The Mediating Effect of Social Emotional Competence on The Relationship Between Teacher Evaluation and Cognitive Performance Among T.L.E. Teachers

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Abstract: **This study determined the mediating effect of social-emotional competence on the relationship between teacher evaluation and the cognitive performance of teachers. A descriptive-correlational research design was employed. There were 304 Technology Livelihood Education (TLE) teachers in the Division of Davao del Norte who has chosen through simple random sampling. This study used three adopted questionnaires. Mean, Pearson r, standard deviation, regression analysis, and Sobel test were used as statistical tools. The results show that teacher evaluation is always manifested, teachers' cognitive performance is often manifested, and social-emotional competence is often. The results revealed a significant relationship between teacher evaluation and cognitive performance of teachers, teacher evaluation and social-emotional competence, and teachers' social-emotional competence and cognitive performance. Social-emotional competence significantly mediates the relationship between teacher evaluation and cognitive performance of teachers with partial mediation. The results highlight the importance of teacher evaluation and social-emotional competence and suggest applying and improving them in the cognitive performance of teachers.**

Keywords: **teacher evaluation, social-emotional competence, cognitive performance, descriptive and correlational designs, mediation analysis, Philippines**

I. RATIONALE

Cognition is a complex mental process essential for learning, modeling behavior, and achieving personal goals (Lemes et al., 2021). As a result, cognitive ability influences human behavior and decision-making. Additionally, cognitive performance denotes abilities and skills such as memory, attention, and thinking (Indumathi & Ramakrishan, 2017). However, low memory capacity is directly related to poor computational abilities and performance (Batool, 2019). Teachers' cognitive performance determines the results has been an issue since teachers have been affected by different kinds of stressors like the immediate change of policy, pressure from stakeholders, problems with instructions, and the different behaviors of students (Pratama & Corebima, 2016).

In this line of thought, a study of the effects of changes in the length of schooling improves cognitive performance (Schneeweis, Skirbekk, & Winter-Ebmer, 2014). Additionally, cognitive performance is relevant to social-emotional competence. The scores estimated cognitive performance in an intelligence test battery and academic achievement were calculated using the teacher's actions. So, cognitive performance is not defined by a single value like the intelligence quotient but rather as a combination of the performance of several cognitive functions and processes (Indumathi & Ramakrishnan, 2017).

With these concerns and predicaments faced by students in the present, the researcher found the need to conduct this study. Further, teachers' evaluation improves cognitive performance and generally motivates agents (Dixit, 2018), from social-emotional competence to cognitive performance. Social-emotional competence and teacher evaluation is an organizational structure that can be explored concerning cognitive performance and classroom outcomes (Jennings, Doyle, Oh, Rasheed, Frank, & Brown, 2019).

This study helps assess the interconnected relationships of the variables that affect the cognitive performance of teachers, particularly social-emotional competence. The findings and results of this study can assist school leaders in developing interventions and programs to improve the cognitive performance of TLE teachers. Also, the results will be submitted to or presented in different seminars, research fora, and presentations to give knowledge and awareness about the factors that would help create programs to help raise cognitive performance. The researcher will also submit a copy of this study to the Schools Division Planning and Research Office of Davao del Norte and to the schools that will participate in this study.

Research Objective

This study determined the mediating effect of social-emotional competence on the relationship between teacher evaluation and cognitive performance. Specifically, this study has the following objectives:

1. To identify the level of teacher evaluation in terms of:

    1.1   subject matter knowledge;
    1.2   instructional planning and strategies;
    1.3   assessment;
    1.4   learning environment; and

1.5   effective communication.

2. To determine the level of cognitive performance in terms of:

2.1   memory;
2.2   attention;
2.3   flexibility;
2.4   self-perception; and
5.5   thinking.

3. To describe the level of social-emotional competence in terms of:

3.1. self-awareness;
3.2. social awareness;
3.3. self-management;
3.4. relationship management; and
3.5. responsible decision-making.

4. To determine the significant relationship between:

4.1 teacher evaluation and cognitive performance.
4.2 teacher evaluation and social-emotional competence.
4.3 social-emotional competence and cognitive performance.

