



Pinagpala Publishing Services

ISSN (Online) 2799-0842

ISSN (Print) 2799-130X

VOL.V ISSUE VIII

WORLD EDUCATION CONNECT

MULTIDISCIPLINARY E-PUBLICATION

August 2025
Monthly Issue
International

Pinagpala
PUBLISHING SERVICES

NBDB Reg. No. 3269
DTI Business Reg. No. 3034433
TIN 293-150-678/ Business Permit No. 8183
San Vicente, Tarlac City, Philippines, 2300
pinagpalapublishingservices@gmail.com
+639684666397

*"Write. Educate.
Connect."*

🔍  @pinagpalapublishingservices

Search

🔍  pinagpala_publishing

Search

🔍  www.pinagpalapublishing.com

Search





World Education Connect
Multidisciplinary e-Publication

Volume V, Issue VIII ((August 2025), pp.223-253, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
Published Online at www.pinagpalapublishing.com
Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

ASSESSMENT OF SOCIO-COGNITIVE CONFLICTS AND THE ACADEMIC PERFORMANCE OF HIGH SCHOOL STUDENTS IN NEBRASKA, USA: A FOUNDATION FOR CAPABILITY TRAINING PROGRAM

Justine Gerard B. Angeles, LPT, MST, PhD
University of Perpetual Help – System Dalta

Abstract

This study assessed the relationship between socio-cognitive conflicts and the academic performance of high school students in Nebraska, USA, serving as a foundation for a capability training program for teachers. Anchored in Social Interdependence Theory (SIT), the research explored how group dynamics, communication breakdowns, cognitive differences, leadership and role conflicts, conflict resolution strategies, and emotional regulation influence collaborative learning outcomes. A quantitative research design was employed, involving 118 respondents (100 students and 18 teachers) from Ralston High School, selected through stratified random sampling. Data were collected using a validated Likert-scale survey assessing socio-cognitive conflict indicators, complemented by students' academic performance records in subjects involving group activities. Statistical treatments included mean, weighted mean, ANOVA, and Pearson-r correlation. Findings revealed that socio-cognitive conflicts were moderately observed across dimensions, with communication breakdown and differences in cognitive perspectives as the most prevalent factors. Results showed significant differences in conflict levels when grouped by demographic profiles such as age and grade level. Importantly, a significant negative correlation was established between socio-cognitive conflict levels and academic performance, indicating that unmanaged conflicts impede learning outcomes. Emotional regulation and peer sensitivity emerged as critical determinants in mitigating conflict and fostering productive collaboration. Based on these findings, the study proposed a Capability Training Program for Teachers aimed at equipping educators with strategies for recognizing, managing, and transforming socio-cognitive conflicts into opportunities for critical thinking, deeper understanding, and improved academic engagement. The study underscores the importance of structured group learning environments, emotional regulation support, and culturally responsive pedagogy to optimize collaborative learning and enhance educational equity. It offers practical implications for teachers, school leaders, and educational policymakers in both Nebraska and the Philippines, providing an empirical basis for teacher development programs that strengthen conflict management and socio-emotional learning within classroom settings.

Keywords: *socio-cognitive conflict, academic performance, Social Interdependence Theory, high school students, teacher training, emotional regulation, collaborative learning*

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

INTRODUCTION

Across the globe, education systems underwent rapid transformations brought about by policy reforms, technological advancements, and the unprecedented impact of the COVID-19 pandemic. These changes highlighted long-standing disparities and reshaped how learning was delivered and assessed. In the Philippines, reforms such as the K–12 program aimed to strengthen students' readiness for higher education and employment. Studies showed that this reform helped students build key cognitive skills and critical thinking abilities, leading to improved workplace competitiveness (Blasabas & Sumaljag, 2020). However, the pandemic worsened existing challenges, including infrastructure limitations and unequal access to technology. Remote learning widened educational gaps, especially for underprivileged students. For instance, 22% of medical students reported unstable internet access during the pandemic, highlighting the digital divide (Baticulon et al., 2020). Economic disparities continued to restrict educational access across many regions in the country (Orbeta et al., 2021).

In response, the Philippine Department of Education implemented flexible learning strategies such as the Alternative Learning System (ALS) and launched initiatives to improve digital literacy among educators and students (DepEd, 2020; Eslit, 2023). Nevertheless, persistent barriers such as insufficient infrastructure, limited teacher training, and unequal access to educational technology continued to hinder student learning.

Likewise, the education system in Nebraska, USA, experienced significant changes during the same period. The COVID-19 pandemic prompted a rapid shift to remote learning and led to a 70% increase in homeschooling during the 2020–2021 school year compared to the previous year (Nebraska Department of Education, 2021). This shift disrupted conventional assessment practices, making it more difficult to track student progress and uphold academic standards.

To address these disruptions, Nebraska introduced the Nebraska Student-Centered Assessment System (NSCAS). However, participation dropped below 95% during the 2020–2021 school year, complicating data reliability (Nebraska Department of Education, 2023).

Alt and Kapshuk (2022) noted that socio-cognitive conflicts emerged when students were exposed to differing perspectives, prompting them to reconsider and refine their own thinking. Their research emphasized that epistemic beliefs—students' perceptions about knowledge and learning—influenced how they navigated such conflicts. Similarly, Carbonaro et al. (2020) found that while students often viewed group-based problem-solving positively, they still required support to develop critical reflection and reasoning.

These studies collectively underscored the complex nature of socio-cognitive conflicts across academic settings. They showed that such conflicts were shaped by emotional, social, and instructional factors and had the potential to either hinder or enhance academic performance, depending on how they were addressed.

Therefore, this study assessed the level of socio-cognitive conflicts and their relationship to the academic performance of high school students in Nebraska, USA. The findings of the study were intended to serve as the foundation for developing a capacity training program for teachers, equipping them with strategies to recognize, manage, and transform socio-cognitive conflicts into meaningful learning experiences.

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blessed M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

METHODOLOGY

This study adopted a Quantitative Research Design, a structured methodology that focused on gathering and analyzing numerical data to uncover trends, evaluate theoretical assumptions, and produce findings that could be generalized. Quantitative research often used tools like experiments and surveys, combined with statistical analyses like ANOVA and hypothesis testing, to explore relationships between variables. With ongoing advancements, quantitative methods became even more precise and applicable to various research contexts (Baker et al., 2025).

The quantitative approach was applied to examine the frequency, characteristics, and perceived effects of socio-cognitive conflicts within group activities among high school students. Data were collected through structured tools like surveys and questionnaires administered to both students and teachers. These instruments featured Likert-scale items and closed-ended questions aimed at capturing measurable insights into participants' perceptions and experiences regarding socio-cognitive conflict. This method supported an objective evaluation of how socio-cognitive conflict influenced group interactions and learning outcomes in the high school setting.

