

## **Socio-Emotional Learning and the Academic Performance of Baga Tenger International School Mongolia toward A Sel Action Plan**

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### **Abstract**

Socio-emotional learning (SEL) is important for the child's holistic development and emotional and academic performance. The study aims to assess the relationship between social-emotional learning (SEL) and students' academic performance at Bagatenger International School in Mongolia by examining the self-awareness, social awareness, and self-management skills of grade seven students, leading to a comprehensive SEL plan within the school. The research will focus on 42 students and employ an ANOVA test to identify significant differences between the three dimensions of SEL and the student's academic performance. The findings will be valuable for the school in implementing SEL programs to improve academic performance, integrating SEL classes into every subject and teaching strategy, and employing activities to support low-achieving students. The mixed method will be applied to this study, comprising the qualitative insights of the students gathered from a Focus Group Discussion (FGD) and the quantitative methods, which include the analysis of the academic outcome of the students. The data will be gathered over three terms (sic months) to analyze the progress of the academic performance. The initial findings show that Socio Emotional classes improve students' academic performance. The study's results emphasize the importance of integrating Socio-Emotional Learning classes into the curriculum to support the healthy well-being and mental growth of the students. The recommendation of a comprehensive SEL Action program will enhance a healthy school environment within the school premises.

*Keywords: academic performance, self-awareness, social awareness, self-management*