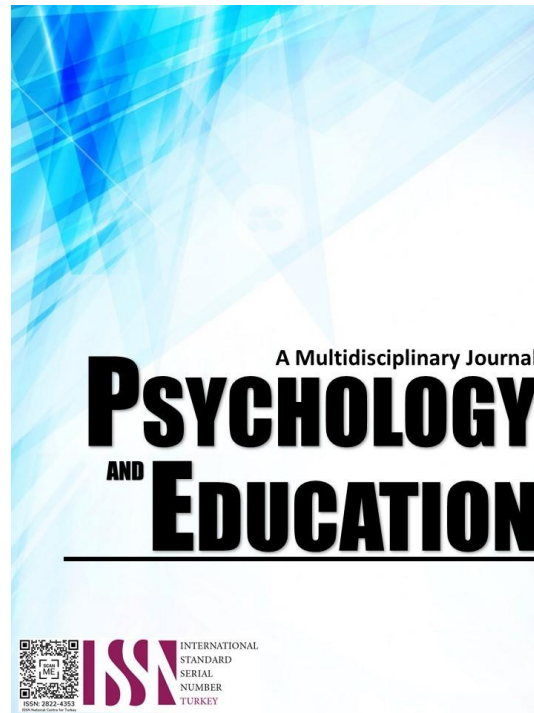


**IMPLEMENTATION OF LEARNING SKILLS AND
ACADEMIC PERFORMANCE OF SENIOR HIGH
SCHOOL STUDENTS IN THE SECOND DISTRICT IN
THE PROVINCE OF BOHOL**



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Implementation of Learning Skills and Academic Performance of Senior High School Students in the Second District in the Province of Bohol

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Abstract

The main objective of this study is to evaluate the implementation of learning skills in relation to students' academic performance in reading and analyzing different texts for research among grade 11 senior high school students. Thus, the researcher uses data from the student's performance based on the implementation of learning skills using the final grade in the subject "*Pagbasa at Pagsusuri ng Iba't Ibang Teksto tungo sa Pananaliksik.*" It is focused on grade 11 students and Filipino teachers. It also uses a curriculum guide in which a checklist is made to evaluate the performance of Filipino teachers based on the implementation of learning skills based on the assessment of Filipino teachers, the Filipino coordinator, and the Principal of the said school. The statistical findings show that the leading age group is 26-30, with a percentage of 43.75. The number of men and women is the same. Among the highest educated, the leader is the college graduate, with a percentage of 43.75. In the number of years in teaching, those who have taught for 4-6 years are in the lead with a percentage of 50.00. The analysis of variance in the assessment of the three groups based on the implementation of the learning skill shows no significant difference in the rating of the coordinator and the principal. There is a significant relationship between the level of implementation in learning skills and the mean academic performance of students in the First Quarter. There is a significant relationship between the level of implementation in learning skills and the mean academic performance of students in the Second Quarter. There is a significant relationship between the level of implementation in learning skills and the mean academic performance of students in Two Quarters. There is no significant relationship between the level of implementation of learning skills and the age of Filipino teachers. There is a significant relationship between the level of implementation of learning skills and the gender of Filipino teachers. There is a significant relationship between the level of implementation of learning skills and the civil status of Filipino teachers. There is a significant relationship between the level of implementation in learning skills and Filipino teachers' highest level of education. There is a significant relationship between the level of implementation in learning skills and the number of years of teaching Filipino teachers.

Keywords: *performance, assessment, filipino, learning skills, documentary analysis*

Introduction

The principles, beliefs and ideals of a country are reflected in the system and goals of education. The goals of teaching also depend on the goals of education. Teachers' role in the teaching and learning process revolves around the classroom. The appreciation of the taught students is the basis for the selection and preparation of lessons that can be used to communicate with his teachers to achieve all the competencies of his subject. A teacher realizes the value of appropriate methods, strategies and instructional tools that help to move students toward responsive learning. Teachers or anyone else are the most important in the classroom. The teacher needs a thorough knowledge of the students' principles, philosophies, and attitudes so that learning becomes effective, easy, orderly and interesting. The Filipino language is the national language of the Philippines. In other words, this is the expected language that will unite the Filipino people. As a lingua franca, this language is expected to be understood and spoken by everyone wherever they live in the Philippines. Moreover, it is stated in our Constitution. Therefore, it

symbolizes the unity and identity of Filipinos living in the Philippines.

