Scenario-Based Learning: Its Implication to Emotional Resilience and Academic Performance of Grade 10 Students in Contemporary Issues Subject

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ABSTRACT

Education in the twenty-first century should focus on educating the whole learner. The goal of learning should not just be to help learners strive to achieve academic excellence in school but should also help develop other facets of the learner such as building emotional intelligence and improving one's higher-order thinking skills. This quantitative experimental study aimed to explore if Scenario-Based Learning can help improve the emotional resilience and Contemporary Issues performance of Grade 10 learners.

The research was based on Vygotsky's Zone of Proximal Development Theory, Bandura's Social Cognitive Theory, and Positive Psychology. The study used a Pretest–post test control group design. Data were obtained from students who were taught traditionally and those who have experienced Scenario-Based Learning. The results revealed that learners that were exposed to SBL had Very High emotional resilience with high marks in stress management and adaptability. When gathering data on academic performance both groups had improved scores from pretest to post test. When doing a mean gain analysis, the study showed that there was a greater increase in objective test performance from pre to post in the control group. Although independent samples t-tests showed that there is no significant difference between the groups' post test scores, ANCOVA showed a statistically significant difference on the dependent variable when having pretest scores as the covariate. Thus, the study implies that while traditional methods of instruction may have better short-term quantitative gains in objective testing, the use of learner-centered methods such as Scenario-Based Learning can help learners improve their emotional resilience.

Keywords: Scenario-Based Learning, Emotional Resilience, Academic Performance

INTRODUCTION

Today's students come to school with complex academic and emotional needs. Educators expect them to learn quickly, to work in teams, to apply their knowledge to real world situations and to respond to change in the school and in their personal lives. In addition, teachers are noticing that students can experience difficulty in managing stress, conflict and lack of motivation with challenging lessons, particularly when asked to engage with difficult concepts and problems like those found in Contemporary Issues, where social issues are an immediate part of students' lives. Addressing these issues with emotional intelligence in the classroom has become a significant component in effective teaching.

Skills like problem-solving, critical thinking, adaptability, and emotional hardiness are among some of the most sought-after skills in today's exponentially shifting world. These skills are among the most important competencies that future-ready students must have to be successful in the workforce as stated by the World Economic Forum (2023). Memorization-based teaching and learning, which many education systems currently use, however, might not be enough to help students gain a mastery of the same. Scenario- Based Learning refers to learning that takes place during activities embedded in real or simulated experiences. Scenarios where students are presented with challenges or situations and must apply their knowledge, skills, and experience to decide on

a course of action and solve problems. Students are encouraged to reflect on their actions and the consequences of their decisions. Research shows Scenario-Based learning allows students to improve their critical thinking skills significantly (Jonassen & Reeves, 2019), how to work with others and communicate more effectively. Scenario-based learning can also improve problem-solving skills as well as decision-making skills (Rico et al., 2022).

As stated in the K to 12 Curriculum Guide of the Philippine basic education system also known as DepEd Order No. 21, s. 2019, learning areas must be implemented in a learner-centered manner, driven by inquiry, and should involve higher-order thinking such as critical thinking. It also emphasized the importance of integrating authentic learning experiences into the classroom that would allow learners to become active in applying their problem-solving, collaboration, and communication skills. Several studies have shown the positive effects of SBL on students' engagement, motivation, and performance in school (Hermosa & Joaquin, 2023; Santos & Reyes, 2022; Dela Cruz, 2022). However, there is limited evidence if it improves the learners' emotional resilience, particularly in Araling Panlipunan.Locally, educators have noted that although Filipinos have the potential for analytical thinking and problem-solving, many of them tend to be stressed and not very adaptable and unprepared to face challenges (Legaspi, 2020).The same problem was also experienced by Delos Santos (2021) when doing her study to junior high school students from Mindanao. They were also identified poor when it comes to stress management and emotional regulation in facing difficult lessons. Garcia (2023) also discovered the same struggle in Region XII learners in their adjustment to the different instructional strategies which promote independent and critical thinking.

SBL has been applied to many different fields of study. However, research on Scenario-Based Learning still lacks context, which this study hopes to provide. Most of the articles centered on either its effects on students' overall academic performance or its implementation on STEM-related courses or for students in college. Therefore, literature that concentrates on SBL's use specifically in the AP 10 setting, particularly in teaching the subject Contemporary Issues, is limited. Since emotional resilience plays a significant role in learning real-world social issues, there is a need to gather evidence on how SBL affects not only academic but also emotional aspects of AP 10 learners in schools in General Santos City.

Therefore, the research will determine the impact of Scenario-Based Learning on Grade 10 Students' emotional intelligence and academic performance in Holy Trinity College of General Santos City when it comes to their people skills, adaptability, emotionality and ability to manage stress. The study may benefit teachers, school leaders, and curriculum specialists by supplying them with valuable information on the effectiveness of SBL and real-world learning not only on students' academic performance but also on their emotional health.

Statement of the Problem

This study aimed to determine the effectiveness of the Scenario- Based Learning approach on the emotional resilience and academic performance of Grade 10 students in the Contemporary Issues subject. Specifically, it sought to answer the following questions:

What is the level of validity of the Scenario-Based Learning as evaluated by experts in terms of:

1.1 Appropriatenes;

1.2 Suitability;

1.3 Relevance;

1.4 Clarity;

1.5 Adequateness;

1.6 Organization;

1.7 Objectivity;

1.8 Comprehensiveness;

1.9 Data Generation; and

1.10 Attainment of Purpose?

What is the effect of scenario-based learning on the emotional resilience of Grade 10 students in terms of:

2. 1 Interpersonal skills;

2.2 Adaptability;

2.3 Emotional awareness; and

2.4 Stress Management?

3.What is the level of academic performance of Grade 10 students as measured by:

3.1 Pretest and

3.2 Post-test scores?

4.Is there a significant difference in the academic performance as measured by the Pretest and Post-test scores between control and experimental group?

5.Is there a significant difference between the mean gain of the control group and experimental group?

METHODOLOGY

Research Design

This study employed the experimental research design. Specifically, this study adopted the pretest–post test control group design. The chosen design coincided with Campbell and Stanley's (1963) Real Experiment under the Experimental research design known as pretest–post test control group design. Six sections of Grade 10 student were asked to take the pretest. The pretest was conducted before the implementation of the study to gauge the performance of the respondents when it comes to their knowledge and understanding of Araling Panlipunan 10 (Contemporary Issues). Two sections that have the same mean after the pretesting were selected to serve as the participants of the study.

The experimental group and control group were randomly grouped from the two sections that were selected. The students that were randomly chosen to part of the control group were taught through the use of traditional lecture method while the SBL strategies were applied in teaching the respondents who were part of the experimental group. Lastly, the researcher was also able to gather the effect of SBL on the student's academic performance and emotional resilience just by merely comparing the pretest and post test scores of both the experimental group and control group. Furthermore, the internal validity of the study was strengthened when the researcher randomly selected the two sections after the pretest and ensured that both groups are equal.