Population and Sampling

The study involved high school students and teachers from Ralston High School in Nebraska, USA. The population included students enrolled in subjects involving group activities as these frequently involve cognitive engagement and academic interactions where socio-cognitive conflicts are more likely to occur. A sample size of 100 students and 18 teachers in the high school or a total of 118 were the respondents. A stratified random sampling technique was employed to ensure balanced representation across different grade levels and subject areas.

Respondents of the Study

The respondents of this study consisted of both high school teachers and students from Ralston High School in Nebraska, USA. A total of 18 teachers participated, including the teacher-researcher. These educators taught students in Grades 9 to 12 and handled a range of English, and Science courses, to ensure a more comprehensive and interdisciplinary perspective.

100 students were randomly selected using stratified random sampling to ensure representation across grade levels and the key subject areas. These students were selected because their coursework involves high cognitive demands, frequent classroom interactions, and situations where socio-cognitive conflicts are more likely to emerge.

The inclusion of both teachers and students as respondents provided a well-rounded understanding of how socio-cognitive conflicts occurred and affected academic performance. Teachers were chosen because of their direct instructional roles and regular observation of student behavior, performance, and peer dynamics. Their insights contributed to identifying patterns of conflict that may not always be visible through student self-reporting alone. Meanwhile, students were selected as the primary subjects experiencing these conflicts, making their responses essential for assessing the nature, triggers, and outcomes of socio-cognitive challenges within classroom settings. Together, data from these two respondent groups supported a robust foundation for developing a targeted capacity-building program for teachers.

Research Instrument

In gathering the needed data, the researcher designed a survey questionnaire – checklist as the major instrument of the study. The survey questionnaire consisted of 2 parts.

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

Part 1 focused on the profile of the respondents in terms of their age, sex, years of teaching experience / grade level, and nationality.

Part 2 assessed teachers and students level of socio-cognitive conflicts in group activities.

Part 3 focused on academic performance of students as reflected in their grades in subjects involving group activities.

The four (4) Point Likert-scale tool was used to assess the Socio-Cognitive Conflicts in Group Activities among High School Students.

Scale	Range	Verbal Interpretation
4	3.25 – 4.00	Highly Observed (HO)
3	2.50 – 3.24	Observed (O)
2	1.75 – 2.49	Moderately Observed (MO)
1	1.00 – 1.74	Not Observed (NO)

Data Gathering Procedure

The researcher sought permission from the administration of the selected school before distributing the questionnaires to the participants of the study. Each respondent was provided with a consent form, and the purpose of the study, along with clear instructions on how to answer the survey items. The survey was then administered, and respondents were given sufficient time to complete it.

After that, the researcher collected the accomplished questionnaires. A statistician was hired to assist in the analysis and interpretation of the data. The gathered responses were organized, tallied, and processed using appropriate statistical tools. The analyzed data were interpreted, and the results served as the basis for developing a comprehensive framework.

Statistical Treatment

The following statistical measures and treatments were used to process the gathered data.

Mean. The tool determined the survey results and population mean to obtain the central tendency across the data set.

Weighted Mean (W.M.) was also applied to the responses in the survey using a four-point Likert scale.

The weighted mean was verbally described based on statistical limits constructed as follows:

Scale	Range of Scales	Verbal Interpretation	Description
4	3.25 - 4.00	Highly Observed	This indicator has a very strong influence on the respondent
3	2.50 - 3.24	Observed	This indicator has a strong influence on the respondent
2	1.75 - 2.49	Moderately Observed	This indicator does not influence the respondent

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

Frequency (f) and Percentage (%). The frequency was used to represent the number of observations within a given interval, while the percentage was used to compare the quantities with each other.

ANOVA or analysis of variance was applied to compare the means of two or more groups or populations. It allows for the investigation of whether there were any significant differences between the means of the groups and determined whether those differences were due to genuine group effects or random variability.

Pearson-R. This was used to determine the significant relationship on the level of socio-cognitive conflicts and academic performance of the learners.

RESULTS

The findings, analysis, and interpretation of the data collected considering the research's challenges are briefly discussed in this chapter.

Problem 1: What is the profile of the two groups respondents in terms of age, sex, years of teaching experience (for teachers) / Grade level (for students) and race?

Table 1 presents the profile of the student – respondents in terms of age, sex, grade level, and race.

Table 1
Profile of the Student Respondents in Terms of Age, Sex, Grade Level, and Race

Age Profile	F	%	Rank
19 years old – above	22	22.0	4
17 – 18 years old	23	23.0	3
15 – 16 years old	28	28.0	1
14 years old - below	27	27.0	2
<i>Total</i>	<i>100</i>	<i>100.0</i>	
Sex Profile			
Male	42	42.0	2
Female	58	58.0	1
<i>Total</i>	<i>100</i>	<i>100.0</i>	
Grade Level			
Grade 12	25	25.0	3
Grade 11	21	21.0	4
Grade 10	27	27.0	1
Grade 9	27	27.0	1
<i>Total</i>	<i>100</i>	<i>100.0</i>	
Race			
Hispanic	34	34.0	2
Black	18	18.0	3
Asian	8	8.0	4

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

White	40	40.0	1
Pacific Islander	0	0.0	5
<i>Total</i>	<i>100</i>	<i>100.0</i>	

Table 2 presents the profile of the teacher – respondents in terms of age, sex, grade level, and race.

Table 2
Profile of the Teacher Respondents in Terms of Age, Sex, Years in Service, and Race

Age Profile	F	%	Rank
51 years old – above	3	16.7	4
41 – 50 years old	4	22.2	3
31 – 40 years old	5	27.8	2
21 – 30 years old	6	33.3	1
<i>Total</i>	<i>18</i>	<i>100.0</i>	
Sex Profile			
Male	8	44.4	2
Female	10	55.6	1
<i>Total</i>	<i>18</i>	<i>100.0</i>	
Years in Service			
21 years and above	4	22.2	2
16 – 20 years	2	11.1	4
11 – 15 year	3	16.7	3
6 – 10 years	3	16.7	3
0 – 5 years	6	33.3	1
<i>Total</i>	<i>18</i>	<i>100.0</i>	
Race			
Hispanic	1	5.6	2
Black	1	5.6	2
Asian	0	0.0	4
White	16	88.9	1
Pacific Islander	0	0.0	4
<i>Total</i>	<i>100</i>	<i>100.0</i>	

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

Problem 2: What is the level of socio-cognitive conflicts in group activities as assessed by the two groups of respondents in terms of communication breakdown, differences in cognitive perspectives, leadership and role conflicts, conflict resolution strategies, and emotional regulation and peer sensitivity?

