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ASSESSING THE ROLE OF PEER ASSOCIATIONS AS MEDIATING FACTOR ON THE RELATIONSHIP BETWEEN WINS PROGRAM AND SELF-ESTEEM AMONG STUDENTS

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ABSTRACT

The primary objective of this study was to evaluate the mediating effect of peer associations on the relationship between the Water, Sanitation, and Hygiene (WinS) Program and self-esteem among students in Compostela East District, Davao de Oro, using a non-experimental quantitative design and descriptive-correlation technique. The researcher selected 172 Grade 7-10 students through simple random sampling. Modified and enhanced adapted survey questionnaires were utilized, which were pilot tested to ensure high reliability and internal consistency. The findings reveal that the extent of the WinS program among students is rated as moderately extensive, with daily bathing and wearing clean clothes being the most evident practice. In contrast, regular handwashing is the least evident, indicating a need for further hygiene education. Additionally, the extent of self-esteem among students is rated as extensive, with participation in class activities being the most prominent, while the approach to new challenges is the least evident. Peer associations are also rated as moderately extensive, with listening attentively to peers being the most observed behavior, while offering assistance is the least evident. The mediation analysis confirms that peer associations significantly mediate the relationship between the WinS program and self-esteem, suggesting that hygiene practices indirectly enhance self-esteem through positive peer interactions.

KEYWORDS: *WinS Program; Self-Esteem; Peer Associations; Mediation Analysis; Hygiene Practices*

INTRODUCTION

Low self-esteem among students is a pressing issue that can hinder academic performance and overall well-being. This study claims that peer associations mediate the relationship between the WINS (Water, Sanitation, and Hygiene in Schools) program and students' self-esteem. Many schools report that, despite implementing the WINS program, students continue to struggle with low self-esteem due to insufficient social support and peer interaction. By examining the mediating role of peer associations, the study seeks to uncover how positive peer relationships can enhance the impact of the WINS program on boosting self-esteem. Thus, this research aims to provide actionable insights for educators and policymakers to foster healthier social environments and improve student outcomes.

Globally, research indicates that a significant number of students experience low self-esteem, which adversely affects their academic performance and social interactions. According to Harris and Orth (2020), approximately 25% of students worldwide report feelings of inadequacy in their academic settings. Maina (2019) further highlighted that low self-esteem is linked to decreased motivation and negative behavioral outcomes among learners. This widespread challenge is influenced by various factors including academic pressure, societal expectations, and a lack of emotional support. Addressing these issues is essential for improving the overall well-being and academic success of students around the world.

In the United States, recent surveys reveal that nearly 30% of high school students struggle with low self-esteem, impacting both their academic and social lives. Pazos et al. (2019) reported that high academic pressure and the influence of social media contribute significantly to these issues. Mihalec-Adkins and Cooley (2020) found that students with low self-esteem often experience difficulties in classroom engagement and interpersonal relationships. These problems are further compounded by socioeconomic disparities and cultural expectations that heighten stress. Consequently, improving student self-esteem is critical for creating a more supportive and effective learning environment in American schools.

In Africa, a significant proportion of students experience low self-esteem, largely due to limited educational resources and challenging socioeconomic conditions. Khumalo (2024) found that in some African countries, about third five percent of

students report low levels of self-esteem, which hinders their academic progress. Antipas et al. (2022) further emphasized that the lack of robust support systems at both home and school contributes to diminished confidence among learners. These issues are compounded by broader societal challenges such as poverty and conflict, which further erode students' self-worth. Addressing these challenges by enhancing educational support and community involvement is essential for boosting student self-esteem in Africa.

Across Asia, low self-esteem among students has become a growing concern, particularly in regions characterized by intense academic competition and cultural pressures. Banstola et al. (2020) reported that in countries like South Korea and Japan, up to forty percent of students experience issues related to low self-esteem. Lee et al. (2020) noted that high parental and educational expectations significantly contribute to elevated stress levels, which in turn reduce students' self-confidence. These pressures often result in an environment where students struggle to balance academic demands with personal growth. Implementing targeted interventions that promote mental health and resilience is therefore vital for improving the social and academic well-being of Asian students.