5. To evaluate the mediating effect of social-emotional competence on the relationship between teacher evaluation and cognitive performance.

Hypothesis

The following hypotheses were tested at a 0.05 level of significance.

1. There is no significant relationship between teacher evaluation and cognitive performance, between teacher evaluation and social-emotional competence, and between social-emotional competence and cognitive performance.
2. There is no mediating effect of social-emotional competence on the relationship between teacher evaluation and cognitive performance.

II. THEORETICAL AND CONCEPTUAL FRAMEWORK

This study is anchored on Cai and Lin's (2006) theory that teacher evaluation depends on instructional competence as a reflection in the performance rating. Teacher performance evaluation plays a crucial role in educational personnel reform, so it has been an essential yet complex issue in educational reform. Previous evaluations of teachers failed to make a strict distinction among the three dominant types of evaluation, namely, capability, achievement, and effectiveness. Moreover, teacher performance evaluation was usually restricted to task performance, neglecting contextual performance.

In particular, the influence of teacher evaluation on teacher cognitive performance was evidenced in the study of Thar (2016). In addition, teachers' performance will be assumed as task performance of the teachers if aspects of task performance of teachers, such as Teaching Effectiveness, Teaching Values, and Teacher-Student Interaction, are closely related to teachers' daily practices and routines in schools.

Social-emotional competence influences teacher evaluation, and cognitive performance is an organizational structure that can be explored with student performance and classroom outcomes (Jennings et al., 2019). Similarly, teacher evaluation is associated with optimal social and emotional competence and desired outcomes. If teachers have resources to address social-emotional problems within their school and classroom background effectively, they will show high cognitive performance and behavior levels.

Further, social-emotional competence is a predictor of cognitive performance, in that teachers who have high social-emotional intelligence will work better in their groups. Lemos, Almeida, and Colom (2017) stated that social-emotional intelligence plays a vital role in a person's cognitive performance.

Martins, Alves, and Almeida (2016) showed that social-emotional intelligence correlated with a person's cognitive performance. The other researchers also reported a correlation between emotional intelligence and the learning results of individuals. Similarly, Alves et al. (2017) asserted that social-emotional intelligence could be used to predict one's academic success.

The conceptual framework of the study is shown in Figure 1. The independent variable is the teacher evaluation developed by Akram and Zepeda (2015) with the following indicators: *subject matter knowledge* refers to a category of teacher knowledge that can include all other categories of teacher knowledge and beliefs, such as knowledge of the subject matter, orientations, student characteristics, aims and purposes, resources and pedagogy, *instrumental planning and strategies* refers to the way to help teachers systematically plan instruction, assessment refers to evaluating the overall performance of students and making conclusions about their education in training and development, *learning environment* refers to the psychology, sociology, and pedagogy of the environments in which learning takes place, and *effective communication* refers to teachers' competence as a system of knowledge and abilities in teaching communication and social interaction.

The dependent variable is cognitive performance (Indumathi & Namakrishnan, 2017) with the following indicators; *memory* refers to the ability to take in information, store it, and recall it at a later time, and *attention* refers to the ability to actively process specific information in the environment while tuning out other details, *flexibility* refers to decipher to when and how they will learn by tailoring their capabilities, *self-perception* refers to the capability to perform in school successfully and is often proposed as a critical factor in learning, and *thinking* refers to comprehending an aim-oriented flow of ideas and associations that can lead to a reality-oriented conclusion.

