

SOCIAL EXPRESSIONS AND SOCIAL ABILITIES OF JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

One of the largest impacts the pandemic has had on children's lives is the limited opportunities to interact with peers. In many societies, young children stayed home with their families, and less focus was put on interactions with other people. The study aimed to determine the Degree of Social Expression and Social Abilities of Junior High School students in Colegio de la Purisima Concepcion for the academic year 2023-2024. Foreign and local literature on social expressions and social abilities were reviewed with their relevance and implication to the study. A validated and reliability-tested researcher-made questionnaire was used to gather data from randomly selected respondents. Statistical tools used to analyze and interpret data were frequency count, percentage, mean, grand mean, t-test, f-test, and Pearson R. The study's findings revealed the degree of social expressions and the extent of social abilities were "often". There was a significant difference in the degree of social expressions when the respondents were grouped according to the curriculum program. There was no significant difference in the extent of social abilities when the respondents were grouped according to age, sex, grade level, curriculum program, ordinal position in the family, and family living arrangement. And the degree of social expressions was significantly related to the extent of social abilities. Results suggest a deeper understanding of the impact of social expressions on students' social abilities.

Keywords: *Social Abilities, Social Expressions, Junior High School Students*

1. Introduction

One of the largest impacts the pandemic has had on the lives of children is the limited place on opportunities to interact with peers. In many societies, young children stayed home with their families, and less focus was put on interactions with other people. Communication with other people is essential (Muuss,1996). Social expressions are non-verbal and verbal ways in which people interact and communicate with others in different situations. These expressions include signals that convey emotions, attitudes, intentions, and social relationships. Social expressions are fundamental for effective communication and understanding of social dynamics. Social dynamics is the ability to evaluate personal feelings and attitudes toward others and to express individuality and creativity (Anishuk,2008, p.158). Social abilities are sets of interpersonal and intrapersonal skills that enable individuals to effectively communicate with others, and build relationships with one another. These skills are essential for successful interactions in various situations, including personal relationships, education, workplace, and community.

In Mongolia, the country has reformed teaching methods and techniques that help students acquire skills and competencies. However, it is commonly viewed that students have less opportunity to express their opinions and discuss them clearly (Jargalsaikhan, 2015, p. 8). From the moment that the child is born, interaction with his/her social environment starts to increase through his/her interaction with the mother or the person taking care of him/her. The interaction and communication of the child with the people around them allows him/her to recognize his/her social and self-identity (Oktay, 2002). As the children grow and explore their environment, a school becomes a place where they learn to practice and develop their social skills. In school, during their interaction with teachers and peers, their skills were challenged and shaped in different ways (OECD, 2015).

In the Philippines, meaningful and fruitful interaction with human beings requires us to learn certain ideas, knowledge, and skills. Our interaction helped us learn how to express agreement and disagreement on a certain idea or topic. It helps the person to utilize the knowledge and skills they have achieved and acquired from their interaction (Demaray et.al, 2001). Research results conducted in Bucay, Abra, and Vigan City Ilocos Sur show someone with social skills can easily adjust to the changes within his/her environment. People with fewer social skills, become reliant on the people who surround them (Paulino,2022). The researcher in this study had a strong interest in determining the Social Expressions and Social Abilities of junior high school Students in Colegio de la Purisima Concepcion. In the school setting particularly in the private sector, students have growing concerns about social skills, especially with the increased use of digital communication, which can sometimes hinder the development of face-to-face interaction and inability to express thoughts clearly. Social expressions and social abilities can vary widely and are influenced by individual differences, developmental stages, cultural backgrounds, and personal experiences.

2. Review of Related Literature Foreign literature Social Expressions.

Self-expression is one of the major elements of becoming a unique individual. It is essential; however, people believe; that there are only a few opportunities for student to express their views and engage themselves in discussion (Jargalsaikhan p. 8 (2015). In Mongolia, an individual needs to express his or herself properly for them to communicate clearly. Since 2012, the country has been changing its educational content to assist students in learning social expressions and skills. Exploring varied techniques and strategies are employed to help the students express themselves both verbally and non-verbal self-expression in communication. For instance, it is physiologically healthy to express and learn to be able to communicate skillfully (Baatarsuren, 2015).