In the Philippines, low self-esteem among students is a prevalent issue that impacts academic performance and social interactions. Anque and Ceballo (2023) indicated that nearly 30% of Filipino students report low self-esteem, a factor that correlates with lower academic achievement and higher dropout rates. Tus (2020) pointed out that the competitive nature of the Philippine educational system, combined with limited access to psychological support, exacerbates these challenges. Cultural factors and socioeconomic disparities further contribute to students' feelings of inadequacy. Addressing these issues through comprehensive support programs is essential to foster a nurturing educational environment that boosts student self-confidence.

In the researcher's setting, low self-esteem among students has emerged as a critical challenge, particularly in areas with limited educational resources and support services. It was reported that approximately 33% of students in this region struggle with low self-esteem, which negatively affects their academic engagement and overall performance. It was also found that inadequate mental health support and high academic pressure significantly contribute to these issues. Such challenges underscore the urgent need for targeted interventions that provide both emotional and academic support to students. Improving self-esteem in Davao de Oro is essential for enhancing student well-being and promoting better educational outcomes in the region.

Existing studies on the WINS (water, sanitation, and hygiene in schools) program often concentrate on its direct impact on student health and school attendance. However, few quantitative investigations have specifically examined how peer associations might mediate the effect of WINS on students' self-esteem. Many researchers have focused on either hygiene interventions or social factors separately, leaving a gap in understanding the link between physical well-being programs and psychosocial outcomes. This lack of integrated data prevents educators and stakeholders from developing interventions that target both health and social dimensions of student development. Therefore, a quantitative study exploring the mediating effect of peer associations is critical for providing a clearer picture of how WINS could enhance students' self-esteem.

The urgency to conduct this study in Compostela East District, Davao de Oro, stems from the pressing need to address the low self-esteem observed among students in the area. Although the WINS program has been introduced in many local schools, the overall improvements in student confidence remain uncertain due to limited research on peer influence. Without robust evidence, school officials and community leaders may not fully recognize or optimize the role of peer relationships in reinforcing the positive outcomes of hygiene initiatives. Additionally, the social and cultural context of Compostela East District, with its distinct educational challenges, makes it essential to collect localized data. By focusing on this setting, the study can provide insights that are directly applicable, guiding more effective strategies to boost student well-being and academic engagement.

REVIEW OF SIGNIFICANT LITERATURE

This section covers discussions on variables and their indicators. It includes analyses of concepts, ideas, and perspectives sourced from various authors through a range of books, journals, and electronic platforms.

WinS Program

The Water, Sanitation, and Hygiene (WinS) program initiated by the Department of Education (DepEd) in the Philippines is a comprehensive effort aimed at enhancing the health and learning environments of students through improved facilities and education (Callo et al., 2024). According to researchers Udto (2022), the program's core components include ensuring access to safe drinking water, adequate sanitation facilities, and promoting good hygiene practices among students and staff. The emphasis is on preventing waterborne diseases and creating a supportive environment for educational achievement. The program also includes training for teachers and other school staff on how to integrate WINS practices into the daily school routine, which helps sustain the initiative's impact.

Building on the foundational work of the WINS program, Carillo and Janer (2022) highlighted its role in improving school attendance rates and academic performance by reducing illness-related absenteeism. The program not only addresses the physical infrastructure for water and sanitation but also includes educational components that teach students the importance of hygiene, such as proper handwashing techniques. According to Dalisay et al. (2024), these educational efforts are crucial for instilling lifelong habits that extend beyond the school environment, impacting the students' homes and communities. Moreover, the WINS program aligns with global health standards and supports the Philippines' commitment to international goals for improving child health and education. Overall, the WINS initiative represents a vital intersection of health and education policy that seeks to foster a healthier, more informed generation of learners.

Personal hygiene practices of students refer to the daily habits and routines that individuals adopt to maintain cleanliness and promote good health. These practices are essential for preventing the spread of germs and diseases, enhancing personal well-being, and fostering a positive learning environment (Sang, 2023). A moderate level of personal hygiene practices among students is essential for promoting health and preventing illness within the school environment. Ranga and Majra (2020) found that factors such as parental influence, school-based programs, and accessibility to hygiene resources play a significant role in shaping students' hygiene practices in northern India. These findings suggest that fostering a balanced approach to hygiene education can support consistent and effective hygiene habits among students.

A moderate level of personal hygiene practices among students is influenced by a balanced relationship between home, school, and community. A study highlighted that children's hygiene habits are significantly shaped by interactions between child, school, and family, indicating that moderate involvement from each party supports consistent hygiene routines (Aydın et al., 2023). Similarly, Palavan (2023) found that integrating hygiene education within social studies for primary school students reinforces the importance of hygiene in their daily lives. Together, these studies suggest that moderate, coordinated efforts across these domains effectively promote consistent hygiene habits among students.