While the social-emotional competence of teachers is the mediator with indicators; *self-awareness* refers to the ability to recognize themselves as an individual, *social awareness* refers to behavior, which contributes to an environment conducive to learning, *self-management* refers to class preparedness, paying attention, following directions, *relationship management* refers to a strategy in maintaining an ongoing level of engagement with teachers, parents, and co-teachers, and *responsible decision-making* refers to the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.
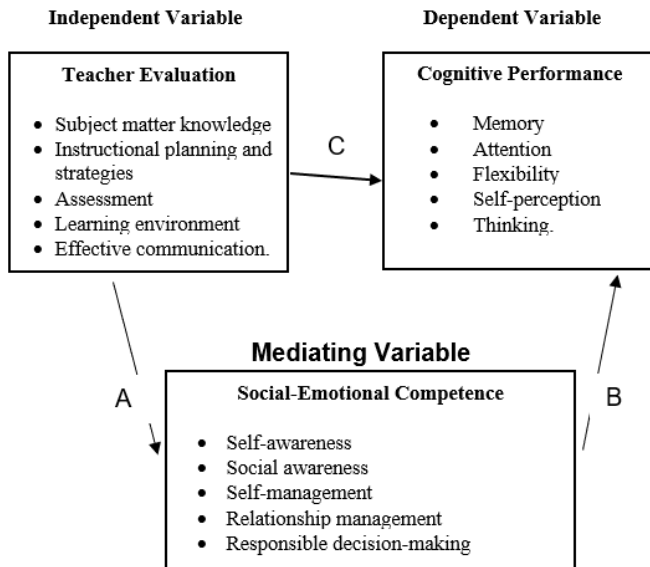

Figure1. Conceptual Framework of the Study

Research Design

This study adopts a quantitative research method of research, specifically descriptive and correlational designs. Quantitative research is a type of research that explains phenomena by collecting numerical data analyzed using mathematically based methods (Creswell, 2014). Meanwhile, Sahin and Mete (2021) defined descriptive design as a type of research that entails gathering data to test hypotheses or respond to questions about the status of the study's topic to obtain detailed data and information about the said topic.

The researcher also used a correlation research design to assess the extent to which variables are significantly related; this was striven to motivate scientific research in all social science disciplines. It is also concerned with developing a link between multiple variables to understand the associations and relationships in human phenomena (Curtis, 2016). The researcher used this design to determine and test the existing relationships between the variables in this study.

The researcher used descriptive design since this study endeavors to determine the status of the three variables involved: social-emotional competence, teacher evaluation, and cognitive performance of TLE teachers. Correlational design was used in considering that this study also aspires to determine the degree to which the three variables are correlated, and causes influence each other. The said design is also suited to determine the preconditions in a mediation analysis study.

Moreover, mediation analysis was performed in this study since it is an advanced correlational analysis used to see if the effect of one variable on another is passed down through a third variable. Mediating analysis is usually used in social science research to investigate how changes in outcome variables happen. This approach is very suitable to be used because this study seeks to determine if teacher evaluation has a significant effect on social-emotional competence and if social-emotional competence, in turn, significantly influences TLE's cognitive performance teachers.

This study gathered data from randomly selected TLE teachers from the Division of Davao del Norte through adapted research instruments. Data was gathered online through Google Forms, and this data was analyzed through appropriate statistical tools. Further, the principles enshrined in the Belmont Report are the guiding philosophies to ensure the ethical conduct of this research.

Research Repondents

The respondents of this study were the 304 teachers in both Junior and Senior High schools of the secondary schools of Davao del Norte for the school year 2021-2022. These Technology Livelihood Education (TLE) teachers from the secondary schools of Davao del Norte were chosen to be the study's respondents. Moreover, as observed by the researcher, that evaluation can shift the teacher effectiveness distribution through a different mechanism: improving teacher skill, effort, or both in long-run ways.

The researcher also observed that teachers were more productive during the school year when being evaluated but even more productive in the years after evaluation. However, the principal, teachers on leave, and teachers not teaching Technology Livelihood Education (TLE) were excluded as a respondent to the study. In addition, those teachers who refused to sign the informed consent were excluded.

In gathering data from a population from which the sample does not have a homogenous group, it is appropriate to use stratified sampling to generate a representation of a decent sample in general. The researcher used the Slovin formula wherein 304 respondents were selected from 25% of the total population of 1,201 TLE/TVL/TechVoc teachers of the Davao del Norte Division. The respondents were chosen by random sampling technique. Informed consent was given to the participants with permission to be the participants of the study, and no survey questionnaires were given to the participants without their approval. The 304 respondents answered the standardized questionnaire on the mediating effect of social-emotional competence on the relationship between teacher evaluation and cognitive performance of the TLE teachers. The distribution of validated questionnaires was administered personally by the researcher with the help of her school head.

At any time, the respondent can voluntarily withdraw from participating in some or all components of a study for which he or she consented. The researcher must ask the respondent whether he or she wishes to continue participation in the study. If a respondent completely withdraws from all components of a study, the researcher must not access the respondent's record or other confidential records for purposes of the research.