Respondents of the Study

Grade 10 students from Holy Trinity College of General Santos City's Junior High School Department were the subjects in the school year 2024–2025. Six sections of Grade 10 students were given the pretesting. Two sections were randomly selected to be the study's control and experimental groups after the pretest because of their nearly equal pretest mean scores. There are 79 students in all across the two classes. As to their age, the respondents were between 15-16 years old. As the respondents were in their adolescent stage, they have a growing cognitive, social, and emotional maturity (Vogl et al., 2019). As adolescence is a stage where an individual is enhanced

with critical thinking and emotional regulation (Vogl et al., 2019), the respondents in the study were appropriate in terms of age.

Research Instruments

The first instrument was a standardized Emotional Resilience Questionnaire which was adapted and modified from Schutte et al. (1998) and Wagnild and Young (1993). The instrument measured the four essential dimensions of emotional resilience, including: Interpersonal Skills, Adaptability, Emotional Awareness and Stress Management. Subject Matter Experts were asked to rate Scenario-Based Learning on its perceived validity with regard to appropriateness, suitability, relevance, clarity, adequateness, organization, objectivity, comprehensiveness, generation of data, and achievement of purpose through the use of a content validity instrument.

Likert Scale instrument comprised of 20 statements and were rated from 1 to 5 where 1 is Strongly Disagree and 5 is Strongly Agree. The higher the score, the greater the possibility that the student is emotionally intelligent. The Likert Scale instrument went through different processes for validation. Content Validation was done by experts to ensure that the items on the instruments are relevant, clear and culturally appropriate for the learners. To check on the reliability of the instrument, a Pilot Test was conducted to determine the internal consistency of the instrument.

The second researcher-made instrument were the pretest and post-test which were developed to measure the learners' academic performance in Araling Panlipunan 10 (Contemporary Issues). The items on the tests were based from DepEd's Curriculum Guide and Most Essential Learning Competencies (MELCs) to ensure that the test items are according to the standards and requisites of the subject. Both the pretest and post-test consisted of 30 multiple-choice items which covered topics such as Education in the Philippines, Civic Engagement and Political Engagement. The pretest were administered before the intervention to know the learners' starting point. While the post-test were administered after the completion of the SBL activities to gather information on the students' learning gain. The test items were subjected for validation to check if the content of the questions are appropriate and validated by experts. Likewise, the Scenario-Based Learning were also subjected to expert validation. Three experts evaluated the SBL materials using an adopted validation tool across ten criteria. The criteria were appropriateness, suitability, relevance, clarity of direction, adequateness of direction, organization of materials, objectivity of materials, comprehensiveness, data generating tool, and attainment of purpose. This validation was done to check if the intervention materials were validated and appropriate before the implementation phase.

Data Gathering Procedure

The researcher initiated by asking for permission and approval from the Dean, and then Approval of Conduct was granted. Institutional clearance and cooperation were requested since these were considered necessary for ethical and research standards (Creswell & Creswell, 2018). The researcher obtained a written clearance from the school principal, academic coordinator of Holy Trinity College of General Santos City-Junior High School Department and the subject coordinator of Araling Panlipunan for the administration of the instruments and the intervention. After getting the approval, the researcher then coordinated with the teachers in-charge about the suitable dates and time for the administration of the pretest and post-test instruments within the span of the regular class days of Contemporary Issues to not interfere with other lessons.

In the first phase, all six Grade 10 sections were made to take the pretest separately in their respective rooms following their regular Contemporary Issues schedule because the subject was offered at different periods for each section. The researcher personally administered all testing sessions using the same set of questions, standardized instructions, and similar classroom environment for the sake of maintaining validity (Fraenkel, Wallen, & Hyun, 2019). Strict supervision was also maintained to keep the test security and minimize any form of contamination between groups (Gay, Mills, & Airasian, 2016). Upon the completion of the pretest by all sections, the answer sheets were collected, graded, and submitted to a statistician for data analysis. The statistician determined and compared the means for the six sections, and the two sections with the most similar levels of academic achievement on the pretest were identified.

Second, these two sections were randomly assigned as control vs. experimental and their pretest means were not significantly different. Random assignment was conducted on the pretest to ensure internal validity and eliminate selection bias (Ary, Jacobs, Irvine, & Walker, 2018). Then the experimental group was taught using SBL strategies including debates, mock-senate, video analyses, and round-table discussions while the control group received traditional instruction using lecture-discussion on the same competencies/concepts. The treatment took place over the course of several weeks and both groups covered the same lessons ensuring that they were equally exposed to the material (Best & Kahn, 2016).

In the third phase, both groups were made to take the post-test immediately after the intervention using the same instrument as the pretest to ascertain changes in academic performance. The Emotional Resilience Questionnaire was then administered to the experimental group only, as instructed by the adviser. The instrument measured the affective outcomes, which were expected to develop as a result of SBL, such as interpersonal skills, adaptability, emotional awareness, and stress management. Since the control group did not experience the SBL approach, the emotional-resilience questionnaire was not given to them as well, following the convention in studies where affective variables were only measured among the participants of the treatment (Schunk, 2012; Masten, 2018).

Following data collection, all filled instruments were compiled and entered into Microsoft Excel. After data entry was completed, the data set was turned over to a statistician who applied statistical analyses using descriptive statistics and inferential statistics such as mean, standard deviation, and Analysis of Covariance (ANCOVA). This information was used to create findings that compare pretest and post-test data (Pallant, 2020). Throughout each step, the researcher took all ethical measures to protect confidentiality and to maintain fairness while allowing all participants to volunteer freely in compliance with ethical standards of research with human subjects (American Educational Research Association [AERA], 2011; Babbie, 2021).

Sampling Technique

The researcher used the matched random sampling technique in selecting the sample for the control and experimental groups. Six sections of Grade 10 from Holy Trinity College of General Santos City were invited to participate in the study during pretesting. The researcher visited each sections classroom when they were having their Contemporary Issues lessons and administered the pretest. Section by section were answering the same questionnaire during pretesting under the researcher's observation. After the last section were finished pretesting, the researcher gathered the sections answers and submitted it to the statistician for processing. The researcher determined which sections has the mean scores that are closest to each other by looking at the results of the six sections from pretesting. After the statistician was able to process the pretest results, the researcher randomly picked two sections which means are nearest to each other. The researcher designated one section as the experimental group and the other section as the control group.

This was done to ensure that each group had comparable baseline knowledge regarding the SBL implementation. Random selection after pretesting matching increased the internal validity of the study by eliminating any performer bias between groups at baseline.

Statistical Treatment

Data were coded and entered for quantitative analysis. Descriptive and inferential statistics were used. The level of significance was established at .05. Means and standard deviations were calculated and qualitatively described using the following adopted 5-point scale for the Emotional Resilience questionnaire (experimental): (4.20–5.00 = Very High; 3.40–4.19 = High; 2.60–3.39 = Moderate; 1.80– 2.59 = Low; 1.00- 1.79 = Very Low). Evidence that the instrument used was of quality included content validity (overall mean = 4.73, Very Highly Valid) and reliability (Cronbach's $\alpha = .86$, good internal consistency).