The Department of Education made a big step in revising the curriculum to keep up with the changing times as well as the integration program of the countries in South East Asia and the advancement of these countries in globalization. Given the criticism and criticism left and right of K-12 teaching materials, particularly the modules distributed in public schools, it is only natural that they have come under scrutiny. It is necessary to ensure that the modularization mentioned above is in line with the 21st century skills in order to adapt to the 21st century students who exist today.

One of the teacher's important partners in teaching is an effective teaching tool that will answer the challenge of changing times, teaching tools that will serve as a transmitter of knowledge and a student's skill builder. One of the characteristics that it must have is responding to the need of a curriculum that is implemented in a school. Although commercialism is rampant in printing a textbook, it should not set aside

its credibility and quality as a teaching tool. One of the teacher's important partners in teaching is an effective teaching tool that will answer the challenge of changing times, teaching tools that will serve as a transmitter of knowledge and a student's skill builder. One of the characteristics that it must have is responding to the need of a curriculum that is implemented in a school. Although commercialism is rampant in the printing of a textbook, it should not set aside its credibility and quality as a teaching tool.

Therefore, the researcher attempted to conduct an implementation study on the implementation of learning skills in relation to the academic performance of students in grade 11, second district, province of Bohol. The researcher hopes that through the results of this study, appropriate suggestions for improvement can be made to increase students' understanding and learning level.

Literature Review

The following was considered by the researcher to understand further the implementation of learning skills in relation to the academic performance of students in grade 11, second district, province of Bohol. The Zone of Proximal Development is a concept for which Vygotsky is known. This refers to the observation that children, when learning a specific task or body of information, start by not being able to do the tasks. Then they can do it with the help of an adult or older child mentor, and finally they can do it without help. ZPD is the stage where they can do it, but not alone. So the teacher will often prepare himself to guide a child or group of children as they encounter different learning challenges.

Vygotsky's Theory differs from Piaget's which considers development after age 2, at least partially determined by language. He believes that there is speech that serves as a self-guide function, and eventually becomes internalized, only it is spoken aloud because the child has not yet learned how to internalize it. He is found to have speech and is reduced when the child feels that awareness is minimized, as if there is an audience or no audience is busy with other things. The ideas, while intriguing, have not been adequately researched, so it is difficult to evaluate their significance.

According to the Model Theory of Teaching, ([www./http://slideshare.com](http://slideshare.com)) which focuses on the basic assumption that human personality is formed, shaped and molded by their environment, so the teacher needs to think differently methods to meet the

needs of his students. All teachers cannot deny that good methods, management and discipline in the classroom are the keys to the success of their teaching.

This study is based on the constructivist theory of Jerome Bruner (1966) whose purpose is to generate a higher level of understanding that is acceptable to all team members through collective knowledge and incorporation, values and assumptions that they bring into the classroom. Because of the belief that language learning occurs as a result of multiple opportunities for meaningful interaction with other people in the target language, teachers today need to move away from and change from traditional teacher-centered teaching, instead use activities that focus on students as active participants in the learning process.

According to Albert Bandura's Social Cognitive Theory (2008), expert opinions differ on exactly what separates social cognitive theory from the more general social learning theory. (1) People learn by observing others – a process known as vicarious learning – not only through their own direct experiences, (2) Although learning can modify behaviour, people do not always apply what they have learned. Individual choice is based on perceived or actual consequences of behaviour, (3) People are more likely to follow the behaviors modeled by someone with whom they can identify. The more perceived commonalities and/or emotional attachments between the observer and the model, the more likely the observer will learn from the model, (4) The degree of self-efficacy is a fundamental belief in one's ability to achieve a goal. If you believe that you can learn new behaviors, you will be much more successful in doing so.

