

Academic Resiliency, Social and Emotional Learning, and Intercultural Communication of Students: A Structural Equation Model on Interpersonal Communicative Competence

ABSTRACT

Aims: This study aimed to determine the best model for interpersonal communicative competence of students, influenced by academic resiliency, intercultural competence, and social and emotional learning.

Study design: A non-experimental quantitative research design employing descriptive, predictive, and structural equation modeling was utilized.

Place and Duration of Study: The study was utilized on 456 AB-Filipino and BSED Filipino students of Region XII, Philippines.

Methodology: The collected data from an adapted survey questionnaire were analyzed using mean, Pearson product-moment correlation coefficient, linear regression, and structural equation modeling.

Results: The results revealed that academic resiliency, social and emotional learning, intercultural competence, and interpersonal communicative competence achieved a high descriptive level, indicating these are frequently manifested by the respondents. Furthermore, social and emotional learning and intercultural communication emerged as statistically significant predictors of interpersonal communicative competence. However, academic resiliency did not show statistical significance as a predictor of interpersonal communicative competence. Nonetheless, the overall model suggests that these three predictors together can significantly predict interpersonal communicative competence.

Conclusion: It was found that intercultural communicative competence had a significant influence as an exogenous variable on interpersonal communicative competence, the endogenous variable. Lastly, Model 3 met all the goodness-of-fit criteria, indicating it as the best-fit model for interpersonal communicative competence. It is considered relatively parsimonious due to its good fit with fewer parameters compared to the other models.

Keywords: academic resiliency, social and emotional learning, intercultural competence, interpersonal communicative competence, structural equation modelling, education, Philippines

1. INTRODUCTION

Communication is very important in everyday life. If an individual has effective communication skills, they have the ability to provide ideas and information, even in building good relationships without problems (1). The lack of communication skills among graduates has become a problem for those who currently accept jobs, whether in the public or private sectors. One of the reasons why most job seekers do not pass interviews is the lack of

interpersonal communicative skills, which can cause problems in their existence in society, communication methods, and problem management (2).

Low interpersonal communication can result in interpersonal problems that can affect internalizing and externalizing behaviors. Currently, students who are in the transition from childhood to adulthood, with the charm of being independent from their parents, are in a critical period because they need interaction with their fellow students (3). This corresponds to previous studies indicating that interpersonal relationships have an important influence on a person's life stage and self-development (4). This is also supported by previous studies showing that it can increase overall human health, enhance academic stability, find solutions to problems, and provide a healthy physical environment (5).

Resilience consists of positive references that an individual has, which can be manifested during stressful life events to prevent the development of negative outcomes (6). Additionally, resilience is a concept that draws on ideas of support, well-being, and strength. There is also a view that resilience can be based on internal characteristics (personality, values, thinking styles, beliefs, social support), but also an ecological perspective that looks at resilience in the context of human-environment relationships that vary across different dimensions, times, periods, and social networks/organizations (7). Variables such as interpersonal communication, self-disclosure, and social relaxation were significant predictors of resilience. The strong correlation observed between self-disclosure and the resilience factor of social resources highlights the central role of these elements in building resilience (8).

Meanwhile, communication between individuals from different social and cultural backgrounds focuses on either interpersonal communication skills or intercultural communication skills. In multicultural academic environments, both interpersonal communication skills and intercultural communication skills help international students with different social, cultural, and communication norms to have successful interactions with their classmates. Interpersonal communication is the main aspect of communication between individuals that leads to intergroup communication and intercultural communication (9). Interpersonal communication is at the root of human existence. It is through communication that interpersonal relationships are formed, managed, and dissolved (when the opportunity arises). Relationship quality—positive or negative—is one of the most powerful psychosocial predictors of a person's physical and mental health outcomes (10). Communication is one of the most basic elements in human functioning because positive and effective communication is the foundation of strong and healthy interpersonal relationships. The quality of communication has a direct impact on the quality of the relationship (11).

In academic achievement and interpersonal communication are significant factors that influence academic resiliency (12). According to the findings of Park and Lee's study, high academic resilience is associated with higher student academic achievement, as well as higher class participation and less academic behavioral issues. Students with high academic resilience successfully face stressful situations or any problems because of their outstanding achievement in cognitive aspects as well as various problem-solving strategies.

The interpersonal communication variables of self-disclosure and social relaxation were found to be significant predictors of resilience. The strong relationship found between self-disclosure and the resilience factor of social resources underscores the importance of social elements in building resilience (13).