Floyd (2010) discusses how people adapt their communication behaviors based on social cues and expressions from their interaction partners. The interplay of different communication modes, such as language, gesture, images, sound, and other forms of communication are modes of interaction that can provide valuable insights into various forms of communication, which include written, spoken, visual media, and digital communication (Norris & Maier, 2011). Students' expressions showed that girls have a higher rate of communication skills than boys. It shows that girls tend to have more developed social skills, social responsibility, and the ability to help others than boys (Margetts, 2020).

3. Social Abilities.

The 21st century requires competent people in every field. In the context of education, it is defined as a student's outlook in life, the initiative they take, and the significance of what they do (Caballo,2015). In addition, social interaction helps people learn different emotional and cognitive aspects. Which enables people to interact with those around them (Gutiérrez, 2017). The person's ability and social skills vary in different circumstances, leading to more productive and successful interactions with others. This, it helps the child anticipate and recognize other interactions, manage his behavior, and establish good social interactions (Morgan et al., 2015)

As a result, social interaction received too much attention since some studies show that students' lack of social ability deters students' performance and interaction (Yilmaz et al.,2015). Atashak et al., (2013) claimed that

encompassing effective interactions stems from a foundation in social cognition. This foundation involves the social perception, reasoning, and development of social interaction, resulting in effective communication. Social abilities can vary across different grade levels as students progress through their education. Various factors, including cognitive development, peer interactions, and exposure to diverse social situations, contribute to the evolution of social skills (Eleby Jr., (2009). The American Psychological Association pointed out that having social skills is important for functioning in life. These skills determine the individual's choices, behave in different situations, and interact with diverse people.

4. Local Literature Social Expressions.

The Filipino community has developed a distinctive culture that has a unique language, and engaging nonverbal and verbal communication. Filipino individuals with different cultures possess distinct communication methods and styles (Lopez,2023). In the Philippines, Filipino people use verbal and non-verbal styles of communicating with others. Physical contact is frequently used as a sign of respect when speaking. Gestures can express emotion, they are also important in non-verbal communication (Pier,2023).

Filipino people tend to express their ideas and opinions widely to avoid being arrogant. They frequently use indirect communication to prevent embarrassment. It is common for Filipino people to hold their hands while walking or shake hands as a gesture of friendship or to express shyness and desire to have a companion (Evason, 2021). Filipino families are taught to be family-oriented, placing a high value on spending time with the family. Their communication style is characterized by non-verbal or verbal reflecting a unique approach to express feelings and thoughts (Lopez, 2023). Filipino students exhibit social expressions shaped by cultural values, including respect, politeness, and humility in interaction with peers and teachers. The cultural concept of hiya emphasizes the abundance of the feeling of shame that significantly affects and influences the way students express and communicate with others (Scroope,2017).

5. Social Abilities.

In the Philippines, teachers should consider the distance to enhance students’ productivity and connections with others. Based on the survey, one of the traits of Filipino people is *pakikisama*. To get along with each other and to be with someone indicates a basic connection with one another. It is the way to express themselves in their workplaces, their families, and neighbors to build a good relationship (Scroope, 2017). The findings of the study conducted by Organiza (2020) revealed the level of communication skills of the students who make different comments or suggestions which is related to the topic during conversations with friends, social questions, and giving compliments to peers is one way of expressing their ideas.

Peters (2019) pointed out that regardless of students' sex they make numerous friends in school and are participative in the different school activities. The findings of this study are similar to the findings of Capps and Miller (2006) that socialization is important among children especially in school as this facilitates understanding other people and self-discovery among others. Intervention programs and activity is needed to improve students' behavior and social skills of going school children for better adjustment and acceptance among their peers.