Pursuant to the Constitution of the Philippines (1987), Article XIV, Section 1. The State shall protect and promote the right of all citizens to good education at all levels and shall take appropriate measures to ensure that all of the citizens to good education at all levels and shall take appropriate measures so that all may obtain such education.

In this regard, the New Constitution of the Philippines 1987 (February 2), Article XIV, Sections 2 and 5 clearly explained that: The State shall establish, maintain, and provide for a complete, adequate and unified system of education that is appropriate to the needs of the people and society.

Article XIV added to Section 6 in the 1987 Constitution of the Republic of the Philippines, states that "The national language of the Philippines is Filipino. While being cultivated, it should be further

developed and enriched based on the existing language in the Philippines and other languages.” Section 7 added that "For purposes of communication and instruction, the official languages of the Philippines are Filipino and, unless otherwise provided by law, English. Section 9 states that "Congress shall establish a National Language Commission composed of representatives of various regions and disciplines to conduct, coordinate and promote research in Filipino and other languages for regions and disciplines to conduct, coordinate and promote research in Filipino and other languages for their development, dissemination, and maintenance.

Based on Republic Act No. 7722, section 2, The state shall protect, foster and promote the right of all citizens to affordable quality education at all levels and shall take appropriate steps to ensure that education shall be accessible to all. The state shall likewise ensure and protect academic freedom and shall promote its exercise and observance for the continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of high level and middle level professionals and the enrichment of our historical and cultural heritage. State-supported institutions of higher learning shall gear their programs to national, regional or local development plans. Finally, all institutions of higher learning shall exemplify through their physical and natural surroundings the dignity and beauty of as well as their pride in the intellectual and scholarly life.

By virtue of Republic Act 10533 (K to 12 Program), the basic education program in the country will be changed – one year in Kindergarten, six years in primary school, four years in junior high school, and two years in senior high school to students have enough time to learn the right concepts and practices, prepare as lifelong learners, and prepare graduates for tertiary education, medium-level skill development, employment, and Entrepreneurship. This also includes the use of the native language in teaching Grade 1 to 3 students or the so-called mother-tongue-based multilingual education program (Ako ay Pilipino Roma, 2013).

Based on Executive Order 335, Seeking to further use of Filipino language in official transactions and communications, President Corazon Aquino ordered in 1988 all government departments, bureaus, offices, agencies, and instrumentalities to take steps in using the Filipino language in transactions, communications and correspondence. DepEd Order No. 43, Section 9 of Batasang Pambansa No. 232 known as the

"Education Act of 1982", The State shall recognize the right of the students to receive competent instruction, relevant to quality education to his full development as a person with human dignity.”

Methodology

This study uses "documentary analysis" or documental analysis. The researcher uses data from the performance of the students based on the implementation of the implementation in the learning skill using the final grade in the subject "*Pagbasa at Pagsusuri ng Iba't Ibang Teksto tungo sa Pananaliksik*." It is focused on students in grade 11 students and 16 teachers in Filipino, 16 Filipino coordinators and 16 Principals. The collection of important data is done by the researcher himself to ensure that the collection of said data is on the right track. Filipino teachers were given a checklist to assess their performance based on the implemented competencies of grade 11. For the academic performance of Filipino students based on the implemented competencies of grade 11 were recorded and analyzed for statistical calculations and practical significance. Each response was recorded, analyzed, and made a statistical analysis and it will be equated with a narrative interpretation to ensure the outcome of the conducted study.

Results and Discussion

Included in this chapter is the presentation of data, analysis done on data, and interpretation of data based on what the researcher gathered regarding the implementation of learning skills in relation to the academic performance of students in grade 11, second district, province of Bohol.

Table 1 shows the percentage in the profile of Filipino teachers' age, gender, civil status, highest level of education and number of years of teaching in Filipino. In terms of age, the 26-30 group is in the lead, the 20-25 and 31-35 group are second, the 36-40 group is third and the 41-50 group is the last. As for gender, the number of men and women is the same. In terms of civil status, the data shows the same amount of young and married Filipino teachers. In terms of the highest education achieved by Filipino teachers, leading in the number of teachers who only graduated from College Graduate, those with MA units are second and third are MA Degree Holders and with PhD Units. In the number of years in teaching, those who have taught for

4-6 years are in the lead, those who have taught for 7-9 years and 10-12 years are second and lastly those who have taught for 13-15 years.