In addition, cognitive understanding of environmental sanitation plays a crucial role in fostering moderate personal hygiene practices among adolescents. A study showed that adolescents with a moderate level of cognitive awareness about environmental sanitation are more likely to adopt effective health practices, highlighting the role of education in shaping personal hygiene (Akinloye, 2019). In a similar context, Susila and Kastar (2020) observed that knowledge levels among junior high school students in Indonesia influenced their personal hygiene habits, suggesting that moderate levels of awareness can positively impact hygiene behavior. These findings underline the importance of structured yet accessible hygiene education for students, supporting moderate personal hygiene practices.

Moreover, the availability of resources and family support further contributes to students' moderate personal hygiene practices. A study reviewed WASH (Water, Sanitation, and Hygiene) programs in low-income school settings and found that resource access is crucial for maintaining consistent hygiene among students (McMichael, 2019). Similarly, Pursitasari et al. (2020) observed that family support enhances personal hygiene habits, especially among children with special needs, as family involvement provides encouragement and structure. These findings suggest that access to resources and moderate family support significantly enhance students' ability to maintain personal hygiene.

Personal hygiene practices can have a profound effect on students' self-esteem, as they are closely tied to comfort, confidence, and social acceptance. Singolyo and Ngussa (2019) found that female students' self-esteem in Tanzanian public secondary schools was significantly impacted by the availability of sanitary facilities. Inadequate hygiene facilities often lead to discomfort and social anxiety, which can negatively influence students' perception of self-worth. This connection between hygiene and self-esteem is further supported by Ondicho et al. (2019), who explored the impact of sexual harassment on self-esteem among Kenyan students and noted that issues with personal hygiene, compounded by a lack of resources, can exacerbate feelings of vulnerability. When students feel they lack the necessary hygiene resources, their self-esteem is more likely to suffer, as they may face social isolation or stigma from their peers. Together, these findings suggest that access to adequate hygiene resources is essential for maintaining students' self-confidence and fostering a supportive social environment.

The link between hygiene and self-esteem also extends to oral health, as demonstrated by Ibigbami et al. (2023), who examined the effects of oral health issues on self-esteem and mental well-being among Nigerian adolescents. Their study shows that poor oral hygiene can diminish self-esteem by leading to discomfort and social self-consciousness, ultimately impacting mental health. Similarly, Sa et al. (2019) found that self-esteem among students in health professional programs was intertwined with emotional intelligence and empathy, indicating that self-care practices, including hygiene, play a role in students' overall self-perception and social interactions. When students maintain personal hygiene, they are more likely to feel confident and capable of engaging positively with peers, thus reinforcing a healthier self-image. These studies collectively highlight that good hygiene practices are vital for boosting self-esteem, as they reduce social anxieties and promote feelings of self-worth among students.

STATEMENT OF THE PROBLEM

The primary objective of this study was to evaluate the mediating effect of peer associations on the relationship between Water, Sanitation, and Hygiene (WinS) program and self-esteem among students in Compostela East District, Davao de Oro. As such, the research explored the following questions:

1. What is the extent of Water, Sanitation, and Hygiene (WinS) program in terms of:
    - 1.1 regular handwashing;
    - 1.2 proper oral care; and
    - 1.3 daily bathing and wearing clean clothes?
2. What is the extent of self-esteem among students in terms of:
    - 2.1 participation in class activities;
    - 2.2 social interaction;
    - 2.3 response to feedback; and
    - 2.4 approach to new challenges?
3. What is the extent of peer associations among students?
4. Is there a significant relationship among Water, Sanitation, and Hygiene (WinS) program, self-esteem, and peer relationships among students?
5. Do peer associations significantly mediate the relationship between Water, Sanitation, and Hygiene (WinS) program and self-esteem among students?

METHODOLOGY

This section provided a comprehensive overview of the research design, including details on the research respondents, ethical considerations, research instruments, and procedural steps. It also outlined the methods for data collection and analysis, ensuring a clear framework for the study.

Research Design

In the proposed research, a quantitative approach, specifically utilizing descriptive-correlational methods and mediation analysis, was adopted to gather and analyze data pertinent to the study's objectives. Quantitative research design involved the systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques. It aimed to quantify the data and generalize results from a sample to the population of interest (Ahmad et al., 2019). This design was suitable for the study as it allowed for precise measurement of the relationship between the WINS program, peer associations,and self-esteem among students, providing quantifiable evidence that was statistically analyzed to validate hypotheses.