Research Instrument

A validated questionnaire was used in gathering the data. The Teacher evaluation consisted of a 28-item questionnaire from Akram and Zepeda (2015). The questionnaire had five indicators: subject matter knowledge, instructional planning and strategies, assessment, learning environment, and effective communication. The Cognitive Performance questionnaire consisted of 37 items used by Indumathi, and Ramakrishnan (2017), with five indicators: memory, attention, flexibility, self-perception, and thinking. Lastly, the mediating variable is the Social-emotional Competence questionnaire consisting of 25 items from Zhou and Ee (2012), with five indicators: self-awareness, social awareness, self-management, relationship management, and responsible decision-making. The respondent can answer every item on a five-point Likert scale ranging from never to always.

The researcher underwent an internal validation for content validity. It involved consultations with research specialists in this area of study. The panel of experts submitted the three-part questionnaire for approval and validation, obtaining an overall rating of 4.03, which is described as an excellent validity index. The questionnaires underwent pilot testing among 30 teachers from a different group than the target respondents. The results of Cronbach Alpha for both independent and dependent variables were 0.938 for teacher evaluation, 0.891 for social-emotional competence, and 0.909 for cognitive performance. All values are greater than 70 percent. The results revealed that all the items of the said questionnaires were reliable.

The questionnaire was fully structured in such a way that the respondents were able to answer it quickly. Thus, the set of questionnaires was structured using the Likert format with a five-point response scale. A Likert Scale was a rating scale that required the subject to indicate his or her degree of agreement or disagreement with a statement. The following were the scales: always, often, sometimes, seldom, and never.

III. DATA COLLECTION

After the approval of the panel members, the researcher underwent the following steps and procedures in gathering data for the study. First, the researcher got permission from the Office of the Schools Division Superintendent of Davao del Norte Division and the principal of the concerned high school to conduct the study on the TLE teachers. Upon approval, the researcher set a schedule for the school's teachers for the study's conduct.

During the administration of the questionnaires, the researcher introduced the study to the respondents, and the research tool and its purpose were explained to them. The researcher personally administered the questionnaires. Before administering the survey, the researcher asked the Division office for a complete list of the TLE teachers who were currently teaching TLE subjects school year 2020-2021 to determine the number of respondents. The researcher administered the distribution of the survey questionnaires to the respondents to ensure 100% retrieval of the questionnaires. Then these were subjected to appropriate statistical tools and analysis of the results for the bases of the formulated sub-problems of the study.

The researcher collected the survey questionnaires after the respondents had answered all the questions. Then, the researcher tabulated the data gathered from the respondents with the guidance of the statistician. Finally, the results were analyzed and interpreted based on the statement of the problem of the study.

Data Analysis Tools

The following statistical tools were used to compute data and test the study's hypothesis at a 0.05 level of significance.

Mean. This was used to determine the level of teacher evaluation, cognitive performance, and social-emotional competence of TLE teachers.

Pearson r. This was utilized to determine the significant relationship between teacher evaluation and the cognitive performance of TLE teachers.

Sobel Test. With the help of a mediating variable, this was used to test the mediation effect between an independent variable and a dependent variable. This will be used to determine the social-emotional competence mediating effect on the relationship between teacher evaluation and cognitive performance of TLE teachers.

IV. RESULTS AND DISCUSSION

Teacher Evaluation. Table 1 shows the level of teacher evaluation examined in terms of *subject matter knowledge, instructional planning and strategies, assessment, learning environment, and effective communication.* The results revealed that the overall mean was 4.66, with a descriptive level of very high. The very high level is attributed to the high rating given by the respondents in all the indicators. The respondent's response to the teacher evaluation was always manifested.

The result further revealed that the learning environment obtained the highest mean of 4.79, with a descriptive level of very high, followed by an assessment with a mean of 4.66 and a descriptive level of very high. Instructional planning strategies and effective communication are both indicators with the same mean of 4.63 with a descriptive level of very high. Lastly,

subject matter knowledge got the lowest mean of 4.61, with a descriptive level of very high.

