



STRENGTHENING THE SOCIAL-EMOTIONAL LITERACY OF GRADE 10 STUDENTS THROUGH THE MOTIVATION, UNDERSTANDING THE TEXT, LIFELONG LEARNING, AFFECTIVE ASSESSMENT, AND OUTPUT PRESENTATION (M.U.L.A.O) LEARNING PLAN

Cyril Q. Bitoon, cyril.bitoon001@deped.gov.ph

Schools Division Office of Cebu Province, Region VII, Central Visayas

INTRODUCTION

The growing social, emotional, and academic challenges faced by learners, particularly those in evening classes highlight the urgent need for purposeful Social-Emotional Learning (SEL) interventions in schools. Many students juggle work, family responsibilities, and personal adversity, conditions that often affect their emotional well-being, motivation, and academic performance. In response to these realities, this study was conducted to address the socio-emotional learning needs of Grade 10 students through the implementation of the M.U.L.A.O Learning Plan (Motivation, Understanding the Text, Lifelong Learning, Affective Assessment, and Output Presentation). By embedding structured SEL strategies into daily instruction, the study seeks to provide evidence that intentional, contextualized teaching can strengthen students' emotional resilience, social skills, and overall engagement in learning, ultimately supporting their holistic development.

DISCUSSION OF RESULTS

This section presents and discusses the results of the study on the effectiveness of the M.U.L.A.O Learning Plan in strengthening the Social-Emotional Literacy (SEL) of Grade 10 students in the Evening Class of Compostela National High School. The discussion focuses on the analysis of the pretest and posttest results across the five core SEL competencies, highlighting patterns of improvement, identified strengths, and areas of growth.

Table 1

Pretest Results on the Social-Emotional Literacy of the Grade 10 students Before the Intervention

SEL Core Competencies	$\bar{x}$	SD	Verbal Description
Self-Awareness	3.47	0.31	Average SEL
Self-Regulation	3.20	0.32	Average SEL
Self-Motivation	4.10	0.47	High SEL
Social Awareness	2.85	0.36	Low SEL
Social Skill	3.10	0.31	Average SEL

Based on Table 1, the baseline Social-Emotional Literacy (SEL) of the Grade 10–Benevolence students show varying competency levels across the five domains. Students demonstrated average levels of Self-Awareness, Self-Regulation, and Social Skills, indicating moderate emotional understanding, basic self-control, and functional interpersonal abilities that are not yet fully developed. Self-Motivation emerged as the strongest domain, reflecting learners' resilience and perseverance despite work and life challenges, though variations suggest the need for sustained support. These baseline findings underscore the need for a structured intervention, making the implementation of the M.U.L.A.O Learning Plan timely and essential to strengthen weaker SEL domains while reinforcing existing strengths and promoting holistic student development.

Table 2

Posttest Results on the Social-Emotional Literacy of the Grade 10 Students After the Intervention

SEL Core Competencies	$\bar{x}$	SD	Verbal Description
Self-Awareness	3.9	0.45	Average SEL
Self-Regulation	3.85	0.43	Average SEL
Self-Motivation	4.30	0.62	High SEL
Social Awareness	3.25	0.51	Average SEL
Social Skill	4.05	0.62	High SEL

After the implementation of the contextualized M.U.L.A.O Learning Plan, the posttest results showed notable improvements across all Social-Emotional Literacy (SEL) domains. Self-Awareness and Self-Regulation remained within the Average SEL range but increased in mean scores, indicating enhanced emotional recognition, reflection, and

behavioral management. Self-Motivation continued to register a High SEL level, reflecting sustained perseverance and intrinsic drive, while Social Skills also improved to a High SEL rating, demonstrating strengthened communication and collaborative abilities.



Importantly, Social Awareness advanced from Low to Average SEL, signifying improved empathy and responsiveness to others.

