

“WELL-BEING AND PERFORMANCE OF THE 21ST CENTURY SECONDARY EDUCATION LEARNERS”

*Sol J. Dalonos and Giovanni B. Cagurin

University of Science and Technology of Southern Philippines
Lapasan, Cagayan de Oro City
sol.dalonos@ustp.edu.ph

ABSTRACT: *Learners’ well-being plays a role in shaping academic outcomes and is vital for an educational institution to look into. The study aimed to describe the well-being and assessed the relationship of academic performance of secondary learners in their National Achievement Test in Mathematics, Science, Filipino, Araling Panlipunan and English. Data were collected using descriptive-correlational methods to describe and assess the well-being dimensions of the students. The learners’ academic performance and well-being are significantly related in five key areas, but not significantly related to their physical, social, and material well-being. The well-being dimensions of learners in terms of cognitive, psychological, physical, social, and material had no significant extent on their Mathematics, Science, Filipino, English, and Araling Panlipunan performance. However, the psychological well-being dimension of the learners had a significant extent on their overall academic performance. The study concludes that students should be given proper attention, particularly learners with low psychological well-being. It is recommended that school needs to design continuous programs to help these learners have a sense of control and prevent them from being completely consumed by emotional reactions.*

Keyword: well-being and academic assessment, descriptive-correlational method

INTRODUCTION

Well-being is a dynamic concept that includes subjective, social, psychological, and material dimensions as well as health-related behaviors. It is often considered the hallmark of the student’s experiences resulting from educational encounters that both guide students in the search for meaning and direction in life and help them realize their true potential [1].

Above all, the academic performance of the learners brings the school pride and honor. It reflects the school readiness, teachers’ outstanding performance, and transformation of learning skills [2]. It is also the result of learning, prompted by the teaching activity of the teacher and produced by the student. Academic performance involves factors such as intellectual level, personality, motivation, skills, interests, study habits, self-esteem, or the teacher-student relationship [3].

Since academic success is regarded as the learners’ major life achievement and key goal in life, they need to master a tremendous amount of knowledge and skills [4]. Their cognitive abilities play a critical role in their academic learning Hassanbeigi [5] that include critical thinking and problem-solving skills; the capacity to find, analyze, synthesize, and apply knowledge to novel situations; interpersonal skills that allow people to work with others and engage effectively in cross-cultural contexts; self-directional abilities that allow them to manage their own work and complex projects; abilities to competently find resources and use tools; and the capacity to communicate effectively in many ways [6].

Similarly, students’ performances are in the broader area of social-emotional skills. This includes their relationship with other students in which Durlak [7] found out that relationships with others were a significant reason that students felt that they settled and that they belonged at the school.

Indeed, the learning environment plays a major role in shaping the quality of academic achievement [8]. This could be supported through various digital tools applied in school classrooms, such as the internet and the use of gadgets, although it is not the gauge where learning takes place [9].

However, during their academic career, learners face various responsibilities and challenges which may sometimes result in stress [10]. Some students can handle the ensuing stressor, but others may have a serious impact on their psychological well-being and reduce their academic performance. This may also lead to increase psychological, distress, and negative attitudes toward learning [11].

In this study, the academic performance of the learners is based on their National Achievement Test for three consecutive years. This NAT is a standardized set of examinations taken in the Philippines by students in Grades 3, 6, 10, and 12. The test is designed to determine their academic levels, strength, and weaknesses, as well as their knowledge, learned in major subjects throughout the year. It includes the five key areas as Mathematics, Science, Filipino, Araling Panlipunan and English.

Since the result issued by the Department of Education, Region X showed a different and alarming scenario, thus HEIs are called to assist in addressing the gaps in the secondary educational system, by conducting a comprehensive evaluation of the learners’ academic performance vis-à-vis their well-being in terms of cognitive; psychological; physical; social; and material.

The academic evaluation is timely and essential, as this will focus on the experiences and perceptions of secondary learners. Also, the results of the study will provide insight into how educational systems promote students’ well-being. Through this endeavor, it envisions assisting DepED in enhancing student achievement tests and performance through continuous well-being programs

METHODOLOGY

This is a quantitative study utilizing descriptive-correlational and causal research design. A descriptive method was employed to describe the students’ well-being and NAT performance. The correlational design was utilized to assess the relationship between academic performance and well-being dimensions of secondary students. The causal research design used to determine the nature of the relationship between variables and the effect predicted in the study.

The conduct of this policy research study is in close coordination with the Regional Development Council Region X (RDC-X). This study will provide evidence-based decision making for policy formulation. An endorsement from Provincial Governors, City Mayors and concerned DepEd School Divisions Superintendents will also be sought through RDC-X.