Table 3 presents the level of socio-cognitive conflicts in group activities as assessed by the student respondents in terms of communication breakdown.

Table 3
Level of Socio-cognitive Conflicts in Group Activities as Assessed by the Student Respondents in Terms of Communication Breakdown

Indicators	Mean	Verbal Interpretation
1. Group members often misunderstand each other during discussions.	3.49	HO
2. Some students interrupt others while talking.	3.41	HO
3. Group members talk at the same time without really listening.	3.38	HO
4. Instructions about tasks or activities are often unclear.	3.45	HO
5. Students don't ask questions when they don't understand something.	3.50	HO
6. Students show frustration with body language (e.g., eye-rolling, sighing).	3.49	HO
7. A few students dominate the conversation, leaving others out.	3.39	HO
8. Lack of listening makes it hard to finish tasks.	3.51	HO
9. Messages sent online or in writing often cause confusion.	3.58	HO
10. Group talks often end with no clear agreement or plan.	3.51	HO
Grand Mean	3.52	HO

****Legend: HO – Highly Observed**

Table 4 presents the level of socio-cognitive conflicts in group activities as assessed by the teacher respondents in terms of communication breakdown.

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

Table 4

Level of Socio-cognitive Conflicts in Group Activities as Assessed by the Teacher Respondents in Terms of Communication Breakdown

Indicators	Mean	Verbal Interpretation
1. Group members often misunderstand each other during discussions.	3.94	HO
2. Some students interrupt others while talking.	3.83	HO
3. Group members talk at the same time without really listening.	3.78	HO
4. Instructions about tasks or activities are often unclear.	3.22	HO
5. Students don't ask questions when they don't understand something.	3.94	HO
6. Students show frustration with body language (e.g., eye-rolling, sighing).	4.00	HO
7. A few students dominate the conversation, leaving others out.	3.67	HO
8. Lack of listening makes it hard to finish tasks.	4.00	HO
9. Messages sent online or in writing often cause confusion.	3.83	HO
10. Group talks often end with no clear agreement or plan.	3.89	HO
Grand Mean	3.47	HO

****Legend: HO – Highly Observed**

Table 5 presents the level of socio-cognitive conflicts in group activities as assessed by the student respondents in terms of differences in cognitive perspectives.

Table 5

Level of Socio-cognitive Conflicts in Group Activities as Assessed by the Student Respondents in Terms of Differences in Cognitive Perspectives

Indicators	Mean	Verbal Interpretation
1. Students in the group often have very different opinions.	3.51	HO
2. Disagreements on ideas delay group decisions.	3.46	HO
3. Some students have a hard time accepting others' points of view.	3.45	HO
4. It's difficult for the group to combine different ideas into one solution.	3.43	HO
5. Students think in very different ways during group work.	3.52	HO
6. Group arguments often happen because of different ways of thinking.	3.54	HO
7. Students stick to their own ideas and don't want to change their minds.	3.47	HO
8. The group often struggles to agree on how to solve a problem.	3.56	HO
9. Students see the same task in very different ways.	3.48	HO
10. Group members find it hard to work toward the same goal because of different thinking.	3.46	HO
Grand Mean	3.60	HO

****Legend: HO – Highly Observed**

Table 6 presents the level of socio-cognitive conflicts in group activities as assessed by the teacher respondents in terms of differences in cognitive perspectives.

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

Table 6

Level of Socio-cognitive Conflicts in Group Activities as Assessed by the Teacher Respondents in Terms of Differences in Cognitive Perspectives

Indicators	Mean	Verbal Interpretation
1. Students in the group often have very different opinions.	3.50	HO
2. Disagreements on ideas delay group decisions.	3.72	HO
3. Some students have a hard time accepting others' points of view.	3.72	HO
4. It's difficult for the group to combine different ideas into one solution.	4.00	HO
5. Students think in very different ways during group work.	3.28	HO
6. Group arguments often happen because of different ways of thinking.	3.50	HO
7. Students stick to their own ideas and don't want to change their minds.	3.33	HO
8. The group often struggles to agree on how to solve a problem.	3.39	HO
9. Students see the same task in very different ways.	3.06	O
10. Group members find it hard to work toward the same goal because of different thinking.	3.78	HO
Grand Mean	3.53	HO

****Legend: HO – Highly Observed; O – Observed**

Table 7 presents the level of socio-cognitive conflicts in group activities as assessed by the student respondents in terms of leadership and role conflicts.

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blessed M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

Table 7

Level of Socio-cognitive Conflicts in Group Activities as Assessed by the Student Respondents in Terms of Leadership and Role Conflicts

Indicators	Mean	Verbal Interpretation
1. Students compete over who should lead the group.	3.53	HO
2. Some group members ignore or don't understand their assigned roles.	3.51	HO
3. Students argue about who should do what in the group.	3.51	HO
4. There are fights about dividing the group tasks fairly.	3.47	HO
5. Some students don't follow the leader's instructions.	3.51	HO
6. A few students feel left out of group decisions.	3.45	HO
7. Different leadership styles cause problems in the group.	3.50	HO
8. Power struggles happen when students want control.	3.60	HO
9. The group has trouble finishing tasks because roles aren't clear.	3.52	HO
10. Students question or challenge others' roles or leadership.	3.40	HO
Grand Mean	3.66	HO

****Legend: HO – Highly Observed**

Table 8 presents the level of socio-cognitive conflicts in group activities as assessed by the teacher respondents in terms of leadership and role conflicts.

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blessed M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

Table 8

Level of Socio-cognitive Conflicts in Group Activities as Assessed by the Teacher Respondents in Terms of Differences in Leadership and Role Conflicts

Indicators	Mean	Verbal Interpretation
1. Students compete over who should lead the group.	1.28	NO
2. Some group members ignore or don't understand their assigned roles.	3.94	HO
3. Students argue about who should do what in the group.	3.50	HO
4. There are fights about dividing the group tasks fairly.	3.94	HO
5. Some students don't follow the leader's instructions.	3.72	HO
6. A few students feel left out of group decisions.	3.00	O
7. Different leadership styles cause problems in the group.	3.44	HO
8. Power struggles happen when students want control.	3.39	HO
9. The group has trouble finishing tasks because roles aren't clear.	4.00	HO
10. Students question or challenge others' roles or leadership.	2.83	O
Grand Mean	3.31	HO

****Legend: HO – Highly Observed; O – Observed; NO – Not Observed**

Table 9 presents the level of socio-cognitive conflicts in group activities as assessed by the student respondents in terms of conflict resolution strategies.