Interpretation of Weighted Mean

Scale	Range	Description	Interpretation
5	$4.20 < x \leq 5.00$	Very High	Students demonstrated exceptional emotional resilience

4	$3.40 < x \leq 4.20$	High	Students exhibited solid emotional resilience
3	$2.60 < x \leq 3.40$	Moderate	Students showed average emotional resilience
2	$1.80 < x \leq 2.60$	Low	Students struggled with emotional resilience
1	$1.00 \leq x \leq 1.80$	Very Low	Students demonstrated significant challenges in emotional resilience

Validity and Reliability

The instruments were subjected to validation by a committee of experts, which consisted of a subject specialist, a grammarian, and a statistician. The validators checked the instruments in terms of clarity, appropriateness, and congruence with the research purposes. The researcher-made examination was rated by three (3) experts through the 5-point Content Validity Form of Sultan Kudarat State University Graduate School. Each item was evaluated by validators according to the six (6) criteria: clarity of directions and items, organization and presentation, appropriateness, adequacy per research question, attainment of purpose, and objectivity. The outcome of the instrument validation process was that all the criteria had mean ratings that ranged from 4.67 to 5.00, which falls under the "Excellent" descriptive category. The overall weighted mean of 4.83 suggests that the instrument possesses a high degree of content validity. The validators' comments only contained minor suggestions, which were to add more items and to make sure that all competencies have been covered. The instrument was then finalized for pilot testing.

Three experts validated the Emotional Resilience Questionnaire utilizing the Survey Questionnaire Validation Tool (Modified from Robles, 2019). For each of the twenty items below, a rating was assigned based on these ten (10) criteria: appropriateness of scale, suitability of items, relevance, clarity, adequacy, organization, objectivity, comprehensiveness, data generation, and attainment of purpose. Each of the criteria was rated on a scale of 1 to 5, where a rating of 5 was interpreted as Very Highly Valid and 1 as Not Valid. The results of the experts' evaluation yielded mean validity ratings of 4.90, 4.80, and 4.50, respectively, with an overall computed mean of 4.73, which falls under the "Very Highly Valid" category. This means that the instrument was found to be clear, relevant, comprehensive, and congruent with the study purposes and would therefore allow a very small margin of error of (0–5%).

Minor recommendations from the experts were integrated in the questionnaire, such as enhancing the phrasing of some questions and ensuring the adequacy of the items. The instrument was therefore concluded to be generally valid and appropriate for use with the Grade 10 students participating in the study. The study's instruments were also subjected to a reliability test by the statistician in order to further support internal consistency. The overall dependability coefficient, as determined by the Cronbach's Alpha (α) coefficient, was established to be $\alpha = 0.86$. According to George and Mallery (2003), this can be described as a good level of reliability. In other words, the whole set of research tools produced reliable, consistent data that was appropriate for academic research. In summary, the measurement instruments used in the study proved to be valid and reliable. Therefore, the tools used were deemed appropriate, valid and reliable when measuring Scenario-Based Learning's impact on Grade 10 students' academic achievement and emotional resilience in the subject of Contemporary Issues.

RESULTS AND DISCUSSION

The findings of the research in which data was gathered from the participants in order to determine the efficacy of Scenario-Based Learning (SBL) in regards to the academic performance and emotional resilience of 10th Grade students taking the Contemporary Issues course are shared in this chapter.

The Level of Validity of the Scenario-Based Learning as Evaluated by the Experts

In order to determine their acceptability and make sure they were suitable for Grade 10 students and in line

with the study's goals, the Scenario- Based Learning were first validated by experts before the results were presented. Using the adopted validation tool, three professional evaluators assessed the materials based on ten criteria, ranging from scale appropriateness to purpose accomplishment.

The following table displays a summary of their ratings. Before the intervention was put into practice, this expert-validation procedure made sure that the SBL were understandable, pertinent, and suitable for the respondents. It also helped establish evidence of content validity.

Table 1. Summary of Expert Validation Results for the Scenario-Based Learning (SBL)

Criteria	Expert 1	Expert 2	Expert 3	Mean	Verbal Interpretation
1. Appropriateness	4	4	4	4.00	Highly Valid
2. Suitability	4	5	4	4.33	Very Highly Valid
3. Relevance	5	4	5	4.67	Very Highly Valid
4. Clarity	3	4	4	3.67	Highly Valid
5. Adequatenss	5	4	4	4.33	Very Highly Valid
6. Organization	5	5	4	4.67	Very Highly Valid
7. Objectivity	5	4	4	4.33	Very Highly Valid
8. Comprehensiveness	4	4	4	4.00	Highly Valid
9. Data Generation	5	5	4	4.67	Very Highly Valid
10. Attainment of Purpose	5	4	5	4.67	Very Highly Valid
Mean				**4.33**	**Very Highly Valid**

The Scenario Based Learning (SBL) assessment tool had an average mean of 4.33 (Very Highly Valid) among all five items listed in Table 1. This indicates that the majority of experts agreed that the items were appropriate to the variables being studied, appropriate to the learners' level, organized, objective, thorough, able to provide usable data, and meets its intended purpose. Direction of Clarity had the lowest mean among all indicators (3.67 – Highly Valid) which indicates that even though the materials met the qualifications to be appropriate and valid to use, the experts felt that the directions of the work, flow of steps, and phrasing of instructions could use some improvement. The results provide evidence that support using Scenario Based Learning to evaluate the learning and performance outcomes the study intends on measuring by verifying they were valid.

Tables 2 until 6 show the corresponding indicators of emotional resilience for Grade 10 learners of Contemporary Issues following the implementation of Scenario-Based Learning or SBL. Tables 2 will show their emotional resilience level on interpersonal skills, adaptability skills, awareness of emotions, and stress management skills. Tables 2 to 6 will help gauge the effect of Scenario-Based Learning on the students' capability to control emotions, interact with other people, and handle stressful situations in their environment. The respondents' level of emotional resilience will be better seen through the results of the following indicators.

The Effect of Scenario Based Learning on Emotional Resilience of Grade 10 Students As shown in the table below, this is the portion of the emotional resilience results of the experimental group which are Grade 10 students in the SBL-oriented questionnaire. It displays the results that pertain to how Scenario-Based Learning (SBL) affected the emotional resilience of Grade 10 students. The results are separated into the four dimensions of emotional resilience mentioned in the Statement of the Problem. These are interpersonal skills, adaptability, emotional awareness, and stress management. The first dimension is interpersonal skills and this shows how well the students were able to work with others, communicate, and keep good relations with others during SBL.

Table 2. Scenario- Based Learning and the Interpersonal Skills of Grade 10 Students

Items	Mean	SD	Description
I feel comfortable sharing my ideas and opinions during class discussions.	4.19	0.71	Agree
I can effectively collaborate with my classmates on group projects.	4.03	0.61	Agree
When there are disagreements in our group, I listen to different perspectives and work towards a solution that benefits the group.	4.03	0.70	Agree
I am able to build positive relationships with my classmates.	4.08	0.73	Agree
Section Mean	**4.08**	**0.50**	**Agree**
(Interpretation of Weighted Mean)			**High**

The data on students' interpersonal skills, is a sub-variable of emotional resilience, reveals a high overall level of development, with an average score of 4.08 (SD = 0.50). This implies that SBL can foster students' social-emotional skills in engaging with others and collaborating with their peers in a learning setting. This suggests that students generally felt comfortable to share their ideas and opinions during class discussions, as reflected by the highest rated item (M = 4.19, SD = 0.71). It is important to highlight that students' self-esteem and social confidence is highly depended on their sense of freedom of expression, and that both are of paramount importance for the development of emotional resilience (Fredrickson, 2001).

