

The Influence of Teacher-Student Relationship and Social and Emotional Competencies on Caregiving Student Engagement

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ABSTRACT

This study examined the influence of teacher–student relationship and social and emotional competencies on caregiving student engagement at Lorenzo S. Sarmiento Sr. National High School. The primary objective was to determine the levels of teacher–student relationship, social and emotional competencies, and student engagement, while exploring the significant relationships between teacher–student relationship and student engagement, and social and emotional competencies and student engagement. Furthermore, the study aimed to identify which domains of teacher–student relationship and social and emotional competencies significantly influence caregiving student engagement. A quantitative-correlational research design was employed, involving 134 senior high school students as respondents. The statistical tools used included mean, Pearson *r*, and multiple regression analysis. Results revealed a high level of teacher–student relationship in terms of satisfaction, instrumental help, and conflict. Similarly, students exhibited high levels of social and emotional competencies in self-awareness, self-management, social awareness, and decision-making. Caregiving student engagement was also found to be high across behavioral, emotional, and cognitive domains. Moreover, the findings demonstrated a strong correlation and significant relationship between teacher–student relationship and student engagement, as well as between social and emotional competencies and student engagement, leading to the rejection of the null hypothesis. Additionally, regression analysis indicated that instrumental help and conflict significantly predicted student engagement, while satisfaction did not demonstrate a significant influence. In terms of social and emotional competencies, social awareness and responsible decision-making significantly influenced engagement, whereas self-awareness and self-management did not show significant predictive effects. These results contribute to a more focused understanding of how relational and emotional factors support the academic participation of students balancing caregiving responsibilities.

Keywords: Caregiving, Teacher–Student Relationship, Social and Emotional Competencies, Student Engagement, Philippines

INTRODUCTION

Student engagement had been recognized as a persistent global concern in educational systems worldwide. In Brazil, declining levels of behavioral and emotional engagement were reported among secondary students, particularly in public schools experiencing overcrowding and instructional limitations (Santos & Ribeiro, 2022). Similarly, in China, Wu et al. (2025) documented a gradual decline in emotional, cognitive, and agentic engagement across academic years, with a considerable proportion of university students remaining in low-engagement categories. In Japan, intense academic competition had been associated with reduced student motivation and heightened disengagement, as emotional distress and burnout increasingly affected learners (Tanaka & Mori, 2023). These international conditions demonstrated that student engagement, particularly among vulnerable groups, remained a continuing educational challenge across diverse global contexts (Peddler et al., 2020).

Within the Philippine context, according to Gamboa et al. (2024) the teacher–student relationship had been regarded as a significant educational factor influencing students’ academic experiences. In Manila, Camarines et al. (2024) reported that teacher accompaniment through emotional and instructional support strengthened students’ classroom participation. In Tondo, Manila, students in overcrowded public schools demonstrated higher levels of participation when teachers fostered trust and maintained positive interactions (Alorro et al., 2025). Meanwhile according to Mendoza et al. (2023), learners who experienced warmth, empathy, and personalized guidance from teachers showed improved attentiveness and motivation. Also, as stated by Ghasemi (2022) supportive teacher–student relationships were closely associated with enhanced student engagement, particularly in challenging educational environments.

In addition to relational support, social and emotional competencies had been identified as essential contributors to students’ academic functioning (Eriksen & Bru, 2023). As Tion and Esparrago-Kalidas (2025) emphasized that Filipino students who exhibited emotional regulation, empathy, and self-awareness demonstrated stronger classroom adjustment and academic motivation. In Manila, higher levels of social and emotional competence were linked to increased classroom participation and persistence in academic tasks (Fiesta et al., 2025). Similarly, in Laguna and Cavite, students with well-developed interpersonal skills and emotional control were found to display greater resilience and sustained behavioral and cognitive engagement (Balano et al., 2024). Consequently Olavario (2024) emphasized that, social and emotional competencies were significantly connected to student engagement, as emotionally competent learners were more capable of maintaining active involvement in academic activities.

