

INSTRUCTIONAL PROCEDURE USING PSYCHOSOCIAL SUPPORT ACTIVITY PACK AND ITS RELATIONSHIP ON LEARNERS' COMPETENCIES AND ATTRIBUTES

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ABSTRACT

The COVID-19 pandemic had been affecting adults' and children's mental health and well-being globally. Isolation and social disruption may have caused psychological stress and harm. With this, DepEd's Psychosocial Support Activity Pack is intended to bridge the gap between good socio-emotional well-being (achieved through psychosocial assistance) and academic success. Hence, this study aimed to determine teachers' Instructional Procedure Using Psychosocial Support Activity Pack and its effect on Learners' Competencies and Attributes.

Specifically, it sought to answer the following questions: 1) What is the level of teachers' instructional procedure using Psychosocial Support Activity Pack in terms of Discussion, Application, Generalization, Valuing, and Evaluation?; 2) What is the level of learners' competencies in terms of problem solving skills, critical thinking skills, and technical skills?; 3) What is the level of Learners' attitude in terms of Self-awareness, Self-Expression, Self-regulation, Self-Confidence, and Self-Compassion?; 4) Is there a significant relationship between teachers' instructional procedure and learners' competencies?; and 5) Is there a significant relationship between teachers' instructional procedure and learners' attributes?.

Furthermore, a survey was conducted on the randomly selected one hundred (100) students in Pagsanjan district of Laguna wherein the researcher decided to make grade 9 students the respondents of the study because she believed that they were in the period of adolescence wherein social-emotional learning and psychosocial development were highly applicable.

After analyzing the data gathered, the following was therefore brought into conclusions of the researcher: 1) There is no significant relationship between teachers' instructional procedures and learners' competencies. But when it comes to problem-solving skills, it shows that it has significant relationships with application, generalization, and evaluation. But when it comes to problem-solving skills, it shows that it has significant relationships with application, generalization, and evaluation. So, the problem-solving skills of students are influenced by teachers on how they give certain instructional procedures; 2) There is no significant relationship between teachers' instructional procedures and learners' attributes. However, Discussion is significantly related to self-awareness, self-expression, and self-confidence, Application is significantly related to self-awareness and self-compassion, and Generalization and evaluation are significantly related to self-awareness and self-confidence. It is noticeable that self-awareness is related to all the teachers' instructional procedures except valuing. So, it can also be implied that teachers' instructions help in the awareness of students to themselves.

Whereas, based on the data gathered and the conclusions made, the following are hereby recommended

1. *Teachers' instructional Procedures on the implementation of Psychosocial activity must focus more on enhancing the competencies of learners. Enhancing psychosocial support by giving focus on skills enhancement and attributes development must be done in order to strengthen its results.*
2. *Teachers' instructional Procedures on the implementation of Psychosocial activity must be improved in increasing students' awareness, expression, regulation, confidence, and compassion.*
3. *Psychosocial support might be done again because the results of the study so far might not show a strong relationship between it and the skills and attributes of students, but if it is done again, the connection might be better.*
4. *Further studies are hereby recommended about psychosocial activity, on its feature*
5. *More Seminars and trainings for teachers and psychosocial implementers might be conducted to enhance their knowledge and skills that they could share to their students*

Keywords: *Psychosocial Support Pack, Discussion, Application, Generalization, Valuing, Evaluation, Competencies, Attributes.*

INTRODUCTION

The global population faces an existential threat from the coronavirus disease 2019 (COVID-19), which poses a danger to both their physical and mental well-being. Stress and mental health issues may have developed as a result of people's prolonged seclusion and the disruption of their social lives. Additionally, the education system was severely impacted by the COVID-19 pandemic's unavoidable school closures.

Apostol and Netedu (2020) said that during this past semester, which was marked by a pandemic, the level of contact between students and teachers has risen across all study years in a fairly even way. In fact, students are getting used to face-to-face lessons again in the 2022-2023 school year. When they go back to school, they may be happy to be there again, get used to face-to-face learning, and take safety precautions. However, they may also feel difficult feelings like anxiety, fear, anger, concern, and grief. In the classroom, positive well-being can be promoted by paying attention to each student as an individual, learning about their unique strengths and struggles, and helping them build any skills they have not used yet or missed opportunities.

Furthermore, Hamilton and Gross (2021) cited that every student's life and social-emotional experiences were affected to some degree by the pandemic. Teachers and school personnel must meet students where they are and support their health and well-being as they return to in-person classroom learning while dealing with the pandemic's numerous consequences. Teachers must instill in their students a sense of safety, serenity, empathy, and confidence. As a result, the period following a crisis when a child returns to school is critical in terms of his or her mental health.

Consequently, growing interest exists in the capacity of schools to serve as hubs of care and support for vulnerable students. (Skovdal & Campbell, 2015). The expanding literature on the role of schools in promoting the psychosocial well-being and mental health of newly arrived refugee and immigrant youth demonstrates this (Bennouna, et al., 2019).

According to Häggström, et al. (2020), some teachers report feeling inadequately prepared to address the psychosocial needs of newcomers, which, in the absence of external support, translates to feelings of tension and guilt. When doing psychosocial support activities, teachers' duty is not to educate, but to accompany their students by being present and sensitive to the feelings they are carrying back from home during this epidemic. It is hoped that by participating in these activities, teachers will be able to establish a classroom environment that promotes both healing and learning.