In addition, students also accepted that they know how to work well with other students on a project (M = 4.03, SD = 0.61), listen to another point of view and resolve conflict if it occurs (M = 4.03, SD = 0.70). Therefore, unsurprisingly, SBL might have also improved students' ability to cooperate and resolve disputes, skills which are also essential to building emotional resilience. What is important to take into consideration is the fact that participating in collaborative learning let the kids practice empathy, active listening, and problem-solving skills; skills which are essential to children's social and emotional development (Seligman & Csikszentmihalyi, 2000).

Finally, in the last item it showed that pupils also had the opportunity to build positive relationships with their fellow learners (M = 4.08, SD = 0.73). This is due to the fact that the opportunity to build positive and healthy relationships with others is an important part of emotional resilience as it provides a strong foundation for using the power of respect and social support to overcome a great variety of challenges (Bandura, 1986). So in conclusion, SBL positively affected students' interpersonal skills, another aspect of emotional hardiness as evidenced by Table 2. Meaning that although SBL might not always affect student grades in the short term, it can have large positive influences on students' emotional skills and competencies needed for lifelong academic achievement and real world applications.

Hermosa and Joaquin (2023) claim that SBL positively developed students' interpersonal and communication skills through discussion-based tasks and group-oriented learning. Santos and Reyes (2022) found that students who participated in SBL activities had better interpersonal relationships and collaboration, particularly during civic simulations. An international study, too, suggests the same. Patel and Reeve (2024) found that SBL that simulates real-world scenarios can help students become more empathetic and able to take the perspectives of others and have positive social relations. They believe these are all skills related to interpersonal resilience. This research supports the current finding that SBL techniques of debates, simulations, and group problem-solving tasks are activities that give students preplanned and supervised opportunities to interact, argue, negotiate, and socialize. The elevated interpersonal skills mean score (4.08) is also in agreement with their statement that when learning is more realistic and centered on situations and tasks, it becomes more natural for students to develop better peer relations and social-emotional skills.In general, it is clear that SBL significantly improves interpersonal skills as a component of emotional hardiness. In other words, the use of SBL is a powerful teaching method for building social skills that support the student's success in life.

This section demonstrates the adaptability skills of the Grade 10 students as one of the indicators of emotional resilience with the SBL intervention. Adaptability is a measure of how students could adapt their thinking in response to new information and the consideration of alternative ways of thinking and responding to challenges. The mean scores of the students on the adaptability subscale are presented in Table 3 to show the influence of SBL on students' flexibility, being open to new ways of thinking and dealing with complex learning challenges.

Table 3. Scenario- Based Learning and the Adaptability Skills of Grade 10 Students

Items	**Mean**	**SD**	**Description**
I can adjust my thinking when I learn new information or hear differentperspectives.	4.47	0.56	Strongly Agree
I am willing to consider differentsolutions and approaches to problems.	4.06	0.71	Agree
I reflect on my mistakes to improve my understanding and approach.	4.22	0.76	Strongly Agree
I am open to exploring complex and challenging topics.	4.06	0.92	Agree
Section Mean	**4.20**	**0.46**	**Strongly Agree**
(Interpretation of Weighted Mean)			**Very High**

Students' responses on the student's adaptability skills (sub- variable of emotional resilience) scale revealed that students from both groups have Very High adaptability skills (M = 4.20, SD = 0.46). In simpler terms, Scenario-Based Learning fosters adaptability skills which are crucial to emotional resilience.

Analyzing the data provided in response to the survey items (Appendix 1), it may be concluded that students felt most confident in their ability to change their ways of thinking when they encounter a new situation or a different perspective (the most highly rated item 4.47, SD = 0.56). In other words, Scenario-Based Learning in medical education promotes cognitive flexibility which is crucial for emotionally resilient individuals who should be open to new ideas and change their ways of working when they face unfamiliar situations (Fredrickson, 2001).

In the same way, students agreed that they were able to consider different solutions and approaches to problems (M = 4.06, SD = 0.71) and were open to exploring complex and challenging topics (M = 4.06, SD = 0.92). In this thing, Scenario-Based Learning enabled the students to adopt a growth mindset that was more likely to engage with difficult problems and challenge through enhanced curiosity and perseverance, two significant predictors of emotional resilience and academic performance (Zimmerman & Schunk, 2020).

Finally, the students' results for this statement revealed that they strongly agreed that they reflect on their mistakes to improve their understanding and approach (M = 4.22, SD = 0.76). In other words, scenario-based learning provided an opportunity for reflection on learning. As it is of high importance to emotional development and SRL, reflection is a process, which enables students to think about their performance, learn from it, and move forward with a stronger belief (Masten, 2018). In sum, the present data suggest that SBL is relatively effective in supporting children's development of adaptive skills that represent an essential element of emotional resilience. In other words, the students from the experimental group, who have not enhanced their academic test scores, were more flexible, had stronger problem-solving abilities, and were more self-aware than those from the control group.

These results are also similar to those of other local and international studies. SBL increased students' flexibility, problem-solving skills, and self-efficacy in digital learning environments (Lopez & Zhang, 2024). In another study, Patel and Reeve (2024) found that simulation-based SBL in social studies enhanced students' cognitive flexibility such that they were able to adapt their way of thinking when presented with a different perspective. Santos and Reyes (2022) also found that SBL increased students' willingness to solve challenging civic problems and their openness to tackling challenges in the Philippines.

These investigations also support the current research which has found that students participating in SBL are more adaptable, more open-minded and more perseverant when dealing with challenging problems. The consistently high means across all adaptability measures in Table 3 are consistent with the literature which states that SBL naturally places learners in a variety of situations which necessitate adjustment, perspective shifting and constant problem solving; actions which all directly contribute to the development of emotional resilience. In summary, the findings unambiguously prove that SBL significantly reinforces the adaptability skills of Grade 10 learners, which enhance their ability to change their mindset, face challenges, and self-reflect on learning, skills that are critical to emotional resilience and long-term growth.

This section shows the scores for students' emotional awareness, another component of emotional resilience that was measured for the SBL intervention. Emotional awareness includes the students' recognition, understanding, and expression of their emotions about their learning and social relationships. Table 4 shows the mean scores of each subscale in emotional awareness. The SBL students enhanced their ability in introspection, values awareness and regulating emotions in class.