In Region XI, the Davao Region, reduced classroom participation and declining academic motivation among secondary students were observed in several public schools (Cubero & Villocino, 2023). In Davao de Oro, challenges in sustaining active learning engagement were reported, particularly among students facing contextual and socioeconomic demands (Guzman & Doronio, 2025). Furthermore, in Mawab, Davao de Oro, particularly at Lorenzo S. Sarmiento Sr. National High School, a noticeable decline in caregiving students’ engagement had been documented despite the implementation of various instructional strategies. These local manifestations highlighted ongoing engagement concerns within the Davao Region, extending down to Lorenzo.

Several related studies further supported the combined influence of teacher–student relationships and social and emotional competencies on engagement outcomes. Kit et al. (2022) found that students who perceived their teachers as supportive and approachable demonstrated higher levels of engagement. Aquino and Dizon (2022) highlighted that students with strong emotional regulation and stress management skills actively participated in collaborative tasks and discussions. Moreover, Li and Zhang (2021) reported that social and emotional competence strengthened students’ capacity to build positive relationships with teachers, thereby sustaining academic involvement. Supporting these claims, Balano et al. (2024) revealed that caregiving students with strong SEC maintained focus and participation despite personal responsibilities.

Although prior research had examined teacher–student relationships and social and emotional competencies in relation to student engagement, limited studies had specifically focused on caregiving students. This population balanced academic responsibilities with family caregiving duties, yet their engagement experiences remained underexplored. The absence of localized evidence within the Davao Region created a significant research gap in understanding how relational and emotional factors influenced caregiving student engagement. Addressing this gap had been urgent, as prolonged disengagement among caregiving students could lead to academic underperformance, absenteeism, or eventual dropout. Therefore, this study aimed to generate context-specific findings that could inform educators, school leaders, and policymakers in designing targeted interventions to foster inclusive, supportive, and engagement-enhancing learning environments.

Research Objectives

This research was conducted to examine the influence of teacher-student relationship and social and emotional competencies to the student’s engagement among Lorenzo S. Sarmiento Sr. National High School. This study specifically sought answers to the following objectives:

1. To determine the level of teacher-student relationships among caregiving students of Lorenzo S. Sarmiento Sr. National High School in terms of:

- 1.1 satisfaction;
- 1.2 instrumental help; and
- 1.3 conflict;
2. To determine the level of social and emotional competencies among caregiving students of Lorenzo S. Sarmiento Sr. National High School in terms of:
 - 2.1 self-awareness;
 - 2.2 self-management and motivation;
 - 2.3 social awareness and prosocial behavior; and
 - 2.4 decision-making.
3. To determine the level of student engagement among caregiving students of Lorenzo S. Sarmiento Sr. National High School in terms of:
 - 3.1 cognitive
 - 3.2 affective;
 - 3.3 behavior; and
 - 3.4 agency.
- 4 To determine the significant relationship between teacher-student relationships and student engagement among caregiving students.
- 5 To determine the significant relationship between social and emotional competencies and student engagement among caregiving students.
- 6 To identify which domains of teacher-student relationships influence student engagement among caregiving students.
- 7 To identify which domains of social and emotional competencies influence student engagement among caregiving students.

METHODOLOGY

This study employed a quantitative, non-experimental descriptive–correlational research design to examine the influence of teacher–student relationships and social and emotional competencies on students’ academic engagement. It was descriptive in nature because it sought to present the status of the variables as they naturally existed, without manipulating or altering the participants’ experiences. Through this approach, the researchers were able to describe how caregiving students engaged in school while considering their emotional competencies and interactions with teachers. By examining these variables in their natural setting, the study provided a clear depiction of the existing dynamics that influenced student engagement.

Furthermore, the correlational component of the design enabled the researchers to determine whether significant relationships existed among the variables without implementing any experimental manipulation. As explained by Bhandari (2021), correlational research is used to assess the statistical associations between variables and to identify the direction and strength of their relationships. In this study, a structured questionnaire was utilized to collect numerical data in a systematic and objective manner.

Overall, the descriptive–correlational design was appropriate for exploring how and to what extent teacher–student relationships and social and emotional competencies influenced the academic engagement of caregiving

students. This design allowed the researchers to generate meaningful insights into the interplay between relational and emotional factors and students' level of academic participation.

Population and Sample

Stratified random sampling was utilized to select the respondents of this study. The sample comprised 134 senior high school students enrolled in the Caregiving strand at Lorenzo S. Sarmiento Sr. National High School, Mawab, Davao de Oro, during the school year 2025–2026. All selected participants were officially enrolled in the caregiving program, which qualified them for inclusion in the study. They were considered appropriate respondents because their academic experiences, combined with the demands of their caregiving specialization, made them highly relevant to the variables being examined.