Figure 1

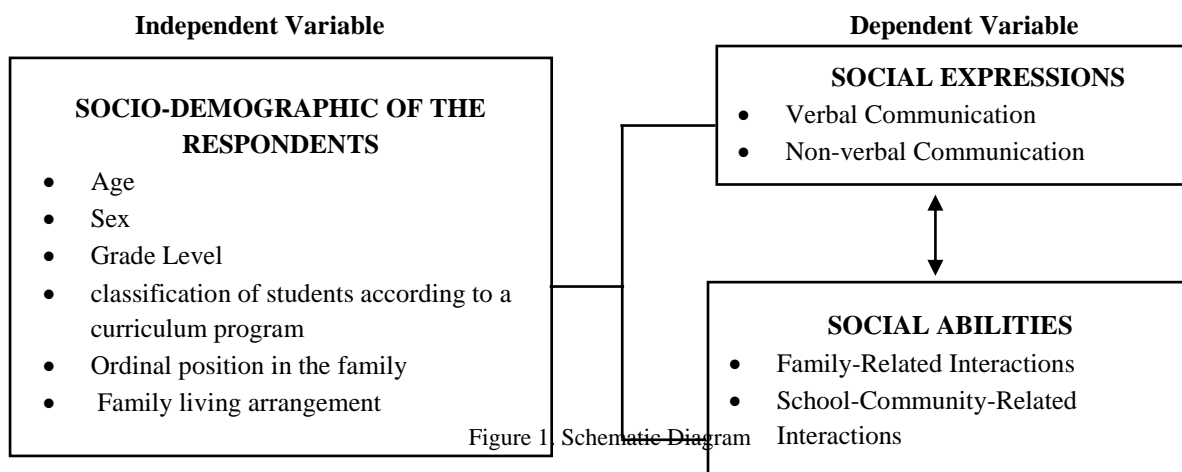


Figure 1. Schematic Diagram

6. Method

Research Design

For the research design of the study, the researcher employed a descriptive correlational research strategy and made use of quantitative data.

Research Participants and Sampling Procedure

The respondents of the study were Two Hundred Seventy-Three (273) junior high school students, out of Three Hundred Sixty-Two (362) total students enrolled at Colegio de la Purisima Concepcion for the 2023–2024 school year participated in this study. With a margin of error of 0.03, the sample size for this study is drawn from the entire population based on their number according to grade level. Throughout the entire selection process, a sample random sampling was employed to guarantee that every member of the population was in a position to be selected (Reganit, 2008).

Research Instrument Used

The instrument that was used in this study was a researcher-made questionnaire to gather the needed data. The researcher-made questionnaire was a developed questionnaire containing standard measurement of the socio-demographic variables and the multi-item measures of the degree of social expressions, as well as the extent of social abilities, are the two main descriptive aspects of this study. A letter explaining its purpose and assuring the respondents of the confidentiality of their responses was included. The questionnaire was validated by the panel of experts and was reliability tested among 30 respondents using the Cronbach Alpha of the Statistical Package for Social Sciences (SPSS). After establishing the reliability test through pilot-testing the result was 0.96 and was said to be reliable.

Data Gathering Procedure

Following data collection and consolidation, SPSS was used to encode and analyze the results. For descriptive data, statistical methods including frequency, percentage, mean, and grand mean were employed; for inferential inquiries, t-test, f-test, scheffe, and Pearson R were utilized. To assess and analyze the respondents' sociodemographic profile in terms of age, sex, grade level, student classification based on curricular program, ordinal position in the family, and family living arrangement, Frequency and percentage were employed. To provide answers to the questions about the respondents' degree of social expression and extent of social abilities in questions 1 and 2, the mean and grand mean were utilized. To identify the significant differences in the level of Social Expressions and to assess the respondents' Social Expressions and Social Abilities based on factors such as age, sex, grade level, curriculum program classification of pupils, ordinal position within the family, and Family living arrangement, questions 3 and 4 employed the t-Test, f-Test, and Scheffe. To ascertain the significant relationship Pearson R was used to analyze the respondents' social expressions and social abilities. It was a statistical value that measures how well the variables are related (Higgins,2005).

7. Results and Discussion

The Degree of Social Expressions as Whole

All 273 respondents of Junior High School students in Colegio de la Purisima Concepcion disclosed that the grand mean score on the degree of Social Expressions of junior high school students in Colegio de la Purisima Concepcion is 4.03. The result implies that the respondents often have a degree of social expression. The respondents' grand mean score for social expression is 4.03.