Table 4. Scenario- Based Learning and the Emotional Awareness of Grade 10 Students

Items	Mean	SD	Description
I can identify how different topics anddiscussions make me feel. I can identify how different topics and discussions make me feel.	4.06	0.63	Agree

I understand how my own values and beliefs influence my perspective on different issues.	4.22	0.76	Strongly Agree
I can express my emotions and opinions in a respectful and constructive manner.	4.11	0.78	Agree
I am aware of how my emotions affectmy participation in class discussions.	4.36	0.59	Strongly Agree
Section Mean	4.19	0.48	Agree
(Interpretation of Weighted Mean)			High

Table 4, descriptive statistics for pupils' emotional awareness in Agree range (M = 4.19, SD = 0.48). On average, SBL positively affected pupils' emotional SA. Emotional SA is a component of EI and a critical skill needed to succeed academically. Emotional SA refers to being able to perceive, understand, and manage emotions and how they relate to your education and other areas of life (i.e., interacting with peers, being an engaged member of the classroom) (Erez et al., 2017). Items that addressed concerns with students being aware of their emotions and how emotions can affect learning and interacting with peers had the highest mean.

For instance, the item with the highest mean score is which is the student is aware of how their emotions affect their participation in class discussions (M = 4.36, SD = 0.59). The students reported a moderate to high degree of emotional SA. Emotional SA is crucial to emotional resilience and connecting emotions to academic behavior (Masten, 2018). In other words, SBL allowed students to respond to events with greater thoughtfulness and emotional awareness, which, in the long run, can assist them in better managing their emotions and maintaining self-control (Zimmerman & Schunk, 2020). At the same time, the students overwhelmingly agreed that they are aware of how their ideas and values affect their views on a variety of issues (M = 4.22, SD = 0.76). Based on this item, SBL both inspired and motivated the students to practise critical thinking and deep self-reflection in order to understand and express how their values and views impact their views on a variety of social and political issues. Open- mindedness and empathy are two of the most important parts of emotional resilience and good citizenship, and to some degree, this type of emotional SA is also required for these qualities (Fredrickson, 2001).

The students agreed that their opinions and feelings were expressed appropriately and constructively (M = 4.11, SD = 0.78), according to the survey. This trial demonstrated that SBL enhanced emotional awareness and emotional intelligence (EI), or the capacity to identify, comprehend, manage, and use one's own and others' emotions for a variety of goals. It takes emotional intelligence (EI) to be polite and productive in conversation and to avoid being defensive or dismissive when hearing or seeing opposing or different viewpoints.

This is also in line with the Positive Psychology approach, which highlights emotional awareness as one of the key factors for positive and resilient social connections and communities (Seligman & Csikszentmihalyi, 2000). To sum up, we can conclude from the data presented in Table 5 that SBL helps students develop emotional awareness, which is one aspect of emotional resilience. Students did not significantly improve their grades, but they improved in one of four key skills that will help them do better in school and succeed in life in the future.

The international studies support the findings of our study as well. Patel and Reeve (2024) reported that students involved in SBL activities showed evidence of deeper emotional processing and reflective thinking skills, which are necessary for emotional awareness development. In the same study, Lopez and Zhang (2024) found that students who had experiences in scenario-based digital learning also displayed higher levels of self-regulation and emotion recognition. On the other hand, Hermosa and Joaquin (2023) reported that SBL tasks in Araling Panlipunan enabled the students to better express their emotions, evaluate the perspectives of other people, and understand the emotional aspects of social problems.

The aforesaid studies were in line with the current results as the learners have shown greater ability to recognize their emotions, challenge their assumptions, and respond appropriately to the barriers that they have encountered in the scenarios presented in the classroom. The high scores in Table 3 are also aligned with the literature that SBL produces real-life and affective rich situations which naturally increase students' awareness of their emotions' effect on their thinking, participation, and decision-making. In general, the findings of this study support the fact that Scenario-Based Learning has an effective role in improving the students' emotional

awareness or understanding about their feelings, values and reactions during learning or academic settings, a crucial capacity that lays the groundwork for emotional resilience and personal development over the long-term.

The following table shows the students' stress management skills, another facet of emotional resilience that was assessed within the SBL intervention. Stress management reflects students' ability to stay calm, focused, and emotionally balanced during difficult or emotionally triggering academic tasks. As can be seen from Table 5, the mean scores on each indicator demonstrate that the SBL intervention was able to support students in effectively managing pressure, knowing when to ask for help, and utilizing healthy coping mechanisms to reduce classroom-related stress.

Table 5. Scenario- Based Learning and the Stress Management Skills of Grade 10 Students

Items	**Mean**	**SD**	**Description**
I can manage my stress when dealing with challenging or emotionally charged topics.	4.14	0.68	Agree
I can stay focused and engaged in class, even when the activities are demanding.	4.28	0.66	Strongly Agree
I know how to seek support from my teacher or classmates when I feel overwhelmed.	4.31	0.71	Strongly Agree
I use healthy strategies to cope with the stress of learning about difficult issues.	4.53	0.51	Strongly Agree
Section Mean	**4.31**	**0.34**	**Strongly Agree**
Interpretation of Weighted Mean	**4.20**	**0.38**	**Very High**

The scores on items measuring students' stress management skills, another aspect of emotional resilience, are at a Very High level (M = 4.31, SD = 0.34). In other words, Scenario-Based Learning (SBL) had a very strong positive effect on students' stress management skills, or their ability to cope with stress and maintain a sense of control in challenging situations.

The scores on individual items indicate that students agreed that they were able to manage stress when learning about difficult or emotional topics (M = 4.14, SD = 0.68).As shown in Table 5, SBL had a major effect on the coping subscale. Stress-coping skills are especially important for children in the classroom because they allow them to remain attentive and engaged in learning even when faced with a stressful or cognitively demanding situation (Masten, 2018). Even when the assignment or activity was difficult, students overwhelmingly reported that they were able to remain focused and engaged (M = 4.28, SD = 0.66). In other words, SBL appeared to have taught students to manage their emotions and to maintain perseverance when faced with a difficult assignment or situation. Students' long-term mental health and academic performance both rely on their ability to remain focused and persevere under pressure (Zimmerman & Schunk, 2020). Overwhelmed, students overwhelmingly indicated that they were aware of how to request assistance from their teacher or fellow students (M = 4.31, SD = 0.71).

In other words, SBL was effective not just in terms of helping students self- regulate stress, but also in terms of helping them create a support network with their professors and peers. Because social support has been shown to allow people to access resources and assistance to cope with stressors, it has been demonstrated to be an essential component of emotional resilience (Fredrickson, 2001).

Table 6. Summary of Scenario-Based Learning on the Emotional Resilience of Grade 10 Students

Indicators of Emotional Resilience	**Mean**	**Qualitative Description**	**Interpretation**
Interpersonal Skills	4.08	High	Students established cooperative relationships and expressed empathy during SBL activities such as debates and group analyses.

Adaptability	4.20	Very High	Learners adjusted effectively to challenging or unfamiliar learning scenarios and demonstrated openness to new ideas.
Emotional Awareness	4.19	High	Students became more aware of their emotions and those of others, leading to better decision-making and collaboration.
Stress Management	4.31	Very High	Learners effectively managed pressure during SBL tasks, maintaining composure and positive attitude.
Grand Mean	**4.20**	**Very High**	Scenario-Based Learning greatly enhanced the students' emotional resilience, indicating a strong ability to cope, adapt, and reflect.