Specifically, their interactions with teachers, as well as their levels of social and emotional competence, were directly associated with their degree of school engagement. This aligns with the study's objective of determining the influence of teacher–student relationships and social and emotional competencies on the engagement of caregiving students.

As emphasized by Memon et al. (2020), determining an appropriate sample size is essential to ensure the reliability and generalizability of research findings. Methodological guidelines suggest that a sample size ranging from 100 to 200 respondents is generally considered adequate for quantitative research. From a total population of 204 caregiving students at Lorenzo S. Sarmiento Sr. National High School, 134 respondents were selected through stratified random sampling. The sample size was computed using the Raosoft sample size calculator and was deemed statistically sufficient to represent the broader population of caregiving students in the school.

Statistical tool

The following statistical tools was employed for the analysis and interpretation of the data gathered in this study:

Mean. This statistical tool was utilized to determine the extent or level of the caregiving students' engagement, the quality of teacher-student relationships, and the emotional competence perceived by the respondents across the selected secondary schools.

Spearman's rho. This tool was applied to assess the degree of correlation between positive teacher-student relationships and caregiving students' engagement, as well as the relationship between students' emotional competence and their engagement levels.

Multiple Regression Analysis. This statistical method was used to examine the combined and individual influence of positive teacher-student relationships and emotional competence on caregiving students' engagement. It helped determine which of the independent variables significantly predicted student engagement.

RESULTS

Level of Teacher - Student Relationship

Table 1 shows the level of Teacher - student relationship in terms of satisfaction, instrumental help, and conflict. The overall mean is 3.91, which is described as high, with a standard deviation of 0.62. The high level could be attributed to the high ratings the respondents gave in all indicators.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest 4.42 or very high for satisfaction with a standard deviation of 0.65; 3.78 or high for Instrumental help with a standard deviation of 0.76; 3.71 or high for conflict with a standard deviation of 0.95.

Table 1. Level of Teacher- Student Relationship

| Indicators | Mean | SD | Descriptive Equivalent |
|--------------|------|------|------------------------|
| Satisfaction | 4.42 | 0.65 | Very High |

| | | | |
|-------------------|-------------|-------------|-------------|
| Instrumental Help | 3.78 | 0.76 | High |
| Conflict | 3.71 | 0.95 | High |
| Overall | 3.91 | 0.62 | High |

Level of Social and Emotional Competencies

Presented in table 2 are the mean scores for the indicators of Social and Emotional Competencies with an overall mean score of 4.18, which is described as high with a standard deviation of 0.49. The high level could be attributed to the high rating given by the respondents on most indicators.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.24 or very high for decision-making with a standard deviation of 0.62; 4.23 or very high for self-management and motivation with a standard deviation of 0.67; 4.22 or very high for self-awareness with a standard deviation of 0.57; and 4.02 or high for social awareness and prosocial behavior with a standard deviation 0.57.

Table 2. Level of Social and Emotional Competencies

| Indicators | Mean | SD | Descriptive Equivalent |
|---|-------------|-------------|------------------------|
| Self-Awareness | 4.22 | 0.57 | Very High |
| Self-Management and Motivation | 4.23 | 0.67 | Very High |
| Social Awareness and Prosocial Behavior | 4.02 | 0.57 | High |
| Decision-Making | 4.24 | 0.62 | Very High |
| Overall | 4.18 | 0.49 | High |

Level of Student Engagement

Table 3 shows the level of student engagement in terms of cognitive, affective, behavior, and agency. The overall mean is 3.66 with a standard deviation of 0.59, described as high. The high level could be attributed to the high rating given by the respondents on most indicators in the items of cognitive, affective, behavior, and agency.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.19 or high for cognitive with a standard deviation of 0.49; 4.12 or high for affective with a standard deviation of 0.64; 3.71 or high for agency with a standard deviation of 0.93; and 2.63 or moderate for behavior with a standard deviation 1.34.