After two years of the pandemic, schools reverted to remote learning, and students were not accustomed to interacting with others personally and still not moving on to the encountered problems. These made psychosocial support necessary to be conducted. Despite this, teachers were not well prepared to provide students with essential Psychosocial Support.

Because of this, DepEd's Psychosocial Support Activity Pack is intended to bridge the gap between good socio-emotional well-being (achieved through psychosocial assistance) and academic success in this regard. In order to build specialized psychosocial support abilities, the package is separated into three sections: I Am, I Can, and I Have. They are intended to be utilized in that order: first, to establish safety, self-awareness, and self-regulation, and then to progress to a more in-depth investigation of the self, community, and community resources. An annex containing additional energizers and transitional exercises is also available to assist students' socio-emotional well-being and academic achievement. Other templates for creating activities, as well as some frequently asked questions (FAQs) about using play and arts-based techniques for psychosocial support, are available.

Truly, Covid-19 affected and still affecting the world, just like in the Philippines, right now physically and psychologically made the Department of Education imposes Psychosocial Support on Filipino students. Hence, this study aims to determine teachers' Instructional Procedure Using Psychosocial Support Activity Pack and its relationship to Learners' Competencies and Attributes.

This study aimed to determine teachers' Instructional Procedure Using Psychosocial Support Activity Pack and its relationship to Learners' Competencies and Attributes.

Specifically, it seeks to answer the following questions:

1. What is the level of teachers' instructional procedure using Psychosocial Support Activity Pack in terms of:
 - 1.1 Discussion;
 - 1.2 Application;
 - 1.3 Generalization;
 - 1.4 Valuing; and
 - 1.5 Evaluation?
2. What is the level of learners' competencies in terms of:
 - 2.1 problem-solving skills;
 - 2.2 critical thinking skills; and
 - 2.3 technical skills?
3. What is the level of Learners' attitude in terms of:
 - 3.1 Self-awareness;
 - 3.2 Self-Expression;
 - 3.3 Self-regulation;
 - 3.3 Self-Confidence; and
 - 3.4 Self-Compassion?
4. Is there a significant relationship between teachers' instructional procedures and learners' competencies?
5. Is there a significant relationship between teachers' instructional procedures and learners' attributes?

REVIEW OF RELATED LITERATURE

Teaching strategies are crucial in classroom instruction. Without a strategy, teachers would be aimlessly projecting information that does not connect with or engage students. Strategies assist learners in participating in, connecting with, and adding excitement to the content being delivered. Effective teaching strategies are the methods, procedures, or processes that an educator employs in the classroom.

These strategies serve as the vehicle through which teachers drive their instruction to meet standards and meet the educational needs of their students. Strategies assist learners in participating in, connecting with, and adding excitement to the content being delivered. As students become more familiar with the various strategies used by teachers, some will be able to use those strategies independently as they learn new material (Bouslog, 2022).

Shiralkar, et al., (2013) posited that academic leaders have realized the significance of creating stress-management programs for students because they undergo a significant amount of stress during their training. There must be stress-management strategies and evaluate its effectiveness.

Thus, the evidence base for effective and efficient treatments for conflict-affected kids has to be expanded. Post-conflict development agendas must be retooled to address the vulnerabilities that characterize conflict-affected adolescents, and these methods must be collaborative across agencies responsible for youth and family care (Betancourt, et al., 2013).

Hattie (2015) remarked that since almost every intervention has some sort of success to back it up, the question "What works? but rather "What works best" and compare various strategies for affecting student learning. The most important ramifications concern teachers who collaborate with others to look for evidence of their influence on students, who explain to them early on what success looks like, particularly in terms of surface and deep learning, who offer the right amount of challenge and feedback, and who have synchronized their claims about success, assessment, and teaching.

Students who received intervention improved in key indicators such as higher group skills and problem-solving abilities. The importance of teaching students group skills and the implications of supporting collaborative learning in school settings were discussed. Significant effort has been put into innovative learning practices like collaborative inquiry. Collaborative problem-solving is becoming more popular in school settings, but there is little understanding of how to develop critical collaborative problem-solving skills in students (Gu, et al., 2015).

Students with strong problem-solving abilities are highly valued both personally and professionally. Their advanced convergent and divergent thinking skills distinguish them from the crowd. In this article, I'll explain with examples of six practical ways to instill problem-solving skills (Ahuja, 2021)

In addition, technical skills are crucial for a variety of reasons. They can improve one's productivity, raise confidence, and make a more appealing prospect to employers. Candidates with technical skills are frequently more confident than those without when applying to certain sectors (Dale, 2022). Technical skills involve working with tools and machinery on which one gains mastery over time (Birt, 2018).

