

Academic Emotions And Performance of the Senior High School Students: Basis for Intervention Program

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ABSTRACT

Emotions are ever-present in academic settings and can significantly influence learning and achievement. Since the classroom is an emotional place, students often experience emotions in school. This study determined the effect of academic emotions in academic settings such as attending class, studying lesson, and taking test/exam towards academic performance to find remedies and effective measures aim to yield an intervention program to improve the learning experience of the students. Descriptive-correlational and descriptive-comparative research design has used in this study. Stratified random sampling was employed. The researcher collected data using an adopted questionnaire from Achievement Emotions Questionnaire. A total of 185 Grade 12 Senior High School Students were involved. Data were analyzed using the Descriptive Analysis, Multiple Linear Regression Analysis, Pearson Correlation Analysis, t-Test, and ANOVA. The study established that there was a significant relationship between the academic emotions and academic performance of the senior high school students. Results also revealed that as the level of academic emotions at attending class, studying lesson and taking test/exam increases, the academic performance of the students also increases. 12.8% of the variability is accounted for by the model with predictors comprising a level of academic emotions in studying lessons and level of

academic emotions in taking test/exam. Data provide enough evidence of the regression model significantly predicts the dependent variable at $\alpha=0.01$. To fortify and promote the emotional self-management of the students, an Intervention Program has offered.

KEYWORDS

Academic emotions, performance, intervention program, attending class, studying lesson, taking test/exam, senior high school

INTRODUCTION

Emotions are ever-present in different settings. It is essential in any part of our daily lives, whether at home, school or work. Emotions govern life, expressed or not, so it is important to note the vital capacity that emotions play in the learning process (Myint & Aung (2016). Consider a graduating student preparing for his final test, he may hope for success, may worry about failure, and likely feels relieved once the exam is over. These emotions – hope, worry, and relief – likely influence his motivation, the effort he puts forth, and even the study strategies he uses to help him understand the material. Likewise, think of a young intern student- teacher preparing to perform a teaching demo. Depending on her goals, the nature of the activity, and the social support she receives from her classmates, friends, family, she may enjoy preparing for the event. Experience bored because it is no longer exciting to her, or ride frustration because the new activity truly represents one more issue to do with her unending list of matters to do. Again, these emotions like enjoyment, boredom, and frustration– almost really affect her preparation, her motivation to persist in the face of difficulties, and the motivational techniques she employs to remain focus in doing her project and control non-adaptive behaviors. Since the classroom is an emotional place, students frequently experience emotions in classroom settings. For example, students can be excited during studying, hope for success, feel pride in their accomplishments, be surprised at discovering a new solution, experience anxiety about failing tests, feel ashamed over poor grades, or be bored during lessons. Besides, social emotions play a role as well, like admiration, sympathy, anger, contempt, or envy concerning peers and teachers. Moreover, different circumstances outside the school can be brought by the students to their class that could have a substantial impact towards learning, such as the emotional confusion formed through stressors inside the home respectively (Pekrun, 2014). Indeed, the school, as we all know, is a place where the mind has trained.

Since then, teachers have done everything in their power to help children enhance their thinking capacities (Mertens, (2014). Some children and adults have poor skills in managing their emotions. Emotional issues have typically shared in children manifested as behavioral problems. Some children tend to externalize or under-control their emotions and behavior. They might also act out their negative thoughts and emotions

by being rash or violent. The primary emotion associated with externalizing behaviors is Anger (Eisenberg et al., 2009). Likewise, in the school setting, emotions can have a substantial effect on learning and achievement. Therefore, it is essential for the teachers to know and to deal with the emotions experienced by the students while they are in school. The teachers can use their own emotional experiences to understand what kinds of feelings the students may undergo—remember the memories of the emotions the teacher experienced herself as a student. Alternatively, teachers can try to talk to their students for them to express and share their feelings. For instance, to share the emotional experiences of the students, group discussion is useful in the classroom. However, the teachers should be conscious in assessing the emotions of their students because it may implicate a conflict between the need to know more about their emotional state and the right to reveal their emotions. However, be aware that any evaluation of student emotions made by the teachers can implicate a conflict between the requisite to know more about the feelings of students and the right of students not to reveal their emotions. Students may regard their emotional experiences as a private affair that they do not want to share. As cited by Pekrun (2014), this may be true for emotions that are strictly related to the self-esteem of students, such as shame about failing an examination.