Meanwhile, social and emotional learning (SEL) can be defined as the capacity to recognize and manage emotions, effectively solve problems, and establish positive relationships with others. Research has shown the important role of SEL in promoting excellent student development and academic success. Extensive research confirms that SEL skills can be taught, that they promote positive development and reduce problem behaviors, and that they improve students' academic achievement and citizenship (14). SEL is an educational model for improving the social-emotional skills of all students and a long-term educational program

that connects school, home, and community. Although there has been active research to establish evidence-based practice (EBP) of SEL programs worldwide, the quality of SEL intervention studies, which are an important part of EBP evaluation, has rarely been investigated (15). It was found that there is a significant positive correlation between self-esteem, interpersonal relationships, intercultural communicative competence, and cultural competence. Regression analysis showed that variance for cultural competence was significantly accounted for by self-esteem, interpersonal relationships, and intercultural communicative competence. The findings of the study suggest the need for cultural competency education programs designed at the appropriate grade level for students (16). Based on the relationships of the variables above, this study intends to examine the most appropriate model for students' interpersonal communicative skills.

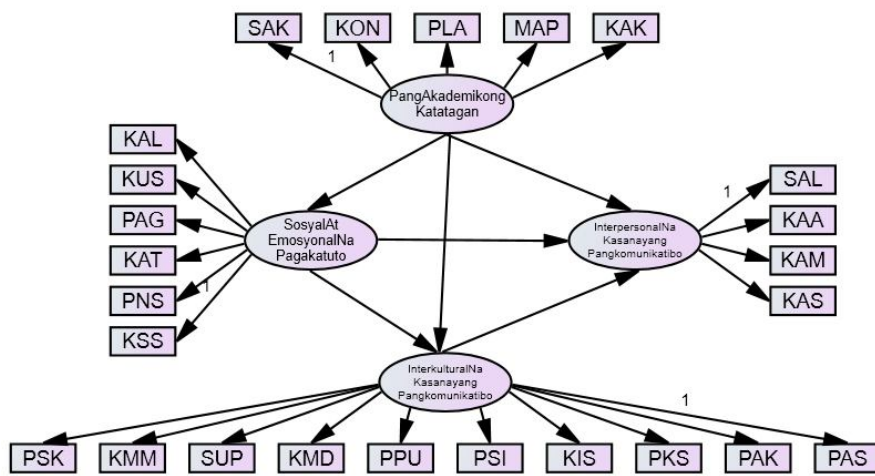


Fig. 1. Conceptual framework of the study

This conceptual framework describes study variables. The research defines academic resilience as self-efficacy, control, planning, low anxiety, and competence. Next, self-knowledge, self-management, resilience, recovery, self-confidence, and safety describe social and emotional learning. Third, intercultural communication includes self-disclosure, empathy, calmness in social situations, the ability to defend oneself, consideration for others, relationship management, emotional processing, support, approachability, and environmental management. Fourth is interpersonal communication abilities, including attitudes, knowledge, awareness, and skills. The relationship between academic stability, social and emotional learning, intercultural communication, and interpersonal communicative skills is also identified. Finally, the best model for students' interpersonal communication skills was chosen. Schools promoting BSED-Filipino and AB-Filipino programs should measure their interpersonal communicative skills in Filipino because these students will be the next generation of language teachers. Future researchers in interpersonal communication skills will have an innovative platform to improve their work. Many sociologists, including George Herbert Mead and Herbert Blumer, favoured symbolic interactionism. This sociological idea is crucial to communication studies. Urie Bronfenbrenner's Socio-Ecological Model, which states that biological and environmental factors affect student growth and health, supports this research. These elements include family, community, culture, economy, politics, legislation, and environmental services and supports (17). The reciprocal cause-effect link between the self (or intraperson), behavior, and environment is also supported by Social Cognitive Theory (18). Each determinant depends on the others. These determinants are relationships that alter with individual experience.

2. MATERIAL AND METHODS

2.1 Respondents

This study included public and private university students from Region XII, popularly known as SOCCSKSARGEN, which encompasses South Cotabato, Cotabato, Sultan Kudarat, Sarangani, and General Santos. These universities provide BSED Filipino and AB-Filipino. Due to their future Filipino language teachers' need for interpersonal communication abilities, the researcher selected four institutions through preliminary investigation. This survey included 456 respondents for a relevant structural model analysis. The researcher utilized stratified random sampling to give respondents a fair chance (19).

2.2 Instruments

The study used four questions to achieve its objectives. Rubin and Martin's instrument assessed students' interpersonal communication skills. The Development Study of Academic Resilience Scale for Gifted Young Scientists Education by Zulfikar, Hidayah, and Triyono assessed student academic resilience. The Development of a Social and Emotional Well-Being Scale Using ESEM and CFA: Synergistic Stories in Complex Models by Busath was also used to assess student social-emotional learning. Finally, Duisembekova's Beliefs about Intercultural Communicative Competence: The Development and Validation of a New Instrument was used to assess intercultural communication (20). These questions were evaluated by Filipino language teachers to confirm their validity.