In Table 2.A, it can be seen the implementation of learning skills - Quarter 1 based on the assessment of Filipino teachers. In quarter 1, in the evaluation of the Filipino teachers, it can be seen that 14 learning skills are included in the rating of 3.25-4.00 which says that the following competencies are Fully Implemented and Fully Achieved: Identifying the topic discussed in the various texts read, Identifying the meaning and characteristics of important words used by different types of text read, Can share the characteristics and nature of different texts read, Can write several examples of different types of text, Can use the cohesive device to write one's own example text, Can obtain appropriate data to develop one's own written text, Can relate the thoughts contained in the text read to oneself, family, community, country, and the world, Can explain the thoughts contained in the text read Effective means of expression are used: a. Clarity In the reaction paper written, Effective means of expression are used: b. Relevance In the reaction paper written, Effective means of expression are used: c. Effectiveness In the reaction paper written, Can write reaction papers based on the read text according to its nature and significance in: a. Self, Able to write reaction papers based on the read text according to its nature and significance in: b. family able to write reaction papers based on the read text according to its nature and significance in: c. Community/ Country/ World. Overall, it has a 3.82 composite mean that says Fully Implemented and Fully Achieved.

In Table 2.B, it can be seen the implementation of learning skills - Quarter 1 based on the assessment of Filipino coordinators. In quarter 1, in the evaluation of the coordinators in Filipino it can be seen that 6 learning skills are included in the rating of 3.25-4.00 which says Fully Implemented and Fully Achieved. These are the following competencies: Identifies the topic discussed in the various texts read, Identifies the meaning and nature of important In table III-B, it can be seen the implementation of learning skills - Quarter 1 based on the assessment of Filipino coordinators. In quarter 1, in the evaluation of the coordinators in Filipino it can be seen that 6 learning skills are included in the rating of 3.25-4.00 which says Fully Implemented and Fully Achieved. These are the following competencies: Identifies the topic discussed in the various texts read, gets appropriate data to develop one's own written text, Can relate the thoughts contained in the read text to oneself, family, community, country, and the world, Can explain the

thoughts contained in the read text. While 3 learning skills are included in the rating of 2.50-3.24 that says Moderately Implemented and Moderately Achieved. These are the following competencies: Effective means of expression are used: a. Clarity, Usability Uses effective means of expression: b. Relevance, Uses effective means of expression: c. Effective on the reaction paper written. Meanwhile, 5 learning skills are included in the rating of 1.75-2.49 that says Less Implemented and Slightly Achieved. These are the following competencies: Able to write several examples of different texts read, Able to use the cohesive device to write one's own example text, Able to write reaction papers based on the read text according to its nature and significance in: a. Self, Able to write reaction papers based on the read text according to its nature and significance in: b. Family, Able to write reaction papers based on the read text according to its nature and significance in: c. Community/ Country/ World. Overall, it has a 3.03 composite mean that says Moderately Implemented and Moderately Achieved.

In Table 2.C, it can be seen the implementation of learning skills - Quarter 1 based on the assessment of the principals. In quarter 1, in the evaluation of the head teachers it can be seen that 3 learning skills are included in the rating of 3.25-4.00 which says Fully Implemented and Fully Achieved. These are the following competencies: Identifying the topic discussed in different texts read, Identifying the meaning and characteristics of important words used in different types of texts read, Being able to share the nature and nature of different texts read. While 3 learning skills are included in the rating of 2.50-3.24 that says Moderately Implemented and Moderately Achieved. These are the following competencies: Gets appropriate data to develop one's own written text, Can relate the thoughts contained in the read text to oneself, family, community, country and the world, Can explain the thoughts contained in the read text. Meanwhile, 8 learning skills are included in the rating of 1.75-2.49 which says Less Implemented and Slightly Achieved. These are the following competencies: Able to write several examples of different types of text, Able to use the cohesive device to write one's own sample text, Able to use effective means of expression: a. Clarity, Uses effective means of expression: b. Relevance, Uses effective means of expression c. Validity of the reaction paper written, Able to write reaction papers based on the read text according to its nature and significance in: a. Self, Able to write reaction papers based on the read text according to its nature and significance in: b. Family, Able to write reaction papers based on the read text

according to its nature and significance in: c. Community/ Country/ World. Overall, it has a 2.74 composite mean that says Moderately Implemented and Moderately Achieve.