Table 1. Level of Teacher Evaluation

Indicators	SD	Mean Level	Descriptive
Learning Environment	0.43	4.79	Very High
Assessment	0.94	4.66	Very High
Instructional Planning Strategies	1.21	4.63	Very High
Effective Communication	0.55	4.63	Very High
Subject Matter Knowledge	0.56	4.61	Very High
Overall	**0.82**	**4.66**	**Very High**

The study's finding is consistent with the proposition of Marshall (2017) that teacher evaluation has been put forward as an essential strategy for assuring and developing educational quality. Along with this, Bichi (2017) specified that reason behind teacher evaluation is likely to show clear and observable learning improvements when teachers teach students. Teacher evaluation is a formal and systematic process of examining teacher performance. It comprises subject matter knowledge, instructional planning strategies, assessment, learning environment, and effective communication.

Cognitive Performance of Teachers. Table 2 shows teachers' cognitive performance levels, measured through a survey questionnaire with the following indicators: memory, attention, flexibility, self-perception, and thinking. Shown in Table 2 is the level of the cognitive performance of students. The results revealed that the overall mean was 3.83, with a descriptive level of high. The high level could be attributed to results revealing that teachers' cognitive performance is often manifested.

The result further revealed that self-perception posted the highest mean of 4.16 with a descriptive level of high, followed by thinking with a mean of 3.81 with a descriptive level of high. Next is flexibility, with a mean of 3.80 and a high descriptive level. The last two indicators were memory, with a mean of 3.79, and attention got the lowest mean of 3.61, with a descriptive level of high.

As shown in the table, the self-perception indicator with the highest mean is that as a teacher will always be true to myself, no matter what the situation, and I work to get things done as efficiently as possible, with means of 4.45 and 4.37 respectively with a descriptive level of very high. Followed by thinking, which means that as a teacher, I am proud that I can think of the correct answer, and I think of several ways to solve a problem and choice the best one with means of 4.31 with a descriptive level of very high and 4.18 with a descriptive level of high.

Table 2. Level of Cognitive Performance of Teachers

Indicator	SD	Mean	Descriptive Level
Self-perception	0.73	4.16	High
Thinking	1.42	3.81	High
Flexibility	1.22	3.80	High
Memory	1.31	3.79	High
Attention	1.17	3.61	High
Overall	**1.14**	**3.83**	**High**

Then, flexibility means that as a teacher, I consider myself flexible and adaptive to change, and I am ready to make changes with means of 4.61 and 4.55, with a descriptive level of very high. Next, memory means that as a teacher, I am very good at remembering the things I have committed to do. Instead of memorizing, I like to understand all the subjects with means of 4.45 and 4.43, respectively, with a descriptive level of very high. Lastly, attention means that as a teacher focus on the meaning and significance of new information, and I can focus on essential tasks throughout the day with means of 4.41 and 4.35, respectively, with a descriptive level of very high.

The result is supported by the proposition of Alves et al. (2017), who stated that the critical role of cognitive performance significantly impacts academic achievement. Particularly concerning school, differentiation in terms of community does not guarantee secure information about the involved teaching and learning processes. Finally, cognitive performance, based on an average of the grades, assumes some inconsistencies because, in these age groups, they do not only reflect cognitive acquisitions.

Social-Emotional Competence. As shown in Table 3, the level of social-emotional competence was examined in terms of self-awareness, social awareness, self-management, relationship management, and responsible decision-making.

Table 3. Level of Social-Emotional Competence

Indicators	Mean	Descriptive Level
Self-Awareness	4.46	Very High
Responsible Decision Making	4.43	Very High
Relationship-Management	4.08	High
Self-Management	4.04	High
Social Awareness	3.92	High
Overall	**4.19**	**High**

The result further revealed that self-awareness obtained the highest mean of 4.46, with a descriptive level of very high, followed by responsible decision-making, with a mean of 4.43 and a descriptive level of very high. Relationship management and self-management are indicators with a mean of 4.08 and 4.04, respectively, with a descriptive level of high. Lastly, social awareness got the lowest mean of 3.92, with a descriptive level of high.