Specifically, the study was conducted in the Department of Education, covering three divisions namely Misamis Oriental, Cagayan de Oro, and Gingoog. Multi-stage sampling was utilized in terms of the size of the school (small, medium and large) and results of NAT in terms of low, medium, and high, covering the school year 2017-2020. The sampling will be 20-25% of the student population per identified DepEd division. The study focused on evaluating Grades 6 and 10 students.

A modified Programme for International Student Assessment (PISA) well-being questionnaire (2016) was used. The content and face validity were through Delphi and pilot testing. There were three (3) panels of experts in the Delphi procedure. A guidance counselor from DepEd, a licensed psychologist, and a researcher, and a psychometrician. The panel was given an e-copy of the questionnaire and asked to evaluate and suggests appropriate indicators to assess students' well-being in secondary education. The expert's view is done independently, without others influencing their evaluations.

The pilot testing was done at Bukidnon State University Secondary Laboratory with 30 respondents from grades 8 and 12 in a random sampling. A letter of consent was sought for the student's participation and for notification through email, Facebook, or cellphone number. The questionnaire was sent through Google link and retrieved after a week. The reliability test was computed after the pilot testing.

POTENTIAL UTILIZATION AND IMPACT OF THE RESEARCH OUTPUT

This study is a part of a policy research program intended to assist DepEd in improving its NAT results. The study will be disseminated to the Regional Development Council Region X and the Department of Education Division of Misamis Oriental, Cagayan de Oro, and Gingoog.

RESULTS AND DISCUSSION

The cognitive well-being of secondary learners has a positive result. Students are willing to learn and open to possibilities to fulfill their life goals. They have developed abilities and competencies in terms of academic achievement. Research has already indicated that the promotion of well-being and resilience can heighten satisfaction with life and can support creative thinking as well as better learning [12]. Supported by Yang [13] that academic performance, as a test of students' learning results, reflects students' mastery of the knowledge they have learned, and is a key indicator to measure students' learning.

Further, Li [14] believes that academic performance is the academic knowledge and skills acquired after learning and training, and it is a concentrated expression of students' learning status and level. Their academic performance is a measure of their learning achievements and important parameters for further studies. Therefore, academic performance is an important indicator for evaluating the learning effects of students.

Table 1. Level of Cognitive Well-Being of Secondary Learners

Indicators	Mean	SD	Verbal Description
1. I can perform the subject tasks easily.	2.74	0.581	Agree
2. I am always interested in all subjects.	2.89	0.578	Agree
3. I enjoy learning new topics.	3.09	0.552	Agree
4. I like reading	3.10	0.583	Agree
5. I am happy working on the assigned task.	3.02	0.499	Agree
6. I enjoy acquiring new knowledge.	3.15	0.603	Agree
7. I can easily understand how ideas are connected.	2.86	0.595	Agree
8. Making an effort in my subject(s) is worth it because this will help me in the work I want to do later on.	3.21	0.610	Agree
9. I enjoy finding solutions to problem tasks.	2.93	0.591	Agree
10. My subjects prepare me for my chosen career.	3.10	0.561	Agree
11. Many things I learn in my subject(s) will help me to get a job.	3.16	0.555	Agree
Overall	3.02	0.573	AGREE

While the psychological well-being of the secondary learners showed positive results too. The learners agreed to give their best to become one of the best students in class, to have a strong determination to achieve their purpose/goals, and willing to accept failures. As explained by Ryff and Singer [15], students with a high level of psychological well-being strive for an aim in life (purpose in life), experience continuous personal development (personal growth), and got the impression to be able to influence their environment (environmental mastery).

Furthermore, high psychological well-being has a positive view of oneself (self-acceptance), the experience of independence and self-determination regarding their thoughts and actions (autonomy), and having close relationships with others, based on mutual trust (positive interpersonal relationships).

However, González-Torres and Artuch [16], mentioned that students with lower levels of psychological well-being used dysfunctional coping strategies such as ignoring the problem, blaming themselves for the situation, or taking refuge in fantastic thoughts. But if given the attention and addressed their problems that would lead to the adoption of adaptive strategies such as commitment, positive reappraisal, or seeking instrumental and emotional support.

Conversely, the level of the physical well-being of the secondary learners showed a positive result for the students. They are physically fit by eating healthy foods and performing physical activities that made them sweat like sports and warm-up exercises. These physical activities are essential to keep their body and mind fit. Doing simple exercises, a day and a healthy life living refuel the strength that keep their body and mind working.

