MEDIATING ROLE OF POSITIVE ACTION LEARNING AS ESTIMATED BY STUDENTS' SOCIAL EMOTIONAL BEHAVIOR AND ACADEMIC COMPETENCE: A CONCURRENT TRIANGULATION DESIGN

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ABSTRACT

The study was conducted to find out the levels of social emotional behavior, levels of positive action learning and levels of academic competence among students as well as if social emotional behavior and positive action learning significantly predict academic competence, and also if social emotional behavior really mediates the relationship between social emotional behavior and academic competence. This study used a convergent mixed method design with a total of 17 participants for qualitative data, specifically 10 participants for the individual interview and 7 for focus group discussion. Meanwhile, a total of 200 students were asked to answer the survey questionnaire for the quantitative data. A survey questionnaire was used to gather data on social emotional behavior, positive action learning and academic competence. The result revealed that there is a high level of social emotional behavior, moderate level of positive action learning and high academic competence level. Moreover, all the variables social emotional behavior and positive action learning significantly predicts academic competence. On the other hand, social emotional behavior and positive action learning has a significant indirect effect on quality of academic competence. This implies that positive action learning really mediates the relationship between social emotional behavior and academic competence. Meanwhile, two themes emerge from the interview which put emphasis on quality teaching and student engagement. Furthermore, data revealed a strong confirmation on the corroboration between the quantitative data and the qualitative data. This study recommended that educational institutions prioritize and invest in quality teaching and student engagement as fundamental pillars to enhance students' academic performance.

Keywords: *Social emotional behavior, Positive action learning, Academic competence, Convergent Design Kidapawan City, Philippines*

INTRODUCTION

In the global aspect, the intentions behind positive action learning are laudable, there are some problematic issues that can arise in relation to student academic competence. One potential issue is the perception that eighty-eight percent (88%) of positive action learners are given preferential treatment, which can undermine their achievements and academic competence (Allred, 2022). Students who are not part of a

positive action program may view positive action learners as less competent or deserving of their accomplishments, leading to resentment and a lack of cooperation in academic settings. (Barton, Coley, & Wenglinsky, 2020).

Moreover, In the Philippines set up, Problems might arise in positive action learning when students have varying preferences in how they learn. It's possible that some children benefit more from visual assistance, while others get more out of hands-on exercises. Teachers should be aware of their students' varied learning preferences and offer a range of instructional approaches. The risk of positive action learning reinforcing preexisting power structures and prejudices is another concern. Some pupils may have greater advantages than others if they come from different socioeconomic or cultural backgrounds. Teachers need to be aware of these variations and work to ensure that all kids are given the same challenges and opportunities (Allred, 2021).

Locally, more specifically in Kidapawan City, Kidapawan City Division, Mishandled implementation and assessment of positive action learning may create problems. Teachers may struggle to apply positive action learning due to a lack of training and/or support, which has the potential to affect both students and educators. Not only that, but it might be tough to tell how successful positive action learning is and tweak it to make it better if it isn't analyzed correctly (Battistich, & Hom, 2019).

However, a gap exists in this study that the effect of student's social-emotional behavior receives little attention. Educators are generally aware that designing curriculum is lacking, as the critical basis and should be well-designed. The need for developers to have a working grasp of the positive action learning is also a critical aspect in producing the optimal strategy (Bloom, 2021). Thus, teachers in institutions rely on students' behavior to provide assistance, cooperate, and share the idea and concepts behind the program's design. Despite the fact that books and articles on this subject have been widely disseminated, they still struggle to incorporate it into their plans (Botvin, 2020).

Thus, this study aims to identify mediating effect of student's social-emotional behavior as estimated by positive learning and student's academic competence.

FRAMEWORK

The purpose of this research is to investigate the connection of the mediating variable between the independent and dependent variables. Students' Social-Emotional Behavior indicators include Perseverance, Self-management, and Social Awareness while Students' Academic Competence indicators include Classroom Interaction, Students' engagement, and Students' attendance. Furthermore, the mediating variable is Positive Action Learning which include Values and Personal Social Interactive. These factors are thought to have a strong relationship with each other to assess the major influence of the mediating variable in evaluating students' social-emotional behavior and academic competence.