Table 9

Level of Socio-cognitive Conflicts in Group Activities as Assessed by the Student Respondents in Terms of Conflict Resolution Strategies

Indicators	Mean	Verbal Interpretation
1. Group members suggest different ideas to solve conflicts.	2.62	O
2. Students are willing to change their views for the sake of the group.	2.46	MO
3. The group asks for help from teachers when needed to solve issues.	2.49	MO
4. Students respect each other's opinions during discussions.	2.56	O
5. Students show kindness and understanding to solve problems.	2.50	O
6. The group talks openly to solve problems.	2.35	MO
7. Students listen carefully to each other during disagreements.	2.54	O
8. The group finds ways to compromise and agree.	2.44	MO
9. The group sometimes takes a break and returns later to settle issues calmly.	2.44	MO
10. Students are patient with each other when solving disagreements.	2.49	MO
Grand Mean	2.49	MO

****Legend: O – Observed; MO – Moderately Observed**

Table 10 presents the level of socio-cognitive conflicts in group activities as assessed by the teacher respondents in terms of conflict resolution strategies.

Table 10

Level of Socio-cognitive Conflicts in Group Activities as Assessed by the Teacher Respondents in Terms of Conflict Resolution Strategies

Indicators	Mean	Verbal Interpretation
1. Group members suggest different ideas to solve conflicts.	2.28	MO
2. Students are willing to change their views for the sake of the group.	1.94	MO
3. The group asks for help from teachers when needed to solve issues.	2.28	MO
4. Students respect each other's opinions during discussions.	2.89	O
5. Students show kindness and understanding to solve problems.	2.00	MO
6. The group talks openly to solve problems.	4.00	HO
7. Students listen carefully to each other during disagreements.	2.11	MO
8. The group finds ways to compromise and agree.	2.17	MO
9. The group sometimes takes a break and returns later to settle issues calmly.	2.89	O
10. Students are patient with each other when solving disagreements.	1.61	NO
Grand Mean	2.42	MO

****Legend: HO – Highly Observed; O – Observed; MO – Moderately Observed, NO – Not Observed**

Table 11 presents the level of socio-cognitive conflicts in group activities as assessed by student respondents in terms of emotional regulation and peer sensitivity.

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blessed M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

Table 11

Level of Socio-cognitive Conflicts in Group Activities as Assessed by the Student Respondents in Terms of Emotional Regulation and Peer Sensitivity

Indicators	Mean	Verbal Interpretation
1. Students stay calm during group arguments.	2.58	O
2. Group members show care and understanding toward others' feelings.	2.42	MO
3. Students manage their anger or frustration in a good way.	2.47	MO
4. Emotional outbursts rarely happen in group activities.	2.74	O
5. Students notice when others feel stressed or upset.	2.48	MO
6. Group members often encourage and support one another.	2.82	O
7. Students apologize or make amends after upsetting others.	2.54	O
8. Students offer help when a group member feels left out or sad.	2.58	O
9. Group members recognize and respect others' feelings during conflicts.	2.42	MO
10. Students avoid saying rude or hurtful things during group work.	2.33	MO
Grand Mean	2.54	O

****Legend: O – Observed; MO – Moderately Observed**

Table 12 presents the level of socio-cognitive conflicts in group activities as assessed by the teacher respondents in emotional regulation and peer sensitivity.

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

Table 12

Level of Socio-cognitive Conflicts in Group Activities as Assessed by the Teacher Respondents in Terms of Emotional Regulation and Peer Sensitivity

Indicators	Mean	Verbal Interpretation
1. Students stay calm during group arguments.	1.61	NO
2. Group members show care and understanding toward others' feelings.	2.33	MO
3. Students manage their anger or frustration in a good way.	2.11	MO
4. Emotional outbursts rarely happen in group activities.	2.94	O
5. Students notice when others feel stressed or upset.	3.33	HO
6. Group members often encourage and support one another.	2.28	MO
7. Students apologize or make amends after upsetting others.	1.83	MO
8. Students offer help when a group member feels left out or sad.	1.78	MO
9. Group members recognize and respect others' feelings during conflicts.	2.50	O
10. Students avoid saying rude or hurtful things during group work.	1.78	MO
Grand Mean	2.25	MO

****Legend:** **HO** – Highly Observed; **O** – Observed; **MO** – Moderately Observed; **NO** – Not Observed

Problem 3: Is there a significant difference in the assessment of the two groups of respondents on the level of socio-cognitive conflicts in group activities?

Table 13 presents the significant difference in the assessment of the two groups of respondents on the level of socio-cognitive conflicts in group activities.

Table 13

Significant Difference in the Assessment of the Two Groups of Respondents on the Level of Socio-cognitive Conflicts in Group Activities

Level of Socio-Cognitive Conflicts	t-value	p-value	Ho	Verbal Interpretation
Communication Breakdown	.915	.362	FR	NS
Differences in Cognitive Perspectives	.868	.391	FR	NS
Leadership and Role Conflicts	5.904	.000	R	S
Conflict Resolution Strategies	1.014	.319	FR	NS
Emotional Regulation and Peer Sensitivity	2.958	.007	R	S

****Legend:** **R** – Reject; **FR** – Fail to Reject; **S** – Significant; **NS** – Not Significant

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

Problem 4: Is there a significant difference on the level of socio-cognitive conflicts in group activities when grouped according to their profile?

Table 14 presents the significant difference in assessing student - respondents on the level of socio-cognitive conflicts in group activities according to their age.

Table 14

Significant Difference in the Assessment of the Student - Respondents on the Level of Socio-cognitive Conflicts in Group Activities According to their Age

Level of Socio-Cognitive Conflicts	F-comp	p-value	Ho	Verbal Interpretation
Communication Breakdown	.293	.830	FR	NS
Differences in Cognitive Perspectives	.073	.974	FR	NS
Leadership and Role Conflicts	1.288	.283	FR	NS
Conflict Resolution Strategies	.738	.532	FR	NS
Emotional Regulation and Peer Sensitivity	1.758	.160	FR	NS

****Legend: FR – Fail to Reject; NS – Not Significant**

Table 15 presents the significant difference in the assessment of the teacher - respondents on the level of socio-cognitive conflicts in group activities according to their age.

Table 15

Significant Difference in the Assessment of the Teacher - Respondents on the Level of Socio-cognitive Conflicts in Group Activities According to their Age

Level of Socio-Cognitive Conflicts	F-comp	p-value	Ho	Verbal Interpretation
Communication Breakdown	.509	.683	FR	NS
Differences in Cognitive Perspectives	1.826	.189	FR	NS
Leadership and Role Conflicts	.126	.943	FR	NS
Conflict Resolution Strategies	2.375	.114	FR	NS
Emotional Regulation and Peer Sensitivity	.735	.548	FR	NS

****Legend: FR – Fail to Reject; NS – Not Significant**

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

Table 16 presents the significant difference in the assessment of the student - respondents on the level of socio-cognitive conflicts in group activities according to their sex.