In Table 3.D, it can be seen the implementation of learning skills - Quarter 1 based on the assessment of teachers, coordinators and principals (mean response). In quarter 1, in the assessment of teachers, coordinators and principals (mean response) it can be seen that 6 learning skills are included in the rating of 3.25-4.00 which says Fully Implemented and Fully Achieved. These are the following competencies: Identifies the topic discussed in the various texts read, Identifies the meaning and characteristics of the important words used in the various types of texts read, The characteristics and nature of the various texts read are shared, Obtains suitable data to develop one's own written text, The thoughts contained in the text read are related to oneself, family, community, country and the world, The thoughts contained in the text read are explained. While 8 learning skills are included in the rating of 2.50-3.24 that says Moderately Implemented and Moderately Achieved. These are the following competencies: Able to write several examples of different types of text, Able to use the cohesive device to write one's own sample text, Able to use effective means of expression: a. Clarity, Uses effective means of expression: b. Connection, Effective means of expression are used: c. Effectiveness In the reaction paper written, Can write reaction papers based on the read text according to its nature and significance in: a. Self, Able to write reaction papers based on the read text according to its nature and significance in: b. Family, Able to write reaction papers based on the read text according to its nature and significance in: c. Community/ Country/ World. Overall, it has a 3.20 composite mean that says Moderately Implemented and Moderately Achieved.

In Table 3.E, it can be seen the implementation of learning skills - Quarter 2 based on the assessment of Filipino teachers. In quarter 2, in the assessment of the Filipino teachers it can be seen that 5 learning skills are included in the rating of 3.25-4.00 which says Fully Implemented and Fully Achieved. These are the following competencies: Some examples of research in Filipino can be analyzed based on the purpose, use, method, and ethics of research, Concepts related to research can be defined (Example: conceptual framework, theoretical framework, empirical data, etc.), The methods and correct process of writing a research in Filipino can be identified based on the purpose, use, method, and ethics of research, Uses logical reasoning and relationships of ideas in writing

a research, Develops a short research that is current on the topic. Overall, it has a 3.50 composite mean that says Fully Implemented and Fully Achieved.

In Table 3.F, it can be seen the implementation of learning skills - Quarter 2 based on the assessment of Filipino coordinators. In quarter 2, in the evaluation of the coordinators in Filipino it can be seen that 5 learning skills are included in the rating of 2.50-3.24 which says Moderately Implemented and Moderately Achieved. These are the following competencies: Some examples of research in Filipino can be analyzed based on the purpose, use, method, and research ethics, Concepts related to research can be interpreted (Example: conceptual framework, theoretical framework, empirical data, etc.), The methods and correct process of writing a research in Filipino are individualized based on the purpose, use, method, and ethics of the research, Uses logical reasoning and relationships of ideas in writing a research, Develops a short research that is up-to-date on the topic. Overall, it has a 2.58 composite mean that says Moderately Implemented and Moderately Achieved.

In Table 3.G, it can be seen the implementation of learning skills - Quarter 2 based on the assessment of Principals. In quarter 2, in the assessment of Principals it can be seen that 5 learning skills are included in the rating of 1.75-2.49 which says Less Implemented and Slightly Achieved. These are the following competencies: Some examples of research in Filipino can be analyzed based on the purpose, use, method, and research ethics, Concepts related to research can be defined (Example: conceptual framework, theoretical framework, empirical data, etc.), Identifies the methods and correct process of writing a research in Filipino based on the purpose, use, method, and ethics of the research, Uses logical reasoning and relationship of ideas in writing a research, Develops a short research that is current on the subject. Overall, it has a 2.29 composite mean that says Less Implemented and Slightly Achieved.