Table 3

Comparative Analysis of the Students' Social-Emotional Literacy on the Implementation of MULA Learning Plan

SEL Core Competencies	$\bar{x}$	SD	Verbal Description
Self-Awareness	3.9	0.45	Average SEL
Self-Regulation	3.85	0.43	Average SEL
Self-Motivation	4.30	0.62	High SEL
Social Awareness	3.25	0.51	Average SEL
Social Skill	4.05	0.62	High SEL

The comparative analysis of the pretest and posttest results indicates a consistent incremental improvement across all five Social-Emotional Literacy (SEL) competencies following the implementation of the M.U.L.A.O Learning Plan. Increases in Self-Awareness and Self-Regulation reflect improved emotional recognition, reflection, and behavioral management, while Self-Motivation remained high, demonstrating sustained perseverance and goal orientation. Notable gains were also observed in Social Awareness and Social Skills, indicating enhanced empathy, communication, and collaboration—areas previously identified as weaknesses. The overall mean increases from 3.344 to 3.87 confirms the effectiveness of the intervention, highlighting that the intentional and contextualized integration of motivation, reflection, and interactive learning activities can strengthen students' SEL, support positive learning behaviors, and enhance academic engagement and well-being.

CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS

This study affirms that the M.U.L.A.O Learning Plan effectively strengthened the Social-Emotional Literacy of Grade 10 Evening Class students, reflecting both the resilience of the learners and the value of structured SEL integration in instruction. Despite significant challenges, including work responsibilities and community calamities, students demonstrated meaningful improvements across all SEL competencies, highlighting the plan's role in promoting emotional resilience, positive behavior, and learning engagement. The findings support the continued and expanded

implementation of the MULA Learning Plan, the integration of SEL into daily lessons, sustained teacher training, systematic monitoring of student progress, and strengthened collaboration with families and communities to further enhance students' holistic development and well-being.

REFERENCES

- Akbag, M. (2016). A Study on Emotional Literacy Scale Development. https://www.researchgate.net/publication/315559077_A_Study_on_Emotional_Literacy_Scale_Development
- Brackket, M. et.al. (2012) Enhancing Academic Performance and Social and Emotional Competence with the RULER Feeling Words Curriculum <https://www.sciencedirect.com/science/article/abs/pii/S1041608010001214>
- Brittanie, Kuhn (2020) Strengthening Resilience: The Impact of Place-Based Education on Early Adolescent Students' Social-Emotional Development. <https://wyoscholar.uwyo.edu/entities/publication/4f499af9-faed-4a04-998d-8508e2ec1a9f>
- Bokaerts, M. (2010). The Nature of Learning: Using Research to Inspire Practice. https://www.oecd-ilibrary.org/education/the-nature-of-learning/the-crucial-role-of-motivation-and-emotion-in-classroom-learning_9789264086487-6-en
- Cabillo, R. (2015). Implicit theories and ability emotional intelligence <https://www.frontiersin.org/articles/10.3389/fpsyg.2015.00700/full>
- Coskun, K. (2019). Impact of Emotional Literacy Training on Students' Emotional Intelligence Performance in Primary Schools. *International Journal of Assessment Tools in Education* 2019, Vol. 6, No. 1, 36–47.



Djermanov. J. (2018). Students' emotional literacy in the discourse of the contemporary school in Serbia.

https://www.researchgate.net/publication/327195964_Students'_emotional_literacy_in_the_discourse_of_the_contemporary_school_in_Serbia

11 MONITORING AND EVALUATION (M&E) FORM: RESEARCH SUSTAINABILITY

Post-BERF Implementation

I. GENERAL INFORMATION

- **Research Title:** STRENGTHENING THE SOCIAL-EMOTIONAL LITERACY OF GRADE 10 STUDENTS THROUGH THE MOTIVATION, UNDERSTANDING THE TEXT, LIFELONG LEARNING, AFFECTIVE ASSESSMENT AND OUTPUT PRESENTATION (M.U.L.A.O.) LEARNING PLAN
- **Researcher:** Cyril Q. Bitoon (2025/2026)
- **Station:** Mulao National High School, SDO Cebu Province
- **Q-BEDP Outcome:** Outcome 4 (Improved Education Quality) & Outcome 1 (Teacher Quality)
- **Monitoring Date:** _____

II. SUSTAINABILITY CHECKLIST

Instructions: Mark (X) the appropriate column based on current school operations.