According to Destiny's Odyssey (n.d.), self-development is the deliberate process of bettering oneself in different facets of life. It is a continuous pursuit of growth via the development of skills, capabilities, and knowledge. The ultimate objective of self-development is to be self-satisfied. The procedure consists of three major components: 1) Skills Enhancement - Personal and interpersonal effectiveness are the two skill improvement strategies. Interpersonal skills are concerned with how you connect with others and form relationships. Personal effectiveness abilities such as goal-setting, time management, decision-making, and stress management are advantageous to you; 2) Mental Conditioning - Mental conditioning refers to the process of developing and strengthening our thoughts. We may focus on our goals by envisioning what we wish to attain. This aids in maintaining a good attitude and improves self-image and self-confidence. Some mental conditioning practices, such as meditation, breathing exercises, and relaxation activities, have been shown to improve focus and performance; and, 3) Habit Creation. A habit is frequently used to describe habitual activities or inclinations that are unintentional and automatic. Breaking bad behaviors is challenging, but not impossible. We may enrich our lives by developing new habits and making beneficial adjustments.

Indeed, Stebleton and Soria (2013) proposed that first-generation students more frequently encounter self-development obstacles that compromise their success as compared to non-first-generation students, such as job responsibilities, family responsibilities, perceived weak English and math skills,

inadequate study skills, and feelings of depression. Implications for learning assistance professionals are outlined.

Otherwise, Fisman (2014) cited that students' sense of responsibility for academic success mediated the association between their perceptions of control and reported usage of self-regulated behavior that individuals who believed they could accomplish academic goals were more likely to feel inwardly compelled to do so. The same was true for students who evaluated their capacity to respond psychologically to academic settings.

The sense of duty most likely influences kids' academic motivation and self-development. An American Psychological Association task group highlighted student responsibility as a fundamental aim for education in the twenty-first century in 2002, and few studies have emphasized student responsibility (SR) as a primary component since then. Among the research that has been conducted when SR was explored, operationalizations of the notion were discordant (Lauermann & Karabenick, 2013).

Likewise, technical skills are the specific knowledge and competence required to complete complicated actions, activities, and procedures related to computational and physical technology, as well as a wide range of other businesses. Audio technicians, electronics technicians, market technicians, computer technicians, engineering technicians, and a range of other titles are commonly referred to as "technicians." (Chen, 2022).

METHODOLOGY

Research Design

Having the aim of determining the Psychosocial Support Activity Pack as a Guide for Teachers and Its Relationship to High School Students' Competencies and Attributes, the study employed a quantitative research design via descriptive correlational design. According to Creswell (2012), researchers use a quantitative method to classify a research issue based on field patterns and the need to understand why anything happens.

Meanwhile, goal of descriptive-correlational type of study is to describe the relationships between two or more variables. With descriptive association design, one can get a picture of how things are right now. In psychology, for example, it could be a picture of how a certain group of people think, act, or feel. Moreover, it would be supported by Creswell's (2012) idea wherein the correlational research design is being used by researchers in order for them to determine the association between two or more variables.

The study was under descriptive correlational research since the teachers' utilization of the activity Pack was described and then it was correlated to the competencies and attributes of High school students.

RESULT AND DISCUSSION

Table 1. Level of Teachers' Instructional Procedure Using Psychosocial Support Activity Pack in Terms of Discussion

STATEMENTS	MEAN	SD	REMARKS
Cite the objectives of each and every activity	4.72	0.64	Strongly Agree
Motivate us to participate in the discussion and activities	4.46	0.74	Agree
Clearly explain to us the important terms of the activity such as "stress"	4.69	0.65	Strongly Agree
Make us listen to his/her instructions attentively	3.34	1.11	Moderately Agree
Make us understand the essence of the activity and the activity itself	3.44	1.02	Moderately Agree
Level of Discussion Proper	4.13	1.05	High

Table 1 illustrates the level of teachers' instructional procedure using Psychosocial Support Activity Pack in terms of Discussion. From the statements above, the students strongly agreed that the teachers were able to cite the objectives of each and every activity yielded the highest mean score ($M=4.72$, $SD=0.64$). This is followed by the students strongly agreeing that the teachers were able to Clearly explain the important terms of the activity such as "stress" with a mean score ($M=4.69$, $SD=0.65$) and was also remarked as Strongly Agree. On the other hand, the students moderately agreed that the teachers were able to make learners listen to his/her instructions attentively and received the lowest mean score of responses with ($M=3.34$, $SD=1.05$) and remarked as Moderately Agree.

The level of teachers' instructional procedure using Psychosocial Support Activity Pack in terms of Discussion attained a weighted mean score of 4.13 and a standard deviation of 1.05 and was interpreted as High.

This signifies that teachers made it successful in discussing the said activity pack such as topics about stress which were one of the main focuses of why psychosocial support activities were being done.

Shiralkar, et al., (2013) posited that academic leaders have realized the significance of creating stress-management programs for students because they undergo a significant amount of stress during their training. There must be stress-management strategies and evaluate its effectiveness.

Table 2. Level of Teachers' Instructional Procedure Using Psychosocial Support Activity Pack in terms of Application

STATEMENTS	MEAN	SD	REMARKS
Make us relate the activities we had in our daily lives	4.30	0.87	Agree
Cite examples that we are experiencing in real-life situations	4.27	0.85	Agree
Make us feel the assurance that the activities are ways on how we can cope up with the situation brought by the pandemic	4.55	0.70	Strongly Agree
Make us think of the real-life situations and evaluate them	3.53	1.11	Agree
Make us apply all the learning that we gained to our daily lives	3.54	1.09	Agree
Level of Application Proper	4.04	1.03	High

Table 2 illustrates the level of teachers' instructional procedure using Psychosocial Support Activity Pack in terms of Application. From the statements above, the students strongly agreed that the teachers were able to make students feel the assurance that the activities are ways on how learners can cope up with the situation brought by the pandemic yielded the highest mean score ($M=4.55$, $SD=0.70$). This is followed by the students agreeing that the teachers were able to Make learners' relate the activities we had in their daily lives with a mean score ($M=4.30$, $SD=0.87$). On the other hand, the students agreed that the teachers were able to Make learners of the real-life situations and evaluate them received the lowest mean score of responses ($M=3.53$, $SD=1.11$).