Table 1. Degree of Social Expressions

Indicators	Mean	Verbal Interpretation
Verbal Communication	4.06	Often
Non-verbal Communication	3.99	Often
Grand Mean	4.03	Often

According to the findings, among the participants, the components correlated with the degree of social expressions demonstrate that Non-verbal communication earns the lowest mean score of 3.99. In contrast, verbal communication has the highest mean score of 4.06. All these scores can be verbally interpreted as "often."

These findings suggest that junior high school students are actively involved in social interactions and are comfortable and effective in expressing themselves. The finding of this study is consistent with Baatarsuren, (2015) who found out that exploring students how to express themselves verbally and non-verbal self-expression in communication is a complex inquiry that touches on educational, social, and emotional. By expressing oneself effectively, managing stress, fostering positive relationships, and enhancing cognitive functions, individuals can experience various physiological benefits that contribute to overall well-being.

In addition, junior high school students who exhibit social expressions as their communication style often rely heavily on non-verbal cues and unique verbal communication approaches to express their feelings, ideas, and thoughts in various social interactions. This can manifest differently from each person, but it typically involves a distinctive blend of non-verbal and verbal elements that set them apart in their interactions with family, classmates, peers, and teachers (Lopez, 2023).

The extent of Social Abilities as a whole

Table 2. The overall level of Social Abilities.

Indicators	Mean	Verbal Interpretation
Family-related Interactions	4.23	Always
School-Community-related Interactions	3.96	Often
Grand Mean	4.09	Often

In general, the social abilities of junior high school students had an 'often' extent with a grand mean of 4.09. Specifically, family-related interactions scored 4.23, indicating 'always' verbal interpretation. However, school-community-related interactions scored 3.96, with an 'often' verbal interpretation. With a grand mean of 4.09, it can be implied that, as a whole, the respondents consistently and proficiently demonstrate often in terms of their social abilities. This suggests a consistent and proficient demonstration of interpersonal skills among them.

Morgan et al. (2015) said that a person's ability social skills and abilities will grow under different circumstances, leading to more productive and successful interactions with others. This helps the child anticipate and recognize other interactions, manage their behavior, and establish good social interactions.

Difference in the degree of social expressions when grouped according to the selected profile

Table 3. Difference in the degree of Social Expressions

Profile	f/t value	Significant Value	Probability
Age	1.599	0.111	n.s
Grade Level	1.608	0.188	n.s
Sex	1.716	0.087	n.s
Curricular Program	3.277	0.001	s
Ordinal position in the family	0.736	0.568	n.s
Family living arrangement	0.723	0.577	n.s

Social expressions and age.

There was no significant difference in the degree of social expressions among junior high school students at Colegio de la Purisima Concepcion when they were grouped according to age because the obtained t-value of 1.599 yielded a p-value of 0.111, which was higher than the 0.05 alpha. Thus, the result implies that the degree of social expressions among junior high school students at Colegio de la Purisima Concepcion, when grouped according to age, does not vary. The null hypothesis, which states that there is no significant difference in the degree of social expressions when grouped according to age, is accepted.

The result was not supported by the study of Hass (2016) according to him age is a psychosocial factor that can influence both with whom and how we choose to interact socially.

Social expressions and grade level.

There was no significant difference in the degree of social expressions among junior high school students at CPC when they were grouped according to grade level because the obtained t-value of 1.608 yielded a p-value

of 0.188, which was higher than the 0.05 alpha. Thus, the result implies that the degree of social expressions among junior high school students at Colegio de la Purisima Concepcion (CPC) does not vary when they were grouped according to grade level. The null hypothesis, which states that there is no significant difference in the degree of social expressions when grouped according to grade level, is accepted. The findings of Alpuerto's (2018) study indicated variances in which grade 10 students exhibited high levels across all dimensions of social interaction.

Social expressions and sex.

There was no significant difference in the degree of social expressions among junior high school students at CPC when they were grouped according to sex because the obtained t-value of 1.716 yielded a p-value of 0.087, which was higher than the 0.05 alpha. The null hypothesis, which states that there is no significant difference in the degree of social expressions when grouped according to sex, is accepted.