Table 2. Level of Psychological Well-Being of Secondary Learners

Indicators	Mean	SD	Verbal Description
1. I want to give my best effort in all my subjects.	3.22	0.574	Agree
2. I want to be able to select from among the best opportunities available when I graduate	3.31	0.618	Agree
3. I want to be the best in whatever I do.	3.12	0.631	Agree
4. I see myself as a person with purpose/goals.	3.26	0.622	Agree
5. I want to be one of the best students in my class	2.96	0.700	Agree
6. I can easily accept failures.	3.08	0.613	Agree
Overall	3.16	0.626	AGREE

Although academic performance stems from a complex interaction between intellect and contextual variables, health is a vital moderating factor in students’ ability to learn. The idea that healthy students learn better is empirically supported and well accepted by Hahn & Truman [17], and multiple studies have confirmed that health benefits are associated with physical activity, including cardiovascular and muscular fitness, bone health, psychosocial outcomes, and cognitive and brain health [18].

Further, evidence supports that physical activity during the school day demonstrates a positive relationship to academic performance [19]. Overall, a rapidly growing body of work suggests that time spent engaged in physical activity is related not only to a healthier body but also to a healthier mind [20].

Table 3. Level of Physical Well-Being of Secondary Learners

Indicators	Mean	SD	Verbal Description
1. I engage in moderate physical activities for a total of at least 60 minutes per day	2.78	0.642	Agree
2. I do vigorous physical activities per day that made me sweat and breathe hard	2.80	0.644	Agree
3. I exercise or practice sport before going to school	2.49	0.728	Disagree
4. I exercise or practice sport after leaving school	2.65	0.670	Agree
5. I eat healthy breakfast before going to school	3.01	0.625	Agree
6. I eat healthy dinner.	3.14	0.570	Agree
Overall	2.89	0.646	AGREE

In the level of social well-being of the secondary learners based on their sense of belonging at school, they felt accepted and felt belongingness in making friends and seem to like them. However, there are times they feel left out hence feeling lonely at school. According to and liked by the rest of the group, feeling connected to others and feeling like a member of a community

A sense of belonging is essential in the life of the students in which they felt accepted and liked by the rest of the group, feel connected to others, and feel like a member of a community. In school, a sense of belonging gives students feelings of

security, identity, and community, which, in turn, support academic, psychological and social development [21].

However, there are students who reported that they feel like an outsider at school and experienced some form of unfair treatment by their teachers and peers. A weak sense of belonging at school might also discourage students from pursuing further education. Furthermore, researchers find that an absence of a feeling of connectedness at school is an antecedent of depression among adolescents [22].

Table 4. Level of Social Well-Being of Secondary Learners Based on Sense of Belonging at School

Indicators	Mean	SD	Verbal Description
1. When I am at school I feel left out.	2.54	0.746	Agree
2. I make friends easily at school	3.03	0.664	Agree
3. When I am in school I feel I belong.	3.06	0.622	Agree
4. Other students seem to like me.	2.94	0.584	Agree
5. I feel lonely at school.	2.43	0.776	Disagree
Overall	2.80	0.678	AGREE

While the level of social well-being of secondary learners based on cooperative learning spirit revealed that students’ teamwork raised their own efficiency to open different perspectives. In doing tasks as a team they made better decisions. They also take into account the interests of many. As Johnson and Johnson [23], mentioned that working together, talking, and interacting with others developed students’ confidence, respect, and trust in each other.

Table 5. Level of Social Well-Being of Secondary Learners Based on Cooperative Learning Spirit

Indicators	Mean	SD	Verbal Description
1. I prefer group tasks over individual tasks.	2.95	0.699	Agree
2. I am a good listener.	3.04	0.571	Agree
3. I enjoy seeing my classmates achieve tasks.	3.17	0.647	Agree
4. I take into account what others are interested in.	2.96	0.550	Agree
5. I find that teams make better decisions than individuals.	3.09	0.553	Agree
6. I am open to different perspectives.	3.12	0.523	Agree
7. Teamwork raises my own efficiency	3.22	0.558	Agree
Overall	3.08	0.586	AGREE

In the table below, students showed a positive perception of their teacher’s attitude. Teachers’ attitudes played a vital role in motivating students to learn and engage in the teaching-learning process. Teachers must ensure that the students are engaged in the learning process to optimize each student’s learning and development and to prevent gradual disengagement, school failure, or dropout [24]. In this whole process, the effect of teachers on the personality development and success of students is a fact that cannot be overlooked. The teachers’ positive attitude in dealing with the students creates positive relationships and develops their positive attitude [25]. However, if teachers showed a negative attitude, it will be directly accepted and copied by the students which put great responsibilities on the teachers.