Moreover, descriptive research methods were used to describe characteristics of a population or phenomenon being studied. They did not make connections between events or determine cause and effect (Mohajan, 2020). These methods were appropriate for the initial part of the study to accurately describe the current status of the WINS program implementation and its association with students' self-esteem and peer relationships, thereby setting a foundation for further causal investigations.

In addition, a correlational research approach examined the relationship or association between two or more variables without establishing a cause-and-effect link. This approach determined the strength and direction of the statistical relationship between variables (Judd & Sadler, 2003). In this study, it was useful for initially identifying and assessing the strength of the associations between the implementation of the WINS program, the level of self-esteem, and the quality of peer associations among students.

Lastly, mediation analysis was conducted using the Baron and Kenny (1986) method with the Sobel z-test. The Baron and Kenny method outlined steps to statistically test mediation by investigating the path that one variable (the mediator) influenced the relationship between an independent variable and a dependent variable. The Sobel z-test was used to determine if the reduction in effect between the independent and dependent variable through the mediator was significant (Jérolon et al., 2021).

This analysis was particularly appropriate for this study as it helped determine if peer associations significantly mediated the impact of the WINS program on students' self-esteem, providing insights into how changes in the program might indirectly affect self-esteem through alterations in peer associations. This method allowed for a deeper understanding of the underlying mechanisms in the relationship between school environment improvements and student psychological outcomes.

Research Respondents

The study involved 172 respondents from Grade 7 to Grade 10, all from the Compostela East District, Davao de Oro, where the total student population was 302. To determine a representative sample of 172 respondents, the researcher used Slovin's formula, which calculated the ideal sample size needed based on a specified margin of error. By setting the total population

(N) at 302 and the margin of error (e) at 5% (0.05), the formula indicated that the sample size should be precisely 172. This method ensured that the sample size accurately represented the broader student body.

Once the sample size was set, the researcher used simple random sampling to select the respondents. This approach ensured each student had an equal chance of being included, reducing the likelihood of selection bias and strengthening the study's validity. Each student in the district received a unique number. These numbers were entered into a random number generator to fairly choose 172 students. This step not only maintained the randomness of the selection but also ensured that the chosen sample reflected the varied attributes of the students in Compostela East District, thereby supporting the reliability and credibility of the study's outcomes.

In establishing the inclusion criteria for the study on the mediation effect of peer relationships on the relationship between personal hygiene practices and self-esteem among Grade 7-10 students in Compostela East District, Davao de Oro, the researcher adhered to specific parameters. The criteria included students who were currently enrolled in Grades 7 through 10 within the district, ensuring that respondents were directly experiencing the educational and social dynamics pertinent to the study's focus. Additionally, the study only included those students who provided informed consent or assent, where applicable, and who were present during the period of data collection to ensure accurate representation and reliability of the findings.

Research Instrument

For the current study, the research methodology included the deployment of carefully structured survey questionnaires designed to explore the intricacies of the investigation. The questionnaire was divided into three distinct sections. The first part measured the perception of the students about personal hygiene practices. This questionnaire was composed of three indicators, namely regular handwashing, proper oral care, and daily bathing and wearing clean clothes. The Cronbach alpha 0.878 described as good and interpreted as reliable. The data collection utilized a 5-point Likert scale, allowing respondents to indicate their level of agreement or disagreement with each statement. The gathered responses were then analyzed using predefined mean ranges to systematically categorize the data. This methodical process guaranteed a detailed and thorough examination of the variables being studied.

The second part of the instrument focused on the self-esteem of students. This questionnaire was designed to evaluate the domains, namely participation in class activities, social interaction, response to feedback, and approach to new challenges. The Cronbach alpha 0.943 described as excellent and interpreted as highly reliable. Responses were gathered using a 5-point Likert scale, allowing for precise measurement of agreement or disagreement with each item. This data was then analyzed using predefined mean ranges to effectively categorize and interpret the results. Such a methodical approach guaranteed a detailed and accurate assessment of the study's key variables.

Data Analysis

The following statistical tools were utilized by the researcher in processing the gathered data:

Mean.

The mean was the average of a set of numerical values, calculated by summing all the values and then dividing by the number of values. In the study, the mean was used to establish the average level of self-esteem, personal hygiene practices, and the quality of peer relationships among the students.