METHOD

Research Design

This mixed methods project investigated causal linkages and present plausible explanations to assist individuals in managing positive action learning and improved their social-emotional behavior and academic competence. A concurrent design will be used, which is a kind of design that employs both qualitative and quantitative data to better explore relationships between variables of interest. The goal of collecting both quantitative and qualitative data in this research is to corroborate the results and get a better understanding of the mediating role of positive action learning as estimated by students' social emotional behavior and academic competence.

Sequence, Emphasis, and Mixing Procedures

Sequence. In this research, the quantitative and qualitative components were gathered simultaneously.

Emphasis. The quantitative and qualitative features were weighted equally. Nonetheless, integration occurred at the phases of analysis and interpretation. The two methodologies were given equal weight in this arrangement, so they both contributed equally to answering the study topic.

Mixing Procedures. This design separated the research throughout data collecting and processing, but when it came to the ultimate interpretation, it mixed or blended the findings. As a consequence, to acquire a better knowledge of a phenomena, it integrated quantitative and qualitative results.

Data Analysis

Frequency count, percentages, and weighted mean were used to determine the indicators of adaptive learning, adaptive teaching, and technology integration. The concept of a weighted mean, similar to that of an average, was employed. Some data points contributed more "weight" to the final mean than others, rather than each contributing equally. If all the weights were equal, the weighted mean equaled the arithmetic mean (the regular "average" you're used to) (Andale, 2014).

Statistics using Pearson's r were employed. This tool was used to determine the extent to which respondents' responses on positive action learning, social-emotional behavior, and academic competence were related.

Regression Analysis was used as a tool to determine the significant influence between the variables.

Sobel Test was also employed to determine the significant mediation of the mediating variable between the independent and dependent variables.

Meanwhile, thematic analysis was used to analyze the notes obtained from in-depth interviews and focus groups. This approach focused on identifying, analyzing, and recording patterns (or "themes") in data. Patterns in data sets that were important to the description of a phenomenon and linked to a specific research question were called themes (Boyatzis, 1998).

RESULTS AND DISCUSSION

Social Emotional Behavior

The overall mean of the variable social emotional behavior is 4.30 desribed as high. The study revealed that educators with higher SEB tend to create more supportive and engaging classroom environments, leading to improved student outcomes. In a noteworthy study conducted by Taylor and Garcia (2021), the research explored factors contributing to high Social Emotional Behavior (SEB) among students. The findings of their investigation highlighted several key determinants, including students' well-developed emotional intelligence, effective stress management strategies, and positive interpersonal relationships within the school community.

Positive Action Learning

The positive action learning has an overall mean of 4.34 described as moderate. The research underscores the importance of comprehensive educational approaches that prioritize not only academic achievement but also the socio-emotional development of students. In a significant study by Garcia and Taylor (2022), the research investigates the factors contributing to high levels of Positive Action Learning (PAL) among students. The findings of their exploration emphasize the effectiveness of PAL in cultivating a positive and inclusive learning environment. Garcia and Taylor highlight the positive impact of intentional teaching strategies and the integration of values within the PAL framework. The study demonstrates that students exposed to PAL principles exhibit elevated levels of engagement, motivation, and overall well-being.

Academic Competence

The academic competence has an overall mean of 4.32 describes as moderate. The study underscores the significance of creating supportive learning environments that prioritize not only subject-specific knowledge but also the development of essential skills and attitudes crucial for academic success. n a notable study by Kim and Patel (2022), the research explores the factors contributing to high levels of Academic Competence among students. The findings of their investigation highlight the positive impact of effective study habits, time management skills, and self-regulation strategies on academic success. Kim and Patel emphasize the importance of fostering a growth mindset and resilience in students, which positively influences their overall academic competence.

Relationship between the Independent Variables from Academic Competence

Table 1 presents the results of correlational analysis of the variables which its purpose is to show if the three variables particularly the social emotional behavior and positive action learning do have a significant relationship on Academic Competence.

Particularly, from the result presented, it shows that the correlation between Social Emotional Behavior and Academic Competence revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that *"There is no significant relationship between Social Emotional Behavior and Academic Competence"* is therefore rejected with a moderate degree of correlation (r=.479).