As shown in the appended table, the self-awareness indicator posted with the highest mean, that as a teacher know what I am thinking and doing, with a mean of 4.63 with a descriptive level of very high and understand why I do what I do with mean of 4.61 with a descriptive level of very high. Followed by responsible decision making, which means that as a teacher, I ensure that there are more positive outcomes when making a choice and when making decisions, I take into account the consequences of my actions, with means of 4.52 and 4.46, respectively, all with the descriptive equivalent of very high. Then, relationship management means that as a teacher, I will always apologize when I unintentionally hurt my friend, with a mean of 4.45, and I stand up for myself without putting others down, with a mean of 4.40 with a descriptive level of very high. And self-management means that as a teacher, I can stay calm in stressful situations with a mean of 4.10, and when I am upset with someone, I will wait till I have calmed down before discussing the issue with a mean of 4.09 with a descriptive level of high. Lastly, social awareness means that as a teacher, I recognize how people feel by looking at their facial expressions. It is easy for me to understand why people feel the way they do with means of 4.19 and 4.11, respectively, with a descriptive level of high.

The result is substantiated by the statement of Jennings and Greenberg (2019). They explained that socially and emotionally competent teachers develop healthy relationships, build strengths and skills, establish behavioral guidelines, encourage cooperation, and create appropriate communication. Additionally, it was asserted by Jennings (2017) that a teacher who is socially and emotionally competent could design and implement a better learning environment.

Significance of the Relationship Between Variables. Table 4 shows the relationship between variables: teacher evaluation and cognitive performance, teacher evaluation, and social-emotional competence, and social-emotional competence and cognitive performance.

The correlation of the two variables, teacher evaluation, and cognitive performance, showed that teacher evaluation has a significant relationship with cognitive performance ($p<0.05$). Teacher evaluation significantly correlates with cognitive performance by the r-value of 0.541. The degree of correlation of the two variables has a very strong positive correlation, and the p-value of the two variables is less than the 0.05 level of significance, which made them significant; this indicates a significant relationship between teacher evaluation and cognitive performance. Therefore, the null hypothesis is rejected.

The correlation of the two variables, namely: teacher evaluation and social-emotional competence, show that the two variables had a significant relationship with each other ($p<0.05$). Teacher evaluation significantly correlates with social-emotional competence by the r-value of 0.482.

Table 4. Significance of the Relationship Between the Variables

Variables Correlated	r	p-value	Decision on H_0	Decision on Relationship
Teacher Evaluation and Cognitive Performance	.541	0.000	Reject	Significant
Teacher Evaluation and Social Emotional Competence	.482	0.000	Reject	Significant
Social Emotional Competence and Cognitive Performance	.610	0.000	Reject	Significant

The r-value of the two describes a significant correlation, and the p-value of the two variables is not more than the 0.05 level, making them significant, therefore rejecting the null hypothesis. It indicates that teacher evaluation and social-emotional competence have a solid significant relationship.

The correlation of the two variables, namely: social-emotional competence and cognitive performance, showed that the two variables have a significant relationship ($p<0.05$). Social-emotional competence significantly correlates with a cognitive performance by the r-value of 0.541. The r-value of the two variables stated above describes a significant correlation. The p-value of the two variables is not more than the 0.05 level, making them significant, therefore rejecting the null hypothesis. It indicates that social-emotional competence and cognitive performance have a considerable solid relationship.

This finding is aligned with the statement anchored by Dixit (2018), which stated that teachers' evaluation improves the cognitive performance of teachers. Similarly, Thar (2016) theory confirmed the influence of teacher evaluation on teacher cognitive performance evidenced in the study. Kane, Taylor, Tyler, and Wooten (2017) found that teachers who received a higher classroom evaluation rubric had a higher cognitive performance.

Teacher evaluation significantly correlates with social-emotional competence, which makes them significant, therefore rejecting the null hypothesis. This indicates that teacher evaluation and social-emotional competence have a solid significant relationship. Notably, it was found that teacher evaluation is an essential factor in the improvement of the social-emotional competence of the teachers.

Furthermore, Donaldson and Mavrogordato (2018) stated that teacher evaluation improves the social-emotional competence of the teacher. According to an individual study, teacher evaluation is associated with optimal social and emotional competence and desired outcomes. Social-emotional competence and teacher evaluation is an organizational structure that can be explored with student performance and classroom outcomes (Jennings et al., 2019).