2.3 Research Design and Methodology

The research used a structural equation model for descriptive, correlational, and causal-comparative design. Interpersonal communication, academic resiliency, intercultural communication, and social and emotional learning were assessed using descriptive analysis. Correlational and causal-comparative designs were used to determine variable correlations and choose the best variable to model students' interpersonal communication skills. Additionally, the researcher took additional precautions to assure research quality. Searching and downloading study questions was the first step. Second, a specialist evaluated the questionnaires' suitability and correctness. Third, the researcher updated the questionnaires with consultant feedback. Fourth, assessors validated questionnaires. Fifth, the researcher repaired errors and incorporated validator suggestions before submitting the documents to U MERC for initial and final study approval. Sixth, after U MERC approval, the researcher received dean approvals and signatures to confirm data acquisition. Seventh, a statistician assessed the data for valid research. At the end of the paper, the researcher discussed the findings. This study used statistical approaches to find the best model for students' interpersonal communication skills. The mean measured students' interpersonal communication, academic resilience, intercultural skills, and social and emotional wellness. Pearson Product Moment Correlation was used to analyze students' interpersonal communication, academic stability, intercultural skills, and social and emotional wellbeing. Multiple regression was used to discover student interpersonal communication predictors. The best model was chosen using the Structural Equation Model. Analysis of Moment Structure (AMOS) Goodness of Fit Statistics was used for the Alternative Model.

3. RESULTS AND DISCUSSION

3.1 Level of Academic Resiliency

Indicators of academic stability are shown in Table 1. Control had a high score ($\bar{x} = 3.91$, $SD = 0.58$). Next were self-efficacy ($x = 3.67$, $SD = 0.60$), diligence ($x = 3.58$, $SD = 0.69$), and plan ($x = 3.42$, $SD = 0.85$). The low anxiety index showed moderate levels ($\bar{x} = 3.36$, $SD = 0.81$). Overall, students' academic resilience was high ($\bar{x} = 3.59$, $SD = 0.54$), indicating frequent resilience.

Table 1. Indicators of academic stability

Indicators	SD	Mean	Descriptive Level
Self-efficacy	0.60	3.67	High
Control	0.58	3.91	High
Plan	0.85	3.42	High
Low Anxiety	0.81	3.36	Moderate
Diligence	0.69	3.58	High
Overall	0.54	3.59	High

The conclusion agreed Dwiastuti, et al.'s study showing high academic stability is associated with academic brilliance. It recommends improving school policy support (21). Students' academic stability and performance during the epidemic were likewise linked in Amzil's study (22). This shows that pupils are overcoming pandemic learning hurdles. Those with more academic accomplishment were more resilient than those with fewer bad marks. This study supported Valentin et al. (23) by showing that high self-efficacy predicts academic stability. Thus, great self-efficacy indicates stability in any learning environment. This shows that self-efficacy affects behavior, academic success, and learning in any academic institution, especially colleges. To succeed academically, self-confident students set greater goals. Additionally, college is difficult and challenging. Thus, mental stability affects student performance (24). Students' quality of life can be maintained despite scholastic stress, especially during the epidemic, through resilience. Resilience has helped students cope with pandemic-related academic stress (25).

3.2 Level of Social and Emotional Learning

Table 2 shows Social and Emotional Learning levels. All indicators showed high levels, with a total $\bar{x} = 3.99$ and $SD = 0.48$, indicating frequently occurrences. Self-confidence was the highest score ($\bar{x} = 4.19$, $SD = 0.77$). Self-awareness follows closely with $\bar{x} = 4.15$ and $SD = 0.67$, followed by resiliency, self-management, and safety ($\bar{x} = 3.75$ and $SD = 0.68$).

Table 2
Level of Social and Emotional Learning

Indicators	SD	Mean	Descriptive Level
Self-awareness	0.67	4.15	High
Self-management	0.65	3.82	High
Perseverance	0.57	4.15	High
Bounce-back	0.67	3.84	High
Self-confidence	0.77	4.19	High

Safety	0.68	3.75	High
Overall	0.48	3.99	High

According to Dowling et al. (26) and Jones et al. (27), the acceptance and support of social and emotional learning programs shows their impact on students' social and emotional skills, academic performance, mental health, and overall well-being. Due to its ability to improve competence and psychosocial health, social and emotional learning programs offer unique ways to achieve goals (28). The study by Thaintheerasombat, Supatarayan, and Chookhampaeng (29) on secondary school students showed that managing social and emotional aspects affects social and emotional intelligence skills differently depending on study period, gender, and age. Therefore, pupils with different learning methods have diverse self-knowledge. Being aware of one's emotions builds emotional resilience. Emotional stability depends on self-awareness, which involves managing emotions and impulses (30-31). Self-awareness helps understand difficult emotions, especially in uncertain situations (32). These studies show that social and emotional learning programs improve academic performance and reduce problem behavior. These programs have theoretical foundations for resilience enhancement, and their analysis is directly tied to student resilience through social and emotional learning (33).