Sustainability Indicators	Evident	Not Evident	Means of Verification (MOV)
1. Institutionalization: Is the M.U.L.A.O. framework integrated into the school's Guidance Program or the English/ESP Department Action Plan?			Approved SIP/AIP / Dept. Plan
2. Technical Assistance: Have the researchers conducted a LAC session to orient other teachers on the 5 stages of the M.U.L.A.O. plan?			LAC Narrative / Attendance
3. Utilization of Tools: Are the "Affective Assessment" tools still being used to measure students' emotional growth alongside academic tests?			Sample Assessment Tools / DLL
4. SEL Integration: Is there evidence in the Daily Lesson Logs of the "Lifelong Learning" and "Affective" components in regular classroom instruction?			Daily Lesson Logs (DLL)
5. Resource Support: Does the school provide a			School Calendar /

RESEARCH BULLETIN

Sustainability Indicators	Evident	Not Evident	Means of Verification (MOV)
venue or platform for the "Output Presentation" phase (e.g., mini-exhibits or digital showcases)?			Event Photos

III. PERFORMANCE MONITORING (Q-BEDP BASECAMPS)

Compare current data against the 2025/2026 BERF study results.

Metric (SEL Domains)	BERF Study Result (Baseline/Post)	Current Status (2027)	Remarks (Progress/Regression)
Self-Awareness	Significant Increase		
Social Awareness	Significant Increase		
Responsible Decision-Making	Significant Increase		

IV. STRATEGIC LEVER EVALUATION (Q-BEDP PART III)

1. DECENTRALIZATION (Empowerment): How has the school head or department head encouraged the "Decentralization" of this model by allowing teachers to modify the "M" (Motivation) and "O" (Output) phases to fit diverse student interests?

2. DIGITALIZATION (Data-Driven):

Is the school using digital portfolios or e-journals to archive the "Output Presentation" and "Affective Assessment" results for longitudinal tracking of student well-being?

V. ISSUES, GAPS, AND RECOMMENDATIONS

Identified Issue / Barrier	Proposed Intervention	Responsible Person
Ex: Difficulty in quantifying "Affective" growth	Creation of a standardized SEL Rubric based on the study	Researcher / Guidance Counselor
Ex: Limited time for the 'Output' phase in 1-hour classes	Merging outputs with Performance Tasks (PT) across quarters	Subject Teachers

VI. OVERALL RATING & STATUS

[] **SUSTAINED:** M.U.L.A.O. is the standard lesson framework for the grade level; SEL is successfully integrated into the curriculum.
 [] **THREATENED:** The plan is used only partially; the "Affective" and "Lifelong Learning" stages are often skipped due to time pressure.
 [] **INACTIVE:** Instruction has returned to purely cognitive/academic delivery without emotional literacy components.

Prepared by: _____
 Research Manager/ M&E Personnel

Conforme: _____

School Head / Lead Proponent



RESEARCH BULLETIN



PRP-BERF on Track: *From Cognitive to Affective Mastery-How the M.U.L.A.O. Strategy Drives Social-Emotional Growth in High School Learners*

Research Title	Research Theme	Q-BEDP Reform Outcome (SPT Agenda)	Strategic Lever Applied	Results Utilization / Concrete Evidence	Research Impact	Key Highlights for Research Monitoring Report:
STRENGTHENING THE SOCIAL-EMOTIONAL LITERACY OF GRADE 10 STUDENTS THROUGH THE MOTIVATION, UNDERSTANDING THE TEXT, LIFELONG LEARNING, AFFECTIVE ASSESSMENT AND OUTPUT PRESENTATION (M.U.L.A.O.) LEARNING PLAN	Teaching and Learning. The study focused on the integration of Social-Emotional Learning (SEL) into the academic curriculum, specifically targeting the self-awareness, self-management, and social awareness of Grade 10 students.	Outcome 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessments, and Digitally Enabled Schools. The research addresses the holistic development of learners by upgrading the traditional lesson plan into an SEL-integrated "M.U.L.A.O." framework that balances academic achievement with emotional intelligence.	First Lever: Decentralization Empowerment of the classroom teacher to design and implement a localized 5-stage learning plan (M.U.L.A.O.) that responds to the specific behavioral and emotional needs of students in Mulao National High School. Third Lever: Digitalization (Implicit) Application: The use of "Affective Assessment" tools and digital output presentations to track and document the shift in students' emotional literacy and social skills over the course of the intervention.	Instructional Innovation: Implementation of the M.U.L.A.O. Learning Plan, a structured pedagogical framework: Motivation, Understanding the Text, Lifelong Learning, Affective Assessment, and Output Presentation. Process Change: Shifting classroom management from purely academic-centered to a Social-Emotional Literacy model, ensuring that every lesson includes a dedicated phase for emotional reflection and lifelong application. Professional Development: Dissemination of the M.U.L.A.O. framework during School-Based LAC sessions to help other subject teachers integrate SEL into their respective Daily Lesson Logs (DLL).	Social-Emotional Growth: A significant improvement in students' literacy across five domains: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. Academic Engagement: Learners showed increased interest in "Understanding the Text" when paired with the "Lifelong Learning" component, linking classroom content to personal life experiences. Behavioral Transformation: Reduction in classroom conflicts and improved peer collaboration as evidenced by the high scores in "Social Skills" and "Empathy" post-intervention.	Holistic Pedagogy: The M.U.L.A.O. model proves that academic excellence is not separate from emotional well-being; it provides a "mental scaffold" that helps students process information through the lens of their own emotions. Contextualized SEL: By naming the plan "M.U.L.A.O." (the name of the school/locality), the researcher created a sense of ownership and identity, making the intervention more culturally resonant for the students. Assessment of the "Affective" Domain: The study highlights a shift in assessment practices, moving beyond cognitive tests to include "Affective Assessment," which measures how a student feels and values the learning material.