In Saint Michael College of Caraga, diverse personalities among the Senior High School students are prevalent, and perhaps their state of emotion is often characterized by rapidly changeable emotions, and these emotions emerged in varying degrees that brought impact to academic performance. There are emotions they experience when being in a class, emotions they experience when studying and emotions they experience when taking tests or exams which might affect their academic performance or outcomes. The participants of the study were the Grade 12 Senior High School students and the first batch of graduates under the K-12 program of DepEd. Conducting this particular study was just and timely. This present study was determined to know the outcome of academic emotions evident in different academic settings, such as attending class, studying and taking exams of the participants to find remedies and effective measures aim to yield an intervention program to reinforce the emotions of the participants that significantly influences to their academic performance. Although academic performance is caused by various factors, in this study, the academic emotions of the students in different academic settings have studied.

FRAMEWORK

The Nature of Emotions

Fredrickson (2001) defined emotions as momentary or brief experiences that yield changes in psychomotor processes, thoughts, and behaviors. According to Kennedy-Moore & Watson (2001), emotions play three vital roles in human lives. First, they need it for survival and adaptation. Gratifying condition and hope motivate an individual to do his best while feeling worried and disgust make an individual cautious about the

danger. Second, emotions affect a person on how he views the world. Therefore, human emotions regulate our day-to-day functions. Last, emotions help people communicate their needs, wants and feeling to others. Emotions are ever present in school. Aside from research on test anxiety, psychological research has ignored these emotions. We contend that more research on the roles, basis, and regulation of academic emotions is necessary, addressing both the outcome of emotions related to success and failure in academic settings (Stephens, 2010).

In a classroom, students bring different emotions from their home that might be a constant stressful situation. If students did not manage their emotions before getting to school; they would need your support to cool off and refocus before they can move on with their day (Martinez, 2016). Teachers can recognize when something unusual with their students whenever they had their class. And with that, teachers may lend hands who need support to cool down or eliminate the emotion before they can have focused on academic content. Students also experience emotions that originate in the classroom and that are relevant for the learning of students.

At the school, based on the topics, activities, and social relations involved, students would experience emotions. Students are engaging in a variety of tasks and activities to feel successful. By providing the students to take part in the learning process and giving them the independence to learning are just a few to mention strategies that teachers can use to incorporate emotions of students in their planning (Pekrun, 2014). Thus, emotion activates attention (the primary and most vital component of any learning or information processing act), which then triggers the short- term and long- term memory, and in the long run, makes the inclusive learning process possible. There is no emotional stimulation learning is impossible. However, we should remember that not all emotional arousal results in learning unless otherwise chosen by an individual (Panksepp & Watt, 2011). In addition, the research findings of Hansen (2000) cited that student achievement is affected by different factors such as learning abilities because new learning model assumes that all learners can and be able to gain knowledge even at higher levels, but then again it should not be considered as a limitation since other variables like race, gender, and age can affect performance of the students.

The role of emotions in learning

The neuroscience describes how positive emotions help to learn while negative emotions impede it. As cited by Vail (2015) related the science to teaching when she reminds educators that student's knowledge often flies out of their control when they are frightened. When students lose their access to their memory, reasoning and the capacity to make connections with the lessons especially when faced with frustration, hopelessness, anxiety, unhappiness, or embarrassment most. The mere participation of being asked to read aloud in class is sufficient to freeze some students. Taking a written test or exam, with its pooled requirements for retention, reasoning, handwriting, preparation, and organization can lock some students' gears. The sight of a math word

problem bumps some students sideward. Scared students perform poorly and do not easily absorb the new materials well.

Anxiety is the enemy of the human mind recalls the information/material. Unfortunately, in many of today's classrooms, we observed children whose intellectual drives and negative emotional states weaken abilities. Emotion is the on / off switch for the sense of knowledge. Gumora & Arsenio (2002) also cited that parents are the primary source of their emotional habits among children. This forecast, avoid, or get ready for academic satisfaction just as they forge satisfactory or disappointing connections with the outside world. Children whose experiences have nurtured optimism of carrying that habit with them into the school and classroom as well. And the proposed six principles of good practice to support parents reinforce positive emotions namely: prompt motivation; spark curiosity; nourish intellect; talent; and power; encourage connections; monitor growth; and accept special considerations.

Consequently, positive emotional behaviors, coming from the suggested principles of good practice will support students to meet a challenge with optimism and strength and respond to other people with sincerity and enjoyment (Gumora & Arsenio, 2002). According to (Bolitho, (2017), emotional experiences are ever-present and significant and possibly even dangerous in academic settings, as emotion controls virtually every aspect of learning. Assessments, assignment, and deadlines have connected with different emotional states that incorporate frustration, nervousness, and boredom. Even subject matter influences emotions that affect the ability to learn and remember of a student, but many factors might influence the emotional experiences of the students. Thus, emotional influences should be sensibly deliberated in educational courses design to get the best out of student engagement as well as to develop learning and continuing retention of the material (Shen, Wang, & Shen, 2009).