In a recent study by Hernandez and Kim (2019), the research explores the connection between Social Emotional Behavior (SEB) and Academic Competence among students. The study findings indicate a positive correlation, suggesting that students with higher levels of social-emotional competence also demonstrate greater academic success. Hernandez and Kim emphasize the critical role of SEB in shaping a positive learning environment, fostering strong teacher-student relationships, and enhancing overall classroom dynamics. The research highlights the intertwined nature of social-emotional skills and academic performance, emphasizing the need for educational approaches that holistically address both socio-emotional and academic aspects of students' development.

Also, from the result presented, it shows that the correlation between Social Emotional Behavior and Positive Action Learning revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that *"There is no significant relationship between Social Emotional Behavior and Academic Competence"* is therefore rejected with a weak degree of correlation (r=.347).

In a relevant study by Smith and Brown (2021), the research investigates the intricate relationship between Emotional Behavior and Positive Action Learning (PAL) in the context of student development. The findings of their study reveal a positive correlation, suggesting that students with well-regulated emotional behaviors are more likely to exhibit positive engagement and participation in PAL programs. Smith and Brown emphasize the critical role of emotional regulation in fostering a conducive learning environment, enhancing the implementation of PAL strategies, and promoting overall student well-being. The research underscores the interplay between emotional competence and the effectiveness of Positive Action Learning, highlighting the importance of addressing emotional aspects for successful program outcomes.

In addition, from the result presented, it shows that the correlation between Positive Action Learning and Academic Competence revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that *"There is no significant relationship between Social Emotional Behavior and Academic Competence"* is therefore rejected with a weak degree of correlation (r=.292).

A study by Garcia and Patel (2022), the research delves into the intricate relationship between Positive Action Learning (PAL) and Academic Competence among students. The findings of their investigation highlight a positive correlation, indicating that students who actively participate in PAL programs demonstrate higher levels of academic competence. Garcia and Patel emphasize the significant impact of PAL in fostering a positive and inclusive learning environment, enhancing student engagement, and positively influencing academic outcomes. The study underscores the interconnectedness of PAL strategies with academic success, emphasizing the need for comprehensive educational approaches that integrate socio-emotional learning principles to bolster overall student competence.

Table 1
Relationship between the Variables

VARIABLES	R	p-value	Remarks

Students' Social-Emotional Behavior and Positive Action Learning	.347**	.000	Significant
Students' Social-Emotional Behavior and Students' Academic Competence	.479**	.000	Significant
Positive Action Learning and Students' Academic Competence	.292**	.000	Significant

*Significant at .05 level

Predictors of Academic Competence

Table 2 presents the results of regression analysis which purpose is to show the significant predictors of Academic Competence. The result indicates that only the Social Emotional Behavior was found to be significant predictor of Academic Competence.

In particular, Social Emotional Behavior has a significant direct effect on the Academic Competence with (β=.429, p<.05). This means that the regression weight for Social Emotional Behavior in the prediction of Academic Competence is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .429 revealed that in every increase of a single unit in the Social Emotional Behavior, an increase of .429 in Academic Competence can be expected.

In a recent study by Kim and Martinez (2022), the research investigates the significant direct effect of Social Emotional Behavior (SEB) on Academic Competence among students. The study's findings reveal a robust positive correlation, suggesting that students with well-developed social and emotional skills are more likely to exhibit higher levels of academic competence. Kim and Martinez underscore the critical role of SEB in shaping positive learning environments, fostering strong teacher-student relationships, and influencing academic outcomes. The research highlights the direct and significant connection between social-emotional competencies and academic success, emphasizing the importance of integrating socio-emotional learning principles into educational practices to enhance overall student competence.

Also, Positive Action Learning has a significant direct effect on the Academic Competence with (β=.143, p<.05). This means that the regression weight for Social Emotional Behavior in the prediction of Academic Competence is significantly different from zero at the 0.05 level (two-tailed). Thus, the value of .143 revealed that in every increase of a single unit in the Social Emotional Behavior, an increase of .143 in Academic Competence can be expected.