The level of teachers' instructional procedure using Psychosocial Support Activity Pack in terms of Application attained a weighted mean score of 4.04 and a standard deviation of 1.03 and was interpreted as High. This signifies that teachers were able to make students feel that the psychosocial support activity pack was applicable to be done since they experienced the hardships brought about by the pandemic.

According to Yalcin, et al. (2017), degrees of association between learning areas and daily life doubled for light learning areas which will make learning easier and more motivational.

Table 3. Level of Teachers' Instructional Procedure Using Psychosocial Support Activity Pack in terms of Generalization

STATEMENTS	MEAN	SD	REMARKS
Ask us to make our own generalizations in the activities	4.48	0.75	Agree
Make me prepared for the "now normal" setting	4.56	0.66	Strongly Agree
Give the gist or summary of the activities done	4.61	0.69	Strongly Agree
Help us retain the big ideas of the lessons in our minds	3.52	1.26	Agree
Make us conceptualize the learning that we gained	3.63	1.09	Agree
Level of Generalization Proper	4.16	1.04	High

Table 3 illustrates the level of teachers' instructional procedure using Psychosocial Support Activity Pack in terms of Generalization. From the statements above, the students strongly agreed that the teachers were able to Give the gist or summary of the activities done yielding the highest mean score ($M=4.61$, $SD=0.69$). This is followed by the students strongly agreeing that the teachers were able to Make learners prepared for the "now normal" setting with a mean score ($M=4.56$, $SD=0.66$). On the other hand, the students agreed that the teachers were able to Help learners retain the big ideas of the lessons in their minds got the lowest mean score of responses ($M=3.52$, $SD=1.26$).

The level of teachers' instructional procedure using Psychosocial Support Activity Pack in terms of Generalization attained a weighted mean score of 4.16 and a standard deviation of 1.04 and was interpreted as High among the respondents. This signifies teachers were able to generalize the lessons and to give the gist or summary of the lessons done.

Mata-Pereira and da Ponte (2017) mentioned that generalizations may result from a single, overarching difficult action or from a number of leading activities. In terms of justifications, a primary challenging action appears to be necessary, and subsequent guiding actions may help this reasoning process develop further.

Table 4. Level of Teachers' Instructional Procedure Using Psychosocial Support Activity Pack in terms of Valuing

STATEMENTS	MEAN	SD	REMARKS
Make us exert effort in doing the activities because we know the value of what we are doing	4.48	0.50	Agree
Realize that the activity is timely and relevant	4.48	0.50	Agree
Make us gain the necessary attributes that make us develop ourselves	4.53	0.50	Strongly Agree
Promote harmonious relationships between me and my classmates	3.47	1.10	Moderately Agree
Help us to be a better person	3.49	1.11	Moderately Agree
Level of Valuing Proper	4.09	0.94	High

Table 4 illustrates the level of teachers' instructional procedure using Psychosocial Support Activity Pack in terms of Valuing. From the statements above, students strongly agreed that the teachers were able to Make learners gain the necessary attributes that make them develop themselves yielding the highest mean score ($M=4.53$, $SD=0.50$). Moreover, students agreed that the teachers were able to make learners exert effort in doing the activities because they know the value of what they are doing and Realizing that the activity is timely and relevant received the same mean score of responses with ($M=4.48$, $SD=0.50$). On the other hand, students moderately agreed that the teachers were able to promote

harmonious relationship between learners and their classmates and got the lowest mean score ($M=3.47$, $SD=1.10$).

The level of teachers' instructional procedure using Psychosocial Support Activity Pack in terms of Valuing attained a weighted mean score of 4.09 and a standard deviation of 0.94 and was interpreted High among the respondents. This signifies that teachers were able to make students value themselves so that they could gain the necessary attributes.

Table 5. Level of Teachers' Instructional Procedure Using Psychosocial Support Activity Pack in terms of Evaluation

STATEMENTS	MEAN	SD	REMARKS
Conduct a series of activities that are related to psychosocial support	4.52	0.67	Strongly Agree
Assess the learning we got from the activities	4.51	0.73	Strongly Agree
Impart knowledge that we can use in the future	4.33	0.84	Agree
Make us recommend this type of activities to be continuously implemented	3.41	1.17	Moderately Agree
Successfully implement the activities and attain its objectives	3.49	1.11	Moderately Agree
Level of Evaluation Proper	4.05	1.05	High

Table 5 illustrates the level of teachers' instructional procedure using Psychosocial Support Activity Pack in terms of Evaluation. students strongly agreed that the teachers were able to Conduct a series of activities that are related to psychosocial support yielded the highest mean score ($M=4.52$, $SD=0.67$). This is followed by students strongly agreeing that the teachers were able to assess the learning learners got from the activities with a mean score ($M=4.51$, $SD=0.73$). On the other hand, students moderately agreed that the teachers were able to make learners recommend this type of activity to be continuously implemented and received the lowest mean score of responses ($M=3.41$, $SD=1.17$).