Republic of the Philippines
Department of Education
Region VII – Central Visayas
Schools Division of CEBU PROVINCE

CERTIFICATE OF UTILIZATION

This is to certify that this Office, through the Schools Division Research and Innovation Committee (SDRIC), has reviewed and validated that the **Research and Innovation** titled **STRENGTHENING THE SOCIAL-EMOTIONAL LITERACY OF GRADE 10 STUDENTS THROUGH THE MOTIVATION, UNDERSTANDING THE TEXT, LIFELONG LEARNING, AFFECTIVE ASSESSMENT, AND OUTPUT PRESENTATION (M.U.L.A.O) LEARNING PLAN** submitted by **Cyril Q. Bitoon, of Compostela National High School- Evening Class** was **SUCCESSFULLY UTILIZED** in **Compostela National High School- Evening Class** where the Research was Utilized to strengthen the Social-Emotional Literacy of the Grade 10 students which resulted to an improved academic performance.

Issued and signed this 2nd day of June 2026 in SDO-Cebu Province, Philippines.

SENEN PRISCILO P. PAULIN, CESO V

Schools Division Superintendent
Head of Office/SDRIC Adviser



Republic of the Philippines
Department of Education
Region VII – Central Visayas
Schools Division of CEBU PROVINCE

CERTIFICATE OF ADOPTION

This is to certify that this Office, through the Schools Division Research and Innovation Committee (SDRIC), has reviewed and validated that the **Research and Innovation** titled **STRENGTHENING THE SOCIAL-EMOTIONAL LITERACY OF GRADE 10 STUDENTS THROUGH THE MOTIVATION, UNDERSTANDING THE TEXT, LIFELONG LEARNING, AFFECTIVE ASSESSMENT, AND OUTPUT PRESENTATION (M.U.L.A.O) LEARNING PLAN** submitted by Cyril Q. Bitoon, of Compostela National High School-Evening Class was **SUCCESSFULLY ADOPTED** in Compostela National High School-Evening Class where the Research was **Adopted** to strengthen the Social-Emotional Literacy of the Grade 10 students from November to December in a duration of 5 weeks..

Issued and signed this 2nd day of June, 2026 in
SDO-Cebu Province, Philippines.

SENEN PRISCILO P. PAULIN, CESO V

Schools Division Superintendent
Head of Office/ SDRIC Adviser

DISSEMINATION AND UTILIZATION ADVOCACIES

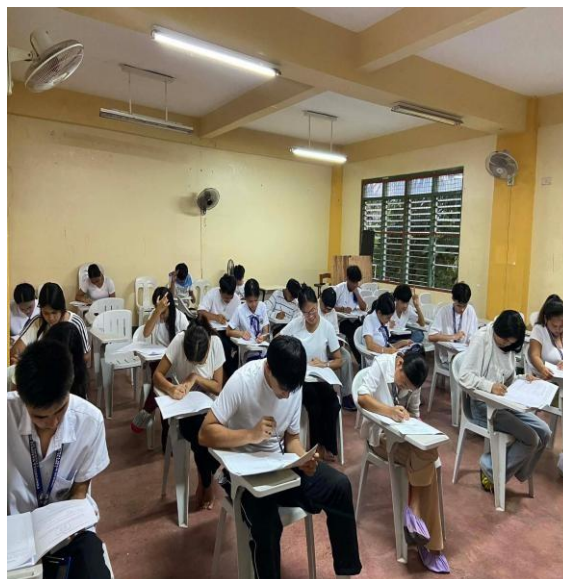
The study entitled “Strengthening the Social-Emotional Literacy of Grade 10 Students through the M.U.L.A.O Learning Plan” was conducted at Compostela National High School – Evening Class. The research aimed to determine the effectiveness of the M.U.L.A.O Learning Plan (Motivation, Understanding the Text, Lifelong Learning, Affective Assessment, and Output Presentation) in strengthening the Social-Emotional Literacy (SEL) competencies of Grade 10-Benevolence students.