In Table 3.H, it can be seen the implementation of learning skills - Quarter 2 based on the assessment of teachers, coordinators and principals (mean response). In quarter 2, in the assessment of teachers, coordinators and principals (mean response) it can be seen that 5 learning skills are included in the rating of 2.50-3.24 that says Moderately Implemented and Moderately Achieved. These are the following competencies: Some examples of research in Filipino are analyzed based on the purpose, uses, methods, and ethics of research, Concepts related to research are defined (Example: conceptual framework, theoretical

framework, empirical data, etc.), The methods and correct process of writing a research in Filipino are identified based on the purpose, uses, methods, and ethics of research, , Uses logical reasoning and relationships of ideas in writing a research, Develops a short research that is current on the topic. Overall, it has a 2.79 composite mean that says Moderately Implemented and Moderately Achieved.

In Table 3.I, it can be seen the implementation in the learning skills of students in Filipino 11 according to the Three Groups. In the assessment of teachers, coordinators and principals in the first quarter and second quarter it can be seen that 8 of the learning skills are included in the rating of 3.25-4.00 which says Fully Implemented and Fully Achieved, 5 of the learning skills are included in the rating of 2.50-3.24 that says Moderately Implemented and Moderately Achieved, 3 of the learning skills say Less Implemented and Slightly Achieved. Overall, it has a 2.99 mean that says Moderately Implemented and Moderately Achieved.

In Table 4, based on the summary of the students' mean academic performance based on the implementation of learning skills, it can be seen that 5 Filipino teachers are included in the rating of 85-89 which says very satisfactory and 11 Filipino teachers are included in the rating of 80-84 which says satisfactory. Overall, it has a mean of 83.82 which says Satisfactory.

Analysis of Variance in Three-Group Assessment Based on Learning Skills Implementation. Table 5 shows the analysis of variance between the three groups of respondents in the implementation of learning skills, the obtained F ratio is 23.90991 which is greater than the critical value of 3.205 at 2 by 45 df and 0.05 level of significance, which indicates that the null hypothesis is not accepted. The results show that the answers of the three groups differ significantly in implementation. Wherein the difference lies. This is further subject to the test of Scheffe's Test. The result showed a significant difference in pairs between the ratings of the teacher and the coordinator in Filipino and teacher and principal. There was no significant difference in the rating of the coordinator and the principal. This is due to the high rating of 3.66 by the teachers compared to the ratings of the coordinator and principal.

Correlation Between the Performance of Filipino Teachers based on the Implementation of Learning Skills and Mean Academic Performance of Students in the First Quarter. Table 6.A represents

the Pearson Product Moment Correlation Test between the level of implementation in learning skills and the mean academic performance of students. The obtained correlation coefficient is 0.834216 which is greater than the critical value of 0.4973 in 14df and 0.05 level of significance, which indicates that there is a significant relationship between the level of implementation in the implementation of learning skills and the mean academic performance of students. This was additionally tested using the t-test and the result was still significant. The result revealed that teachers' implementation of learning skills affects students' academic performance. There is still a need to improve teachers' implementation of instructional skills to increase students' academic performance.

Correlation Between the Performance of Filipino Teachers based on the Implementation of Learning Skills and Mean Academic Performance of Students in the Second Quarter. Table 6.B represents the Pearson Product Moment Correlation Test between the level of implementation in learning skills and the mean academic performance of students. This was additionally tested using the t-test and the result was still significant. The result revealed that teachers' implementation of learning skills affects students' academic performance. There is still a need to improve teachers' implementation of instructional skills to increase students' academic performance.

Correlation Between Filipino Teachers' Performance Based on Learning Skills Implementation and Students' Mean Academic Performance. Table 6.C represents the Pearson Product Moment Correlation Test between the level of implementation in learning skills and the mean academic performance of students. The obtained correlation coefficient is 0.858983 which is greater than the critical value of 0.4973 at 14 df and 0.05 level of significance which indicates that the null hypothesis is not accepted. This was additionally tested using the t-test and the result was still significant. It shows that there is a significant relationship between the implementation of implementation in learning skills and the mean academic performance of students with moderate achievement in implementation of implementation in learning skills, the mean academic performance of students is at a satisfactory level. There is a need to improve the implementation to increase the academic performance of students.