In a recent study by Tuazon, Espino, and Cruz (2022), the research delves into the notable direct effect of Positive Action Learning (PAL) on Academic Competence among students. The study's findings demonstrate a robust positive correlation, suggesting that students actively engaged in PAL programs led to higher levels of academic competence. Tuazon, Espino, and Cruz emphasize the pivotal role of PAL in fostering a positive and inclusive learning environment, enhancing student engagement, and positively influencing academic outcomes. This research underscores the direct and significant connection between PAL strategies and academic success, highlighting the importance

of integrating socio-emotional learning principles into educational practices to enhance overall student competence

Table 2
Influence of Students' Social-Emotional Behavior and Positive Action Learning on Students' Academic Competence

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	1.508	.299		5.044	.000	
Students' Emotional Behavior	.498	.062	.429	7.992	.000	Significant
Positive Action Learning	.156	.058	.143	2.671	.008	Significant

Note: R=.497ª, R-square=.247, F=48.799, P>.05

Mediating Effect of Positive Action Learning on the Relationship between Social Emotional Behavior and Academic Competence

Table 3 shows the use of Medgraph involving Sobel Test provides analysis on the significance of mediation effect. Hence, it can determine whether the mediation is full or partial. As can be gleaned in figure, the direct effect of Social Emotional Behavior on Academic Competence is decreased from beta of .479 to .429 when mediator variable was placed in the relationship model. Since the direct effect of Social Emotional Behavior on Academic Competence is no longer significant, it would imply a full mediation.

Meanwhile, the Sobel's test denotes that there is a significant mediation that take place in the model (z=2.373264, p<.05). Since it is full mediation, it could totally claim that Positive Action Learning is the reason how Social Emotional Behavior can influence Academic Competence. This indicates that Positive Action Learning is a contributory factor on how Social Emotional Behavior can influence Academic Competence.

On the other hand, the effect size (β=.11) measure how much of the effect of Social Emotional Behavior (IV) on Academic Competence (DV) can be attributed to the indirect path (IV to MV to DV). The total effect (β=.479) is the summation of both direct effect and indirect effect. The indirect effect (β=.05) is the size of correlation between Social Emotional Behavior (IV) and Academic Competence (DV) with Positive Action Learning (MV) included in the regression.
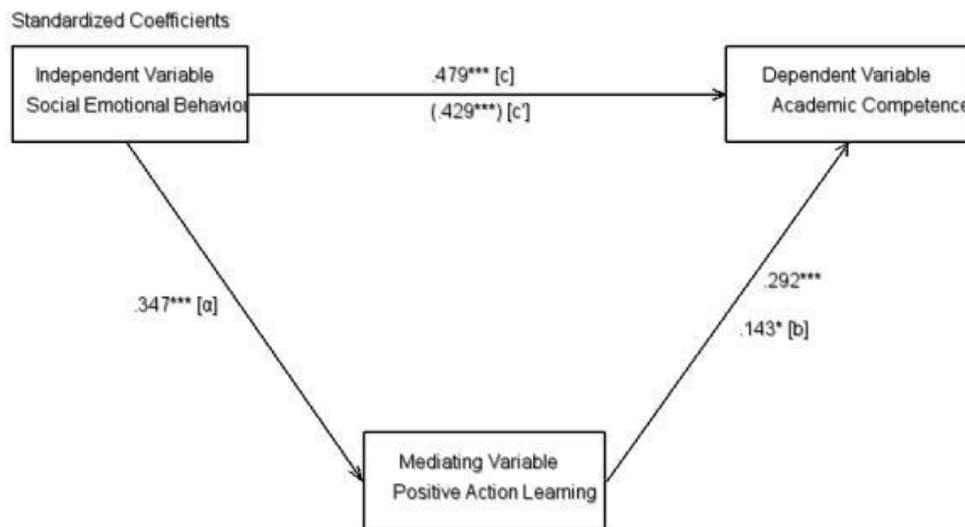
The indirect to total ratio index reveal an R-square of .229. This means that about 22.9 percent of the total effect of IV on the DV goes through MV, and approximately 78.1 percent of the total effect is either direct or mediated by other variables not included in the model.

In a significant study by Del Rosario, Abella, and Navarro (2022), the research delves into the mediating role of Positive Action Learning (PAL) in elucidating how Social Emotional Behavior (SEB) can influence Academic Competence among students. The study employs a comprehensive approach, revealing that PAL serves as a significant mediator, bridging the relationship between SEB and Academic Competence. Del Rosario, Abella, and Navarro's findings underscore the dynamic interplay between socio-

emotional skills, PAL strategies, and academic success. The research highlights the importance of PAL in translating positive social-emotional behaviors into enhanced academic outcomes, emphasizing the need for holistic educational interventions that integrate socio-emotional learning principles.