The result implies that the degree of social expressions of junior high school students in CPC when they were grouped according to sex does not vary. The null hypothesis which states that there is no significant difference in the degree of social expressions when grouped according to sex is accepted.

The result does not support the study of Margetts (2020) students' expressions, which showed that girls have a higher rate of communication than boys. The findings indicate that girls tend to have more developed social skills, social responsibility, and the ability to help others than boys.

Social expressions and curricular program.

There was a significant difference in the degree of social expression among junior high school students at CPC when they were grouped according to curricular program because the obtained t-value of 3.277 yielded a significant value of 0.001, which was lower than the 0.05 alpha. The result implies that the degree of social expression among junior high school students at CPC varies when they were grouped according to curricular program. The null hypothesis, which states that there is no significant difference in the degree of social expressions when grouped according to curricular program, is rejected. Students in the STE class had a higher degree of social expression compared to students in the regular class.

The result does not support Gebremariam's (2023) study, which suggests that classifications are not fixed and may evolve as students grow and develop. Students may exhibit characteristics from multiple categories, reflecting the dynamic and individual nature of social expression. There may be ongoing efforts to strike a balance in the development of social expression skills to prepare students for success in an increasingly interconnected world.

Social expressions and ordinal position in the family.

There was no significant difference in the degree of social expressions among junior high school students at CPC when they were grouped according to ordinal position in the family because the obtained F-value of 0.736 yielded a p-value of 0.568, which was higher than the 0.05 alpha. This implies that the degree of social expressions among junior high school students at CPC, when they were grouped according to ordinal position, does not vary. The null hypothesis, which states that there is no significant difference in the degree of social expressions when grouped according to ordinal position in the family, is accepted.

This result was supported by Riggio's (2019) study, which showed that there is no difference in social expressions as a function of birth order (whether they are the firstborn, middle child, lastborn, etc.) and the way they express themselves socially.

Social expressions and family living arrangement.

There was no significant difference in the degree of social expressions among junior high school students at CPC when they were grouped according to family living arrangement because the obtained F-value of 0.723 yielded a p-value of 0.577, which was higher than the 0.05 alpha. It can be implied that the degree of social expressions among junior high school students at CPC, when grouped according to family living arrangement, does not vary. The null hypothesis, which states that there is no significant difference in the degree of social expressions when grouped according to family living arrangement, is accepted.

The result does not support the study of Procentese (2019) that family living arrangements can significantly influence social expressions within a household. The structure and dynamics of a family, contribute to shaping how individuals express themselves socially. Medina (2015), states that Filipino parents put numerous awards and treats guaranteed for children's positive development. The findings indicated that there was no discernible variation in the scores to assess how much the social expressions of the respondents when they were grouped

according to age, grade level, sex, ordinal position in the family, and family-living arrangement. However, a significant variation in scores was observed when the respondents were classified according to their curriculum program. Given that Junior High School students are grouped according to age, grade level, sex, ordinal position in the family, and family-living arrangement, the null hypothesis which holds that there is no significant difference in the degree of social expressions among them is thus accepted, except the curriculum.

Difference in the extent of social abilities when grouped according to the selected profile

Table 4. Differences in the extent of social abilities.

Profile	f/t value	Significant Value	Probability
Age	1.389	0.167	n.s
Grade Level	2.499	0.064	n.s
Sex	1.122	0.263	n.s
Curricular Program	1.360	0.175	n.s
Ordinal position in the family	0.625	0.645	n.s
Family living arrangement	1.446	0.219	n.s

Social abilities and age.

There was no significant difference in the extent of social abilities among junior high school students in CPC when they were grouped according to age because the obtained t-value of 1.386 yielded a p-value of 0.167, which was higher than the 0.05 alpha.

Thus, the result implies that the extent of social abilities among junior high school students in CPC, when grouped according to age, does not vary. The null hypothesis, which states that there is no significant difference in the extent of social abilities when grouped according to age, is accepted.

Social skills, regardless of age, for every individual in society in all social environments, behavior patterns affect the lives of individuals positively, enabling them to establish positive communication, and be successful and happy, be it school, play environment, or the business world (Stanley, 2010).

