.318, p<0.05), Students' Benefits (r= 0.116, p<0.05),

and Students' Performance (r=   .242**, p<0.05). Analysis on regression revealed the results that there were two predictors of social learning namely emotional learning (r=.310, p<0.05), and Students' Performance (r=.160, p<0.05). The Emotional Learning and Students' Performance have significant relationship with Social Learning with the p-value that is less than 0.05. However, Students' Benefits do not have a significant influence with students' social learning. The result also revealed that among three independent variables, emotional learning and students' performance were found to be significant predictors of social learning. The emotional learning and students' performance (r=.36, p>.05), and the direct effect of emotional learning and students' performance on students' benefits with beta values of .47 and .15, respectively. On the other hand, the influence of students benefits on students social learning has a p-value greater than .05. This means that students' benefits do not significantly predict the students social learning. The best fit model of students social learning is Hypothesized Model 5 which passed all the goodness of fit indices having a CMIN/DF=127.041with its p-value > 0.05, (NFI, TLI, CFI, and GFI > .95), and RMSEA < 0.05 with a PCLOSE > 0.05.

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