Table 6. Level of Social Well-Being of Secondary Learners Based on Students' Perception of their Teachers' Attitudes

Indicators	Mean	SD	Verbal Description
1. Teachers motivate me to do well in class.	3.20	0.633	Agree
2. Teachers give fair treatment to all learners.	3.07	0.672	Agree
3. Teachers gave me the impression that I am less smart than I really am.	2.40	0.818	Disagree
4. Teachers ridiculed me in front of others.	2.07	0.788	Disagree
Overall	2.69	0.728	AGREE

Conversely, table 7 shows the level of social well-being of the secondary learners based on bullying from the victim perspective. Overall, they showed a negative perception on bullying, which is not to happen in school. Therefore, when students experience bullying on campus, they are encouraged to share their experience for the support group to act on it. So, in school belonging may involve in alleviating the negative impact of school bullying on subjective well-being.

Table 7. Level of Social Well-Being of Secondary Learners Based on Bullying from the Victim Perspective

Indicators	Mean	SD	Verbal Description
1. For the past 12 months I got called names by other students	2.44	0.821	Disagree
2. For the past 12 months I got picked on by other students.	2.29	0.771	Disagree
3. For the past 12 months other students left me out of things on purpose.	2.24	0.751	Disagree
4. Other students purposely make me feel left out.	2.24	0.757	Disagree
5. I was threatened by other students.	2.05	0.715	Disagree
6. My belongings were taken away or destroyed by other students.	2.08	0.741	Disagree
7. I got hit or pushed around by other students.	2.13	0.772	Disagree
8. Other students spread nasty rumours about me	2.19	0.782	Disagree
	2.21	0.764	DISAGREE

On the other hand, students showed a positive perception of the concept of parental support and communication as vital to their social being. The parents support their educational efforts and achievements. Moreover, they are supported in times of difficulty and encouraged to be confident in facing it all. According to Mahuro and Hungi [26], parental support and participation in the form of commitment of time and resources to their children's education play a pivotal role in motivating children to improve their academic grades. Further, parental support and involvement is essential for the success of learners throughout their learning pathways. It may help the parents to be involved in planning, monitoring, and be aware of the learning process.

Table 8. Level of Social Well-Being of Secondary Learners Based on Parental Support and Communication

Indicators	Mean	SD	Verbal Description
1. My parents are interested in my school activities.	3.08	0.677	Agree
2. My parents support my educational efforts and achievements.	3.27	0.621	Agree
3. My parents support me when I am facing difficulties at school.	3.21	0.620	Agree
4. My parents encourage me to be confident.	3.17	0.609	Agree
5. My parents know all of my friends at school.	3.03	0.669	Agree
6. I talk to my parents before going to school	3.05	0.658	Agree
7. I talk to my parents after leaving school	2.99	0.643	Agree
	3.11	0.642	AGREE

While in the level of material well-being of the secondary learners, they are all agreed in the indicators of material well-being. They have educational materials and access to the internet to enhance/facilitate learning. These material resources at school will help better provide and support students' learning and healthy development. This will ensure students access to the educational and cultural resources they need to thrive in school and realize their potential. Providing adequate resources to students is important not only because it is a prerequisite for successful development but also because some students do not have adequate living and learning conditions to fulfill their personal goals [27].

Table 9. Level of Material Well-Being of Secondary Learners

Indicators	Mean	SD	Verbal Description
1. I have a desk and a quiet place to study to help me stay focus.	2.85	0.677	Agree
2. I have electronic gadgets (computer, smart phone and the like) to complete my school work.	2.75	0.718	Agree
3. I have access to the Internet.	2.76	0.714	Agree
4. I have educational materials such as books, a dictionary and other technical references	2.81	0.678	Agree
5. I have functional radio or television to enhance/facilitate my learning.	2.82	0.691	Agree
6. I do household chores or take care of other family members before and after leaving school.	3.12	0.586	Agree
7. I work to get paid before going to school.	2.53	0.856	Agree
	2.80	0.703	AGREE

Table 10 shows the distribution of secondary learner's academic performance for three (3) consecutive school years, that is, from 2017 to 2020. It can be gleaned from the table that, overall, in all 3 consecutive school years, the secondary learners consistently gained a very satisfactory performance. This is also true for individual subjects such as Mathematics, Science, Filipino, Araling Panlipunan, and English with very satisfactory performance.

Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance. In this study, academic performance was characterized by the overall performance in each year which culminates in the National Achievement Test for the learners. NAT examinations aim to provide observational information on

the achievement level of students to serve as a guide for principals and teachers in their respective courses of action. It also identifies and analyzes variations in achievement levels across the years by region, division, school, and other variables [28].