Relationship Between Filipino Teachers' Performance Based on Learning Skills Implementation and Age. Table 7.A represents the

Chi-Square between the level of implementation of learning skills and the age of Filipino teachers. The obtained chi-square value is 4.9526 which is lower than the critical value of 9.488 in 4df and 0.05 level of significance, which indicates that there is no significant relationship between the level of implementation in the implementation of learning skills and age of Filipino teachers. The result revealed that the implementation of implementation in the learning skills of teachers is not significantly related to their age. Regardless of the age of the Filipino teachers, the implementation does not significantly affect the learning skills of the Filipino teachers. However, there is still a need to improve the implementation of teachers' learning skills from moderate to full implementation.

Relationship Between Filipino Teachers' Performance Based on Learning Skills Implementation and Gender. Table 7.B represents the Chi-Square between the level of implementation of learning skills and gender of Filipino teachers. The obtained chi-square value is 4.000 which is higher than the critical value of 3.841 at 1df and 0.05 level of significance, which indicates that there is a significant relationship between the level of implementation in the implementation of learning skills and gender of Filipino teachers. The result revealed that the implementation of implementation in the learning skills of teachers is significantly related to their gender. Regardless of the gender of the Filipino teachers, it affects the implementation of the learning skills of the Filipino teachers. However, there is still a need to improve the implementation of teachers' learning skills from moderate to full implementation.

Relationship Between the Performance of Filipino Teachers based on the Implementation of Learning Skills and Civil Status. Table 7.C represents the Chi-Square between the level of implementation of learning skills and civil status of Filipino teachers. The obtained chi-square value is 16.000 which is higher than the critical value of 3.841 at 1df and 0.05 level of significance, which indicates that there is a significant relationship between the level of implementation in the implementation of learning skills and civil status of Filipino teachers. The result revealed that the implementation of implementation in the learning skills of teachers is significantly related to their civil status. Regardless of the civil status of Filipino teachers, it affects the implementation of the learning skills of Filipino teachers. However, there is still a need to improve the implementation of teachers' learning skills from moderate to full implementation.

Relationship Between the Performance of Filipino Teachers based on the Implementation of Learning Skills and the Highest Studied. Table 7.D represents the Chi-Square between the level of implementation of learning skills and the highest level of education of Filipino teachers. The obtained chi-square value is 14.0000 which is higher than the critical value of 7.815 in 3df and 0.05 level of significance, which indicates that there is a significant relationship between the level of implementation in the implementation of learning skills and the highest educated Filipino teachers. . The result revealed that the implementation of implementation in the learning skills of teachers is significantly related to their highest education. Regardless of the highest education of Filipino teachers affects the implementation of implementation in the learning skills of Filipino teachers. However, there is still a need to improve the implementation of teachers' learning skills from moderate to full implementation.

Relationship Between the Performance of Filipino Teachers based on the Implementation of Learning Skills and Number of Years in Teaching. Table 7.E represents the Chi-Square between the level of implementation in learning skills and the number of years of teaching in Filipino teachers. The obtained chi-square value is 7.3334 which is higher than the critical value of 7.815 in 3df and 0.05 level of significance, which indicates that there is a significant relationship between the level of implementation in the implementation of learning skills and the number of years in teaching Filipino teachers. The result revealed that the implementation of implementation in the learning skills of teachers is significantly related to their number of years in teaching. Regardless of the number of years in the teaching of Filipino teachers affects the implementation of implementation in the learning skills of Filipino teachers. However, there is still a need to improve the implementation of teachers' learning skills from moderate to full implementation.

