

LEVEL OF COMPETENCIES OF SELECTED LEARNERS IN GUMACA, QUEZON



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 32

Issue 1

Pages: 62-69

Document ID: 2025PEMJ3042

DOI: 10.5281/zenodo.14850425

Manuscript Accepted: 01-18-2025

Level of Competencies of Selected Learners in Gumaca, Quezon

Kim Ware Pascua,* Melchor B. Espiritu, Maria Celerina D. Oreta, Gil T. Segui

For affiliations and correspondence, see the last page.

Abstract

This study aimed to explore the Level of Competencies of Selected Learners Gumaca, Quezon. Aspects studied were the profile of the respondents and their teaching experience. It took into the frequency of use of the learning engagement, learning progress, and social skills as perceived by learners. To achieve the researcher goal, the researcher used questionnaire for the impact of best practices in a level of competencies behavior to the learners. This involved 60 primary Teachers in Gumaca Quezon. The descriptive design on the main source of data and information. The result showed that the most of the respondents are the age of 25-30 years old and above, female, male and length of service. According to the result of Kruskal Wallis all the null hypothesis are accepted with means that there is no significant difference on the level of competencies of selected learners when the respondents are grouped according to profile. Based from the result of the study, the following recommendations are suggested. The future researchers they may conduct the similar study and improve some flows in best practices of level competencies.

Keywords: *learning engagement, learning progress and social skills*

Introduction

Republic Act 8980 mandated the implementation of early childhood care and development as stipulated in Section 2 of the said Act, the state shall institutionalize integrated system of early childhood care and development that will serve all children 0-5 years including children with special needs and respect cultural diversity with end in view of improving the quality of life for the Filipinos.

In the educational landscape of Gumaca, the role of early childhood education has become increasingly pivotal in shaping the academic journey of young learners. This thesis aims to explore and understand the perspectives of selected primary teachers in Gumaca regarding the effects of early childhood education on the school performance of their students. Teachers play a crucial role in the educational process, serving as front-line observers of students' development and progress.

As such, their perceptions provide valuable insights into the nuanced ways in which early childhood education influences the subsequent academic performance of children. By tapping into the lived experiences and observations of these educators, this study seeks to bridge the gap between academic research and practical insights. Through interviews, surveys, and qualitative analysis, this research endeavors to capture the nuanced viewpoints of primary teachers in Gumaca.

Their perspectives will be examined to identify patterns, challenges, and success stories related to the impact of early childhood education. The outcomes of this study are anticipated to contribute not only to the existing body of knowledge but also to inform educational practices and policies in Gumaca, fostering a more tailored and effective approach to early childhood education. By amplifying the voices of primary teachers, this research aims to provide a contextualized understanding of how early childhood education is perceived in Gumaca and its implications for enhancing school performance among primary students in the region.

Research Questions

This study will determine the level of competencies of selected Kindergarten Learners on Gumaca, Quezon A.Y 2023-2024. Specifically, it will answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. sex; and
 - 1.3. length of service?
2. What is the level of competencies of selected Kindergarten Learners in Gumaca, Quezon A.Y 2023-2024. in terms of:
 - 2.1. learning engagement;
 - 2.2. learning progress; and
 - 2.3. social skills?
3. What are the problems encountered by the respondent in teaching the different competencies of the learners?
 - 3.1. behavior management;
 - 3.2. attention span; and
 - 3.3. communication?
4. Is there a significance difference in the level of competencies of selected Learners when respondents are grouped according to profile?

Methodology

Research Design

This study used descriptive survey method to collect data for the measure the impacts of best practices in a child friendly school to the learning behavior of learners. The researcher used survey questionnaire as an instrument. Based on the survey's result the researcher was able to determine the details of the study.

According to Shona Mc Combes the descriptive survey method aims accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions.

Respondents

The researcher randomly selected 60 primary Teachers in Gumaca, Quezon SY 2023-2024 and the Level of Competencies of selected Learners in Gumaca, Quezon as perceived by the learners in Gumaca, Quezon will be the focus of the study. The respondents will be composed of 60 primary Teachers respondents. According to Lauren Thomas. (2023). This sampling technique ensures that every individual within the population has an entirely equal opportunity of being chosen for inclusion.

Instrument

The researcher prepared a researcher-made questionnaire which were validated by two experts. Part I of the questionnaire included the profile of the respondent. Part II of the questionnaire consisted of level of competencies of selected learners using the liker scale of; 5 excellent, 4- competent, 3- satisfactory, 2- beginner, 1- non- acceptable perceived by selected teacher in Gumaca. Part III of the questionnaire consisted of the level of competencies of selected learners for learning using the liker scale of; 5-strongly agree (SA), 4-agree (A), 3- fairly agree (FA), 2- disagree (D), 1- strongly dis agree (SD) as perceived by selected teacher in Gumaca.