Pearson Product-Moment Correlation.

This statistical measure calculated the strength and direction of a linear relationship between two continuous variables. In the context of this study, it was used to assess the correlation between personal hygiene practices and self-esteem, and how peer relationships influenced these variables.

RESULTS AND DISCUSSIONS

This chapter presents the results generated from the data gathered. It is sequenced based on the objectives of the study as presented in the first chapter. Thus, it presents the extents of WinS program, self-esteem, and peer associations among students; the significant relationship among these variables; and the mediating effect of peer associations on the relationship between Water, Sanitation, and Hygiene (WinS) program and self-esteem among students in Compostela East District, Davao de Oro.

Water, Sanitation, and Hygiene (WinS) Program

On Table 1, results show that the extent of the Water, Sanitation, and Hygiene (WinS) Program in terms of regular handwashing is rated as moderately extensive, with a mean score of 3.17. This finding suggests that students sometimes practice regular handwashing, which is essential for maintaining personal hygiene and preventing the spread of illnesses. The moderately extensive rating implies that while students are generally aware of the importance of handwashing, there may be inconsistencies in its practice. This aligns with the perspective of Benja (2021), who emphasized that effective

hygiene practices require both awareness and consistent behavior, and that educational interventions are necessary to reinforce the habit of regular handwashing.

The range of means for the five statements assessing regular handwashing practices varies from 3.08 to 3.37, indicating a relatively consistent but moderately practiced behavior among students. The highest-rated statement is Handwashing helps prevent the spread of illnesses among students, with a mean of 3.37, rated as moderately extensive. Conversely, the lowest-rated statement is Observing increased handwashing during cold and flu season is common among students, with a mean of 3.08, also rated as moderately extensive. According to Pewu (2019), effective hygiene education should emphasize the importance of consistent handwashing, especially during periods of increased illness transmission, to enhance health outcomes.

CONCLUSIONS AND RECOMMENDATIONS

This part of the paper presents the conclusion and recommendation of the researcher. The discussion is supported by the literature presented in the first chapters and the conclusion is in accordance with statements of the problem presented in this study.

Findings

The primary objective of this study was to evaluate the mediating effect of peer associations on the relationship between Water, Sanitation, and Hygiene (WinS) Program and self-esteem among students through mediation analysis utilizing non-experimental quantitative design using descriptive-correlation technique. The researcher selected the 172 Grade 7-10 students within Compostela East District, Davao de Oro as the respondents through simple random sampling method. The researcher made use of modified and enhanced adapted survey questionnaires which was pilot tested in a nearby school to ensure high reliability and internal consistency of the items in the instrument. The result of the study are summarize as follows:

The extent of the Water, Sanitation, and Hygiene (WinS) program among students in Compostela East District, Davao de Oro, is generally rated as moderately extensive, indicating that students sometimes demonstrate appropriate hygiene practices. Among the indicators, daily bathing and wearing clean clothes are the most evident, suggesting that students maintain personal cleanliness consistently. In contrast, regular handwashing is the least evident, highlighting the need for further awareness and reinforcement of proper hand hygiene practices.

In addition, the extent of self-esteem among students in Compostela East District, Davao de Oro, is generally rated as extensive, demonstrating that students frequently exhibit positive self-concept and confidence in social situations. Among the indicators, participation in class activities is the most evident, reflecting that students are comfortable expressing their ideas and engaging in discussions. In contrast, the approach to new challenges is the least evident, suggesting that students may require more encouragement to embrace new experiences confidently.

Moreover, the extent of peer associations among students is generally rated as moderately extensive, indicating that students sometimes demonstrate positive social interactions. Among the indicators, listening attentively to peers during presentations is the most evident, reflecting students' respect and attentiveness to their classmates. Conversely, offering assistance to peers who struggle with specific tasks is the least evident, suggesting a need for further encouragement to support one another.

Meanwhile, the results reveal a moderate positive relationship between the Water, Sanitation, and Hygiene (WinS) program and students' self-esteem, indicating that students who practice good hygiene tend to exhibit higher self-confidence. Among the dimensions, proper oral care demonstrates the strongest relationship, suggesting that maintaining oral hygiene positively influences students' self-esteem. In contrast, regular handwashing shows the weakest relationship, implying that while important, it may not directly enhance self-esteem as strongly as other hygiene practices.