The significant contribution of the intervention to the emotional resilience of the participants is evident by the grand mean score of 4.20 (Very High) in Table 6. The sub-scale with the highest mean among the different emotional resilience indicators was Stress Management (M = 4.31, Very High). It shows that the Scenario-Based Learning method effectively helped the Grade 10 learners to remain calm and confident in stressful and pressured situations (when working on tasks and simulations). The sub-scale with the second-highest mean, Adaptability (M = 4.20, Very High), indicates that the participants smoothly adjusted to the different and unfamiliar learning contexts provided by SBL and displayed emotional flexibility and readiness for change. In the same way, the sub-scales of Interpersonal Skills (M = 4.08, High) and Emotional Awareness (M = 4.19, High) reflect that the participants developed a higher degree of empathy, reflection, and social responsiveness as a result of the intervention, enabling them to collaborate, see other people's points of view, and manage their emotions effectively.

As the mean value was 4.08 (SD=0.50), students had a high degree of interpersonal skills, which is generally reflected in their communicative attitude in terms of sharing ideas and opinions as well as effective collaboration in groups when completing project activities. The level of adaptability displayed was Very High, mean of 4.20 (SD=0.46), which shows that the SBL method helped the students to re-adjust their thinking and the way they look at situations with every new piece of information and a different perspective.

The emotional awareness of the students was High, mean of 4.19 (SD=0.48), which clearly indicates the ease with which the students were able to recognize their own emotions and to identify the impact of their personal values in relation to different issues. The data for stress management displayed the highest scores as the level of the students' skills in this dimension was rated to be Very High, mean of 4.31 (SD=0.34), which accurately shows the level of ease the students felt in managing stress, and to ask for help when needed in a situation of a demanding task. The emotional resilience of the students from the experimental group as a whole was found to be Very High with a total mean of 4.20 (SD=0.38). The results of the study confirm the idea that SBL can be efficiently used in formation of students' emotional resilience' affective component, especially its subcomponents of emotion regulation, connection with others, and flexibility, in all kinds of academic situations. This can be explained by assuming that the two theoretical approaches that act as groundings for this study – Bandura's Social Cognitive Theory and Positive Psychology presume that social learning that occurs through personal interactions and positive experience sharing, such as SBL, may lead to better emotional development, self-regulation and resilience (Bandura, 1986; Masten, 2018; Fredrickson, 2001).

Corroborating these findings, the outcomes of this research also indicated that our participants presented a Very High score in adaptability and stress management. Items that refer to the ability to regulate emotions and socially interact with others resulted in high scores. This finding is in line with other international and local studies that demonstrated students who participated in SBL showed a better comprehension of emotions and developed improved coping skills as they have more opportunities to work collaboratively in teams, problem solve and reflect on these experiences in a realistic context.

These findings suggest that SBL is particularly successful in the areas of reinforcing the affective domain for the all-round development of students. In the short run, SBL may not necessarily promote achievement but its ability to enhance emotional hardiness suggests that SBL is equipping students to meet the long-term demands of school and life. In summary, as shown in Table 6, the results confirm that SBL positively impacts the emotional intelligence of Grade 10 students, particularly in developing their adaptability, empathy, self-regulation, and coping skills. This finding underscores the importance of SBL as a teaching method that supports not only cognitive learning but also the development of key emotional skills required for 21st-century learners.

The Level of Academic Performance of Grade 10 Students as Measured by their Pretest and Post test Scores

For evaluation of the subjects' baseline academic performance, both control and experimental groups took a pretest. It was showed from Table 7 that there were statistically significant differences between control group and experimental group on pretest scores [t (93) = 2.17, p = .033 (p < .05)]. This means that both control group and experimental group were not equal in terms of academic performance because experimental group has higher mean score than control group on pretest (M = 22.22 versus M = 20.48), and as p is less than .05, it means that this difference is statistically significant.

Table 7. Independent Samples t-test Comparing Pretest Scores

Group	Mean	SD	t-value	df	p-value	Interpretation
Control	20.48	3.08	2.17	77	.033	Significant
Experimental	22.22	3.99				

Since academic performance among students in both groups were significantly different before the implementation of Scenario-Based Learning, it is important for the researcher to control the difference on the post test. Therefore, this study used ANCOVA to control the pre-existing difference among students in both groups so that we can make sure that difference on the post test is caused by Scenario-Based Learning.

As presented in Table 8, Independent samples t-test revealed that there was no significant difference in mean score on the post test between control group and experimental group. [t (77) = 0.18, p > .05]. Consequently, there was no difference between two instructional methods in terms of students' academic achievement.

Table 8. Independent Samples t-test Comparing Post test Scores

Group	Mean	SD	t-value	df	p-value	Interpretation
Control	24.60	2.66	0.18	77	>.05	Not Significant
Experimental	24.49	2.82				

Mean Gain scores were calculated to assess how much improvement there was on the test-based academic achievement of the Grade 10 learners. This was achieved by deducting their pretest scores from their post test scores in Araling Panlipunan 10 (Contemporary Issues). As shown in Table , each group had increased scores from pretest to post test which indicates that students from both conditions have acquired knowledge.

Additionally, when the mean scores of each group were compared through gain score analysis using independent samples t-test showed that there was no statistically significant difference between the groups with regard to their post test scores, t(77) = 0.18, p>.05. In other words, the two modes of instruction has produced similar amount of student achievement. In this section, table 9 which is the Mean Gain Analysis of Academic Achievement will be presented.

The table below shows the significant difference of the Pretest and Post-test results from the students who took the assessment both in control and experimental group. Table 9 displayed below is the ANCOVA.

Table 9 : Significant Difference in Pretest and Post-test Results of Control and Experimental group

	Control		Experimental	
	Mean	**Standard Deviation**	**Mean**	**Standard Deviation**
Pretest	20.48	3.08	22.22	3.99
Post-test	24.60	2.66	24.49	2.82
Mean Gain	4.13	3.32	2.27	3.32
p (ANCOVA)	0.003			

The average gain of Araling Panlipunan 10 (Contemporary Issues) of Grade 10 learners increased for both control group and experimental group. Hence, it can be concluded that learning took place for both learning conditions - traditional set-up and SBL. However, since the average gain of the control group is greater than that of the experimental group, it can be implied that the enhancement of test- based academic performance for the students who took the traditional set-up was higher.

Control Group condition students earned a mean gain score of 4.13 (control group students pretest score mean was 20.48 (SD = 3.08) and post test score mean was 24.60 (SD = 2.66)). Traditional condition instruction significantly and positively impacted student academic performance of students in that condition. Maybe this is due to traditional learning being much more structured and organized. This allowed students to learn and remember information in a straighter path.

As seen in Table 9, the Experimental Group had a mean gain score of 2.27. The reason for this is because the experimental group had a mean score of M = 22.22 (SD = 3.99) on the pretest and M = 24.49 (SD = 2.82) on the post test. This would suggest that the SBL approach did not have as great of a positive impact on students academic achievement compared to the traditional approach. However, this can be justified by the SBL curriculum itself. Scenario-Based Learning values students being active thinkers and problem solvers over memorizing small pieces of information.