The level of teachers' instructional procedure using Psychosocial Support Activity Pack in terms of Evaluation attained a weighted mean score of 4.05 and a standard deviation of 1.05 and was interpreted as High among the respondents. This implies that teachers were evaluated by the respondents as very satisfactory, particularly in terms of conducting a series of activities that were related to psychosocial support.

Level of Learners' Competencies

In this study, the level of learners' competencies was measured using mean and standard deviation. Furthermore, the following tables show the procedures in terms of problem-solving skills, critical skills, and technical skills.

Table 6. Level of Learners' Competencies in Terms of Problem-Solving Skills

STATEMENTS	MEAN	SD	REMARKS
Analyzing problems first before considering possible solutions for them	3.47	0.93	Moderately Agree
Resolving the simple dilemma between choosing between certain choice	3.42	0.94	Moderately Agree
Deciding on our own and be of help to the solutions in a problem	3.47	0.98	Moderately Agree
Setting my mind that there are always possible solutions to problems	3.49	0.99	Moderately Agree
Identifying factors that are helpful and unhelpful in some situations	3.41	1.09	Moderately Agree
Level of Problem-Solving Skills	3.45	0.98	Moderately High

Table 6 illustrates the level of Learners' Competencies in terms of Problem-Solving Skills. From the statements above, students moderately agreed that the psychosocial support activity pack was able to help set learners' minds that there are always possible solutions to problems yielded the highest mean score ($M=3.49$, $SD=0.99$). This is followed by students moderately agreed that the psychosocial support activity pack was able to help them analyze problems first before considering possible solutions for them and Deciding on learners' own and being of help to the solutions in a problem with a mean score ($M=3.47$, $SD=0.93$, 0.98). On the other hand, students moderately agreed that the psychosocial support activity pack was able to help them identify factors that are helpful and unhelpful in some situations received the lowest mean score of responses ($M=3.41$, $SD=1.09$).

The level of Learners' Competencies in terms of Problem-Solving Skills attained a weighted mean score of 3.45 and a standard deviation of 0.98 and was interpreted as Moderately High among the respondents. This implies that students' ability to analyze problems and take steps to make solutions were not that high and not that low. Chiang and Lee (2015) said that project-based learning can improve students' problem-solving skills and learning motivation in schools.

Table 7. Level of Learners' Competencies in terms of Critical Skill

STATEMENTS	MEAN	SD	REMARKS
Attaining the critical life skill that can be learned through any process that involves art making	3.16	1.38	Moderately Agree
Discerning truth from fiction or Identifying biases on information that I read, heard, watched, etc.	3.00	1.43	Moderately Agree
Making solid arguments that I think helpful and based on truth	2.73	1.32	Moderately Agree
Analyzing different viewpoints in a situation	2.88	1.50	Moderately Agree
Thinking beyond my own thinking or analyzing my own thoughts if wrong or right	2.81	1.45	Moderately Agree
Level of Critical Skill	2.92	1.42	Moderately High

Table 7 illustrates the level of Learners' Competencies in terms of Critical Skill. From the statements above, students moderately agreed that the psychosocial support activity pack was able to help them attain the critical life skill that can be learned through any process that involves art-making yielded the highest mean score ($M=3.16$, $SD=1.38$). This is followed by students moderately agreed that the psychosocial support activity pack was able to help them discern truth from fiction or Identify biases on information that was read, heard, watched, etc with a mean score ($M=3.00$, $SD=1.43$). On the other hand, students moderately agreed that the psychosocial support activity pack was able to help them make solid arguments that learners think helpful and based on truth received the lowest mean score of responses ($M=2.73$, $SD=1.32$).

The level of Learners' Competencies in terms of Critical Skill attained a weighted mean score of 2.92 and a standard deviation of 1.42 and was interpreted as Moderately High among the respondents. This implies that students do possess critical skills a in moderate manner but not too high or too low. The ability to think clearly and rationally empowers students' cognitive abilities. One of the higher-order thinking skills that allow someone to make a decision and take appropriate action is critical thinking. (Ennis, 2013)

Table 8. Level of Learners' Competencies in terms of Technical Skills

STATEMENTS	MEAN	SD	REMARKS
Writing articles, essays, poems, etc.	4.00	1.38	Agree
Applying knowledge into hands-on activities and doing them very well.	4.19	1.43	Agree
Utilizing tools and equipment	3.94	1.32	Agree
Repairing broken stuff	3.98	1.50	Agree
Doing easily the hands-on activities that were given to me	3.80	1.45	Agree
Level of Technical Skills	3.98	0.811	High

Table 8 illustrates the level of Learners' Competencies in terms of Technical Skills. students agreed that the psychosocial support activity pack was able to help them apply knowledge into hands-on activities and do them very well yielded the highest mean score ($M=4.19$, $SD=1.43$). This is followed by students agreeing that the psychosocial support activity pack was able to help them write articles, essays, poems, etc. with a mean score ($M=4.00$, $SD=1.38$). On the other hand, students agreed that the psychosocial support activity pack was able to help them do easily the hands-on activities that were given and received the lowest mean score of responses ($M=3.80$, $SD=1.45$).