Pre-Implementation

Prior to the implementation of the intervention, the researcher secured the necessary approvals and permissions from school authorities. An orientation was conducted among parents and students during the SPTA meeting to explain the objectives, significance, and procedures of the study. The researcher finalized, reproduced, and prepared all research instruments, including Goleman’s Emotional Intelligence Self-Assessment Questionnaire, which served as the pretest and posttest instrument. On September 24, 2025, the researcher administered the pretest to the Grade 10-Benevolence students to establish baseline data regarding their Social-Emotional Literacy levels.



Mr. Bitoon conducted a short orientation about the conduct of his action research to the parents during the SPTA meeting.



The Grade 10 students answered the Pretest using the Goleman's SEL instrument.

During Implementation

Following the pretest, the researcher implemented the M.U.L.A.O Learning Plan over a six-week period during Catch-up Fridays. The intervention integrated Social-Emotional Literacy competencies into English language instruction through carefully designed activities. Students participated in motivational exercises, text analysis activities, reflective discussions, affective assessments, and output presentations that encouraged emotional expression, self-reflection, collaboration, and critical thinking. Throughout the implementation, the researcher documented observations, monitored student participation, and gathered anecdotal records to capture behavioral and emotional changes exhibited by the learners. The structured learning experiences provided opportunities for students to develop self-awareness, regulate emotions, strengthen interpersonal relationships, and build resilience despite personal and academic challenges.



Mr. Bitoon used the M.U.L.A.O Learning Plan to strengthen the students' social-emotional skills.

Post Implementation

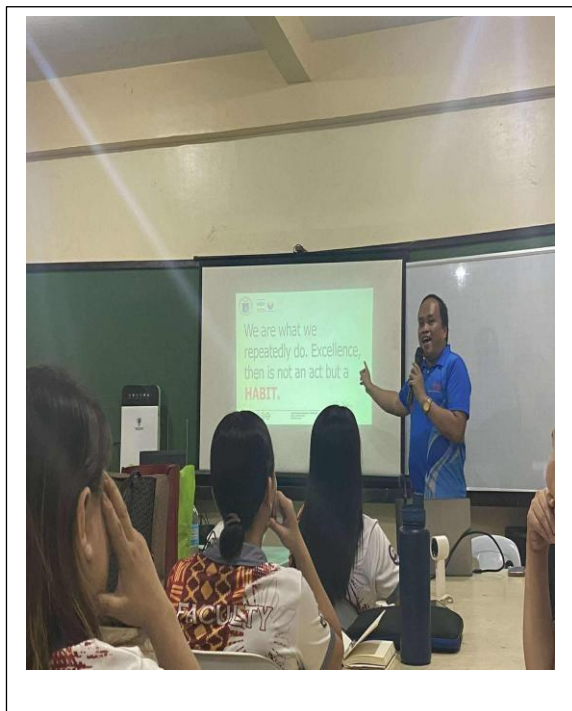
At the conclusion of the intervention, the researcher administered the posttest using the same Emotional Intelligence Self-Assessment Questionnaire to determine changes in the students' SEL competencies. The collected data were tabulated, analyzed, and compared with the pretest results. Findings revealed consistent improvements across all five domains of Social-Emotional Literacy. Notable gains were observed in Self-Motivation and Social Skills, which reached high competency levels after the intervention. The overall SEL mean score increased from 3.34 during the pretest to 3.87 during the posttest, indicating that the M.U.L.A.O Learning Plan effectively enhanced students' emotional awareness, self-management, social interactions, and engagement in learning. The findings further demonstrated the value of contextualized and learner-centered interventions in promoting holistic student development.



Students answered the Posttest using similar instrument used in the Pretest.