Conclusion

Based on the results of this study, the following conclusions can be given: (1) From this study, the leading age group is 26-30 with a percentage of 43.75. The number of men and women is the same. The number of young men/young women and married people is also the same. Among the highest educated, the leader is the college graduate with a percentage of 43.75. In the number of years in teaching, those who have taught 4-6 years are in the lead with a percentage

of 50.00. (2) Based on this study, it was discovered in the implementation of learning skills-Quarter I based on the assessment of Filipino teachers that the composite mean is 3.82 which says Fully Implemented and Fully Achieved. (3) Based on this study, it was discovered in the implementation of learning skills-Quarter I based on the evaluation of the coordinators in Filipino that the composite mean is 3.03 which says Moderately Implemented and Moderately Achieved. (4) Based on this study, it was discovered in the implementation of learning skills-Quarter I based on the assessment of Principals that the composite mean is 2.74 which says Moderately Implemented and Moderately Achieved. (5) Based on this study, it was discovered in the implementation of learning skills-Quarter I based on the assessment of teachers, coordinators in Filipino, and Principal that the composite mean is 3.20 which says Moderately Implemented and Moderately Achieved. (6) Based on this study, it was discovered in the implementation of learning skills-Quarter II based on the assessment of Filipino teachers that the composite mean is 3.50, which says Fully Implemented and Fully Achieved. (7) Based on this study, it was discovered in the implementation of learning skills-Quarter II based on the assessment of Filipino coordinators that the composite mean is 2.58, which says Moderately Implemented and Moderately Achieved. (8) Based on this study, it was discovered in the implementation of learning skills-Quarter II based on the assessment of Principals that the composite mean is 2.29, which says Less Implemented and Less Achieved. (9) Based on this study, it was discovered in the implementation of learning skills-Quarter II based on the assessment of teachers, coordinators in Filipino, and Principal that the composite mean is 2.79 which says Moderately Implemented and Moderately Achieved. (10) Based on this study, it was discovered that the mean academic performance of students based on the implementation of learning skills is 83.82, which says Satisfactory. (11) The analysis of variance in the assessment of the three groups based on the implementation of learning skills shows no significant difference in the rating of the coordinator and the principal. (12) There is a significant relationship between the level of implementation in learning skills and the mean academic performance of students in the First Quarter. (13) There is a significant relationship between the level of implementation in learning skills and the mean academic performance of students in the Second Quarter. (14) There is a significant relationship between the level of implementation in learning skills and the mean academic performance of students in Two Quarters. (15) There is no significant relationship between the level of implementation of learning skills

and the age of Filipino teachers. (16) There is a significant relationship between the level of implementation of learning skills and gender of Filipino teachers. (17) There is a significant relationship between the level of implementation of learning skills and the civil status of Filipino teachers. (18) There is a significant relationship between the level of implementation of learning skills and Filipino teachers' highest level of education. (19) There is a significant relationship between the level of implementation in learning skills and the number of years in teaching Filipino teachers.

Based on the findings and conclusions of this study, the researcher strongly suggests the following recommendations: (1) To improve teachers' implementation of teaching skills, teachers are encouraged to prepare different teaching methods and activities to cultivate students' skills. (2) To further increase students' academic performance, it is encouraged to prepare different teaching methods and activities to cultivate students' skills. (3) The Learning Action Cell (LAC) session should be held immediately by the teachers as needed so that the problem can be immediately discussed and addressed within the classroom, especially in emphasizing Filipino learning skills especially since it was discovered in this study that the students did not achieve what was expected. (4) It must be ensured that the students' learning styles are identified so that the teacher can use the appropriate teaching method that will suit the skills and abilities of the students. (5) It is appropriate for teachers in different subjects to have a unified task (unified performance task) in the research method so that students will not have difficulty fulfilling the requirements. (6) It is better to have enhancement seminars and training for teachers and students in Filipino to further expand their knowledge and skills in considering the learning skills emphasized in the curriculum guide. (7) Assign a corresponding budget to better meet the implementation needs in the learning skills of Filipino teachers. (8) Before learning skills are discussed, it is suggested that students be given a review test to ensure that they have mastered the basic skills. (9) The teacher needs to be able to give regular tests to the students so that the learning skills that need to be reviewed can be identified early. (10) The teacher will ensure that after discussing all the learning skills in the Curriculum Guide, taking into account the amount of time dedicated to teaching each competency. (11) Adequate teaching and learning equipment must be ensured to smooth the flow of teaching and learning in the classroom.

(Editor's note: If you are interested in the annexes,

kindly contact the author through her email rheapearlsuarez21@gmail.com to get a copy.)

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