Social abilities and grade level.

There was no significant difference in the extent of social abilities among junior high school students in CPC when they were grouped according to grade level because the obtained t-value of 2.449 yielded a p-value of 0.064, which was higher than the 0.05 alpha. Thus, the result implies that the extent of social abilities among junior high school students in CPC, when grouped according to grade level, does not vary. The null hypothesis, which states that there is no significant difference in the extent of social abilities when grouped according to grade level, is accepted.

The result contradicts to the study Eleby Jr (2009) that social abilities can vary across different grade levels as students' progress through their education. Various factors, including cognitive development, peer interactions, and exposure to diverse social situations, contribute to the evolution of social skills.

Social abilities and sex.

There was no significant difference in the extent of social abilities among junior high school students in CPC when they were grouped according to sex because the obtained t-value of 1.122 yielded a p-value of 0.263, which was higher than the 0.05 alpha. Thus, the result implies that the extent of social abilities among junior high school students in CPC, when grouped according to sex, does not vary. The null hypothesis, which states that there is no significant difference in the extent of social abilities when grouped according to sex, is accepted.

The result agreed with the study of Peters (2019) pointed out that regardless of students' sex they make numerous friends in school and are participative in the different school activities influenced by peers. In addition, Capps and Miller (2006) emphasize that socialization is important among children especially in school as this facilitates understanding other people and self-discovery among others.

Social abilities and curricular program.

There was no significant difference in the extent of social abilities among junior high school students in CPC when they were grouped according to curricular program because the obtained t-value of 3.277 yielded a p-value of 0.001, which was higher than the 0.05 alpha. Thus, the result implies that the extent of social abilities

among junior high school students in CPC, when grouped according to curricular program, does not vary. The null hypothesis, which states that there is no significant difference in the extent of social abilities when grouped according to curricular program, is accepted.

The result was supported by the study of Catron & Allen (2017), regardless of the curriculum program, social skills training practices are intended to promote positive interactions among students, classmates, peers, and their teachers. However, enhancing the quality of human interaction is achieved by developing social skills. Every individual must engage themselves in different standards that enhance their interpersonal relationship to act socially in responsible ways (Afzal, 2020).

Social abilities and ordinal position in the family.

There was no significant difference in the extent of social abilities among junior high school students in CPC when they were grouped according to ordinal position in the family because the obtained F-value of 0.625 yielded a p-value of 0.645, which was higher than the 0.05 alpha.

The result implies that the extent of social abilities among junior high school students in CPC, when grouped according to ordinal position in the family, does not vary. The null hypothesis, which states that there is no significant difference in the extent of social abilities when grouped according to ordinal position in the family, is accepted. The result contradicts to the study of Yu (2023) that personality and social abilities are complex and influenced by various factors beyond the ordinal position in the family. The dynamics of sibling relationships, parental expectations, and the overall family environment all contribute to the development of an individual's social abilities.

Social abilities and family living arrangement.

There was no significant difference in the extent of social abilities among junior high school students in CPC when they were grouped according to family living arrangements. The obtained F-value of 1.446 yielded a p-value of 0.219, which was higher than the 0.05 alpha. Thus, the result implies that the extent of social abilities among junior high school students in CPC, when grouped according to family living arrangement, does not vary. The null hypothesis, which states that there is no significant difference in the extent of social abilities when grouped according to family living arrangement, is accepted.

The result contradicts to the study of Thomas (2017) that family living arrangements can significantly influence the development of social abilities in individuals. The structure and dynamics of a family, including the presence of extended family members, the number of generations living together, and the overall family environment, contribute to shaping how individuals express themselves socially.

The findings showed that when the respondents' social talents were measured based on their age, grade level, sex, curriculum program, ordinal position in the family, and family living arrangement, there was no significant variation in their results. Accept the null hypothesis, which states that there is no significant difference in the degree of social abilities when compared between groups based on age, sex, grade level, curriculum, family living arrangement, and ordinal position in the family.