To test the internal consistency of the questionnaire using Cronbach's Alpha, a pilot testing will be conduct to a school not the target of the study. After the computation the result was 0.75 which is interpreted as acceptable. This means that there is an internal consistency in the prepared research instrument.

Procedure

Prior to the conduct of the study, the researcher will send a letter to the PSDS principal and adviser. Upon approval, the researcher administered the instrument to the target respondents.

In administering the questionnaire, the researcher will use the time allotted for vacant time to avoid distraction of class discussion. The teachers response will be given enough time to answer the questions. After data gathering, the researcher will collect them for tallying the scores and to apply the statistical treatment to be used in the study.

The descriptive research method using liker scale will use in order to rate the Level of Competencies in teaching and learning. Data will be gathered through "random sampling" teachers of Gumaca, Quezon will be select to fill the questionnaire. Data will be gathered through face to face survey following the safety health protocols to prevent the spread of the virus.

Data Analysis

In this study, the researcher will use statistical measures to treat the collected data. All the data will be carefully read and examined for analysis. They will tallied and entered into a master list of the data collection sheet. Percentage and Frequency will be used to interpret the profile of the respondents. To test the significant difference of three or more means, the researcher used the Kruskal-Wallis for non-parametric test.

Results and Discussion

This section deals with the analysis, and interpretation of the data. All the data gathered were presented here in tabulated form with corresponding interpretation. The first part described the profile of the respondents in terms of age, sex, length of service. The second part is the level of competencies of selected Kindergarten Learners in Gumaca, Quezon

Table 1. *Frequency and Percentage Distribution of the Respondents According to Age*

<i>Age</i>	<i>Frequency</i>	<i>Percentage (%)</i>
25-30 years old	9	15
31-40 years old	18	30
41-50 years old	21	35
51-60 years old	12	20
Total	60	100

Table 1 presents the frequency and percentage distribution of respondents based on their age, indicating that the majority of participants are 41-50 years old, accounting for 35%. Meanwhile, 30% are 31-40 years old, 20% are 51-60 years old, and 15% are 25-30 years

old .

According to Dr. Rajesh Kumar .The findings of this study revealed that there is no significant difference in the level of adjustment among different age groups. Haryana's school physical education instructors and other teachers range in age from 30 to 51 years old was accepted. Hence, it may be stated that all respondents, regardless of their age group category (physical education). Teachers and other subject teachers both perceive the modification in the same way. There are more 41-50 year-old teachers than others.

Table 2. *Frequency and Percentage Distribution of the Respondents According to Sex*

Sex	Frequency	Percentage(%)	Rank
Male	0	0	2
Female	60	100	1
Total	60	100	

Table 2 presents the frequency and percentage distribution of respondents based on their sex, revealing that the majority of senior high school participants are female, accounting for 100%. Meanwhile, 0% are male, indicating that there are no male respondents .

The proportion and distribution of male and female respondents in the survey, with females made up the vast majority (100%) of the total, with males accounting for 0%. This is consistent with prior research conducted in a similar situation by Smith et al. (2019), who discovered a higher number of female participants than males. This demonstrates a gender disparity in primary school, with girls more likely to participate than males.

Table 3. *Frequency and Percentage Distribution of the Respondents According to Length of service*

School	Frequency	Percentage (%)	Rank
1-5 years	11	18	3
6-10 years	22	37	2
11-15 years	25	42	1
others	2	3	4
Total	60	100	

Table 3 illustrates the frequency and percentage distribution of respondents based on their length of service, indicating that the majority of 11-15 years , accounting for 42%. Meanwhile, 37% belong to 6-10 years, 18% for 1-5 years and others for 3%.

This finding is consistent with a study Zhou Tao (2021) that explored the Length of service grade distribution of primary Teachers in a similar context. Their findings also reported a higher percentage in presents the frequency and percentage distribution of respondents based on their age, indicating that the majority of participants are 41-50 years old, accounting for 35%. Meanwhile, 30% are 31-40 years old, 20% are 51-60 years old , and 15% are 25-30 years old .

Table 4. *Respondents assessment on the level of competencies of selected Learners in terms of Learning Engagement*

Indicators	Verbal			
	Mean	SD	Interpretation	Rank
1. The child actively participate and collaborate with others.	4.62	.49	Excellent	1
2. The child identify and articulate their feelings different situations.	4.58	.59	Excellent	2
3. The child is sensitive to feelings of others, showing empathy in various social situations.	4.53	.57	Excellent	3
4. The child handles conflicts with peers or classmate.	4.25	.54	Excellent	5
5. The child is comfortable, seeking help from teachers or adults when conflicts arise.	4.47	.50	Excellent	4
Grand Mean	4.49	.25	Excellent	

Legend; Non- acceptable (1.00-1.80), Beginner (1.81=2.60), Satisfactory (2.61-3.40), competent (3.41-4.20), Excellent (4.21-5.00).