The level of Learners' Competencies in terms of Technical Skills attained a weighted mean score of 3.98 and a standard deviation of 0.81 and was interpreted High among the respondents. This implies that students' possess technical skills at a level wherein they were inclined to such abilities as applying their knowledge to be able to do their tasks well.

Level of Learners' Attributes

In this study, the level of learners' attributes was measured using mean and standard deviation. Furthermore, the following tables show the procedures in terms of self-awareness, self-expression, self-regulation, self-confidence, and self-compassion.

Table 9. Level of Learners' Attributes in terms of Self-Awareness

Statements	MEAN	SD	VI
Showed me that there is a growing self-awareness of one's body and separateness from others	4.54	0.69	Strongly Agree
Helped me in attaining the ability to express needs and preferences	4.46	0.67	Agree
Helped me in growing knowledge of self that serves as a building block for gaining more complex developmental skills	4.53	0.70	Strongly Agree
Helped me recognize my own self, my strengths and weaknesses	3.44	1.14	Moderately Agree
Made me reflect on my own experiences on why those things happened	3.5	1.07	Agree
Level of Self-Awareness	4.09	0.47	High

Table 9 illustrates the level of Learners' Attributes in terms of Self-Awareness. From the statements above, students strongly agreed that the psychosocial support activity pack Showed learners

that there is a growing self-awareness of one's body and separateness from others yielded the highest mean score ($M=4.54$, $SD=0.69$). This is followed by students strongly agreed that the psychosocial support activity pack Helped learners in growing knowledge of self that serves as a building block for gaining more complex developmental skills with a mean score ($M=4.53$, $SD=0.70$). On the other hand, students moderately agreed that the psychosocial support activity pack Helped learners recognize their own self, strengths and weaknesses received the lowest mean score of responses ($M=3.44$, $SD=1.14$).

The level of Learners' Attributes in terms of Self-Awareness attained a weighted mean score of 4.09 and a standard deviation of 0.47 and was interpreted High among the respondents. This implies that the activities in the psychosocial support activity pack made students achieve awareness of themselves such as there was a growing awareness of one's self even if they were alone.

Table 10. Level of Learners' Attributes in terms of Self-Expression

Statements	MEAN	SD	VI
Helped me in identifying my feelings and emotions. (Self-expression)	3.88	0.83	Agree
Made me express my feelings verbally. (Self-expression)	4.14	0.84	Agree
Made me express my feelings non- verbally.(Self-expression)	3.95	0.85	Agree
Made me feel that I have the right to express myself to others without hesitation (self-expression)	3.64	1.11	Agree
Made me explain myself to others to avoid misinterpretation (self-expression)	3.43	1.14	Moderately Agree
Level of Self-Expression	3.81	0.50	High

Table 10 illustrates the level of Learners' Attributes in terms of Self-Expression. From the statements above, students agreed that the psychosocial support activity pack Made learners express their feelings verbally yielded the highest mean score ($M=4.14$, $SD=0.84$). This is followed by students agreeing that the psychosocial support activity pack made learners express their feelings non-verbally ($M=3.95$, $SD=0.85$). On the other hand, students moderately agreed that the psychosocial support activity pack Made learners explain themselves to others to avoid misinterpretation received the lowest mean score of responses ($M=3.43$, $SD=1.14$).

The level of Learners' Attributes in terms of Self-Expression attained a weighted mean score of 3.81 and a standard deviation of 0.50 and was interpreted High among the respondents. This implies that through the activities the students were able to express themselves to others, and they were able to show their feelings and emotions because of the activity pack.

Table 11. Level of Learners' Attributes in Terms of Self-Regulation

Statements	MEAN	SD	VI
Made me achieve a sense of equilibrium mentally and psychologically. (Self-Regulation)	3.71	1.13	Agree
Made me achieve a sense of equilibrium physically. (Self-Regulation)	3.59	1.14	Agree
Helped me in gaining the ability to manage strong emotions are key to healthy daily functioning. (Self-Regulation)	3.56	1.18	Agree
Made me act according to what I think is just and right (Self-Regulation)	3.47	1.13	Moderately Agree
Hold my temper in doing the activities (self-regulation)	3.57	1.20	Agree
Self-Regulation	3.58	0.48	High

Table 11 illustrates the level of Learners' Attributes in terms of Self-Regulation. From the statements above, students agreed that the psychosocial support activity pack Made learners achieve a sense of equilibrium mentally and psychologically yielded the highest mean score ($M=3.71$, $SD=1.13$). This is followed by students agreeing that the psychosocial support activity pack Made learners achieve a sense of equilibrium physically ($M=3.59$, $SD=1.14$). On the other hand, the statement students moderately agreed that the psychosocial support activity pack Made learners act according to what they think is just and right received the lowest mean score ($M=3.47$, $SD=1.13$).

The level of Learners' Attributes in terms of Self-Regulation attained a weighted mean score of 3.58 and a standard deviation of 0.48 and was interpreted High among the respondents. This means that the activity pack helped students in maintaining a balance of themselves, like psychological balance and mentally balance.