Table 10. Distribution of Secondary Learner’s Academic Performance for Three (3) Consecutive School Years

Subjects	SY 2017-2018			SY 2018-2019			SY 2019-2020		
	Mean Grade	SD	Desc Rating	Mean Grade	SD	Desc Rating	Mean Grade	SD	Desc Rating
Mathematics	85.06	4.789	VS	85.46	5.355	VS	85.70	5.410	VS
Science	85.93	4.741	VS	86.20	5.239	VS	86.58	5.221	VS
Filipino	87.09	4.746	VS	87.27	4.702	VS	88.12	5.102	VS
Araling Panlipunan	86.88	4.480	VS	86.84	4.715	VS	86.98	5.620	VS
English	85.89	4.918	VS	86.77	5.269	VS	86.75	5.462	VS
Overall	86.17	4.735	VS	86.51	5.056	VS	86.83	5.363	VS

Table 11. Relationship between Academic Performance and Well-Being Dimensions of Secondary Learners Considering School Year 2017-2018

		Academic Performance for SY 2017-2018				
		Mathematics	Science	Filipino	AP	English
Cognitive Dimension	Pearson Correlation	.216**	.169**	.174**	.046	.196**
	Sig. (2-tailed)	.000	.000	.000	.062	.000
Psychological	Pearson Correlation	.201**	.160**	.151**	.020	.175**
	Sig. (2-tailed)	.000	.000	.000	.422	.000
Physical	Pearson Correlation	.034	-.020	-.011	.017	-.021
	Sig. (2-tailed)	.166	.420	.666	.485	.383
Social: <i>Sense of Belonging at school</i>	Pearson Correlation	-.002	-.036	-.052*	-.017	-.070**
	Sig. (2-tailed)	.924	.138	.034	.491	.004
Social: <i>Cooperative learning spirit</i>	Pearson Correlation	.184**	.147**	.156**	.035	.175**
	Sig. (2-tailed)	.000	.000	.000	.148	.000
Social: <i>Students’ perception of their teachers’ attitudes</i>	Pearson Correlation	-.026	-.087**	-.047	-.028	-.081**
	Sig. (2-tailed)	.280	.000	.057	.250	.001
Social: <i>Bullying from the victim perspective</i>	Pearson Correlation	-.130**	-.160**	-.149**	-.034	-.181**
	Sig. (2-tailed)	.000	.000	.000	.167	.000
Social: <i>Parental Support and communication</i>	Pearson Correlation	.123**	.099**	.107**	.019	.114**
	Sig. (2-tailed)	.000	.000	.000	.429	.000
Material	Pearson Correlation	.050*	.000	.045	.005	.023
	Sig. (2-tailed)	.043	.998	.069	.835	.349

Table 11 shows the relationship between academic performance and well-being dimensions of secondary learners considering the school year 2017-2018. Results show that secondary learners’ cognitive, psychological and social well-being in terms of cooperative learning spirit showed a weak significant positive relationship on their Mathematics, Science, Filipino and English performance as indicated by the correlation and probability value less than 0.05 which led to the rejection of the null hypothesis.

Second, the secondary learner’s physical, and social well-being in terms of their sense of belonging and students’ perception of their teachers’ attitudes and material well-being showed no significant linear relationship on their academic performance as

indicated by the correlation and probability value greater than 0.05 which led to the non-rejection of the null hypothesis.

Finally, the secondary learner’s social well-being in terms of parental support and communication showed a weak positive relationship between their Mathematics, Filipino and English performance

Table 12 below shows the relationship between academic performance and well-being dimensions of secondary learners considering the school year 2018-2019. Results show that secondary learners’ cognitive, psychological and social well-being in terms of cooperative learning spirit and bullying from the victim perspective showed a weak significant positive relationship on their Mathematics, Science, Filipino, and AP performance.