Relationship between Social Expressions and Social Abilities of the Respondents

The measure of correlation (Pearson r correlation) was calculated between the scores in determining the degree of social expressions as a whole and in terms of verbal communication and non-verbal communication, as well as the extent of social abilities as a whole and in terms of family-related interactions and school community-related interactions of junior high school students in Colegio de la Purisima Concepcion.

Table 5. The degree of social expressions and the relationship between the extent of CPC junior high school students' social abilities.

Variable	N	Pearson's r	Significance Value	Probability
Social Expression Social Abilities	273	0.748	0.000	s.

Results showed that there was a significant relationship between the degree of social expressions and the extent of social abilities of junior high school students in CPC because the obtained Pearson's r value of 0.748 yielded a significant p -value of 0.000, which was lower than the 0.05 alpha. The null hypothesis, which states that there is no significant relationship between the degree of social expressions and the extent of social abilities of junior high school students in Colegio de la Purisima Concepcion, is rejected. The higher the degree of social expressions, the higher the extent of social abilities of junior high school students.

Social expressions and social abilities are intertwined facets of human interaction, encompassing both verbal and non-verbal communication. Understanding and responding to these expressions are crucial for fostering effective communication and building relationships. Additionally, leisure time activities play a positive role in the physical and mental development of individuals. Participation in leisure activities contributes to better self-expression in social life and facilitates social development. It can be asserted that every individual needs to interact with their environment, and for individuals living together in society to maintain a healthy life, establishing appropriate relationships is essential (Samancı & Uçan, 2017).

8. Conclusions and Implications

This chapter concludes the article and discusses the implications of the research findings, both for theory and for managerial practice. Suggestions for future research are also provided. The major findings of the study indicate that Colegio de la Purisima Concepcion (CPC) Junior High School students often exhibit a high degree of social expression and social abilities. Notably, there is a significant difference in the degree of social expressions among CPC Junior High School students when they are grouped according to their curriculum program. However, the extent of their social abilities does not show a significant difference. Furthermore, there is no significant difference between the degree of social expressions and the extent of social abilities among CPC Junior High School students. These findings have important implications for understanding the social dynamics within educational settings and can inform future research and educational strategies aimed at enhancing student social skills.

Conclusions

The conclusions and generalizations based on the findings of the study are as follows: CPC Junior High School students regularly engage in social expressions and require more social interactions to express themselves both verbally and non-verbally. They frequently demonstrate social abilities, which necessitates additional support from the school community through the provision of more activities. The degree of social expressions among CPC Junior High School students varies significantly based on their curriculum programs, indicating that students are notably influenced by their respective curriculum programs. However, the extent of social abilities among these students appears to be relatively similar, and the levels of social expressions and social abilities are almost the same.

Recommendations

Based on the conclusions, the following recommendations are formulated: Teachers should plan and implement structured lessons and activities aimed at improving students' non-verbal communication skills. They should encourage student participation in extracurricular clubs and organizations that promote social interaction and community involvement, such as student councils, clubs, or cultural organizations. Additionally, teachers should implement classroom activities, group projects, and collaborative discussions that enable students from different programs to engage with each other. For instance, science or history classes can emphasize collaboration and teamwork through group projects or experiments. Creating a secure classroom environment where every student feels appreciated and respected should be a priority for teachers. Sharing insights, strategies, and resources to foster positive social interactions within the school and the community is also crucial. Furthermore, the school principal, teachers, school staff, and parents should work collaboratively to support students' social development holistically by sharing insights, strategies, and resources to create a cohesive student support network.

Acknowledgments

The researcher expresses earnest appreciation and gratitude to those who contributed to the success of this study, especially Dr. Nenita A. Beluso, Rev. Fr. Michael B. Vasquez, Rev. Fr. Glenn B. Baes, Moncita A. Villaruz, Ph.D., Elnora A. Barrios, Ph.D., Eveleth C. Gamboa, Ph.D., Carresa Lynn A. Siglos, RPh., Engr. Fernando P. Arce, and Ms. Concepcion A. de la Cruz, M.A.Ed. Special thanks to the Junior High School students of CPC, CPC Grade School Faculty and Staff, and the researcher's family. Lastly, profound thanks to the Virgin Mary and Almighty God for their divine support and inspiration.

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