The correlation of the two variables, namely: social-emotional competence and cognitive performance, showed that the two variables have a significant relationship, therefore, rejecting the null hypothesis. This indicates that social-emotional competence and cognitive performance have a significant solid relationship.

This finding is aligned with Martins, Alves, and Almeida's (2016) statement that there is a positive and significant relationship between social-emotional intelligence and cognitive performance. Alves et al. (2017) supported that social-emotional intelligence includes self-knowledge, self-control, motivation, empathy, and social skills associated with cognitive performance. Lemos, Almeida, and Colom (2017) stated that social-emotional intelligence plays a vital role in a person's cognitive performance.

Mediation Analysis

Mediation analysis was performed to assess the mediating role of social-emotional competence on the relationship between teacher evaluation and cognitive performance. It was hypothesized that teacher evaluation would positively predict cognitive performance. Additionally, it was hypothesized that social-emotional competence would mediate such a relationship. A series of regression analyses were carried out to test these hypotheses. The results in table 5 revealed that teacher evaluation positively predicts cognitive performance significantly ($\beta = 0.491$, $p < 0.000$).

Moreover, a significant relationship is found between teacher evaluation and social-emotional competence ($\beta = 0.612$, $p < 0.000$). Social-emotional competence and cognitive performance had a significant relationship ($\beta = 0.436$, $p < 0.000$). The inclusion of teacher evaluation made the impact of social-emotional competence on cognitive performance significant ($\beta = 0.325$, $p < 0.000$). The indirect effect of social-emotional competence on cognitive performance through teacher evaluation was significant. The findings show that teacher evaluation, and cognitive performance partially mediates social-emotional competence.

Type of Mediation Used

Figure 3 presents the partial mediation. Results show that teacher evaluation exerts some of its influence via social-emotional competence. It also exerts some influence on cognitive performance and not via social-emotional competence.

Table 5. Mediation Analysis

Independent Variable (IV)	Teacher Evaluation
Dependent Variable (DV)	Cognitive Performance
Mediating Variable (MV)	Social Emotional Competence
Stem 1 Path C (IV and DV)	
Unstandardized Beta (β)	0.491
Standard Error (e)	0.044
p-value	0.000
Stem 2 Path A (IV and MV)	
Unstandardized Beta (β)	0.612
Standard Error (e)	0.064
p-value	0.000
Stem 3 Path B (MV and DV)	
Unstandardized Beta (β)	0.436
Standard Error (e)	0.033
p-value	0.000
Stem 4 Combine Influence of IV and MV on DV	
Teacher Evaluation	
Standardized Beta	0.322
Part Correlation	0.045
Total r square	0.292
Social Emotional Competence	
Unstandardized Beta (β)	0.325
Standard Error (e)	0.188
Standardized Beta	0.455
Part Correlation	0.035

A mediation framework is represented below. It shows a direct path model depicting the total effect of teacher evaluation on cognitive performance, where "c" represents the path when social-emotional competence is not included in the study. Furthermore, it depicts relationships and paths when social-emotional competence is included in the study. "a" point to the path from teacher evaluation to social-emotional competence, and "b" represents the path from social-emotional competence to cognitive performance. In contrast, "c'" represents a direct effect of teacher evaluation on cognitive performance when social-emotional competence is included in the study.

Sobel tests were used to establish the significance level of mediation. Based on the result presented (Figure 3), the z-value is 6.661695 with a p-value of 0.000 less than 0.05. The result of the study means there is a statistical mediation effect of social-emotional competence on the relationship between teacher evaluation and cognitive performance.

The teacher evaluation and cognitive performance have a value of 0.541. Moreover, social-emotional competence and cognitive performance have a value of 0.610, and teacher evaluation and social-emotional competence have a value of 0.482.

Moreover, the significant z value provides evidence of support to reject the null hypothesis that social-emotional competence mediates the relationship between teacher evaluation and cognitive performance. Also, the result shows an index ratio of 0.681 with a partial mediation effect of social-emotional competence on the relationship between teacher evaluation and cognitive performance.