The cognitive processes of humans have influenced by our emotions, including learning processes and retention (Phelps, 2004; concentration (Vuilleumier, 2005), and reasoning skills (Lin, Horng, & Anderson, (2014), and analysis (Erez & Isen, (2002) based on several studies. Factors like these are critical in academic settings since when learners encounter such difficulties, it overthrows the sole aim of sending them to school and it can render it pointless. Most radically, emotional stimuli seem to consume more attentional resources than non-emotional stimuli (Schupp et al., 2007). Also, attentional and motivational factors of emotion have been associated with intensified learning and memory (Seli et al., 2016). So, emotional experiences seem to be remembered clearly and correctly, with great flexibility over time. According to (O'Brien, (2018), human brains love stories for the reason that they tie logic and emotion together to bring significance to a set of ideas.

When teachers emotionally narrate facts to what students already know, they make the material even more unforgettable since emotions drive attention and forge lasting retentions, teachers must impart students how to use emotions to their benefit. Emotional context needs to come first. It suggested that stimulating understanding

through emotional context. For instance, an English teacher presented a classic American novel with lyrics from a grunge rock band to motivate students and give them a way to relate to the story. Supplementary approaches include helping students see the real-life connections between classroom ideas and their interests and activities, such as connecting imaginary numbers to available resources nowadays.

Positive Emotions

According to Diener, Scollon, & Lucas, (2003), positive emotions fall within the umbrella term positive affect which also includes longer lasting positive moods. Positive emotions can be high activation (e.g., joy, excitement) or low activation (e.g., contentment). Mostly, experts agree that positive emotions are more than the absence of negative emotions. For instance, feeling happy or excited is more than not feeling sad or uninterested. In academic settings, positive emotions have been linked to the acquisition of various skills that foster academic success. Especially in the classroom setting, promoting happiness has been suggested to aid students achieve a sense of flexibility, attentiveness, and physical health as well (Fredrickson, Cohn, Coffey, Pek, & Finkel, 2008). Also, it showed by neuroimaging that to learn the material effectively, and positive emotions are essential and instructional styles of the teacher that promote positive emotions have been linked with more cognitive process effectively (Hinton, Miyamoto, & Della-Chiesa, 2008). Experimental studies have indicated that all of these results may stimulate a tendency for the students to think critically and flexibly (Cohn et al., 2009; Fredrickson, 2001; Fredrickson, Cohn, Coffey, & Finkel, 2008). Students may encounter academic challenges with more acceptance and determination when their environment (classroom) is positive for learning.

Furthermore, when positive emotions augment an outlook of a student, they may be more likely to achieve flow. When developing this concept, they found that when one works in a state of fluidity learning new skills and ideas continuous even higher than his or her academic ability. Besides outlined that the primary conditions to produce flow are attentiveness, self-motivation, calmness, instant feedback, and a lack of attentiveness to physical needs. Cohn, Fredrickson, Brown, Mikels, & Conway, (2009) mentioned that when a classroom promotes positive emotions, it is expected to produce these pleasant conditions. Overall, a life high on positive emotions may be considered an indicator of good mental health, competence, and goal achievement. Also; a sound mind is an indicator, positive emotions are supposed to yield valuable influence that is vital to life domains. Lyubomirsky, King, & Diener (2005) conducted a meta-analysis study and found out that positive emotions had an underlying impact on social, work, physical health, personal, and psychological results to the individuals. Lyubomirsky, King, & Diener, (2005) concluded that living life high on positive emotions leaves individuals better equipped physically, psychologically, and socially to flourish and cope with the challenges of life.

In contrast to negative emotions, low- and medium-activated positive emotions of students may enhance their cognitive processing and, in turn, their academic performance. Certainly, in relating to Broaden and Build Theory, Fredrickson (2001) contended that positive emotions promote successful academic functioning because they broaden the cognitive awareness and consciousness of potential solutions to problems of a person. Such as interest in a specific subject is expected to help students keep attention on homework and, in turn, the students perform well. As Sullivan (2017) stressed out, for both neurological causes and social causes, paying attention/focus is a crucial factor in promoting learning and academic performance. Happiness triggers the desire to play and creativity, which are particularly vital mechanisms that support the teaching of a child. According to Fredrickson (2001), joy builds thought-action repertoire through playful interactions, and over time, these interactions advance the intellectual resources of a student. Fredrickson (2001) claimed that positive effect is likely to improve academic behavior and engagement, and important evidence displays that involvement in learning activities is positively interrelated to academic success. Positive emotions, especially interest and curiosity, likely promote academic performance because interested students who take pride in their work are primarily motivated to seek out supplemental learning resources.