Table 3. Level of Student Engagement

| Indicators | Mean | SD | Descriptive Equivalent |
|----------------|-------------|-------------|------------------------|
| Cognitive | 4.19 | 0.49 | High |
| Affective | 4.12 | 0.64 | High |
| Behavior | 2.63 | 1.34 | Moderate |
| Agency | 3.71 | 0.93 | High |
| Overall | 3.66 | 0.59 | High |

Significance on the Relationship Between Teacher–Student Relationship and Student Engagement

One of the primary objectives of this study was to determine whether a significant relationship exists between teacher–student relationships and student engagement. Prior to conducting the correlation analysis, the assumption of normality was examined using the Shapiro–Wilk Test for Bivariate Normality. The results indicated that the data were not normally distributed; therefore, a non-parametric statistical test, specifically Spearman’s rho correlation, was utilized to assess the association between the variables. This approach ensured that the analysis remained appropriate and statistically sound despite the violation of normality assumptions.

The findings revealed a Spearman’s rho value of 0.582 and a p-value of <.001 which signifies a moderate positive and statistically significant relationship between teacher–student relationships and student engagement, leading to the rejection of the null hypothesis. This indicates that students who experience more positive and supportive relationships with their teachers tend to exhibit higher levels of academic engagement. The result suggests that meaningful teacher–student interactions play an important role in fostering students’ active participation, involvement, and commitment to their academic tasks.

Table 4. Significance of the Teacher-Student Relationship and Student Engagement

| | Spearman’s rho | p |
|---|----------------|--------|
| Teacher-Student Relationship—Student Engagement | 0.582 | < .001 |

Significance on the Relationship Between Social and Emotional Competencies and Student Engagement

Another key objective of this study was to determine whether social and emotional competencies are significantly related to student engagement. The assumption of normality was first examined using the Shapiro–Wilk Test for Multivariate Normality, which yielded a p-value of < .001, indicating that the data were not normally distributed. Because the assumption of normality was violated, Spearman’s rho correlation was employed as the appropriate non-parametric statistical test to analyze the relationship between the variables.

The results revealed a Spearman’s rho value of 0.420, indicating a moderate positive relationship between social and emotional competencies and student engagement. Furthermore, the computed p-value of < .001, which is lower than the 0.05 level of significance, confirms that the relationship is statistically significant. Therefore, the null hypothesis stating that there is no significant relationship between social and emotional competencies and student engagement was rejected. This implies that students with higher levels of social and emotional competencies tend to demonstrate greater engagement in school-related activities.

Table 5. Significance of the Social and Emotional Competencies and Student Engagement

| | Spearman’s rho | p |
|--|----------------|--------|
| Social and Emotional Competencies—Student Engagement | 0.420 | < .001 |

Multiple Regression Analysis on the Influence of the Domains of Teacher–Student Relationship on Student Engagement

Table 6. Significance of the Influence of the Domains of Teacher-Student Relationship and Student Engagement

| Teacher-Student Relationship Domains | Coefficients | t | p | Decision $\alpha=0.05$ |
|--------------------------------------|--------------|-------|-------|------------------------|
| Satisfaction | 0.110 | 1.519 | 0.131 | H_0 is not rejected |
| Instrumental Help | 0.186* | 2.721 | 0.007 | H_0 is rejected |

| | | | | |
|---|--------|-------|--------|----------------------------|
| Conflict | 0.252* | 5.114 | < .001 | H ₀ is rejected |
| Dependent Variable: Student Engagement | | | | |

* p < 0.05 R = 0.624 R² = 0.390 F value = 27.65 p < .001

Presented in Table 6 is the multiple regression analysis examining the influence of the domains of teacher–student relationship on student engagement. The overall regression model was statistically significant, as reflected by an F-value of 27.65 and a corresponding p-value of < .001. The coefficient of determination (R² = 0.390) indicates that 39.0% of the variance in student engagement is collectively explained by satisfaction, instrumental help, and conflict, while the remaining 61.0% may be attributed to other variables not included in the model. The overall correlation coefficient (R = 0.624) further suggests a substantial combined relationship between the predictor variables and student engagement.

An examination of the individual predictors shows that instrumental help and conflict significantly influenced student engagement, leading to the rejection of their respective null hypotheses at the 0.05 level of significance. In contrast, satisfaction did not demonstrate a statistically significant influence, resulting in the failure to reject the null hypothesis.