3.3 Level of Intercultural Communication

Table 3 shows students' multicultural communication skills. Results show high degrees of closeness ($\bar{x} = 3.95$, $SD = 0.71$) and supportiveness ($\bar{x} = 3.71$, $SD = 0.75$). Additionally, social relaxation scored $\bar{x} = 3.58$, $SD = 0.68$, indicating high levels. Students showed high levels of empathy ($\bar{x} = 3.50$, $SD = 0.66$) and assertiveness ($\bar{x} = 3.45$, $SD = 0.59$). Interaction management scored $\bar{x} = 3.42$, $SD = 0.62$, indicating regular demonstration.

Table 3. *Level of Intercultural Communication*

Indicators	SD	Mean	Descriptive Level
Self-disclosure	0.75	3.20	Moderate
Empathy	0.66	3.50	High
Social Relaxation	0.68	3.58	High
Assertiveness	0.59	3.45	High
Altercentrism	0.62	3.29	Moderate
Interaction Management	0.62	3.42	High
Expressiveness	0.81	3.49	High
Supportiveness	0.75	3.71	High
Immediacy	0.71	3.95	High
Environmental Control	0.58	3.39	Moderate
Overall	0.43	3.50	High

Empathy ($\bar{x} = 3.49$, $SD = 0.81$) and environmental control ($\bar{x} = 3.39$, $SD = 0.58$) indicate moderate levels. The scores for empathy ($\bar{x} = 3.29$, $SD = 0.62$) and self-disclosure ($\bar{x} = 3.20$, $SD = 0.75$) indicate moderate student manifestation. The study found that regional pupils have multicultural communication skills that must be maintained. In Chen and Pan's study (34), some students lack direct cultural interaction, limiting their cultural awareness and knowledge. Students lack cross-cultural experiences due to a lack of travel, exchange, and foreigner engagement. Thus, their little exposure hinders their communication with people

from different cultures. Students can better grasp language and culture by studying communication patterns in different cultures. Intercultural communication involves listening, speaking, reading, and writing and uses multidimensional learning strategies to increase language skills and creativity (35).

3.4 Level of Interpersonal Communicative Competence

This table shows student intercultural communication skills. High levels of awareness ($\bar{x} = 3.87$ and $SD = 0.51$) and skill ($\bar{x} = 3.87$ and $SD = 0.51$) indicate frequent manifestation of these abilities. Additionally, moderate knowledge increase ($\bar{x} = 3.39$, $SD = 0.61$) indicates occasional student demonstration. This indicator showed high levels ($\bar{x} = 3.95$, $SD = 0.39$), indicating students' strong interpersonal communication skills.

Table 4
Level of Interpersonal Communicative Competence

Indicators	SD	Mean	Descriptive Level
Attitudes	0.53	4.42	Very High
Knowledge	0.61	3.39	Moderate
Awareness	0.51	4.13	High
Skill	0.51	3.87	High
Overall	0.39	3.95	High

Interpersonal communication skills affect behavior, especially in schools where pupils need clear, comprehensible communication with teachers. Speech, symbols, body language, and images are used to communicate information, ideas, and self-expression in interpersonal communication. Interpersonal communication aims to promote mutual understanding and purpose (36). Effective communication between message recipients and senders requires interpersonal communication skills. Meeting obligations requires strong interpersonal skills, which directly affect college students' growth (37). Lack of interpersonal contact hinders socialization. Intercultural competency includes skills, attitudes, and knowledge. Intercultural skills training prepares students for future issues (38). Change is needed to promote a good attitude toward learning communication skills. It is recommended to structure courses, mentoring, and training in this area (39).

3.5 Significant Relationship of Academic Resiliency and Interpersonal Communicative Competence

Table 5 presents the significant relationship between academic stability and interpersonal communicative skills of students. There is a notable correlation between self-efficacy and awareness, with $r = 0.374^{**}$, as well as between self-efficacy and skill, with $r = 0.310^{**}$. Overall, self-efficacy demonstrates a positive correlation with general interpersonal communicative skills, with $r = 0.401^{**}$. Control exhibits a positive correlation with attitude ($r = 0.126^{**}$), knowledge ($r = 0.351^{**}$), awareness ($r = 0.368^{**}$), skill ($r = 0.461^{**}$), and general interpersonal communication skills ($r = 0.450^{**}$).

Additionally, a significant correlation is shown between the plan indicators of interpersonal communicative skills and knowledge ($r = 0.359^{**}$), awareness ($r = 0.222^{**}$), skill ($r = 0.285^{**}$), and general interpersonal communicative skills ($r = 0.308^{**}$). Furthermore, low anxiety displays a positive correlation with physicality ($r = 0.241^{**}$), skill ($r = 0.185^{**}$), and general interpersonal communicative skills ($r = 0.191^{**}$), but only a weak correlation with consciousness ($r = 0.112^*$). Meanwhile, ability also shows a positive relationship with knowledge ($r = 0.340^{**}$), skill ($r = 0.335^{**}$), awareness ($r = 0.227^{**}$), and general interpersonal communicative skills ($r = 0.323^{**}$).