Similarly, Pekrun, Goetz, Daniels, Stupnisky, & Perry (2010) claimed that learning while enjoying is correlated with extrinsic and intrinsic motivation. These conclusions are dependable with the literature on mastery motivation. Often associated with egotism, pleasure, and optimism and is a primary factor to mediate associations between emotion and achievement (Pekrun, Elliot, & Maier, 2006).

Negative Emotions

Marked by nervousness, irritation, or unhappiness in the present, have been shown to deteriorate the capacity of the memory to process the information and proficiency to learn (McLeod & Fettes, 2007). But sometimes negative emotions help the academic performance of the students, such as when they experienced frustration or failure encourages a student to try harder (Kannan & Miller, 2009, experiences involved in learning that are fun and stimulating for the students seem to be more beneficial, especially for learning that takes place in the classroom (Reschly, Huebner, Appleton, & Antaramian, 2008). While negative emotions may occasionally prompt a student to try harder, such discontent has shown to more frequently prompt avoidance and social isolation (Elliot & Thrash, 2002) both of which may lead to the academic decline in children and adolescents (Parker & Asher, 1993). Both Blair (2002); Pekrun, Elliot, & Maier (2006) posited that negative emotions like anger reduce academic performance partly because they negatively affect higher-order cognitive processes (such as problem-solving abilities, retention, and critical thinking skills) and focusing one's attention on a fine set of behavioral preferences (Fredrickson, 2001).

There is a considerable sign that cognitive processes are strongly allied to academic performance; thus, evidence that negative emotions have linked to these processes are consistent with the notion of mediation. Both anxiety and anger may disrupt the ability of students to recall relevant material (Linnenbrink, 2007; Rice, Levine, & Pizarro, 2007). As Blair (2002) noted, young children characterized by negative emotionality are likely to have a hard time applying higher-order cognitive processes simply because their emotional responses do not call for thoughtful planning and problem solving, so these skills are under-used and underdeveloped. When an experience of negative emotion of a student leads to focusing on the object of the emotion (when an adolescent reflects on the morning episode that resulted in his or her irritation), intellectual means are averted away from learning materials to events or situations that divert from learning. In this way, negative emotions affect academic undertakings by means of reducing the resources necessary to incorporate and remember significant details.

On the other hand, working with adults propose that under certain circumstances some negative emotions might facilitate cognitive performance. Investigators have argued that moods congruent with the negative valence inherent in conflict tasks (Valiente, Swanson, & Eisenberg, (2012) promote conflict registration (Rusting, 2008). If conflict registration is essential for tuning goal-directed behavior on tasks (such as the flanker test) that involve conflicting pulls on attention (Kotabe & Hofmann (2015), negative emotions that prioritize conflict processing could strengthen behavioral adaptations to cognitive conflict. Rothbart, & Putnam (2002) found that adults induced to experience a low- pleasure temper (such as unhappiness or nervousness) affects more strongly to cognitive conflict on inhibition tests than those affected to experience happiness or calmness. Notably, negative emotions increased cognitive control only after conflict situations but did not improve control in general. In fact, adult participants with low pleasure levels made slightly more errors than their high-pleasure counterparts. Further investigations should test whether these findings would replicate among children on similar, age-appropriate behavioral assessments.

Age and Gender

Gender is the range of physical, biological, mental and behavioral characteristics pertaining to and differentiating between masculinity and femininity (Costa, Terracciano, & McCrae, (2001). The term may refer to biological sex depending on the context (i.e., the state of being male, female or intersex), sex-based social structure (including gender roles and other social roles), or gender identity. Gender may also have conceptual underpinnings linked to student academic success. Yang (2002) longitudinal study on school readiness factors, including age and gender, reported the gender difference between students considered at high readiness and low readiness for school to be insignificant.

In contrast, Lucas & Sherry (2004) stated that gender needs to be considered, as it plays a role in kindergarten performance. As reported by Voyles 2011), “gender was

a significant predictor for reading, but not for mathematics” when studying students in grades kindergarten through eight. Research studies in the area of student gender related to academic performance have also yielded mixed results. On average, most studies show that girls do well in school compared to boys. Girls get higher grades and complete high school at a higher rate compared to boys (Jacob, 2002). Reliable and valid achievement tests also show that females are better at spelling and perform better on tests of general knowledge, literacy, and writing (Strand, Deary, & Smith, 2006).