Table 16

Significant Difference in the Assessment of the Student - Respondents on the Level of Socio-cognitive Conflicts in Group Activities According to their Sex

Level of Socio-Cognitive Conflicts	F-comp	p-value	Ho	Verbal Interpretation
Communication Breakdown	1.186	.279	FR	NS
Differences in Cognitive Perspectives	.546	.462	FR	NS
Leadership and Role Conflicts	7.620	.007	R	S
Conflict Resolution Strategies	1.408	.238	FR	NS
Emotional Regulation and Peer Sensitivity	.106	.745	FR	NS

****Legend: R – Reject; FR – Fail to Reject; S – Significant; NS – Not Significant**

Table 17 presents the significant difference in the assessment of the teacher - respondents on the level of socio-cognitive conflicts in group activities according to their sex.

Table 17

Significant Difference in the Assessment of the Teacher - Respondents on the Level of Socio-cognitive Conflicts in Group Activities According to their Sex

Level of Socio-Cognitive Conflicts	F-comp	p-value	Ho	Verbal Interpretation
Communication Breakdown	.054	.820	FR	NS
Differences in Cognitive Perspectives	.039	.846	FR	NS
Leadership and Role Conflicts	1.948	.182	FR	NS
Conflict Resolution Strategies	1.475	.242	FR	NS
Emotional Regulation and Peer Sensitivity	1.969	.180	FR	NS

****Legend: FR – Fail to Reject; NS – Not Significant**

Table 18 presents the significant difference in the assessment of the student - respondents on the level of socio-cognitive conflicts in group activities according to their grade level.

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blessed M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

Table 18

Significant Difference in the Assessment of the Student - Respondents on the Level of Socio-cognitive Conflicts in Group Activities According to their Grade Level

Level of Socio-Cognitive Conflicts	F-comp	p-value	Ho	Verbal Interpretation
Communication Breakdown	1.027	.384	FR	NS
Differences in Cognitive Perspectives	.113	.952	FR	NS
Leadership and Role Conflicts	.702	.553	FR	NS
Conflict Resolution Strategies	1.057	.371	FR	NS
Emotional Regulation and Peer Sensitivity	1.348	.263	FR	NS

****Legend: FR – Fail to Reject; NS – Not Significant**

Table 19 presents the significant difference in the assessment of the teacher - respondents on the level of socio-cognitive conflicts in group activities according to their years in service.

Table 19

Significant Difference in the Assessment of the Teacher - Respondents on the Level of Socio-cognitive Conflicts in Group Activities According to their Years in Service

Level of Socio-Cognitive Conflicts	F-comp	p-value	Ho	Verbal Interpretation
Communication Breakdown	.561	.695	FR	NS
Differences in Cognitive Perspectives	1.425	.281	FR	NS
Leadership and Role Conflicts	.199	.935	FR	NS
Conflict Resolution Strategies	2.143	.133	FR	NS
Emotional Regulation and Peer Sensitivity	2.747	.074	FR	NS

****Legend: FR – Fail to Reject; NS – Not Significant**

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

Table 20 presents the significant difference in the assessment of the student - respondents on the level of socio-cognitive conflicts in group activities according to their race.

Table 20

Significant Difference in the Assessment of the Student - Respondents on the Level of Socio-cognitive Conflicts in Group Activities According to their Race

Level of Socio-Cognitive Conflicts	F-com p	p-value	Ho	Verbal Interpretation
Communication Breakdown	1.701	.172	FR	NS
Differences in Cognitive Perspectives	1.697	.173	FR	NS
Leadership and Role Conflicts	.722	.541	FR	NS
Conflict Resolution Strategies	.939	.425	FR	NS
Emotional Regulation and Peer Sensitivity	.707	.550	FR	NS

****Legend: FR – Fail to Reject; NS – Not Significant**

Table 21 presents the significant difference in the assessment of the teacher - respondents on the level of socio-cognitive conflicts in group activities according to their race.

Table 21

Significant Difference in the Assessment of the Teacher - Respondents on the Level of Socio-cognitive Conflicts in Group Activities According to their Race

Level of Socio-Cognitive Conflicts	F-com p	p-value	Ho	Verbal Interpretation
Communication Breakdown	.259	.775	FR	NS
Differences in Cognitive Perspectives	1.553	.244	FR	NS
Leadership and Role Conflicts	.387	.686	FR	NS
Conflict Resolution Strategies	.904	.426	FR	NS
Emotional Regulation and Peer Sensitivity	1.169	.338	FR	NS

****Legend: FR – Fail to Reject; NS – Not Significant**

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

Problem 5: What is the academic performance of the students as reflected in their grades in subjects involving group activities?

Table 22 presents the academic performance of the students as reflected in their grades in subjects involving group activities.

Table 22

Academic Performance of the Students as Reflected in their Grades in Subjects Involving Group Activities

Academic Performance	Letter Grade	Numerical Grade	Verbal Interpretation
Grades in Subjects Involving Group Activities	B	85.65	Good

The table showed that the students obtained a letter grade of B with a numerical grade of 85.65 in subjects involving group activities. This grade fell under the verbal interpretation of Good based on the academic grading scale. The data reflected the general academic performance of students in learning areas where collaborative work and group interactions were emphasized. The grade indicated that, on average, students performed well in these settings, as assessed through their class grades.

Problem 6: Is there a significant relationship between the level of socio-cognitive conflicts and the academic performance of students?

Table 23 presents the academic performance of the students as reflected in their grades in subjects involving group activities.

Table 23

Significant Relationship Between the Level of Socio-Cognitive Conflicts and the Academic Performance of Students

Academic Performance of Students	Level of Socio-Cognitive Conflicts	Pearson r	Sig	Ho	VI
Grades in Subjects Involving Group Activities	Communication Breakdown	-.021	.838	FR	NS
	Differences in Cognitive Perspectives	-.062	.540	FR	NS
	Leadership and Role Conflicts	-.305	.002	R	S

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

	Conflict Resolution Strategies	.170	.090	FR	NS
	Emotional Regulation and Peer Sensitivity	-.180	.072	FR	NS

****Legend: R – Reject; FR – Fail to Reject; S – Significant; NS – Not Significant**

Problem 7: Based on the results of the study, what training program maybe proposed?