Table 5

Significant Relationship of Academic Resiliency and Interpersonal Communicative Competence of Students of Students

Academic Resiliency	Interpersonal Communicative Competence				
	Attitudes	Knowledge	Awareness	Skill	Overall
Self-efficacy	.045	.374**	.310**	.401**	.392**
	.336	.000	.000	.000	.000
Control	.126**	.351**	.368**	.461**	.450**
	.007	.000	.000	.000	.000
Plan	.012	.359**	.222**	.285**	.308**
	.806	.000	.000	.000	.000
Low Anxiety	.004	.241**	.112*	.185**	.191**
	.938	.000	.016	.000	.000
Diligence	.024	.340**	.227**	.335**	.323**
	.603	.000	.000	.000	.000
Overall	.048	.430**	.309**	.418**	.420**
	.305	.000	.000	.000	.000

Attitude does not correlate with overall academic resilience ($r = 0.048$), but interpersonal knowledge, awareness, and competence do ($r = 0.430^{**}$, 0.309^{**} , and 0.418^{**} , respectively). Based on the overall, academic resiliency and student interpersonal communication abilities are positively correlated ($r = 0.420^{**}$). Academic resilience means overcoming academic obstacles. Academically stable students excel. Academically successful kids also have good interpersonal communication skills, which help them get along with peers, teachers, and others (39). Interpersonal communication skills also affected student academic resilience, according to Seo and Kwon's study (40). Regression results revealed that family, interpersonal interactions, personality traits, and academic accomplishment affect academic resiliency.

3.6 Significant Relationship between Social and Emotional Learning and Interpersonal Communicative Competence of Students

Table 6 shows how social and emotional learning affects interpersonal communication. The results show that self-awareness positively affects attitude, knowledge, awareness, skill, and interpersonal communicative skills ($r = 0.210^{**}$ – 0.388^{**}). Self-management positively affects attitude, knowledge, awareness, skill, and interpersonal communicative skills ($r = 0.176$ to 0.433). Knowledge, awareness, skill, and general interpersonal communicative skills enhance attitude stability ($r = 0.339^{**}$, 0.376^{**} , 0.364^{**} , and 0.433^{**}). Safety strongly corresponds with attitude, knowledge, awareness, skill, and general interpersonal communicative skills ($r = 0.134^{**}$ – 0.312^{**}). It is unrelated to attitude ($r = 0.060$). Knowledge, awareness, skill, and general interpersonal communicative skills are positively correlated with self-confidence ($r = 0.241^{**}$), while attitude is not ($r = 0.081$). Overall, student social and emotional learning is positively correlated with attitude ($r = 0.191^{**}$), knowledge ($r = 0.384^{**}$), awareness ($r = 0.462^{**}$), skill ($r = 0.425^{**}$), and general interpersonal communicative skills ($r = 0.503^{**}$).

Table 6

Significant Relationship between Social and Emotional Learning and Interpersonal Communicative Competence of Students

Social and Emotional Learning	Interpersonal Communicative Competence				Overall
	Attitudes	Knowledge	Awareness	Diligence	
Self-awareness	.210**	.232**	.401**	.292**	.388**
	.000	.000	.000	.000	.000
Self-Management	.176**	.348**	.354**	.376**	.433**
	.000	.000	.000	.000	.000
Perseverance	.177**	.339**	.376**	.364**	.433**
	.000	.000	.000	.000	.000
Bounce-back	.060	.269**	.280**	.256**	.300**
	.201	.000	.000	.000	.000
Confidence	.081	.241**	.335**	.272**	.318**
	.084	.000	.000	.000	.000
Safety	.134**	.243**	.248**	.282**	.312**
	.004	.000	.000	.000	.000
Overall	.191**	.384**	.462**	.425**	.503**
	.000	.000	.000	.000	.000

This study supports numerous individual studies and reviews on social and emotional learning, which improve self-perception, empathy, prosocial behavior, behavioral and emotional problems, and academic performance (41). This shows that students with excellent social and emotional learning have good interpersonal communication skills. Schools should encourage social and emotional learning to boost students' academic and personal performance. Many studies have linked social and emotional learning to happiness and academic success, whereas failing to acquire these skills can lead to personal, social, and academic problems (42).

3.7 Significant Relationship Between Intercultural Communication and Interpersonal Communicative Competence of Students

This table illustrates the significant relationship between intercultural skills and interpersonal communication skills of students. Based on the results, there is a positive correlation between self-disclosure and knowledge ($r = 0.291^{**}$), awareness ($r = 0.211^{**}$), and skill ($r = 0.187^{**}$), as well as total interpersonal communicative skills ($r = 0.257^{**}$). However, it has no correlation with attitude ($r = 0.042$).