Similarly, according to Ganai & Mir (2013); Kooi & Ping (2008) observed that academic performance of the students is affected by a host of factors which include individual and household characteristics such as student’s ability and motivation, age and gender, quality of secondary education received, quality of lecturers and their instructional strategies, class size, location and such environmental characteristics as lighting and ventilation, among others. Other factors mentioned include childhood training and experience, attitudinal differences, parental and teacher expectations and behaviors as well as differential course taking. Ocho (2005); Crosnoe, Johnson, & Elder (2004) classified the preceding factors as teacher factors, environmental factors, economic factors, and student factors. According to Anagbogu (2002) that there is a common belief that boys are superior to girls concerning cognition and logical reasoning and even in academic performance. Supporting, Okeke (2003) asserted that factors that affect the academic performance of students in science subjects include gender-role stereotyping, masculinity and socialization process among female, and failure to tolerate stress.

Some studies were conducted on the effects of age and gender on the academic performance of students particularly in science, computer exploitation, and mathematics which, according to Manning (2009), it showed certain stereotypes preserved by the society, school and family. Some of these studies stated that age and gender have effects on the academic performance of the students. Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2011) studies found that what can be known as student academic performance predictor was the encouragement of academic commitment of the students and the measurement of challenges of their subjects in school. Studies revealed that students who got filled support from school have growth in terms of educational ability. It is wonderful that schools could make a learning atmosphere in which students can develop their interactions and network with people who share diverse thoughts, feelings, and beliefs.

According to the study of Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2011), in- class commitment should be the combination of varieties of writing assignments, group projects, active participation that put students come from different backgrounds and cultures into the same place. The importance of classroom commitment is that it enhances the student academic ability.

Academic Performance

The study of Osa-Edoh & Alutu (2012) which examined the usefulness of imbibing in the study habit of the students, as a means of enhancing their academic performance, revealed a high correlation between study habits and academic performance of the students. They suggest that it is when students imbibe or cultivate proper study habits that their academic performance have to improve. Similarly, Nuthana & Yenagi (2009) found a significant correlation between study habits and academic achievement. It further revealed that reading and note-taking habits, habits of concentration, and preparation for examination had a substantial relationship with academic performance. The authors emphasized that students who are good at reading and note-taking, well prepared for the tests and have focus may have better grades. Also, the linked between learning skills and academic goals has been finding to reign among college students. As posited by Kalantzis & Cope (2014) identified several academic skills or approaches used by students and find out which study skills are more related to academic performance. Findings of the study point out a significant relationship of time management skills, reading skills, and note-taking skills with academic performance. Students with higher academic performance used a wide range of study skills as compared to students with lower academic performance.

The study of Hoffman (2014) showed the link between student-teacher relationships and effort of the student concerning their grades. In addition, teachers have broad competence in influencing the student study effort and achievement. Hoffman (2014) also figured out that a student maybe infrequently interact with the teachers, and that is why teachers should try to show the students the necessary and benefit of getting a good relationship with them. In Halawah's (2006) study of student-faculty about how can faculty-student informal interpersonal relationships affect the students, he concluded that the close personal relationship between staff and students play an essential role in encouraging the student knowledge improvement and make students find academic teaching activities satisfactorily and rewardingly. Thus, the study gave evidence about the fact that professors influence awareness and understanding of the students on their academic performance, then affecting their desire to achieve academic success.

According to various researchers, teaching quality is said to be one of the most important school-related factors that influence academic achievement and students outcomes. Although there is little evidence proving that qualification of teachers can affect the performance of students, however teaching quality is generally take as crucial in learning (Boyd, Goldhaber, Lankford, & Wyckoff, 2007). As a result, it seems that there are a lot of factors that might affect the Senior High School student academic success, and some of them are the more important determining factor. Researchers have revealed that factors like intellectual and non-intellectual aspects of the learners have a profound impact on their desire to be a success, student goals, and moreover, the academic success of the learners. Having all of these influences and concerns, it

is important to help students achieve satisfactory results during their school life and maybe the future career after graduating.

The study was anchored on Pekrun's (2014) Control-Value Theory which posits that academic emotions are proximally determined by the cognitive appraisal of control and value of an individual. Control appraisals concern to the observed manageability or controllability of activities to achieve and their corresponding outcomes. These appraisals are often pointed out by anticipations and a sense of competence, such as self-efficacy (i.e., sense of sureness or confidence) and self-concepts of skill, respectively. While, Value appraisals pertain to the subjective value or meaning of these activities and including its outcomes, and can be intrinsic (e.g., an innate interest in science) or extrinsic (e.g., appreciating an activity since it is likely to bring some outward incentive). Also, it provides an integrative approach for analyzing various emotions experienced in achievement contexts, including academic settings as well as achievement situations in other life domains (e.g., sports, professional activities). Emotions control the attention, influence their motivation to learn, modify the choice of learning strategies, and affect their self-regulation of learning of the students. Furthermore, emotions are part of the identity of the students, and they affect personality development, psychological health, and physical health.