TITLE: CAPABILITY TRAINING PROGRAM FOR TEACHERS

"Bridging Minds, Building Bonds: Empowering Teachers to Address Socio-Cognitive Conflicts for Enhanced Academic Performance"

RATIONALE:

The Capability Training Program titled **"Bridging Minds, Building Bonds: Empowering Teachers to Address Socio-Cognitive Conflicts for Enhanced Academic Performance"** is designed to build the capacity of high school teachers in Nebraska, USA, to effectively recognize, address, and manage socio-cognitive conflicts within their classrooms. These conflicts—arising from differences in communication styles, thinking processes, roles, and emotional regulation—can significantly hinder academic performance and peer relationships when not addressed proactively. The program offers a structured, five-day training focusing on the key areas of Communication Breakdown, Differences in Cognitive Perspectives, Leadership and Role Conflicts, Conflict Resolution Strategies, and Emotional Regulation and Peer Sensitivity.

Each day of the training targets one specific theme through interactive, reflective, and practical activities such as role-playing, simulations, workshops, case studies, and lesson integration planning. Teachers will begin by understanding how communication breakdowns contribute to misunderstandings and tensions in the classroom. They will then explore how diverse cognitive perspectives affect students' ability to learn and work collaboratively, and how they can adjust instruction using differentiated teaching strategies. The training also addresses how leadership struggles and role conflicts emerge among students, and guides teachers in promoting healthy group dynamics and inclusive classroom leadership.

Another core component of the training is equipping teachers with effective conflict resolution strategies, including restorative practices and peer mediation techniques that can be integrated into classroom management systems. Lastly, the training focuses on emotional regulation and peer sensitivity, helping teachers to foster empathy, emotional intelligence, and social-emotional learning (SEL) within their lessons and routines.

By the end of the program, teachers are expected to demonstrate increased confidence in managing socio-cognitive issues, apply SEL practices, reduce classroom conflict, and improve student academic engagement and collaboration. The training also promotes the creation of sustainable practices by encouraging the formation of peer coaching circles and continued professional development. Ultimately, this program supports the holistic development of students by creating a

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

supportive and inclusive learning environment led by well-equipped and emotionally intelligent educators.

TRAINING MATRIX:

Key Focus Area	Objectives	Training Activities	Timeline	Resources Needed	Success Indicators
Communi-cation Breakdown	<ul style="list-style-type: none"> - Understand the roots of communication breakdown among students - Improve classroom communication facilitation 	<ul style="list-style-type: none"> -Icebreaker: "Lost in Translation" (miscommunication scenarios) - Lecture-discussion on causes and signs - Role-playing teacher-student dialogues 	Day 1	<ul style="list-style-type: none"> - Projector - Activity handouts - Role-play scripts 	100% of Teachers demonstrate correct redirection and clarification strategies during role-play.
Differences in Cognitive Perspectives	<ul style="list-style-type: none"> - Recognize varied cognitive styles and learning needs - Develop strategies for differentiated instruction 	<ul style="list-style-type: none"> - Case study analysis on learner diversity - Group work: "How do students think?" - Workshop on planning adaptive lessons 	Day 2	<ul style="list-style-type: none"> - Case studies - Chart papers & markers - Sample learner profiles 	100% of Teachers provide personalized approaches for different cognitive needs in plans

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

Leadership and Role Conflicts	<ul style="list-style-type: none"> - Identify classroom leadership struggles and social roles - Promote positive leadership in student groups 	<ul style="list-style-type: none"> - Game: "Whose Role is it Anyway?" - Discussion on student leadership types - Panel with student leaders and teachers 	Day 3	<ul style="list-style-type: none"> - Group activity materials - Guest panelists - Reflection sheets 	100% of Teachers create group activity plans addressing inclusive leadership and role balance
Conflict Resolution Strategies	<ul style="list-style-type: none"> - Learn proactive and restorative conflict strategies - Create classroom resolution frameworks 	<ul style="list-style-type: none"> - Simulation: "Conflict in the Classroom" - Input: Restorative practices and mediation - Drafting class conflict protocols 	Day 4	<ul style="list-style-type: none"> - Scenario scripts - Templates for class protocols - Sample mediation tools 	100% of Teachers submit customized conflict resolution guides
Emotional Regulation & Peer Sensitivity	<ul style="list-style-type: none"> - Support students' emotional control and empathy - Integrate SEL (Social Emotional Learning) in classes 	<ul style="list-style-type: none"> - Workshop: "Emotion Check-ins" - Empathy Walk activity - SEL integration in lesson planning 	Day 5	<ul style="list-style-type: none"> - SEL toolkits - Emotions charts - Journals for self-reflection 	Teachers include SEL strategies in sample lessons and display increased sensitivity
Program Duration					
(can be done consecutively or weekly)					
Additional Resources Needed					
<ul style="list-style-type: none"> • Expert Facilitators (Educational Psychologists, SEL Practitioners) • Training Venue or Online Platform • Printed Modules and Toolkit • Feedback & Assessment Forms • Certificates and Meals (if face-to-face) 					

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



World Education Connect Multidisciplinary e-Publication

Volume V, Issue VIII ((August 2025), pp.223-253, International

ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X

Published Online at www.pinagpalapublishing.com

Publisher: Pinagpala Publishing Services

DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183

National Book Development Board (NBDB) Reg. No. 3269

Monitoring & Evaluation Plan	
Indicator	Means of Verification
Improved teacher confidence	Pre- and post-training survey comparison
Implementation of strategies	Classroom observation logs; teacher journals
Integration of SEL in teaching	Review of lesson plans and teaching aids
Reduction in conflicts	School behavior reports and peer mediation logs
Increased student engagement	Academic performance trends and participation records

DISCUSSION

SUMMARY OF FINDINGS

The enumerated sentences below were the significant outcomes of the research thesis, which are:

1. The student-respondents were from Grades 9 to 12, with the highest representation from Grades 9 and 10 at 27%. Female students comprised 58% of the group, while male students accounted for 42%. For race, White students had the highest proportion at 40%, and Asian students had the lowest at 8% while there's no Pacific Islander student. Among teacher-respondents, those with 0 to 5 years of teaching experience represented the largest group at 33.3%, while those with 16 to 20 years made up only 11.1%. Most teachers were White at 88.9%, while the lowest represented racial groups were Hispanic and Black students at 5.6%. No teacher who answered the survey was Asian or Pacific Islander.
2. Both groups of respondents assessed the level of socio-cognitive conflicts as highly observed. The highest mean score reported by students was for leadership & role conflicts, with student respondents rating it at a mean of 3.66 while the teacher respondents was for differences in cognitive perspectives at 3.53, both interpreted as highly observed. The lowest mean score among students was for conflict resolution strategies at 2.49, while among teachers it was emotional regulation and peer sensitivity with a mean of 2.25, both interpreted as moderately experienced. These results showed that while group conflicts occurred, they remained within a manageable range within the last two mentioned constructs but there should be some clear and relevant guidelines and trainings for the first two constructs mentioned with the highest mean.
3. There was no statistically significant difference between students and teachers in their assessment for almost all socio-cognitive conflict variables except for leadership & role conflicts, and emotional regulation and peer sensitivity. All p-values were greater than 0.05 for communication breakdown (0.362), differences in cognitive perspectives (0.391), and conflict resolution strategies (0.319). The lowest p-value was recorded for leadership and role conflicts at 0.000.
4. When grouped according to sex, students showed a significant difference in their assessment of leadership and role conflicts with a p-value of 0.007, suggesting varied experiences between male and female students. For all other demographic variables across both students and teachers, the

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

p-values were above 0.05. The highest p-value was recorded for communication breakdown among teachers by race at 0.775, indicating no significant differences based on race or years of teaching experience.