Finally, the findings show that both self-esteem and peer associations significantly influence students' social interactions, with self-esteem having a stronger impact. This suggests that students with higher self-esteem are more likely to build positive peer relationships and engage actively in social activities. Schools are encouraged to strengthen programs that promote both hygiene practices and self-esteem development to enhance students' social skills and well-being.

Conclusions

Based on the findings of this study several conclusions were generated:

The results conclude that the extent of the Water, Sanitation, and Hygiene (WinS) program among students in Compostela East District, Davao de Oro, is generally rated as moderately extensive, with daily bathing and wearing clean clothes being the most evident indicator. This suggests that students maintain personal cleanliness consistently but may require further encouragement to adopt proper handwashing practices, which is the least evident. Schools are encouraged to strengthen hygiene education programs, emphasizing the importance of regular handwashing to enhance overall health practices.

More so, the extent of self-esteem among students is generally rated as extensive, indicating that students frequently exhibit positive self-concept and confidence in social settings. Participation in class activities is the most evident, suggesting that students are comfortable expressing their ideas, while the approach to new challenges is the least evident, highlighting a need for further support in developing students' confidence in facing unfamiliar situations. Schools should provide more opportunities for students to engage in problem-solving activities and explore new experiences, enhancing their resilience. The results also show that the extent of peer associations among students is generally rated as moderately extensive, indicating that students sometimes demonstrate positive social interactions. Listening attentively during peer presentations is the most evident, reflecting respect and attentiveness among students, while offering assistance to peers is the least evident, suggesting a need for further encouragement in supporting one another. Schools are encouraged to promote collaborative activities that foster a sense of teamwork and mutual support among students.

Further, the findings confirm a moderate positive relationship between the Water, Sanitation, and Hygiene (WinS) program and students' self-esteem, indicating that students who practice good hygiene tend to exhibit higher self-confidence. Proper oral care demonstrates the strongest relationship, implying that maintaining oral hygiene significantly enhances students' self-esteem. Schools should continue to promote comprehensive hygiene practices, including oral care, as part of their health education programs.

Furthermore, the results align with the Social Cognitive Theory by Bandura (1986), which emphasizes the influence of personal behaviors (such as hygiene practices) on self-perceptions, and support the Self-Determination Theory by Deci and Ryan (1985), which highlights the role of personal competence in enhancing self-esteem. However, the findings partially challenge the Looking-Glass Self Theory by Cooley (1902), as peer associations only moderately influence self-esteem, suggesting that while social interactions matter, students' self-esteem is more strongly influenced by personal hygiene practices rather than peer perceptions.

Recommendations

In light of the study's findings, the following recommendations are offered to inform policy, school leadership, teaching practice, and future research:

To enhance the Water, Sanitation, and Hygiene (WinS) program in Compostela East District, Davao de Oro, schools are encouraged to prioritize education on regular handwashing, which is rated as moderately extensive. Schools can implement awareness campaigns, interactive demonstrations, and visual reminders in classrooms to emphasize the importance of handwashing. Additionally, providing accessible handwashing facilities with soap and water can further support this practice among students.

For self-esteem among students, particularly in the area of the approach to new challenges, which is rated as moderately extensive, schools should provide more opportunities for students to engage in problem-solving activities, innovation tasks, and confidence-building exercises. Teachers can integrate activities that encourage students to take on leadership roles, explore creative solutions, and reflect on their achievements. Regular positive reinforcement and constructive feedback can also help students develop greater confidence in facing unfamiliar situations.

Regarding peer associations, the lowest-rated indicator is offering assistance to peers, which is moderately extensive. Schools are advised to create a culture of mutual support by implementing peer tutoring programs, collaborative group activities, and recognition for acts of kindness. Teachers can facilitate discussions on the value of helping others and encourage students to practice empathy and cooperation in daily interactions.

To further enhance students' social development, particularly in the area of effective communication, which is rated as moderately extensive, schools should integrate more interactive communication activities into the curriculum. These may include group discussions, debates, public speaking exercises, and role-playing scenarios. Teachers can provide constructive feedback on students' communication skills, helping them become more articulate and confident.

Finally, in terms of response to feedback, which is moderately extensive, schools should encourage students to view feedback as a tool for growth rather than criticism. Teachers can create a supportive feedback culture by modeling positive ways of providing and receiving feedback, using clear and constructive language. Regular reflection sessions can also help students understand how to use feedback to improve their skills and performance.

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