From an educational perspective, the emotional state is fundamental due to the fact of their have an effect on learning and development. However, students' emotional health must also be considered as an educational goal that is important in itself (Pekrun, 2014). In this present study, the Theory of Control-Value was espoused to academic emotions which occur in different academic settings, such as attending class, studying, and taking tests and exams. These settings vary in relative to their purposes and socioeconomic stratification. By implication, emotions can vary across these settings as well. For example, enjoyment of classroom instruction may be different from enjoying the challenge of an exam, some students may be excited when going to class or others when writing reviews. Measures of academic emotions should distinguish between emotions experienced in these different settings. From the previous theory cited from the theoretical framework, the research paradigm that served as a guide to the study was the Input- Process- Output Model. In this present study, it focused on different academic settings, such as attending class, studying, and taking tests and exams. An emotion of the student is a critical factor for student academic performance. The different discrete emotions namely: enjoyment, hope, pride, anger, anxiety, shame, hopelessness, boredom, and relief were embedded in the questionnaire. The researcher based his assumption on Pekrun's Control Value Theory.

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for student academic performance. The different discrete emotions namely: enjoyment, hope, pride, anger, anxiety, shame, hopelessness, boredom, and relief were embedded in the questionnaire. The researcher based his assumption on Pekrun's Control Value Theory. It is based on the principle that appraisals of control and values are fundamental to the stimulation of academic emotions, including activity-related emotions such as fun, hindrance, and dullness experienced at learning, as well as outcome emotions such as happiness, optimism, egotism, nervousness, desperateness, embarrassment, and resentment relating to success or failure. Consequences of the theory pertain to the multiplicity and domain specificity of academic emotions; to their more distal individual and social antecedents, their effects on engagement and performance, and the reciprocal linkages between emotions, antecedents and outcomes; to the regulation and development of these emotions; and to their relative universality across genders and cultures. Likewise, an intervention program model was proposed based on the findings of the study.

METHODOLOGY

Generally, this study was descriptive-correlational and descriptive-comparative in nature. The Achievement Emotions Questionnaire (AEQ) by Pekrun, Goetz, & Perry (2011) was adopted. The researcher desired to find out and to assess the academic emotions manifested by the participants in the areas of class-related, learning-related, and test-related emotions. The participants of this study were Grade 12 Senior High School students. In conducting this study, the stratified random sampling was used. This study was conducted at Saint Michael College of Caraga (SMCC), a Sectarian school that offers elementary, secondary, and tertiary levels of education. It is managed by the Diocese of Butuan and situated at the heart of Barangay 4 Poblacion, Nasipit, Agusan del Norte. The school was founded in the year July 1, 1948, with it is first director Fr. Francisco Van Dyke who was then succeeded by different Dutch priests. On February 16, 2002, its old name Saint Michael Institute was supplanted with Saint Michael College of Caraga during the First General Assembly. The school offers complete Basic Education from Nursery to College programs. In Senior High School, the programs are STEM, ABM, HUMSS, GAS, and TVL. At present, Saint Michael College of Caraga is an ISO 9001:2015 Certified and it is getting bigger, better, stronger, and holier. The Grades 12 Senior High School bonafide students of Saint Michael College of Caraga for School Year 2017-2018 in Academic Track (Science, Technology, Engineering, and Mathematics (STEM), Accountancy, Business and Management (ABM), Humanities and Social Sciences (HUMSS), General Academic Strand (GAS), and Technical-Vocational Livelihood -Home Economics (FBS NC II, Housekeeping NC II), Information Technology (Computer Programming NC IV, Animation NC II) were the participants of this study.

The primary tool of gathering the data was an instrument adapted from Achievement Emotions Questionnaire (AEQ) by Pekrun, Goetz, & Perry (2011). The AEQ is a multidimensional self-report instrument designed to assess academic emotions of the students. It was based on a program of quantitative and qualitative research that examined students' emotions experienced in academic achievement situations (Pekrun, Goetz, Titz, & Perry, 2011). The AEQ measures some discrete emotions for each of the three main categories of academic achievement situations, that is, attending class, studying, and writing tests or exams. There were three sections to the AEQ containing the class- related, learning- related, and test- related emotion scales. The class- related emotion scales included 80 items and measured the following eight emotions: enjoyment, hope, pride, anger, anxiety, shame, hopelessness, and boredom.