The students who participated in the SBL curriculum did not obtain higher scores on this assessment, they were able to think at higher levels of cognition and affective thinking that will benefit them beyond this objective measurement. The p-value of the ANCOVA result supported the difference between the two groups, which was 0.003. This means that there was statistical support in the significant difference between the two groups. The result suggests that while both traditional and Scenario-Based Learning (SBL) methods were effective in improving academic performance, traditional instruction had a greater immediate effect on test-based academic performance compared to Scenario-Based Learning. However, the SBL may have had long-term positive effects on students' emotional resilience, collaboration skills, and problem-solving skills, which were not measured in this study.

We will reject Ho_1(post test scores between the control and experimental groups are different when pretest scores are controlled) because our p-value of .003 is less than alpha. We will also reject HO_2(the mean gain is different between the control and experimental groups) because the control group had a higher mean gain than the experimental group.

These results also align with international research, indicating that traditional teacher-led learning results in short-term increases in factual recall during testing. Jonassen and Reeves (2019) indicated that structured, direct instruction typically yields better results in assessments that measure fixed knowledge. Hung (2013) also highlighted that learners engaged with complex and less structured tasks, such as SBL, initially face more significant cognitive load. This increased cognitive load, without an optimal learning environment, can restrict a student's ability to demonstrate knowledge in traditional academic tests. In the Philippines, Santos and Reyes (2022) observed that SBL activities promote higher order thinking and collaboration, but traditional instruction methods still showed a more substantial short-term improvement in content-based exams, similar to this study's results.

Similar to the results in Table 10, this data shows that the control group had a greater average gain than the experimental group. The traditional methods of teaching may have benefited the students due to the linear

progression of the class, which was very similar to the organization of the test. SBL required greater, more all-encompassing higher order skills like critical thinking and emotional fortitude that do not translate to objective, multiple-choice tests.

It indicates that teaching methods have varying effects on different types of learning outcomes. Traditional methods may still be suitable for short-term memorization of information, while SBL might be more beneficial for developing long-term skills like problem-solving, teamwork, and emotional intelligence. The results therefore indicate that multiple measures of assessment may be required to evaluate the potential benefits of SBL that extend past examinations. In conclusion, although both methods may help students to perform better, traditional teaching had better results than SBL did when it came to the immediate exam. However, SBL also offered significant affective and cognitive advantages that were not captured by the test, thus validating its effectiveness as a comprehensive learning approach in Araling Panlipunan.

The absence of significantly higher academic test performance in the SBL group suggests that its primary impact may extend beyond immediate test outcomes and into broader dimensions of learning. According to Cognitive Load Theory (Sweller, 2011), strategies that require learners to engage in complex, multi-step activities that involve collaboration and decision-making, such as mock senate deliberations, video production, and real-life issue analysis, can create high levels of extraneous or germane cognitive load and decrease time and space in the working memory for processing and remembering the lesson's information for short- term recall in a test situation.

This understanding of the results is also supported by Paas and van Merriënboer (2020) in their theory about learning in real-life settings, which shows that this kind of deep understanding requires higher levels of cognitive load, or mental effort, thus temporarily decreasing the learner's ability to perform in usual testing but at the same time building the basic capacity for better long-term learning. In the same context, the work of Kirschner, Sweller, and Clark (2006) about minimally guided learning environments or inquiry- based teaching methods also underlines that learning through exploration or practical engagement requires certain levels of mental processing and is possible only with appropriate scaffolding; therefore, SBL should also be assisted with meaningful reflection and feedback activities during the scenario analysis.

The possible growth in the affective or emotional domains is another relevant area for consideration in the study as, in general, learners in the experimental group, who were involved in SBL, developed higher levels of emotional resilience, or one of the most overlooked domains in classroom achievement. Their engagement with real-life and relevant social and civic issues in the scenarios required them to self-regulate their affect or emotions, cope with anxiety and frustration, process complex or even ambiguous information, and make reasonable and balanced decisions or value judgments. In this case, Masten's (2018) definition of resilience is especially helpful as it is seen as a state of positive adaptation and functioning in difficult situations; therefore, by dealing with real-life and sometimes tragic or unfair events and issues, students were building this necessary emotional strength for both school and citizenship.

From the perspective of Social Cognitive Theory by Bandura (1986), this kind of vicarious learning is also possible through peer interaction and modeling of appropriate behavior, which includes persistence and tenacity, that the students in the experimental group could have also developed when working together in the SBL activities. In other words, learning how to be more resilient citizens by seeing and supporting one's peers, showing the desired level of self-discipline and cooperation during difficult and emotional situations, and gaining self-efficacy as an expert learner with time are the skills that students have demonstrated in their performance in the lesson and can transfer later into real life.

In terms of this study, this can mean that, for the control group, the significantly higher test performance indicates stronger memory retention of information and details that were primarily provided by the teacher and perhaps did not require the same amount of critical analysis and interaction as the SBL lesson. At the same time, for the experimental group, their level of performance or learning growth can be demonstrated by different, more affective or emotional, outcomes that are less visible and more challenging to capture with standard testing. In this case, SBL also underlines the need to use different types of assessments and include both performance and emotional domains as a part of the learning experience in the classroom.

Lastly, this study also resonates with the Department of Education's goal of producing learners who are more holistic through the Matatag Curriculum. Meantime, the findings suggest that while conventional teaching allows the students to memorize facts longer for the sake of tests, SBL can better enable students to be reflective and critical thinkers as well as emotionally durable citizens who can readily face new challenges by learning empathy, collaboration, and resilience. Future research can add to this work by conducting a mixed-method approach that can better track the learning outcomes, both emotional and cognitive, over time.

In the table 10, it shows the Mean Gain of the control and experimental group in terms of Pretest and Post test Mean.

Table 10. Mean Gain Analysis of Academic Achievement

Group	Pretest Mean	Posttest Mean	Mean Gain
Control	20.48	24.60	4.12
Experimental	22.22	24.49	2.27

Both groups demonstrated improvement from pretest to posttest. However, the control group obtained a higher mean gain (4.12) compared to the experimental group (2.27). This finding suggests that while Scenario-Based Learning contributed to academic improvement, traditional instruction produced greater short-term gains in test-based performance. Nevertheless, when considered alongside the significant enhancement in emotional resilience, SBL may offer broader developmental benefits that extend beyond immediate cognitive outcomes.

Table 10 presents the mean gain in Contemporary Issues scores from pretest to posttest for control group Grade 10 students and experimental group Grade 10 students. Because there were significant differences in the pretest scores for the groups, analysis of covariance was used to adjust for this difference. After accounting for pretest scores, instructional method did significantly affect posttest scores $F(1,124) = 7.77$, $p = .003$.

The higher mean gain obtained by the control group suggests that traditional instruction may be more directly aligned with the format of the objective academic test administered in this study. While both groups demonstrated learning progress, the results indicate that Scenario-Based Learning did not produce greater short-term gains in factual recall as measured by standardized testing. However, when considered alongside the significant improvements in emotional resilience, the findings imply that SBL may contribute more strongly to affective and higher-order learning outcomes rather than immediate test-based performance.

SUMMARY

The aim of this study was to determine whether Scenario-Based Learning had a significant effect on learners' emotional resilience and performance. The quasi-experimental study involved grade 10 students of Contemporary Issues of Holy Trinity College of General Santos City. Both control and experimental groups took the Contemporary Issues subject before the start of the study's intervention. After the pretest, the control group continued on with their regular lessons while the experimental group was subjected to SBL.

