

**Social and Emotional Literacy of the Students at Western Philippines University
El Nido in the New Classroom Settings**

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Abstract

This study addresses the importance of social and emotional skills in academic success and personal well-being, especially as students shift to new educational settings. It aims to measure and assess the level of social and emotional literacy among college students based on four interrelated dimensions: self-awareness, consideration of others, connection to others, and impacting change. This study adopted a descriptive-evaluative design, utilizing both quantitative and qualitative approach to analyze data collected from a random sample of 100 students through a standardized survey instrument adapted from the Seal et al. (2010) model. Results showed that all dimensions received "High" ratings. "Impacting to Change" had the highest mean score of 3.22. "Connection to Others" followed at 3.21, "Consideration of Others" at 3.10, and "Self-Awareness" at 3.07. These analysis suggest that students have strong skills in managing relationships, taking initiative, and understanding their emotions despite challenges like poor internet connection and procrastination. The study concludes that the framework used effectively assesses student development and that students display resilience and adaptability. It is recommended that social-emotional learning be integrated into the curriculum and backed by faculty training to further improve student skills.

Keywords: Education, Social-Emotional Literacy, Descriptive-Evaluative Research, Philippines