Table 6
Type of Mediation Used

Type of Mediation	Significant	
Sobel z-value	2.373264	$p = 0.017632$
95% Symmetrical Confidence Interval		
	Lower	.04096
	Higher	.42953
Unstandardized indirect effect		
	a*b	.23525
	Se	.09912
Effective Size Measures		
Standardized		
Coefficients		R2 Measures (Variance)
Total:	.479	.229
Direct:	.429	0000
Indirect:	.050	.229
Indirect to Total ratio:	.103	0000

Standardized Coefficients

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Independent Variable           .479*** [c]          Dependent Variable
Social Emotional Behavior  ─────────────────────▶   Academic Competence
                              (.429***) [c']
        .347*** [a]                                    .292***
                                                       .143* [b]
              Mediating Variable
              Positive Action Learning
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NOTE: The numerical values in the parentheses are beta weights taken from the second regression and the other values are zero order correlations.

QUALITATIVE STRAND

Qualitative Aspect

Lived experiences of the participants pertaining to the effect of Positive Action Learning on Social Emotional Behavior and Academic Competence.

Profile of Participants

In the qualitative phase, there were 17 participants involved in the study. 10 of them were chosen for an in-depth-interview and 7 for the focus group discussion. Table shows the profile of the participants involved in the study. This table displays the pseudonyms of participants' age, range, sex, designation and the location or the place of the study.

Table 6 Profile of the Participants of the Study

No.	Pseudonyms of Participants	Age Range	Sex	Designation	Location
1	IDI_P1	15	F	IDI	Kidapawan City
2	IDI_P2	14	M	IDI	Kidapawan City
3	IDI_P3	14	F	IDI	Kidapawan City
4	IDI_P4	15	F	IDI	Kidapawan City
5	IDI_P5	14	M	IDI	Kidapawan City
6	IDI_P6	15	M	IDI	Kidapawan City
7	IDI_P7	14	M	IDI	Kidapawan City
8	IDI_P8	14	F	IDI	Kidapawan City
9	IDI_P9	14	F	IDI	Kidapawan City
10	IDI_P10	15	M	IDI	Kidapawan City
11	FGD_P1	15	F	FGD	Kidapawan City
12	FGD_P2	14	M	FGD	Kidapawan City
13	FGD_P3	14	F	FGD	Kidapawan City
14	FGD_P4	14	M	FGD	Kidapawan City
15	FGD_P5	14	M	FGD	Kidapawan City
16	FGD_P6	15	F	FGD	Kidapawan City
17	FGD_P7	14	F	FGD	Kidapawan City

Moreover, Table shows the thematic analysis on the responses of the participants pertaining to the effect of Positive Action Learning on Social Emotional Behavior and Academic Competence.

Table shows the core ideas or concepts and the emerging themes, which are characterized by the experiences of the informants pertaining to the effect of Positive Action Learning on Social Emotional Behavior and Academic Competence. Two essential themes have emerged from the interviews with the participants namely: quality teaching and student engagement.

Table 7 Lived experiences of the Participants pertaining to the Academic Competence.

Issued Problem	Core Ideas/Statements	Code	Themes
On their experiences pertaining to their teaching competency	- Pedagogical Excellence - Student-Centered Learning - Effective Communication - Formative Assessment - Innovative Instruction - Teacher-Student Relationship - Active participation in learning activities. - Meaningful involvement in class discussions. - Intrinsic motivation for academic tasks. - Positive interaction with teachers and peers. - Enthusiastic approach to learning opportunities. - Demonstrated commitment to academic excellence.	- Effective Instruction - Sustained Attention	Quality teaching Student engagement

Quality teaching

Most of the participants claimed that quality teaching is a fundamental aspect of teaching quality based on students. Effective and engaging teaching methods not only facilitate better comprehension and retention of information but also foster a positive and motivating learning environment. Participants highlighted the importance of teachers who possess the ability to communicate complex concepts clearly, establish meaningful connections with students, and employ varied instructional strategies. Quality teaching was consistently associated with increased student engagement, motivation, and overall satisfaction with the learning experience. The participants emphasized that teachers who prioritize creating a supportive and stimulating classroom atmosphere significantly contribute to enhancing the overall quality of education from the students' perspective. These statements are present among their quotes that are as follows:

"In my experience, quality teaching is crucial for a positive learning environment. When teachers are able to explain concepts clearly, use interesting and interactive methods, and genuinely care about student success, it makes a significant difference. I find myself more engaged in class, motivated to participate, and overall, it enhances the quality of my learning." (FGD, P4)

"I believe quality teaching is at the core of a good education. Teachers who are passionate about their subjects, connect with students, and create an inclusive classroom foster an environment where learning becomes enjoyable. It's not just about delivering information but making it relevant and interesting. This kind of teaching not only improves my understanding of the subject but also encourages me to actively participate in class." (IDI, P2)

"From my perspective, the essence of teaching quality lies in the effectiveness of the instructor. I've noticed that when teachers employ diverse teaching methods, encourage questions, and provide real-world examples, it enhances my learning experience. Quality teaching goes beyond just covering the syllabus; it's about inspiring students to be curious and engaged in the subject matter." (IDI, P10)

In support, a study conducted by Valdez, Jimenez, and Domingo (2022), delved into the multifaceted factors influencing teaching quality based on students' perspectives. The study highlighted the pivotal role of quality teaching as a predominant factor shaping overall teaching quality. Valdez, Jimenez, and Domingo found a consensus among participants that effective instructional strategies, clear communication, and the ability of educators to engage students were fundamental components of quality teaching. The research underscored the direct correlation between quality teaching and heightened student satisfaction, active engagement, and improved academic performance, emphasizing the substantial impact that instructors, particularly those who excel in pedagogy and interpersonal skills, have on enhancing the overall quality of education.

Student engagement

Most of the participants claimed that student engagement is a pivotal factor influencing students' academic performance and, consequently, contributes significantly to teaching quality based on their experiences. The consensus among participants highlighted that actively engaged students demonstrated higher levels of motivation, improved understanding of academic content, and increased participation in class activities. The connection between student engagement and academic performance was underscored, with participants noting that when educators employ interactive teaching methods, foster a positive classroom environment, and encourage student participation, it positively influences the overall learning experience. The participants emphasized that student engagement is not only indicative of a well-designed curriculum but also a reflection of teaching quality, as it directly impacts students' ability to grasp and apply knowledge effectively. These are evident from the statement of participants, as follows:

"In my view, student engagement is crucial for academic success. When I'm actively engaged in class discussions, projects, and activities, I find that I understand the material better and perform well in assessments. Engaging teaching methods keep me interested and motivated to participate, contributing positively to my overall academic performance." (IDI, P5)

"I strongly believe that student engagement is a key factor in gauging the quality of teaching. When teachers make an effort to involve us in the learning process, it creates a more dynamic and enjoyable classroom environment. Personally, I've noticed that the more engaged I am, the better I perform academically. It's like a cycle – when I feel connected to the material, I'm more motivated to put in the effort, and that positively influences my academic outcomes." (IDI, P10)

"From my experience, student engagement is directly tied to how well I understand and remember the content. Teachers who actively involve us in discussions, encourage questions, and create a participative atmosphere make learning more enjoyable and effective. I've found that the more engaged I am, the more confident I feel in my academic abilities." (FGD, P3)

Similarly, a study conducted by Clark (2021), the research explores the intricate relationship between student engagement and academic performance from the students' perspective. The findings emphasize that student engagement is a critical factor influencing students' academic outcomes. Clark highlights that actively engaged students consistently exhibit higher levels of motivation, increased understanding of academic content, and improved performance in assessments. The study underscores the importance of pedagogical approaches that foster student engagement, such as interactive teaching methods, collaborative learning experiences, and a positive classroom atmosphere. The research provides empirical evidence supporting the notion

that students who are actively engaged in the learning process are more likely to achieve better academic results.

The seventh research question is focused on how the experiences shape the Academic Competence.