The learning- related emotion scales consisted of 75 items assessing the same set of emotions in situations of studying. The eight test emotion scales included 77 items pertaining to test- related which are enjoyment, hope, pride, relief, anger, anxiety, shame, and hopelessness. Within each section, the items were ordered in three blocks assessing emotional experiences before, during, and after being in achievement situations addressed by the section. For example, the section on test emotions contained three blocks of items pertaining to emotions experienced before, during, and after taking tests. Sequencing items this way was in lined with the principles of the situation- reaction inventories and aimed at helping participants to access their emotional memories. The participants rated their emotional experiences on a four-point Likert scale from "strongly disagree" (1) to "strongly agree" (4). Moreover, the AEQ has been tested in a variety of educational contexts, cultures, and languages, and internal reliabilities are consistently high, ranging from 0.84 to 0.94 (Pekrun, 2001).

In this present study, the researcher observed the following procedures in data collection. Firstly, a permission letter was sent to the Basic Education Principal for her approval in conducting this study to the Senior High School students as the participants of this study. Secondly, after securing approval from the school authorities, the Adviser or Subject Teacher was informed prior to his/her time before the researcher entered the classroom. Thirdly, the researcher conducted an orientation regarding the purpose, process, benefits, and their participation as participants and administered the survey questionnaire to One Hundred Eighty-Five (185) Grade 12 Senior High School students; and read the instructions aloud before the students gave their responses. The participants were given approximately 30 minutes to complete the survey questionnaire. Lastly, after the students gave their responses, the researcher retrieved or collected the survey questionnaire, placed in an envelope, and sealed and labeled the envelope properly for identification purposes. Likewise, for the next section up to the last section, second to fourth procedures were done to ensure the uniformity in gathering the data which are imperative to this present study.

The researcher utilized the different statistical tools to aid the reliability and validity of the test results: Frequency and Percentage were used to describe the demographic profile and the level of academic performance of the participants. Mean and Standard Deviation was used to describe the level of academic emotions and the level of academic performance. Correlation (Pearson r) was used to find out the significant relationship between the variables. Multiple Linear Regression analysis was performed to predict the relationship and impact academic emotions into academic performance. And t-Test was used to determine the age difference while for gender difference ANOVA was used to describe the academic emotions of the participants.

RESULTS AND DISCUSSION

1. As to the demographic profile of the participants, the following are the findings:
Age, the data showed that out of 185 participants, 105 or 56.8% were aged 18-20 years old. Only 78 participants or 42.2% belonged to the age bracket below 18 years old. And only 1.08% or 2 participants belong to the age bracket above 20 years old.

Gender, a total of 104 of the participants, were female or 56.2%. And only 81 or 43.8% were male of the total sample size.

2. As to what emotions do the participants experience in academic settings, the following are the findings:

Attending class participants experienced a high level of positive emotions of enjoyment, hope, and pride which means that they experienced the emotion most of the time and these emotions affected them positively. Conversely, they experienced negative emotions like the high level of anxiety and shame in attending their classes, and a fair level of anger, hopelessness, and boredom.

Studying lesson, it has shown that they experienced the high level of positive emotions pertaining to enjoyment, hope, and pride which indicates that they experienced the emotion most of the time and these emotions affects them positively. While a high level of negative emotions on anxiety, shame, and hopelessness was also reported; however, both anger and boredom were at a fair level which meant that they rarely experienced this type of emotion in studying their lesson.

Taking test/exam in terms of taking test/exam, participants revealed that they experienced the high level of positive emotions on enjoyment, hope, and pride. While a high level of negative emotions relating to anger, anxiety, shame, and hopelessness implies that they experienced the emotion most of the time.

3. Data showed that out of 185 participants only 83 or 44.9% of the participants obtained a grade bracket of "80% - 84%" described as "proficient" which meant that they developed the basic knowledge and, skills and core understandings and with little supervision from the teacher and/or with some help from peers, can

transfer these understandings through authentic performance tasks. And 6.5% or only 12 participants had the grade of “90% and above” fell under “advanced” level of proficiency. Also, the minimum grade of 73 fell under “beginning,” and the maximum grade of 93 fell under “advanced” level of proficiency with a mean of 83.95 and standard deviation of 3.451.