Table 7

Significant Relation Between Intercultural Communication Skill and Interpersonal Communicative Competence of Students

Intercultural Communication Skill	Interpersonal Communicative Competence				
	Attitudes	Knowledge	Awareness	Diligence	Overall
Self-disclosure	.042	.291**	.211**	.187**	.257**
	.376	.000	.000	.000	.000
Empathy	.060	.292**	.303**	.328**	.339**
	.201	.000	.000	.000	.000
Social Relaxation	.050	.304**	.265**	.305**	.320**
	.283	.000	.000	.000	.000
Assertiveness	.037	.328**	.239**	.317**	.321**
	.429	.000	.000	.000	.000
Altercentrism	.102*	.281**	.180**	.267**	.289**
	.029	.000	.000	.000	.000
Interaction Management	.112*	.455**	.381**	.383**	.463**
	.017	.000	.000	.000	.000
Expressiveness	.080	.297**	.256**	.232**	.302**
	.087	.000	.000	.000	.000
Supportiveness	.136**	.288**	.292**	.312**	.356**
	.004	.000	.000	.000	.000
Immediacy	.191**	.307**	.412**	.297**	.415**
	.000	.000	.000	.000	.000
Environmental Control	.115*	.462**	.367**	.417**	.474**
	.014	.000	.000	.000	.000
Overall	.148**	.518**	.460**	.476**	.557**
	.002	.000	.000	.000	.000

Similarly, a significant correlation was demonstrated between empathy and knowledge ($r = 0.292^{**}$), awareness ($r = 0.303^{**}$), skill ($r = 0.328^{**}$), and total interpersonal communicative skills ($r = 0.339^{**}$), with no correlation with attitude ($r = 0.060$). Calmness in social situations also showed a significant correlation with knowledge ($r = 0.304^{**}$), awareness ($r = 0.265^{**}$), skill ($r = 0.305^{**}$), and general interpersonal communicative skills ($r = 0.320^{**}$), but no correlation with attitude ($r = 0.050$). Moreover, the ability to defend oneself exhibited a significant correlation with knowledge ($r = 0.328^{**}$), awareness ($r = 0.239^{**}$), skill ($r = 0.317^{**}$), and general interpersonal communicative skills ($r = 0.321^{**}$), but not with attitude ($r = 0.037$).

Consideration of others showed a weak correlation with attitude ($r = 0.102^*$), but a positive correlation with knowledge ($r = 0.281^{**}$), awareness ($r = 0.180^{**}$), skills ($r = 0.267^{**}$), and general interpersonal communicative skills ($r = 0.289^{**}$). Relationship management also demonstrated a weak relationship with attitude ($r = 0.112^*$), but a positive relationship with knowledge ($r = 0.455^{**}$), awareness ($r = 0.381^{**}$), skill ($r = 0.383^{**}$), and general interpersonal communicative skills ($r = 0.463^{**}$). The ability to express emotions showed a positive correlation with knowledge ($r = 0.297^{**}$), awareness ($r = 0.256^{**}$), skill ($r = 0.232^{**}$),

and general interpersonal communicative skills ($r = 0.302^{**}$), with no relationship with attitude ($r = 0.080$).

Additionally, intercultural communication also exhibited a positive correlation based on attitude support ($r = 0.136^{**}$), knowledge ($r = 0.288^{**}$), awareness ($r = 0.292^{**}$), skill ($r = 0.312^{**}$), and general interpersonal communicative skill ($r = 0.356^{**}$). The ability to be close to indicators of interpersonal communicative skills such as attitude ($r = 0.191^{**}$), knowledge ($r = 0.307^{**}$), awareness ($r = 0.412^{**}$), skills ($r = 0.297^{**}$), and general interpersonal communicative skills ($r = 0.415^{**}$). Finally, environmental management showed a positive relationship with knowledge ($r = 0.462^{**}$), skill ($r = 0.367^{**}$), awareness ($r = 0.417^{**}$), and total interpersonal communicative skills ($r = 0.474^{**}$). There is a weak correlation between environmental management and attitude ($r = 0.115^*$). Overall, intercultural communicative skills have a positive and significant relationship with attitude ($r = 0.148^{**}$), knowledge ($r = 0.518^{**}$), awareness ($r = 0.460^{**}$), skill ($r = 0.476^{**}$), and total interpersonal communicative skill ($r = 0.557^{**}$). The role of cultural competence in enhancing interpersonal and intercultural communication by discussing five main benefits. This includes improving communication skills, responding to language variety, ensuring clarity in the presentation of information, enhancing knowledge, strengthening dignity, and respect for other cultures. In addition to the essay, being a good intercultural communicator requires knowledge and performance that necessitate effectiveness, appropriateness, and empathy in communication. It is also mentioned that intercultural communication affects the communication process by influencing values, traditions, social and political relations, and the perception of those who receive and send the message (43).

3.8 Significant Influence of Academic Resiliency, Social and Emotional Learning, Intercultural Communication Skill on Interpersonal Communicative Competence of Students

This table presents the regression analysis examining the influence of academic stability, social and emotional learning, and intercultural skills on interpersonal communicative skills of students. Academic resilience scored (B) 0.048 and (β) 0.067. However, it obtained a t-value of 1.272 and a p-value of 0.204, indicating that the relationship between academic stability and interpersonal communicative skills is insignificant.