5. Students had an average numerical grade of 85.65 in subjects involving group activities. This corresponded to a letter grade of B and was interpreted as good performance. This indicated that, despite the presence of highly-observed socio-cognitive conflicts, students maintained a solid academic standing in collaborative academic settings.
6. Among all variables, only leadership and role conflicts showed a significant relationship with academic performance, with a Pearson r value of negative 0.305 and a p-value of 0.002. This indicated a low negative correlation. All other p-values were above 0.05, with the highest recorded for communication breakdown at 0.838, indicating no significant correlation between these conflict types and students' grades.

Conclusions

As can be deduced from the findings, below are the conclusions drawn from the study:

1. The varied demographic backgrounds of both student and teacher respondents reflected a well-rounded perspective, enhancing the relevance and applicability of the study's findings in diverse educational settings.
2. Socio-cognitive conflicts were generally assessed at highly-observed levels, with communication breakdowns and role confusion emerging more strongly than emotional or conflict resolution issues.
3. Students and teachers demonstrated a shared understanding of group conflict experiences, implying effective teacher observation and open student perception in group environments.
4. Demographic variables such as sex, grade level, race, and teaching experience did not significantly influence the assessment of socio-cognitive conflicts, except for sex-based variation in student perceptions of leadership and role conflicts.
5. Despite the presence of moderate socio-cognitive conflicts, students maintained good academic performance in group-oriented subjects, highlighting a level of resilience and adaptive functioning.
6. Leadership and role ambiguity within groups had a detrimental effect on student performance, underscoring the need for structured role clarity and group dynamics training.

Recommendations

As an outcome of the findings together with the conclusions, the following recommendations were enumerated:

1. Schools may create inclusive and responsive group activity designs that reflect the demographic diversity of both students and teachers, helping reduce socio-cognitive friction in collaborative learning.
2. Educators may integrate conflict resolution modules and structured communication protocols within the curriculum to support smoother group interactions, especially in tasks requiring cooperation.
3. Teachers may continue observing and guiding group dynamics actively and may benefit from training focused on identifying and addressing socio-cognitive conflicts in real time.
4. Educational institutions may implement capability programs that promote equitable leadership, empathy, and collaborative accountability regardless of students' sex, race, or grade level.

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



World Education Connect Multidisciplinary e-Publication

Volume V, Issue VIII ((August 2025), pp.223-253, International

ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X

Published Online at www.pinagpalapublishing.com

Publisher: Pinagpala Publishing Services

DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183

National Book Development Board (NBDB) Reg. No. 3269

-
5. Administrators and curriculum planners may retain and enhance group work as part of the instructional strategy, while ensuring support mechanisms are in place to assist students struggling with group dynamics.
 6. To address the negative academic impact of role confusion, educators may use role-assignment tools, leadership training activities, and feedback loops to strengthen clarity and balance in student collaborations.
 7. Other schools may adopt the output of this study.

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



World Education Connect **Multidisciplinary e-Publication**

Volume V, Issue VIII ((August 2025), pp.223-253, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
Published Online at www.pinagpalapublishing.com
Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

REFERENCES

- Alt, D. & Kapshuk, Y. (2022). Linking Achievement Goal Orientation to Socio-Cognitive Conflict Regulation in Higher Education. International Association for Conflict Management.
- Associated Press News. (2023, January 25). Governor hawks tax cuts, increased school funding in address. <https://apnews.com/article/7147cf5bfad0c0b060ba48a68fece6e6>
- Baker, A., Callaway, B., Cunningham, S., Goodman-Bacon, A., & Sant'Anna, P. H. C. (2025). Difference-in-differences designs: A practitioner's guide.
- Baticulon, R. E., Sy, J. J., & Mendoza, M. A. (2020). Barriers and challenges of computing students in an online learning environment: Insights from one private university in the Philippines. *Asian Journal of Distance Education*, 15(2), 20–29. <https://www.studocu.com/ph/document/cavite-state-university/bs-business-management-major-in-financial-management/higher-education-in-the-philippines/24424382>
- Blasabas, R. A., & Sumaljag, S. A. (2020). In retrospect and prospect: An analysis of the Philippine educational system and the impact of K-12 implementation. ResearchGate. https://www.researchgate.net/publication/376646444_In_Retrospect_and_Prospect_An_Analysis_of_the_Philippine_Educational_System_and_the_Impact_of_K-12_Implementation
- Bujard, M., Engel, C., & Huber, L. (2021). Students' perspectives on their academic achievement during the Covid-19 pandemic: Learner autonomy, school satisfaction and adult support. *Frontiers in Psychology*, 12, 9924819. <https://doi.org/10.3389/fpsyg.2021.9924819>
- Candia, C., Maldonado-Trapp, A., Lobos, K., Peña, F., & Bruna, C. (2022). Disadvantaged students increase their academic performance through collective intelligence exposure in emergency remote learning due to COVID-19. <https://doi.org/10.48550/arXiv.2203.05621>
- Educational Service Unit 4. (2018). Professional ethics. <https://esu4.schoolinsites.com/3023>
- Eslit, E. R. (2023). Charting the future of Philippines education: Navigating the intersection of K-12 education, the Fourth Industrial Revolution (IR 4.0), and internationalization. ResearchGate. https://www.researchgate.net/publication/372597685_Charting_the_Future_of_Philippines_Education_Navigating_the_Intersection_of_K-12_Education_the_Fourth_Industrial_Revolution_IR_40_and_Internationalization
- Esperanza María Ceballos Vacas (2022) The voice of students in school conflict
- Express-News. (2025). San Antonio high schools fell behind in reading, math on STAAR end-of-course exams. San Antonio Express-News. <https://www.expressnews.com/news/education/article/san-antonio-high-schools-fell-behind-reading-20368248.php>
- Gillies, R. M. (2023). Using cooperative learning to enhance students' learning and engagement during inquiry-based science. *Education Sciences*, 13(12), 1242. <https://doi.org/10.3390/educsci13121242>
- Izhar, L. I., Babiker, A., Rizki, E. E., Lu, C.-K., & Abdul Rahman, M. (2022). Emotion self-regulation in neurotic students: A pilot mindfulness-based intervention to assess its effectiveness through brain signals and behavioral data. *Sensors*, 22(7), 2703. <https://doi.org/10.3390/s22072703>

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.