4. Results revealed that the level of academic emotions towards attending class, studying lesson, and taking test/exam was the same among participants of different age brackets $\alpha=0.05$ when grouped according to age. Likewise, when arranged according to gender, it revealed that the level of academic emotions was the same between male and female $\alpha=0.05$. Therefore, the null hypothesis was rejected.
5. The relationship between the students’ academic performance and level of academic emotions in attending classes was highly significant ($r=0.280$). Moreover, the relationship was direct and moderate. That is, as the level of academic emotions in attending class increases, the academic performance of the students also increases at $\alpha=0.01$.
6. It showed that the coefficient of determination for multiple regression was 0.128, it meant that 12.8% of the variability of the dependent variable (academic performance) could be accounted for by the model with predictors comprising a level of academic emotions at studying lessons and level of academic emotions in taking test/exam. And since the p-value of $0.000 < 0.05$ then the null hypothesis is rejected. Thus, there was enough evidence that the predictors provided enough evidence of its effect on the predictand. And the regression model significantly predicted the dependent variable at $\alpha=0.01$.

CONCLUSIONS

1. Majority of the students have the age range between 18-20 years old, and there are more female students than male students.
2. High level of anxiety is evident in attending class, studying lesson, and taking a test/exam. Shame among the students particularly in attending the class and studying their lesson is also evident. Likewise, hopelessness is evident both in attending the class and studying their lesson. And it is also revealed that in taking test/exam, anger is high.
3. Senior High School students’ academic performance has categorized as approaching proficiency. It meant that the students of this level had developed the basic information and skills and core understandings and, with less supervision or assistance from the teacher/peers, and they can transfer these understandings through realistic performance tasks.
4. Academic emotions have a significant relationship to the academic performance of the Senior High School students; it means that as the level of academic

emotions at attending class, studying lesson, and taking test/exam increases, the academic performance of the students also increases.

5. Only 12.8% of the variability is accounted for by the model with predictors comprising a level of academic emotions in studying lessons and level of academic emotions in taking test/exam. And the remaining 87.2% can be accounted for other factors not included in this study.
6. There is no difference in terms of age and gender of the students to their academic emotions that appeared to attend their classes, studying the lesson, and taking test/exam.

RECOMMENDATION

1. Considering the age and gender distribution of the students, it is recommended that more emphasis in the intervention program will be given to the late adolescent students or aged between 18-20 years old because it is a period of “storm and stress.” It means a time of heightened emotional tension resulting from physical and psychological changes take place. And because males mature, on the average, later than females; as a result, they frequently look younger for their age than females. Thus, such a program must be aged- appropriate and gender sensitive.

2. Since there is a high level of negative emotions, it has recommended that the intervention program must focus on “Emotional Self-management” since self-management is a key enabler for all learning for children and adults whether for academic subjects and other content areas. It allows students to follow through on plans to complete assignments, study for tests, and stay focused in class. It involves using what they know about their emotions to cope them in such a way as to make positive connections with others and encourage themselves in all situations. The very act of acknowledging the fact that they are feeling a negative emotion goes a long way in preventing them from losing control of their behavior. There may be situations where getting angry or unhappy is a practical emotional reaction. However, the key is to have control over it so that it can be directly into solving the problem within one’s reach.

3. Given the level of proficiency of the Senior High School students which is “approaching proficiency,” more effort is needed to improve this level. School Administrators should consider ways to improve the student’s academic performance (i.e., remedial classes, peer tutoring, monitoring, etc.) and to keep abreast with the current trends of teaching techniques and methodology. And they must create a capacity building for teachers to assist students with the regulation of their own emotions because teachers need a firm intellectual understanding of self-regulated learning to encourage students to develop their skills and potentials. Also, they may send their Senior High School teachers to seminars and workshops to improve their competency in managing their students leading to a healthier learning environment.

4. To help the students acquire new skills and strategy in managing their emotions and coping the pressures while they are at school, an Intervention Program should be implemented aims to minimize the negative emotions to improve the learning experience of the students by increasing positive emotions. Such program is age- appropriate and gender-sensitive designed to respond to the existing emotional hitches of the Senior High School students particularly in dealing with anxiety, shame, anger, and hopelessness to promote school success and to foster positive emotions that associated to academic performance. If this program is approved, the implementer of this said program will be the guidance counselor/in-charge/coach as part of their guidance services.

5. Further research is recommended to carry out on students from other schools to see whether there are any similarities in the findings since this study only focused on the academic emotions of the Senior High School students of Saint Michael College of Caraga. Besides, they could also explore other factors that may affect/influence the academic performance such as study habits, learning strategy, socioeconomic status, interests, learning styles, parental involvement, etc. Lastly, it is suggested to conduct this study through qualitative-quantitative research and triangulation to capture different dimensions of the same phenomenon.

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