Table 12. Relationship between Academic Performance and Well-Being Dimensions of Secondary Learners Considering School Year 2018-2019

		Academic Performance for SY 2018-2019				
		Mathematics	Science	Filipino	AP	English
Cognitive Dimension	Pearson Correlation	.163**	.182**	.163**	.205**	.024
	Sig. (2-tailed)	.000	.000	.000	.000	.330
Psychological	Pearson Correlation	.156**	.149**	.143**	.189**	.030
	Sig. (2-tailed)	.000	.000	.000	.000	.228
Physical	Pearson Correlation	-.015	-.003	-.040	.009	-.052*
	Sig. (2-tailed)	.532	.905	.101	.720	.035
Social: <i>Sense of Belonging at school</i>	Pearson Correlation	-.042	-.039	-.085**	-.013	-.053*
	Sig. (2-tailed)	.084	.107	.000	.605	.031
Social: <i>Cooperative learning spirit</i>	Pearson Correlation	.124**	.139**	.133**	.155**	.031
	Sig. (2-tailed)	.000	.000	.000	.000	.213
Social: <i>Students' perception of their teachers' attitudes</i>	Pearson Correlation	-.049*	-.065**	-.086**	-.014	-.039
	Sig. (2-tailed)	.045	.007	.000	.577	.108
Social: <i>Bullying from the victim perspective</i>	Pearson Correlation	-.138**	-.141**	-.159**	-.152**	-.041
	Sig. (2-tailed)	.000	.000	.000	.000	.098
Social: <i>Parental Support and communication</i>	Pearson Correlation	.072**	.084**	.093**	.095**	-.005
	Sig. (2-tailed)	.003	.001	.000	.000	.849
Material	Pearson Correlation	.019	.014	.019	.044	.003
	Sig. (2-tailed)	.432	.574	.449	.073	.915

It can be gleaned in Table 13 for SY 2019-2020, that learners' cognitive well-being and psychological and social well-being in terms of cooperative learning spirit and bullying from the victim perspective showed a weak significant positive relationship on their Mathematics, Science, AP, and English performance. Moreover, their physical, and social well-being in terms of their sense of belonging and students' perception of their teachers' attitudes, parental support and communication, and material well-being showed no significant linear relationship on their academic performance. Table 14 shows the extent of well-being dimensions on secondary learners' overall academic performance for the

school year 2017-2018. Results revealed that all secondary learners' well-being dimensions showed no significant extent on their overall academic performance. While in the extent of well-being dimensions on secondary learners' overall academic performance for the school year 2018-2019, revealed that secondary learners' psychological well-being dimensions showed a significant extent on their overall academic performance. This implied that in this school year, the learners' psychological well-being affects their academic performance.

Table 13. Relationship between Academic Performance and Well-Being Dimensions of Secondary Learners Considering School Year 2019-2020

		Academic Performance for SY 2019-2020				
		Mathematics	Science	Filipino	AP	English
Cognitive Dimension	Pearson Correlation	.178**	.182**	.031	.149**	.167**
	Sig. (2-tailed)	.000	.000	.209	.000	.000
Psychological	Pearson Correlation	.131**	.148**	.012	.116**	.135**
	Sig. (2-tailed)	.000	.000	.626	.000	.000
Physical	Pearson Correlation	-.005	-.004	.003	-.023	-.042
	Sig. (2-tailed)	.826	.886	.913	.345	.084
Social: <i>Sense of Belonging at school</i>	Pearson Correlation	-.039	-.064**	-.007	-.034	-.084**
	Sig. (2-tailed)	.112	.009	.784	.165	.001
Social: <i>Cooperative learning spirit</i>	Pearson Correlation	.153**	.164**	.027	.130**	.140**
	Sig. (2-tailed)	.000	.000	.272	.000	.000
Social: <i>Students' perception of their teachers' attitudes</i>	Pearson Correlation	-.018	-.047	-.026	-.029	-.064**
	Sig. (2-tailed)	.470	.056	.284	.235	.008
Social: <i>Bullying from the victim perspective</i>	Pearson Correlation	-.112**	-.132**	-.044	-.108**	-.166**
	Sig. (2-tailed)	.000	.000	.074	.000	.000
Social: <i>Parental Support and communication</i>	Pearson Correlation	.099**	.098**	.015	.068**	.084**
	Sig. (2-tailed)	.000	.000	.541	.005	.001
Material	Pearson Correlation	.032	.024	.016	.050*	.018
	Sig. (2-tailed)	.190	.325	.512	.040	.467

Table 14. Extent of Well-Being Dimensions on Secondary Learners Academic Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	83.537	1.551		53.867	.000
	Cognitive Dimension	-.055	.606	-.003	-.091	.927
	Psychological	.329	.492	.026	.669	.504
	Physical	.354	.433	.026	.817	.414
	Social: <i>Sense of Belonging at school</i>	-.132	.461	-.008	-.286	.775
	Social: <i>Cooperative learning spirit</i>	.534	.523	.038	1.021	.307
	Social: <i>Students' perception of their teachers' attitudes</i>	-.221	.385	-.017	-.576	.565
	Social: <i>Bullying from the victim perspective</i>	-.035	.265	-.004	-.133	.894
	Social: <i>Parental Support and communication</i>	.122	.367	.010	.332	.740
	Material	-.082	.396	-.006	-.208	.836