World Education Connect **Multidisciplinary e-Publication**

Volume V, Issue VIII ((August 2025), pp.223-253, International
ISSN (Online) 2799-0842 / ISSN (Print) 2799-130X
Published Online at www.pinagpalapublishing.com
Publisher: Pinagpala Publishing Services
DTI Reg. No. 303443 / TIN 293-150-678/ Bus. Permit No. 8183
National Book Development Board (NBDB) Reg. No. 3269

-
- Kocak, D., et al. (2023). Constructivism learning theory: A paradigm for students' critical thinking, creativity, and problem solving to affect academic performance in higher education. Taylor & Francis Online. <https://www.tandfonline.com/doi/full/10.1080/2331186X.2023.2172929>
- Laban, G., Wang, J., & Gunes, H. (2025). A robot-led intervention for emotion regulation: From expression to reappraisal. <https://arxiv.org/abs/2503.18243>
- Liu, J. (2023). The Effect of Peer Relationship on Academic Performance in High School Students. *Lecture Notes in Education Psychology and Public Media*. 13(1):136-144. DOI: 10.54254/2753-7048/13/20230870
- Long, T., Zheng, Z., Shi, Y., Tong, M., & Liu, Z. (2024). Understanding how pre-service science teachers design inquiry-based activities in a knowledge integration (KI) based collaborative learning environment: a network analytic approach. Springer Nature Link.
- Ma, Y., Song, Y., Celepkolu, M., Boyer, K. E., Wiebe, E., Lynch, C. F., & Israel, M. (2024). Automatically detecting confusion and conflict during collaborative learning using linguistic, prosodic, and facial cues. arXiv. <https://doi.org/10.48550/arXiv.2401.15201>
- National Center for Education Statistics. (2022). National test scores for 13-year-olds at the lowest level in decades. <https://www.parents.com/reading-and-math-test-scores-drop-7556054>
- Nebraska Administrative Code. (2024). Title 92, Chapter 27: Professional Practices Criteria. <https://regulations.justia.com/states/nebraska/education-department-of/title-92/chapter-27/>
- Nebraska Department of Education. (2021, December 6). Nebraska assessment results highlight importance of stability and support for schools to meet student needs. https://www.education.ne.gov/press_release/nebraska-assessment-results-highlight-importance-of-stability-and-support-for-schools-to-meet-student-needs/
- Nebraska Department of Education. (2023, November 22). Nebraska schools show growth on statewide assessment and accountability. https://education.ne.gov/press_release/nebraska-schools-show-growth-on-statewide-assessment-and-accountability/
- Nebraska Department of Education. (2025). Professional practices criteria. <https://www.education.ne.gov/nderule/professional-practices-criteria/>
- Olmstead, T., Curtis, L., and Wilson, E. (2023). State of Nevada Aging and Disability Services Olmstead Plan. Nevada Aging & Disability Services Division. [https://adsd.nv.gov/uploadedFiles/adsdnv.gov/content/About/Reports2/\(R\)ADSD_Olmstead_Plan_FINAL.pdf](https://adsd.nv.gov/uploadedFiles/adsdnv.gov/content/About/Reports2/(R)ADSD_Olmstead_Plan_FINAL.pdf)
- Orbeta, A. C., et al. (2021). At all costs: Educational expansion and persistent inequality in the Philippines. *Higher Education*, 85(3), 567–585. <https://link.springer.com/article/10.1007/s10734-023-01092-y>
- Pratschke, M. (2023). Generativism: The new hybrid. <https://arxiv.org/abs/2309.12468>
- Ramírez, D., Guzmán-Lavín, E. J., Pulgar, J., & Candia, C. (2023). Affinity-based groups in secondary education: Increased stability at the expense of collaboration. arXiv. <https://doi.org/10.48550/arXiv.2309.15212>

WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blessed M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.

- Safitri, N. R., & Widodo, W. (2020). Implementation of cognitive conflict strategies in science learning with structured inquiry models to reduce misconceptions about pressure material. *PENSA: E-Jurnal Pendidikan Sains*, 8(3), 315–319.
- Sahi, R. S., Eisenberger, N. I., & Silvers, J. A. (2023). Peer facilitation of emotion regulation in adolescence. *Developmental Cognitive Neuroscience*, 62, 101262. <https://doi.org/10.1016/j.dcn.2023.101262>
- Schlebusch, G. J. (2020). Collaborative Leadership and Sustained Learner Academic Performance in Secondary Schools: A Blaming Game? *Africa Education Review*, 17(3), 74–89. <https://doi.org/10.1080/18146627.2019.1635498>
- Shapira, N., & Dolev, N. (2023). Fostering Teachers' Empathy and Inclusion in Israeli Society. *International Journal of Multicultural Education*, 25(2), 20–44. <https://doi.org/10.18251/ijme.v25i2.3581>
- State Regs Today. (n.d.). Education legislation and reforms in Nebraska. <https://www.stateregstoday.com/education-science-and-technology/education/education-legislation-and-reforms-in-nebraska>
- Tancredi, H., Dixon, G., English, L., & Gallagher, J. (2020). Collaborating with colleagues and other professionals (pp. 358–381). Allen & Unwin. <https://doi.org/10.4324/9781003116073-19>
- Thomas C. Thompson (2022) Student and Teacher Roles and Expectations as Sources of Potential Conflict in the Classroom.
- Toma, C., Boroş, S., & Popa-Roch, M. (2024). Editorial: Paradoxes of diversity, equity and inclusion: from the lab to the social field. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1511223>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wang, Y. J., & Chen, I. H. (2024). Effect of school bullying on students' peer cooperation: A moderated mediation model. *Children*, 11(1), 11. <https://doi.org/10.3390/children11010011>
- Zhou, L., Luo, D., Kiu, K., Gao, H., Qu, J., & Hu, X. (2020). Raising academic performance in socio-cognitive conflict learning through gamification. In *Artificial Intelligence in Education* (pp. 180–184). Springer. https://doi.org/10.1007/978-3-030-52240-7_33

DOI 10.5281/zenodo.16926239



WORLD EDUCATION CONNECT EDITORIAL TEAM:

Chief Executive Editor: Blesseddy M. Cervantes, EdD.

Managing Editor: Rolando D. Cervantes, DHum

International Editor: Ji Young Lee, EdD.