Table 8

Significant Influence of Academic Resiliency, Social and Emotional Learning, Intercultural Communication Skill on Interpersonal Communicative Competence of Students

Interpersonal Communicative Competence				
(Variables)	B	B	T	Sig.
Constant	1.840		13.464	.000
Academic Resiliency	.048	.067	1.272	.204
Social and Emotional Learning	.177	.218	3.832	.000
Intercultural Communication Skill	.353	.385	7.820	.000
R	.593			
R ²	.352			
ΔR	.348			
F	81.855			
P	.000			

Meanwhile, social and emotional learning obtained (B) 0.177 and (β) 0.218. This was shown with a t-value of 3.832 and a p-value of 0.000, indicating a positive relationship between

social and emotional learning and interpersonal communicative skills. Additionally, intercultural skills obtained (B) 0.353 and (β) 0.385. Its t-value showed 7.820 and p-value 0.000, suggesting a positive relationship between the two variables. Overall, based on regression analysis, intercultural communicative skills and social and emotional learning are significant predictors of students' interpersonal skills.

In other words, when speaking of intercultural communication, it usually refers to situations in which the people involved in the interaction value their group identities. This could be their national origin, ethnicity, or other important aspects of the culture they belong to. But it's not just about individual identities; it also includes the deeper characteristics, history, values, customs, and communication methods associated with these larger cultural groups. Thus, intercultural communication is not only about personal differences; it is also about understanding and navigating complex contexts (44).

Skills such as initiating relationships, expressing oneself, sharing personal information, providing emotional support, and resolving conflicts are positively connected to cooperation, support, taking initiative, and mutual understanding in relationships. These skills were also strongly connected to the emotional intelligence of the group studied. This suggests that these interpersonal skills and emotional intelligence will help students thrive in society and succeed in their future professions (45). Additionally, social and emotional learning is important for being effective in life and has a positive impact on emotional health as well as interpersonal relationships (46).

3.9 Regression Weights of the 3 Generated Models

Table 9
Regression Weights of the 3 Generated Models

Model	Exogenous Variables to Endogenous Variable		
	Academic Resiliency	Social and Emotional Learning	Intercultural Communicative Competence
1	.059**	.064**	.033 ^{NS}
2	.053 ^{NS}	.025 ^{NS}	.075 ^{NS}
3	.033 ^{NS}	.075 ^{NS}	.131*

In the first model, the relationship between academic resilience and interpersonal communicative skills shows a regression weight of 0.059**, indicating a positive relationship. Similarly, social and emotional learning exhibits a regression weight of 0.064**, also indicating a positive relationship with interpersonal communicative skills. However, students' intercultural communicative skills and interpersonal skills show no significant relationship based on the regression weight of 0.033NS.

In the second model, the regression weight between academic stability and interpersonal skills is shown at 0.053NS, indicating no significant relationship. Additionally, there is no relationship between social and emotional learning and interpersonal skills of students in this model, with a regression weight of 0.025NS. Intercultural communicative skills and interpersonal skills also show no significant relationship in this model, with a regression weight of 0.075NS.

In the third model, only intercultural communicative skills exhibit a positive relationship with interpersonal skills, with a regression weight of 0.131**. However, there is no significant relationship between the two exogenous variables, academic resilience, with a regression weight of 0.033NS, and social and emotional learning, with a regression weight of 0.075NS, with the endogenous variable interpersonal communicative skills of students.

This underscores that effective speakers must be able to control and manipulate their environment to achieve their personal goals. To do this effectively, they need to know their goals, gather information, be aware of how others respond, and choose the right communication strategy. In general, communication skills mean having personal ability in defining and achieving goals, and communicating effectively with others. Therefore, intercultural communication competence means the ability to effectively convey cultural meanings and identities in a specific communication context (47).

3.10 Summary of Goodness of Fit Measures of the Three Generated Models

The first model has a CMIN/DF ratio of 5.151, the second model has a CMIN/DF ratio of 3.234, and the third model has a CMIN/DF ratio of 1.263. Values between 0 and 2 can be said to indicate model fit. Only the third model achieves this.