a. Dependent Variable: SY 2017-2018 Overall Academic Performance

Table 15. Extent of Well-Being Dimensions on Secondary Learners Academic Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	86.132	1.580		54.512	.000
	Cognitive Dimension	-.492	.618	-.030	-.796	.426
	Psychological	1.230	.501	.096	2.454	.014
	Physical	-.547	.442	-.039	-1.239	.216
	Social: <i>Sense of Belonging at school</i>	-.009	.470	-.001	-.019	.985
	Social: <i>Cooperative learning spirit</i>	.439	.532	.030	.824	.410
	Social: <i>Students' perception of their teachers' attitudes</i>	-.010	.392	-.001	-.026	.979
	Social: <i>Bullying from the victim perspective</i>	-.240	.270	-.024	-.889	.374
	Social: <i>Parental Support and communication</i>	-.649	.374	-.054	-1.734	.083
	Material	.275	.403	.019	.683	.495

a. Dependent Variable: SY 2018-2019 Overall Academic Performance

Table 16. Extent of Well-Being Dimensions on Secondary Learners Academic Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	85.267	1.606		53.101	.000
	Cognitive Dimension	-.783	.628	-.047	-1.247	.212
	Psychological	.599	.509	.046	1.177	.240
	Physical	.219	.449	.015	.489	.625
	Social: <i>Sense of Belonging at school</i>	-.575	.477	-.036	-1.204	.229
	Social: <i>Cooperative learning spirit</i>	.655	.541	.044	1.212	.226
	Social: <i>Students' perception of their teachers' attitudes</i>	-.077	.398	-.006	-.194	.846
	Social: <i>Bullying from the victim perspective</i>	-.434	.274	-.043	-1.581	.114
	Social: <i>Parental Support and communication</i>	.325	.380	.026	.856	.392
	Material	.431	.409	.029	1.054	.292

a. Dependent Variable: SY 2019-2020 Overall Academic Performance

Further, this indicates that psychological well-being has an effect on the academic performance of the students. Therefore, it implies that when psychological well-being increases, so do an academic performance. The result of this study indicates that there is a significant positive correlation between the dimensions of psychological well-being on the secondary learners' academic performance.

Results revealed in table 16 that all secondary learners' well-being dimensions showed no significant extent on their overall academic performance for SY 2019-2020

CONCLUSION

The well-being dimensions of learners in terms of cognitive, psychological, physical, social, and material had no significant extent on their Mathematics, Science, Filipino, English, and

Araling Panlipunan performance. However, the psychological well-being dimension of the learners had a significant extent on their overall academic performance. The findings provided at hand can serve as a starting point for more research in the field of psychological or emotional health promotion in the educational sector and its influence on the academic performance of the learners.

RECOMMENDATIONS

Communication helps with coping and healing of the emotional being of the learners. The school needs to design continuous programs to help learners, especially to those who have low levels of psychological well-being due to its relationship with academic achievement. This will probably aid to lessen negative emotions, reducing stress, and reducing

physical and emotional distress for profound healing. Consistent social interaction should be included to cope with the changing situation and provide a sense of stability in a difficult time. This will also give learners a sense of control and prevent them from being completely consumed by emotional reactions.