Table 12. Level of Learners' Attributes in Terms of Self-Confidence

Statements	MEAN	SD	VI
Helped me in achieving a strong sense of self-esteem and self-confidence that is essential to experiencing success in school. (self-Confidence)	4.47	0.78	Agree
Guided me in finding one's way through adversity, and art-based activities. (self-Confidence)	4.41	0.74	Agree
Encouraged us to reflect on, identify, express their strengths and values. (self-Confidence)	4.50	0.76	Strongly Agree
Made me achieve self-reliance and avoid self doubts (self-confidence)	3.39	1.11	Moderately Agree

Made me feel assurance that I can trust others(self-confidence)	3.43	1.09	Moderately Agree
Level of Self-Confidence	4.04	0.52	High

Table 12 illustrates the level of Learners' Attributes in terms of Self-Confidence. From the statements above, students strongly agreed that the psychosocial support activity pack Encouraged learners to reflect on, identify, express their strengths and values" yielded the highest mean score ($M=4.50$, $SD=0.76$). This is followed by students agreeing that the psychosocial support activity pack Helped learners in achieving a strong sense of self-esteem and self-confidence that is essential to experiencing success in school ($M=4.47$, $SD=0.78$). On the other hand, students moderately agreed that the psychosocial support activity pack Made learners achieve self-reliance and avoid self doubts received the lowest mean score of responses ($M=3.39$, $SD=1.11$).

The level of Learners' Attributes in terms of Self-Confidence attained a weighted mean score of 4.04 and a standard deviation of 0.52 and was interpreted High among the respondents. This implies that the activity pack was helpful in the attainment of self-confidence of students such as encouragement on the reflection to express strengths and weaknesses.

Table 13. Level of Learners' Attributes in Terms of Self-Compassion

Statements	MEAN	SD	VI
Helped me in having empathy in times of distress	3.67	1.09	Agree
Made me learn how to demonstrate empathy to ourselves and others as well	3.55	1.10	Agree
Promoted the development of empathy and appreciation for differences and unique abilities, talents and ways of coping	3.51	1.10	Agree
Made me accept the thought that in life, we do not always succeed	3.75	1.12	Agree
Encouraged me to give myself support and encouragement rather than being cold and judgmental when challenges and difficulty arise in our lives	3.46	1.14	Moderately Agree
Level of Self-Compassion	3.59	0.51	High

Table 13 illustrates the level of Learners' Attributes in terms of Self-Compassion. From the statements above, students agreed that the psychosocial support activity pack *Made learners' accept the thought that in life, they do not always succeed* yielded the highest mean score ($M=3.75$, $SD=1.12$). This is followed by students agreed that the psychosocial support activity pack *Helped learners in having empathy in times of distress* with a mean score ($M=3.67$, $SD=1.09$). On the other hand, the statement students moderately agreed that the psychosocial support activity pack *Encouraged learners to give themselves support and encouragement rather than being cold and judgmental when challenges and difficulty arise in their lives* received the lowest mean score of responses ($M=3.46$, $SD=1.14$).

The level of Learners' Attributes in terms of Self-Compassion attained a weighted mean score of 3.59 and a standard deviation of 0.51 and was interpreted High among the respondents. This means that the activities made students compassionate such as having empathy for others.

Test of Relationship between Teachers' Instructional Procedure, Learners' Competencies, and Attributes

In this study, the level of Teachers' Instructional Procedure, Learners' Competencies, and learners' Attributes were tested if they have relationship. Moreover, these were measured using Pearson's correlation. Furthermore, the following tables show their test of relationships.

Table 14

Significant Relationship Between Teachers' Instructional Procedure and Learners' Competencies

Teachers' Instructional Procedure	Learners' Competencies	r value	Degree of Correlation	p-value	Analysis
Discussion	Problem-Solving Skills	-0.024	Very Weak	0.814	Not Significant
	Critical Skills	-0.155	Very Weak	0.123	Not Significant
	Technical Skills	0.000	Very Weak	0.997	Not Significant
Application	Problem Solving Skills	0.135	Very Weak	0.181	Not Significant
	Critical Skills	-0.163	Very Weak	0.105	Not Significant
	Technical Skills	-0.124	Very Weak	0.221	Not Significant
Generalization	Problem Solving Skills	0.197	Very Weak	0.049	Significant
	Critical Skills	-0.082	Very Weak	0.415	Not Significant
	Technical Skills	-0.044	Very Weak	0.664	Not Significant
Valuing	Problem Solving Skills	-0.019	Very Weak	0.853	Not Significant
	Critical Skills	0.207	Weak	0.039	Significant
	Technical Skills	0.176	Very Weak	0.081	Not Significant
Evaluation	Problem Solving Skills	0.165	Very Weak	0.101	Not Significant
	Critical Skills	-0.083	Very Weak	0.409	Not Significant
	Technical Skills	0.04	Very Weak	0.691	Not Significant

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Table 14 presents the Significant Relationship Between Teachers' Instructional Procedures and Learners' Competencies. The *Discussion*, *Application*, and *Evaluation* of Teachers' Instructional Procedures were not observed to have a significant relationship to the Learners' Competencies. This is based on the computed r values obtained from the tests with very weak to weak relationship. Furthermore, the p-values obtained were greater than the significance alpha 0.05, hence there is a no significance.