Research Dissemination through LAC Session

To share the results and best practices derived from the study, the researcher conducted a dissemination activity through a Learning Action Cell (LAC) Session attended by fellow teachers and school leaders. During the session, the researcher presented the rationale, methodology, findings, and recommendations of the study, highlighting the positive impact of integrating Social-Emotional Literacy into classroom instruction through the M.U.L.A.O Learning Plan. Participants actively engaged in discussions regarding the applicability of the intervention across different learning areas and grade levels. The dissemination served as a platform for professional collaboration and encouraged teachers to adopt SEL-responsive strategies in their own classrooms. The sharing of research findings contributed to the school's continuous improvement efforts and strengthened the culture of evidence-based instructional practices.



Mr. Bitoon disseminated the results of the study thru LAC session.



C E R T I F I C A T I O N

RE: RESEARCH IMPLEMENTATION

This is to certify that the Action Research results and findings of conducted by:

Name of the researcher Proponents/ BERF Grantees	Insert Proponent's Position/Designation	Official School/ Station
1. Cyril Q. Bitoon	Master Teacher 1	Compostela NHS-EC

Titled

**STRENGTHENING THE SOCIAL-EMOTIONAL LITERACY OF GRADE 10
STUDENTS THROUGH THE MOTIVATION, UNDERSTANDING THE TEXT,
LIFELONG LEARNING, AFFECTIVE ASSESSMENT, AND
OUTPUT PRESENTATION (M.U.L.A.O) LEARNING PLAN**

Funded under the Basic Education Research Fund (BERF) CY 2025 Grant Facility, the research project has been implemented in accordance with the approved research work plans and timelines, and in compliance with the provisions stipulated in DepEd Order No. 16, s. 2017, otherwise known as the "Research Management Guidelines."

This further certifies that the research proponent and/or BERF grantee ethically conducted and completed all research activities across the different phases of implementation, and duly prepared and submitted all required research deliverables based on the approved research proposal as reviewed and endorsed by the Schools Division Research Committee (SDRC).

This certification is issued this 17th day of March 2026 in compliance with the requirements of the Department of Education Regional Office VII – Policy, Planning, and Research Division (PPRD) under the Policy and Research Program (PRP).

CHESTER RYAN M. PASCUA
School Head



C E R T I F I C A T I O N

RE: RESEARCH DISSEMINATION

This is to certify that the Action Research results and findings of conducted by:

Name of the researcher Proponents/ BERF Grantees	Insert Proponent's Position/Designation	Official School/ Station
1. Cyril Q. Bitoon	Master Teacher 1	Compostela NHS-EC

Titled

**STRENGTHENING THE SOCIAL-EMOTIONAL LITERACY OF GRADE 10
STUDENTS THROUGH THE MOTIVATION, UNDERSTANDING THE TEXT,
LIFELONG LEARNING, AFFECTIVE ASSESSMENT, AND
OUTPUT PRESENTATION (M.U.L.A.O) LEARNING PLAN**

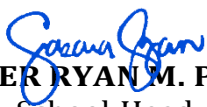
Funded under the Basic Education Research Fund (BERF) for CY 2025, the grant facility was effectively disseminated through various platforms and settings across governance levels in accordance with the approved research work plans and timelines, and in adherence to the provisions of DepEd Order No. 16, s. 2017, otherwise known as the "Research Management Guidelines."

In particular, the researchers presented and discussed the research results and recommendations during the School Learning Action Cell (LAC) Session. The dissemination activities were attended by the teachers, thereby strengthening awareness and utilization of the research findings among teachers within the district.

Furthermore, the action research results and findings were formally disseminated through the issuance of School Memorandum No. 11, s. 2026, dated March 16, 2026, which encouraged teachers to analyze, evaluate, consider, and integrate the research-based strategies and interventions into their instructional practices to improve learners' academic performance.

In addition, copies of the research materials and advocacy resources were shared through the school's official group chat (GC) to ensure accessibility and wider dissemination among teaching personnel. Advocacy materials were likewise presented and showcased during the Regional MANCOM held in January 2026, further promoting the utilization and replication of the research innovations and best practices.

This certification is issued on the 17th day of March 2026 in compliance with the requirements of the Department of Education, Regional Office VII – Policy, Planning, and Research Division (PPRD) under its Policy and Research Program (PRP).


CHESTER RYAN M. PASCUA
School Head



RESEARCH BULLETIN