VIII. REFERENCES

- [1] Bożek, A., Nowak, P. F., & Blukacz, M. (2020). The relationship between spirituality, health-related behavior, and psychological well-being. *Frontiers in Psychology*, 11, 1997.
- [2] McNair, T. B., Albertine, S., McDonald, N., Major Jr, T., & Cooper, M. A., 2022. Becoming a Student-Ready College: A New Culture of Leadership for Student Success. *Journal of College Student Retention Research Theory and Practice* 19(3):357-360 DOI:10.1177/1521025116680218
- [3] Chilca, L. (2017). Self-Esteem, Study Habits and Academic Performance Among University Students. *Propósitos y Representaciones*, 5(1), 71-127. doi:<http://dx.doi.org/10.20511/pyr2017.v5n1.145>
- [4] Abedi, J., (2010). Beyond basic skills: The role of performance assessment in achieving 21st century standards of learning. Stanford Center for Opportunity Policy in Education.
- [5] Hassanbeigi, A., (2011). The relationship between study skills and academic performance of university students. *Procedia-Social Sciences*, 30(3):1416-1424 DOI:10.1016/j.sbspro.2011.10.276
- [6] Hammond, Z. (2014). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Corwin Press.
- [7] Durlak, J.A. et al. (2011), "The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions", *Child Development*, Vol. 82(1), pp. 405-432, <http://doi.org/10.1111/j.1467-8624.2010.01564.x>
- [8] Wang, M. T., & Degol, J. L. (2016). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational psychology review*, 28(2), 315-352
- [9] Chen, C. H., & Tsai, C. C. (2021). In-service teachers' conceptions of mobile technology-integrated instruction: Tendency towards student-centered learning. *Computers & Education*, 170, 104224.
- [10] Salami, S. O. (2010). Emotional intelligence, self-efficacy, psychological well-being and students attitudes: Implications for quality education. *European journal of Educational Studies*, 2(3), 247-257.
- [11] Nagase, K., Tsunoda, K., & Fujita, K. (2020, October). The effect of teachers attitudes and teacher efficacy for inclusive education on emotional distress in primary school teachers in Japan. In *Frontiers in Education* (Vol. 5, p. 570988). Frontiers Media SA.
- [12] Seligman, M. E., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford review of education*, 35(3), 293-311.
- [13] Yang, K.T., Wang, T.H., & Chiu, M.H. (2020). How technology fosters learning: Inspiration from the "Media Debate". *Creative Education*, 5, 1086-1090.
- [14] Li, D. Z. (2019). *The Influence of Parental Rearing Style and Self-Control on Autonomous Learning and Academic Performance*. Wuhan: Huazhong Normal University.
- [15] Ryff, C. D., & Singer, B. H. (2006). Best News Yet on the Six-Factor Model of Well-Being. *Social Science Research*, 35, 1103-1119. <http://dx.doi.org/10.1016/j.ssresearch.2006.01.002>
- [16] González-Torres, M. C., Artuch-Garde, R.; De la Fuente, J., Vera, M. M., Fernández-Cabezas, M., & López-García, M. (2017). Relationship between resilience and self-regulation: A study of Spanish youth at risk of social exclusion. *Frontiers in Psychology*, 8, Article 612. <https://doi.org/10.3389/fpsyg.2017.00612>
- [17] Hahn, R. A., & Truman, B. I. (2015). Education improves public health and promotes health equity. *International journal of health services*, 45(4), 657-678.
- [18] Strong, W. B., Malina, R.M., Blimkie, C.J., Daniels, S. R., Dishman, R.K., Gutin, B., & Trudeau, F. (2005). Evidence-based physical activity for school-age youth. *The Journal of pediatrics*, 146(6), 732-737.
- [19] Rasberry CN, Lee SM, Robin L, Laris BA, Russell LA, Coyle KK, Nihiser AJ. (2011). The association between school-based physical activity, including physical education, and academic performance: A systematic review of the literature. *Preventive Medicine*. 2011;52 (Suppl 1):S10-S20.
- [20] Hillman, C. H., Erickson, K. I., & Kramer, A. F. (2008). Be smart, exercise your heart: exercise effects on brain and cognition. *Nature reviews neuroscience*, 9(1), 58-65.
- [21] Jethwani-Keyser, M.M. (2008). "When teachers treat me well, I think I belong": School belonging and the psychological and academic well-being of adolescent girls in urban India", Unpublished Dissertation, New York University, New York, NY.
- [22] Shochet, I.M. (2006) "School connectedness is an underemphasized parameter in adolescent mental health: Results of a community prediction study", *Journal of Clinical Child & Adolescent Psychology*, Vol. 35/2, pp. 170-179, http://dx.doi.org/10.1207/s15374424jccp3502_1.
- [23] Johnson, D.W. and Johnson, R.T. (2018). *Cooperative Learning: The Foundation for Active Learning*. 9th ed. Edina, MN: Interaction Book Company. DOI:10.5772/intechopen.81086
- [24] Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System™: Manual K-3*. Paul H Brookes Publishing.
- [25] Ulug, M., Ozden, M.S. & Erylimaz, A. (2011). The effects of teachers' attitudes on student's personality and performance. *Procedia-Social and behavioral sciences*, 30, 738-742.
- [26] Mahuro, G.M. and Hungu, N. (2016). Parental Participation Improves Student Academic Achievement: A Case of Iganga and Mayuge Districts in Uganda *Cogent Education*, v3 n1 Article 1264170 2016.
- [27] OECD (2017). "Students' sense of belonging at school and their relations with teachers", in *PISA 2015 Results (Volume III): Students' Well-Being*, OECD Publishing, Paris. DOI: <https://doi.org/10.1787/9789264273856-11-en>
- [28] DepEd Order No. 8, s. 2015). *Policy Guidelines on Classroom Assessment for the K To 12 Basic Education Progra*