Reliability of the Scenario-Based Learning materials was measured using experts' opinion. Items used to gather information on content validity were appropriateness, suitability, relevance, clarity, and adequacy. All aspects of the instrument were rater-masked during the process. The experts' opted SBL materials as "Very Highly Valid" (Mean=4.33), making it appropriate for grade 10 students. The materials were deemed appropriate, relevant, and suitable to use. The tool was rated as valid though some parts of the contents needed slight adjustment, such as the instructions not being clear.

Scenario-Based Learning showed significant effect on emotional resilience, specifically on the areas of interpersonal skills, adaptability, emotional awareness, and stress management. The experimental group were taught how to effectively deal with daily stress through SBL. Learners developed emotional awareness after experiencing different scenarios. The least mean score was on adaptability ($M = 4.20$). This implies that students were easily adaptable to changes. SBL also had adaptive mean scores on stress management ($M = 4.31$). There was an improvement in the performance of both the control and experimental groups. The biggest difference in

mean scores between pretest and post-test was in the control group. According to the results, the teaching method implemented in the control group had a significant effect on the students' scores. There was a mean gain of 4.13 in the control group and 2.27 in the experimental group.

After adjusting the pretest scores through ANCOVA, there was a statistically significant difference between the control and experimental groups. This result was aligned with the initial hypothesis which states that there is no significant difference in the performance of students who experienced the Scenario-Based Learning intervention and students who continued on with their regular lessons. Students who continued on with their regular lessons had the highest mean score after the intervention. Despite getting exposed to SBL, the scores did not significantly improve. The reason for this is because students who experienced SBL focuses on the bigger picture. They aim to develop students' intelligence not only in terms of cognition but also in affective aspects. Students who were taught through traditional methods aim to provide students with knowledge that are primarily fact-based. Most of the lessons only focus on preparing the students for the objective assessments.

There was a significant difference in the mean gain of both groups. Students who experienced the traditional method of teaching had higher mean gain than students who were taught through SBL. There was no significant difference in the pretest scores of both groups. The results only showed that students who experienced traditional lessons performed better on the post-test than students who experienced SBL.

Implications of Teaching Practice

A number of pedagogical recommendations are made to improve the efficacy of Scenario-Based Learning (SBL) in teaching Contemporary Issues based on the study's findings, especially the noted improvement in students' emotional resilience and the relatively smaller gains in short-term academic performance.

First, the results point to the necessity of a hybrid teaching strategy that incorporates the advantages of both conventional and scenario-based teaching techniques. SBL is more successful in fostering higher-order thinking abilities and emotional competences than traditional teaching methods, even though the latter may be useful in raising students' performance on objective tests. As a result, before involving students in scenario-based activities, teachers may start classes by introducing fundamental ideas, important vocabulary, and background information. This guarantees that students get the background information they need while still gaining from reflective and hands-on learning. Second, the findings emphasize how crucial it is to provide SBL activities that foster a secure and encouraging learning environment. Instructors might use organized scenarios in which students can experiment with various choices and face actual outcomes without worrying about failing. Giving pupils the chance to review and refine their answers helps promote resilience and adaptation. A crucial element of emotional resilience is emotional awareness, which can be improved by encouraging children to express and consider their feelings during the exercise.

Third, boosting student engagement and learning requires the use of pertinent and significant modern topics. Students may examine difficult circumstances, take into account many views, and make informed decisions by using scenarios that mirror real-world concerns like public health crises, socioeconomic inequity, and climate change. Learning becomes more genuine and connected to real-world situations with these kinds of exercises. Fourth, the results highlight the necessity of organized debriefing sessions after every scenario-based exercise. Learning is deepened through reflection rather than ending with the activity itself. In order to help students explain their choices, assess results, and consider both their emotional and cognitive reactions, teachers may lead guided conversations. Collaboration, empathy, and mutual understanding can also be fostered through peer talks. Finally, teachers are urged to streamline and scaffold scenario-based activities in order to guarantee successful classroom implementation. Students' cognitive overload can be lessened by breaking down difficult situations into smaller, more doable activities. Without the need for extremely complicated teaching materials, the incorporation of interactive tools, multimedia resources, and visual aids may further improve knowledge and participation.

CONCLUSION

The purpose of this study was to see if Scenario-Based Learning impacted Grade 10 learners' achievement and emotional intelligence of Contemporary Issues lessons. Research based on these results have helped me to

realize. Based on the results, we concluded that Scenario-Based Learning had a positive impact on students' emotional intelligence. The students who went through SBL scored high or very high on all four areas of EI. The areas where they scored highest were stress management and adaptability. I think this could show that when students are doing hands-on activities, working in groups, and reflecting they are able to learn how to regulate their emotions, stay aware of those around them, and know how to adapt to different situations.

These are skills they will need to know as they are pushed harder in their schooling years and into adulthood. Moving on to achievement, both of my experimental groups increased from pretest to post test. The control group had a higher mean gain score on the objective test that was given immediately following treatment. When looking at the results of the independent t-test there were no significant differences between group means on the post test. However, when looking at the results from the ANCOVA there was a significant main effect while controlling for the initial differences of the groups. This might show that traditional teaching works better for the type of learning that goes on for traditional assessments. Students are rewarded for being able to memorize information and know things word-for-word. They are also rewarded for knowing how to take information they are taught and regurgitate that knowledge on an assessment.

We can also conclude that Scenario-Based Learning had a positive impact on students' learning, it may not have showed on their objective test scores. SBL allows students to think outside the box and learn skills that aren't measured on a traditional assessment. I believe that what makes SBL so powerful is the 4 R's that it includes; real-world connection, collaboration, reflection, and emotion. So as educators, we should not judge one test to see how effective you were at teaching your material. There are many different types of instruction and they can affect students in different ways.

RECOMMENDATION

In line with the findings and conclusions of this study, The researcher makes the following recommendations that might inform the work of future researchers in optimizing the use of SBL in the classroom:

1. Teachers and developers of instructional materials can use the validated Scenario-Based Learning instructional materials in this study as references in developing learning activities for Contemporary Issues or similar subjects.
2. Teachers may emphasize the communication, collaboration, and empathy-promoting activities during Scenario-Based Learning. The incorporation of more structured group work may be considered to foster cooperative learning, active listening, and peer feedback.
3. Teachers may design Scenario-Based Learning activities that allow students to develop emotional resilience skills such as adaptability, emotional awareness, stress management, and interpersonal skills through meaningful classroom scenarios and collaborative tasks.
4. Teachers may potentially merge the traditional methods of teaching with SBL methods. The blended method may help with both content and mastery, as well as higher-order thinking and reflective capacities.
5. Administrators and curriculum designers can advocate for Scenario-Based Learning approaches to be used when teaching Contemporary Issues as well as other courses to better improve student success and investment in learning.
6. Future research might include larger numbers of participants from additional grade levels and a longer intervention period to assess the lasting impacts of SBL on emotional resilience and academic achievement. Future investigations might also assess how individual learner differences impact SBL.

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