Multiple Regression Analysis on the Influence of the Domains of Social and Emotional Competencies on Student Engagement

Table 7. Significance of the Influence of the Domains of Social and Emotional Competencies on Students’ Motivation

| Social and Emotional Competencies | Coefficients | t | p | Decision $\alpha=0.05$ |
|---|--------------|--------|-------|--------------------------------|
| Self-Awareness | 0.144 | 1.812 | 0.071 | H ₀ is not rejected |
| Self-Management and Motivation | -0.005 | -0.062 | 0.951 | H ₀ is not rejected |
| Social Awareness and Prosocial Behavior | 0.169* | 2.604 | 0.010 | H ₀ is rejected |
| Decision Making | 0.359* | 4.894 | <.001 | H ₀ is rejected |
| Dependent Variable: Student Engagement | | | | |

* p < 0.05 R = 0.471 R² = 0.222 F value = 9.216 p < .001

Presented in Table 7 is the multiple regression analysis examining the influence of the domains of social and emotional competencies on student engagement. The overall regression model was statistically significant, with an F-value of 9.216 and a corresponding p-value of < .001, indicating that the combined domains significantly influence student engagement. The coefficient of determination (R² = 0.222) suggests that 22.2% of the variance in student engagement is explained collectively by self-awareness, self-management and motivation, social awareness and prosocial behavior, and decision-making, while the remaining 77.8% may be attributed to other variables not included in the model. The overall correlation coefficient (R = 0.471) further indicates a moderate relationship between the predictor variables and student engagement.

Individual domains reveal that social awareness and prosocial behavior and decision-making significantly influence student engagement, leading to the rejection of their respective null hypotheses at the 0.05 level of significance. In contrast, self-awareness and self-management and motivation did not show statistically significant effects, resulting in the non-rejection of their null hypotheses.

DISCUSSION

Level of Teacher-Student Relationship

The results revealed that the overall level of teacher–student relationship was high, indicating that students generally perceived their relationships with teachers as positive across satisfaction, instrumental help, and conflict. Among the three indicators, satisfaction obtained the highest rating, described as very high, suggesting that students feel pleased, valued, and emotionally supported in their interactions with teachers. This implies that learners experience a sense of comfort and appreciation in the classroom, which strengthens relational bonds. Instrumental help was also rated high, indicating that students recognize their teachers’ academic guidance and practical support. Meanwhile, conflict, although also rated high, received the lowest mean among the indicators, suggesting that while occasional misunderstandings or tensions may exist, these do not significantly undermine the overall positive relationship.

The prominence of satisfaction as the strongest indicator supports the principles of Student-Teacher Relationship Theory proposed by Robert C. Pianta (2001), which emphasizes that relationships characterized by warmth, trust, and responsiveness foster positive developmental and academic outcomes. From the students’ perspective, high satisfaction reflects the presence of emotional security and supportive interactions in the classroom. The theory explains that when students perceive their teachers as caring and dependable, stronger relational bonds are formed, which enhance both engagement and adjustment in school. The very high satisfaction level in this study suggests that students experience relational quality consistent with the core assumptions of the theory.

Furthermore, the findings align with the work of Ezinwa (2024) who highlighted that positive teacher–student relationships marked by closeness and reduced conflict contribute to better classroom dynamics and emotional well-being. When students perceive high satisfaction and consistent instrumental support, they are more likely to respond with cooperation, respect, and engagement. Although conflict was present to some extent, its comparatively lower rating suggests that it does not dominate the relational climate. Overall, the results affirm that satisfaction is a central component of strong teacher–student relationships and reinforce existing theoretical perspectives that connect positive relational experiences with improved student engagement and classroom functioning.

Level of Social and Emotional Competencies

The findings revealed that students demonstrated a high overall level of social and emotional competencies, with particularly strong ratings in decision-making, self-management and motivation, and self-awareness. These results suggest that learners possess the capacity to regulate their thoughts, emotions, and behaviors effectively while making responsible choices in academic and social contexts. The prominence of decision-making as the highest-rated domain indicates that students are likely able to evaluate consequences and select appropriate courses of action, which is essential for academic persistence and positive peer interactions. This finding aligns with the claims of Taylor et al. (2022) emphasizing that well-developed social and emotional competencies enhance students’ ability to navigate complex learning environments and promote adaptive functioning.