Table 10. Goodness of Fit Measures of the Three Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value <2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	5.151	.810	.737	.695	.710	.096	.000
2	.000	3.234	.861	.860	.810	.844	.070	.000
3	.103	1.263	.980	.991	.960	.986	.024	.997

Legend: CMIN/DF – Chi Square/Degrees of Freedom NFI – Normed Fit Index

GFI – Goodness of Fit Index

TLI - Tucker-Lewis Index

RMSEA – Root Mean Square of Error Approximation

CFI– Comparative Fit Index

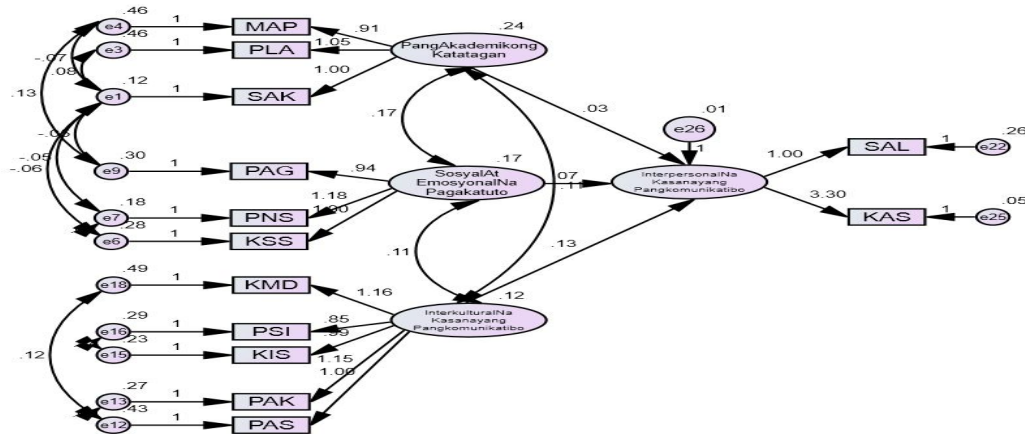


Fig 2. Generated Models

Overall, the third model demonstrates appropriateness based on the general goodness-of-fit indices, including acceptable values. Specifically, for GFI, CFI, NFI, and TLI, only the third model achieves values greater than 0.95, indicating compatibility with all the mentioned models. This model can be seen below.

4. CONCLUSION

According to the research, the students' academic resilience is strong (\bar{x} =3.59 and sd =0.54), showing frequent resilience. This shows that students can be resilient despite academic issues. Social and emotional learning markers in Region XII were high (\bar{x} =3.99, sd =0.48), showing that AB and BSED Filipino students typically exhibit these traits. Overall, students' intercultural communication skills were high (\bar{x} =3.50, sd =0.43), suggesting their strength in intercultural communication. The interpersonal communication skill was highly rated (\bar{x} =3.95 and sd =0.39), indicating frequent demonstration by pupils. Academic resilience rated (B) 0.048 and (β) 0.067. Its t-value is 1.272 and p-value is 0.204, showing no relationship. Social and emotional learning provided (B) 0.177 and (β) 0.218. Social and emotional learning and interpersonal communicative abilities were positively correlated with a t-value of 3.832 and a p-value of 0.000. Additionally, intercultural skills (B) 0.353 and (β) 0.385 were achieved. Its 7.820 t-value and 0.000 p-value indicate a positive relationship between the variables. Regression research shows that intercultural speaking skills and social and emotional development influence students' interpersonal abilities. General goodness-of-fit indices, including acceptable values, show that the third model is appropriate.

In conclusion, the socio-ecological model shows how environmental influences affect academic stability, social and emotional learning (SEL), and interpersonal and intercultural communication. Foundational personal attributes and skills include self-efficacy and empathy. Social support from family, friends, and teachers is vital. Organizational factors like school policies and culture determine the academic environment and affect interpersonal and intellectual communication. It also supports the socio-cognitive theory, which links interactions and intellectual processes to human growth over life. Understanding how attitudes and beliefs affect learning challenges increases academic resilience. It shows how cognitive processes like understanding and learning are essential to interpersonal and intercultural communication.

CONSENT AND ETHICAL APPROVAL

The researcher followed ethical considerations in conducting the study, such as privacy, voluntary participation, risks, benefits, confidentiality, and conflict of interest. Additionally, the researcher secured informed consent forms from the participants and obtained an approved letter of permission to conduct the study in the locale. Certification was issued by the University of Mindanao Ethics Review Committee to the researcher for honest and valid flow of the study.

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DEFINITIONS, ACRONYMS, ABBREVIATIONS

Term: Definition for the term

Legend:

KAL-Kaligtasan	KSS-KaalamansaSarili	KAK-Kakayahan
KUS-KumpiyansasaSarili	SAK-SarilingKakayahan	SAL-Saloobin
PAG-Pagbangon	KON-Kontrol	KAA-Kaalaman

KAT-Katatagan	PLA-Plano	KAM-Kamalayan
PNS-Pagsisiwalat ng Sarili	MAP- MababangPagkabalisa	KAS-Kasanayan
PSK-PamamahalasaKapaligiran	KMM-Kakayahangmaging Malapit	SUP-Suporta
KMD-Kakayahang Maipadama ang Damdamin	PPU-Pamamahala sa Pakikipag-ugnayan	PSI-Pagsasaalang- alang sa iba
KIS-Kakayahang ipagtanggol ang Sarili	PKS-Pagiging Kalamado sa Sosyal na Sitwasyon	PAK-Pakikiramay
PAS-Pagsisiwalat ng Sarili		

UNDER PEER REVIEW