Meanwhile, having p-values lower than the significance alpha 0.05, the generalization and problem-solving skills got the p-value of 0.049 which means that there is a significant relationship

between them. Additionally, valuing was seen to have yet weak but significant relationship between critical skills with a p-value of 0.039.

On the other hand, , it can be inferred that at 0.05 level of significance, the null hypothesis “There is no significant relationship between Teachers’ Instructional Procedure and Learners’ Competencies.” is accepted. This implies that teachers’ instructional procedure in teaching Psychosocial Activity Pack was not related to students’ skills achievement.

Table 15. Significant Relationship Between Teachers’ Instructional Procedure and Learners’ Attributes

Teachers’ Instructional Procedure	Learners’ Competencies	r value	Degree of Correlation	p-value	Analysis
<i>Discussion</i>	Self-Awareness	0.102	Very Weak	0.314	Not Significant
	Self-Expression	-0.022	Very Weak	0.830	Not Significant
	Self-Regulation	-0.049	Very Weak	0.625	Not Significant
	Self-Confidence	0.048	Very Weak	0.636	Not Significant
	Self-Compassion	-0.148	Very Weak	0.141	Not Significant
<i>Application</i>	Self-Awareness	0.219	Weak	0.028	Significant
	Self-Expression	0.037	Very Weak	0.712	Not Significant
	Self-Regulation	0.012	Very Weak	0.905	Not Significant
	Self-Confidence	0.389	Weak	0.000	Highly Significant
	Self-Compassion	0.027	Very Weak	0.792	Not Significant
<i>Generalization</i>	Self-Awareness	0.169	Very Weak	0.093	Not Significant
	Self-Expression	-0.084	Very Weak	0.404	Not Significant
	Self-Regulation	0.000	Very Weak	1.000	Not Significant
	Self-Confidence	0.279	Weak	0.005	Significant
	Self-Compassion	-0.005	Very Weak	0.961	Not Significant
<i>Valuing</i>	Self-Awareness	0.039	Very Weak	0.703	Not Significant
	Self-Expression	0.053	Very Weak	0.601	Not Significant
	Self-Regulation	0.018	Very Weak	0.861	Not Significant
	Self-Confidence	0.058	Very Weak	0.568	Not Significant
	Self-Compassion	0.085	Very Weak	0.403	Not Significant
<i>Evaluation</i>	Self-Awareness	0.486	Moderate	0.000	Highly Significant
	Self-Expression	0.045	Very Weak	0.659	Not Significant
	Self-Regulation	0.207	Weak	0.038	Significant
	Self-Confidence	0.497	Moderate	0.000	Highly Significant
	Self-Compassion	-0.152	Very Weak	0.130	Not Significant

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0.8 Very Strong

0 –

1.0

0

0.6

Strong

0 –	
0.7	
9	
0.4	Moderate
0 –	
0.5	
9	
0.2	Weak
0 –	
0.3	
9	
0.0	Very Weak
0 –	
0.1	
9	

Table 15 presents the Significant Relationship Between Teachers' Instructional Procedure and Learners' Attributes.

From the findings above, it can be inferred that having the p-value of 0.000 that at high level of significance between application procedure and self-confidence, evaluation and self-awareness, and evaluation and self-confidence, and significant relationships between application procedure and self-awareness generalization and self-confidence, and evaluation and self-regulation, the null hypothesis "There is no significant relationship between Teachers' Instructional Procedure and Learners' Attributes." is rejected. In essence, finding a weak correlation that is statistically significant suggests that that particular exposure has an impact on the outcome variable, but that there are other important determinants as well.

CONCLUSION

After analyzing the data gathered, the following was therefore brought into conclusions of the researcher: 1) There is no significant relationship between Teachers' Instructional Procedure and Learners' Competencies. the instructional strategies and procedure employed by teachers when teaching Psychosocial Activity Pack was unrelated to students' skill attainment; and, 2) There is a highly significant relationship between Teachers' Instructional Procedure and Learners' Attributes. students do not rely solely on their instructors' instructional strategies to attain the aforementioned attributes. However, instructional strategies influence the behavior and attitude of students. In essence, the existence of a weak correlation that is statistically significant indicates that the exposure in question has an effect on the outcome variable, but that there are other significant determinants as well. In addition, neither. Although the relationships between the variables were strongly weak to moderate, still there were significant to highly significant relationships between some.

RECOMMENDATIONS

Based on the data gathered and the conclusions made, the following are hereby recommended:

1. Teachers' instructional Procedures on the implementation of Psychosocial activity must focus more on enhancing the competencies of learners. Enhancing psychosocial support by giving focus on skills enhancement and attributes development must be done in order to strengthen its results.

2. Teachers' instructional Procedures on the implementation of Psychosocial activity must be improved in increasing students' awareness, expression, regulation, confidence, and compassion.
3. Psychosocial support might be done again because the results of the study so far might not show a strong relationship between it and the skills and attributes of students, but if it is done again, the connection might be better.
4. Further studies are hereby recommended about psychosocial activity, on its feature
5. More Seminars and trainings for teachers and psychosocial implementers might be conducted to enhance their knowledge and skills that they could share to their students

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