In terms of effect size measures, the standardized coefficients have a total effect of 0.541. It showed that the

indirect effect of 0.219 is less than that of 0.322. The indirect to total ratio is 0.405, making the type of mediation significant. It means that there is a partial mediation effect of social-emotional competence.

Type of Mediation Used

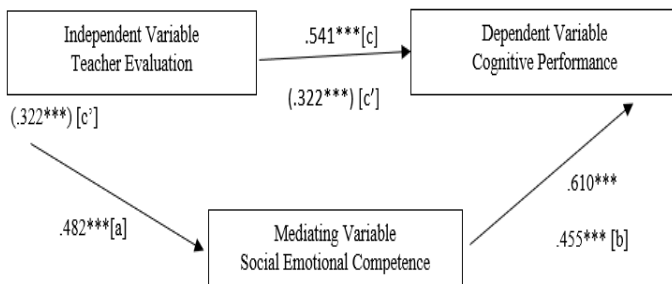| Type of Mediation		Significant
Sobel z-value	6.661695	$p < 0.05$
Percentage of the total effect that is mediated		40.509
Ratio of the indirect to the direct effect		0.681
Effect Size Measures		
	Unstandardized Coefficients	
	Total	0.541
	Direct	0.322
	Indirect	0.219
	Ratio Index	0.405

Figure 3. Med graph Showing the Variables of the Study

In terms of effect size measures, the standardized coefficients have a total effect of 0.541. It showed that the indirect effect of 0.219 is less than that of 0.322. The indirect to total ratio is 0.405, making the type of mediation significant. It means that there is a partial mediation effect of social-emotional competence.

Based on the result, these findings corroborate that Jennings et al. (2019) social-emotional competence had a remarkable positive correlation with teacher evaluation and cognitive performance. Social-emotional competence is necessary to achieve cognitive performance. Similarly, teacher evaluation is associated with optimal social and emotional competence and desired outcomes.

V. CONCLUSION

The very high level of teacher evaluation means that, as perceived by the teacher, it is manifested all the time. The findings also revealed that teachers have a high level of cognitive performance, often manifested because of the high ratings of memory, attention, flexibility, self-perception, and thinking. Lastly, there is a high level of social-emotional competence, often manifested because of the high ratings given

to self-awareness and responsible decision-making while the high ratings given to social awareness, self-management, and relationship management.

The test of the relationship between variables reveals a significant relationship between teacher evaluation and cognitive performance; teacher evaluation significantly correlates with social-emotional competence, and social-emotional competence significantly correlates with cognitive performance, which leads to rejecting the study's null hypothesis.

Further, there is an indirect effect of social-emotional competence on cognitive performance through teacher evaluation that was found significant. The result showed that social-emotional competence positively correlated with teacher evaluation and cognitive performance. Social-emotional competence is necessary to achieve cognitive performance.

VI. RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are presented:

The very high level of teacher evaluation signifies those teachers are encouraged to have a formal process to review and evaluate the quality and effectiveness of teachers in the classroom. School Administrators may discover that strengthening the teacher evaluation process would develop teacher capacity and effectiveness for assuring and developing educational quality. Moreover, the teacher can apply new strategies to help them improve their performance to serve students better, particularly those at risk of academic failure. Also, this may help them to unleash their capabilities as a teacher.

Teachers are encouraged to conduct technical assistance support to their cognitive performance in school, particularly in leading ability that simultaneously predicts professional success. Teachers may create enjoyable learning activity plans to develop and improve their cognitive performance. Moreover, they can engage and be creative in using technology, mentoring, and coaching to enhance their social-emotional competence. They must strengthen their social and emotional competence by giving teachers the necessary skills and outlooks that help them to promote rapport with others.

The current study results highlight the importance of teacher evaluation and social-emotional competence to cognitive performance. The development of the curriculum and teaching evaluation process is needed so social-emotional competence, and cognitive performance can be continued and maximized by the teachers. Continuous efforts will be needed to ensure that teachers can establish these strategies. The Department of Education and School Administrators should work collaboratively to maximize teachers' cognitive performance.

Future research for developing teacher evaluation programs might be needed to identify the factors that might

improve social-emotional competence and cognitive performance to develop teachers' performance in school.

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