Moreover, the very high levels of self-management and motivation, along with self-awareness, imply that students are capable of recognizing their emotions and maintaining goal-directed behaviors despite challenges. These competencies are closely associated with improved academic engagement, emotional regulation, and resilience. Studies affirm that self-regulatory skills and emotional awareness significantly contribute to learners’ academic success and psychological well-being, particularly in secondary education settings (Mahoney et al., 2021). The results therefore indicate that respondents are not only cognitively prepared but also emotionally equipped to handle academic demands, which may foster sustained participation and positive classroom behavior.

Although social awareness and prosocial behavior received comparatively lower ratings than the other domains, it still fell within the high descriptive level, suggesting that students generally demonstrate empathy, respect for diversity, and cooperative behaviors. This domain remains critical, as recent research underscores the importance of social awareness in cultivating inclusive classroom climates and reducing behavioral concerns (Jones et al.,

2021). Taken together, the overall high level of social and emotional competencies reflects a strong foundation for both academic and interpersonal development, reinforcing the growing recognition that social-emotional learning is integral to holistic student achievement.

Level of Student Engagement

The findings indicate that students demonstrated a high overall level of engagement, with cognitive engagement emerging as the strongest domain, followed by affective engagement and agency, while behavioral engagement was rated at a moderate level. The prominence of cognitive engagement suggests that students are actively investing effort in understanding lessons, employing learning strategies, and persisting in challenging tasks. This supports the literature emphasizing that cognitive engagement reflects students' willingness to exert mental effort and apply deep learning strategies, which are essential for academic success (Bond et al., 2020). The high affective engagement further implies that students generally experience positive emotions toward learning activities, teachers, and the school environment, reinforcing their connection to the learning process.

The high level of agency also suggests that students perceive themselves as active contributors to their learning. Agency reflects students' capacity to express their ideas, ask questions, and influence classroom activities. Studies highlight that fostering student agency enhances motivation, autonomy, and meaningful participation in academic tasks (Reeve & Shin, 2020). When learners feel that their voices matter, they are more likely to demonstrate ownership of their learning experiences. The strong ratings in cognitive, affective, and agency domains collectively indicate that students are intellectually and emotionally invested in their education.

However, the moderate level of behavioral engagement points to an area that may require further attention. Behavioral engagement typically includes observable participation such as completing tasks, following rules, and actively joining class discussions. The comparatively lower rating suggests that while students may be mentally and emotionally engaged, this engagement may not consistently translate into overt classroom behaviors. Recent research underscores that behavioral engagement is influenced by classroom structure, instructional strategies, and teacher support (Wang et al., 2022). Strengthening supportive classroom practices and interactive learning strategies may therefore help bridge the gap between internal engagement and visible participation, promoting a more balanced engagement profile.

Significance on the Relationship Between Teacher-Student Relationship and Student Engagement

The results of the correlation analysis indicate a moderate positive and statistically significant relationship between teacher–student relationships and student engagement. This suggests that students who perceive stronger and supportive interactions with their teachers are more likely to demonstrate higher levels of engagement in cognitive, affective, behavioral, and agentic domains (Roorda et al., 2020). Positive teacher–student interactions can enhance students' motivation, sense of belonging, and willingness to participate actively in classroom tasks (Wentzel et al., 2021).

This finding aligns with previous research emphasizing that teacher–student relationships serve as a critical foundation for student engagement and academic success (Pianta et al., 2021). Students who experience warmth, trust, and supportive feedback from teachers are more likely to invest effort in learning and engage collaboratively with peers (Collie et al., 2020). While the correlation is moderate, it also indicates that other factors, such as classroom environment and personal motivation, may influence overall student engagement (Shao et al., 2025).

Overall, the significant relationship underscores the importance of cultivating positive relational climates within classrooms. Teachers who demonstrate empathy, effective communication, and individualized support can encourage students' active participation and commitment to learning tasks (Roorda et al., 2020). This finding reinforces that social-emotional and relational aspects of schooling are crucial for enhancing engagement and promoting holistic student development (Pianta et al., 2021).