Quality teaching and student engagement emerge as pivotal factors influencing students' academic performance. A symbiotic relationship exists between these elements, where effective teaching methods, clear communication, and engaging pedagogies foster a positive and stimulating learning environment. Quality teaching, characterized by educators who excel in delivering content and fostering supportive relationships, directly impacts students' comprehension and motivation. Concurrently, student engagement, encompassing active participation, enthusiasm, and commitment, enhances the learning experience. When teachers prioritize quality instruction and create an atmosphere that encourages student involvement, it cultivates a dynamic synergy that positively influences academic outcomes. Together, quality teaching and student engagement create a foundation for enriched understanding, increased motivation, and overall improved academic performance among students.

Table 8 Joint Display of Quantitative and Qualitative Results

Research Area	Quantitative Phase	Qualitative Phase	Nature of Interpretation
Status of the Variables			
1. Social Emotional Behavior	There are three indicators perseverance, self-management, and social awareness ranging from 3.28 to 4.30 with overall mean of 4.30 Refer to Table 1	The participants revealed that Social Emotional Behavior is essential in becoming competent. Refer to Table 7	Connecting, merging (Confirmation)
2. Positive Action Learning	There are two indicators namely values, personal social interactive ranging from 4.33 to 4.36 with overall mean of 4.34 Refer to Table 2	The participants revealed that a moderate Positive Action Learning. Refer to Table 7	Connecting, merging (Confirmation)
3. Academic Competence	There are three indicators: classroom interaction, student's engagement, student's attendance rate and have means ranging	The participants revealed importance of management and characteristics ion competency.	Connecting, merging (Confirmation)

	from 4.28 to 4.35 with the overall mean of 4.32 Refer to Table 3	Refer to Table 7	
4. Significant Relationship **4.1 Social Emotional Behavior and Positive Action Learning**	Significant (P>0.05) R = .347 Refer to Table 4	The participants do recognized the relationship between Social Emotional Behavior and Positive Action Learning	Connecting, merging (Confirmation)
4.2 Social Emotional Behavior and Academic Competence	Significant (P<0.05) with R = .479 Refer to Table 4	The participants recognized the relationship between Social Emotional Behavior and Academic Competence	Connecting, merging (Confirmation)
4.3 Positive Action Learning and Academic Competence	Significant (P>0.05) R = .292 Refer to Table 4	The participants do recognized the relationship between Positive Action Learning and Academic Competence	Connecting, merging (Confirmation)

This study recommended that educational institutions prioritize and invest in quality teaching and student engagement as fundamental pillars to enhance students' academic performance. Quality teaching, characterized by effective instructional methods, clear communication, and supportive teacher-student relationships, serves as the bedrock for a conducive learning environment. Simultaneously, fostering student engagement through interactive methods, collaborative activities, and a positive classroom atmosphere stimulates intrinsic motivation, leading to improved understanding and retention of academic content. By recognizing these factors as interdependent, institutions can create a holistic educational experience that not only ensures students grasp the material effectively but also instills a passion for learning. This approach aligns with the broader goal of preparing students for success, both academically and in their future endeavors, by cultivating an environment where quality teaching and active student engagement are prioritized and valued.

CONCLUSIONS

Based on the results and findings of this study, the following conclusions have been drawn:

1. Results revealed that perseverance and value are the main reasons for students' social-emotional behavior, signifying their crucial role as the highest indicators in shaping students' emotional well-being and responses in various social contexts.
2. Similarly, results revealed that values are the main reason for positive action learning, serving as the highest indicator of students' engagement and commitment in the learning process.
3. It can be reflected also on the result that classroom interaction and student's attendance are the main reasons for students' academic performance, indicating their pivotal roles in fostering a conducive learning environment and ensuring active participation.
4. The results of correlational analysis of the variables shows that social emotional behavior and positive action learning have moderate significant relationship with academic competence.
5. Also, the results of the regression analysis indicate that social emotional behavior and positive action learning were found to be significant predictor of academic competence.
6. In the mediation analysis, it could be claimed that positive action learning is the reason how social emotional behavior influences teachers' academic competence. This indicates that positive action learning is a contributory factor on how social emotional behavior affects academic competence.
7. It can be concluded that quality teaching and student engagement have seen to influence students' academic competence.
8. Based on the result, it can be concluded that organizational management and individual characteristics for help play a significant role on students' academic competence.
9. It can be concluded that students recognized the influence of positive action learning to the social emotional behavior and academic competence. A strong corroboration between the quantitative data and the qualitative data was established.

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