Significance on the Relationship Between Social and Emotional Competencies and the Student Engagement

The results revealed a moderate positive and statistically significant relationship between social and emotional competencies and student engagement. This suggests that students with higher levels of social and emotional competencies tend to demonstrate greater engagement in school-related activities (Taylor et al., 2022). The statistical significance indicates that this relationship is unlikely due to chance, confirming that social and emotional competencies are important contributors to student engagement (Mahoney et al., 2021).

The moderate strength of the correlation suggests that while social and emotional competencies influence engagement, other factors such as teacher support, classroom environment, and individual motivation may also play a role (Jones et al., 2021). Students who are socially and emotionally competent are better able to navigate challenges, manage emotions, and remain focused, which promotes sustained engagement in learning tasks (Denham et al., 2020). These findings highlight the importance of developing students' social and emotional skills as a pathway to enhancing overall academic involvement (Brackett et al., 2019).

The study demonstrates that fostering social and emotional competencies can positively impact students' engagement, emphasizing the value of interventions that strengthen these skills. Supporting students in this area can lead to improved participation, motivation, and commitment to learning across cognitive, affective, behavioral, and agency domains (Taylor et al., 2022).

Significance of the Influence of the Domains of Teacher-Student Relationship and Student Engagement

The results of the multiple regression analysis indicate that the combined domains of teacher–student relationship significantly influence student engagement. This suggests that the general quality of teacher–student interactions play a substantial role in fostering students' active participation, involvement, and commitment to learning (Roorda et al., 2020). Among the individual domains, instrumental help was found to have a positive and significant effect on engagement, highlighting the importance of teachers providing guidance, support, and resources to facilitate learning (Collie et al., 2020).

Conflict also significantly impacted engagement, indicating that unresolved tensions or disagreements between teachers and students can hinder students' involvement and motivation in academic tasks (Roorda et al., 2020). In contrast, general satisfaction with teacher interactions did not significantly influence engagement, suggesting that students' overall contentment alone may not be sufficient to drive active participation in classroom activities (Pianta et al., 2021).

These results emphasize that certain aspects of teacher–student relationships are more influential than others in promoting engagement. Educators should focus on providing targeted support and managing relational challenges effectively to create a classroom environment that encourages students' motivation, participation, and commitment to learning (Wentzel et al., 2021). By prioritizing these relational behaviors, teachers can foster meaningful connections that enhance both academic and personal development.

Significance of the Influence of the Domains of Social and Emotional Competencies and Student Engagement

The multiple regression analysis indicates that the combined domains of social and emotional competencies significantly influence student engagement. This suggests that students' overall social-emotional skills collectively contribute to their active participation, involvement, and commitment to learning (Taylor et al., 2022). Among the individual domains, social awareness and prosocial behavior significantly predicted engagement, highlighting the importance of students' ability to empathize, cooperate, and maintain positive relationships with others in fostering involvement in academic tasks (Mahoney et al., 2021).

Decision-making also significantly influenced student engagement, suggesting that students who can make thoughtful, responsible choices are more likely to remain focused, motivated, and committed to learning activities (Brackett et al., 2019). In contrast, self-awareness and self-management and motivation did not

significantly predict engagement, indicating that while these skills are valuable, they may not directly drive observable participation in classroom tasks without being paired with relational or decision-making abilities (Denham et al., 2020).

This emphasize the certain domains of social and emotional competencies have a stronger influence on engagement than others. Educators should therefore prioritize developing students' social awareness, prosocial behavior, and decision-making skills to enhance meaningful engagement. By fostering these specific competencies, schools can support students' holistic development and encourage sustained involvement in both academic and social aspects of learning (Taylor et al., 2022).

CONCLUSION

The results of this study emphasize the significant influence of teacher–student relationships and social and emotional competencies on student engagement. Positive and supportive teacher–student interactions, along with students' social awareness, prosocial behavior, and decision-making skills, were found to enhance participation, motivation, and commitment to learning. While some domains, such as satisfaction and self-management, did not show a direct effect, the overall quality of relational and social-emotional skills remains a critical factor in fostering meaningful engagement in academic activities.

These findings underscore the need for educational practices that promote both relational and social-emotional development. By providing targeted support, encouraging constructive interactions, and nurturing essential competencies, educators can create learning environments that enhance engagement and facilitate holistic development. Prioritizing these areas equips students not only to succeed academically but also to navigate social and emotional challenges effectively, contributing to their overall growth and well-being.

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