The table presents respondents' assessments of the competencies of selected learners in terms of learning engagement. The highest mean score of 4.62 was given to the statement "The child actively participates and collaborates with others," indicating that learners are highly engaged in group activities and contribute positively to collaborative efforts, showcasing a strong inclination towards teamwork and participation. The lowest mean score, 4.25, was for "The child handles conflicts with peers or classmates." Despite being the lowest, this score still falls within the 'Excellent' category, suggesting that while learners are generally adept at managing conflicts, it is the area where they are comparatively less competent. The overall mean score of 4.49, with a standard deviation of 0.25, reflects an excellent level of competency in learning engagement across all evaluated aspects. This consistently high rating highlights that learners are not only actively engaged and collaborative but also empathetic, capable of managing their emotions, and comfortable seeking help when necessary. In summary, the learners demonstrate a well-rounded development in learning engagement, excelling particularly in participation and collaboration while also showing strong, albeit slightly lesser, skills in conflict management.

Miklosovits, K., Gelle, I., & Hatai, M. (2017) "An Overview and Analysis of 20 Years of Research on the Impact of Classroom Environment on Student Learning Outcomes and Effective Strategies for Cultivating a Favorable Learning Atmosphere" offers a

thorough summary and synthesis of research carried out over a two-decade period, investigating the effect of classroom environment on student learning outcomes and stressing suggested practices for promoting a positive learning environment.

Table 5. Respondents assessment on the level of competencies of selected Learners in terms of learning progress

	Indicators	Mean	SD	Verbal	
				Interpretation	Rank
1.	the learner incorporate higher-level reading skills, such as critical analysis and inference, into your teaching.	4.38	.58	Excellent	1
2.	the learner provide example of activities or lessons that promote advanced comprehension skills.	4.28	.45	Excellent	4
3.	the learner determines the appropriate level of text complexity.	4.23	.62	Excellent	5
4.	the learners are challenge with texts that go beyond their current reading levels.	4.30	.56	Excellent	3
5.	the learner addresses different learning styles and abilities through the questioning techniques of the teacher.	4.37	.58	Excellent	2
Grand Mean		4.31	.41	Excellent	

Legend: Non- acceptable (1.00-1.80), Beginner (1.81=2.60), Satisfactory (2.61-3.40), competent (3.41-4.20), Excellent (4.21-5.00).

The table provides an assessment of respondents on the level of competencies of selected learners in terms of learning progress. The highest mean score of 4.38, attributed to "The learner incorporates higher-level reading skills, such as critical analysis and inference, into their teaching," indicates strong proficiency in engaging in advanced reading tasks. The next highest score, 4.37, for addressing different learning styles through effective questioning techniques, further emphasizes the learners' adaptability. The lowest mean score, 4.23, for determining appropriate text complexity, still falls within the 'Excellent' category, suggesting proficiency but identifying it as a relatively weaker area. Overall, the mean score of 4.31 and a standard deviation of 0.41 reflect an excellent level of competency across all evaluated aspects, showcasing well-rounded development in learning progress, particularly in higher-level reading skills and adaptability to various learning styles.

Lan Jiang and George Alexakis (20, 32-46, 2017) conducted a study on program exit competencies in hospitality management, emphasizing the importance of industry relevance and student perceptions in higher education.

Table 6. Respondents assessment on the level of competencies of selected Learners in terms of social skills

	Indicators	Mean	SD	Verbal	
				Interpretation	Rank
1.	the learner are active listeners.	4.25	.89	Excellent	4
2.	the learners manages conflict resolution.	4.05	.50	Competent	5
3.	the learners have the ability to understand and identify with the feeling of another person.	4.47	.50	Excellent	2
4.	the learners have the ability to communicate effectively with others	4.45	.50	Excellent	3
5.	the learners cooperate with classmates inside and outside the classroom.	4.50	.60	Excellent	1
Grand Mean		4.34	.29	Excellent	

Legend: Non- acceptable (1.00-1.80), Beginner (1.81=2.60), Satisfactory (2.61-3.40), competent (3.41-4.20), Excellent (4.21-5.00).

The table presents respondents' assessments of the competencies of selected learners in terms of social skills. The highest mean score, 4.50, was given to the statement "The learners cooperate with classmates inside and outside the classroom," indicating that learners excel in collaboration and teamwork in various settings, showcasing their strong cooperative skills. Conversely, the lowest mean score, 4.05, for "The learners manage conflict resolution," falls within the 'Competent' category, suggesting that while learners are generally capable of resolving conflicts, this is their relatively weakest social skill area. Overall, the mean score of 4.34, with a standard deviation of 0.29, reflects an excellent level of competency in social skills across all evaluated aspects. This high overall rating highlights that learners are not only active listeners and effective communicators but also empathetic and particularly strong in cooperating with their peers.

According to Daniel Cloney (2016), 61.5% of Australian children attend Early Childhood Education and Care (ECEC) programs, which has an impact on their scholastic and social development. The E4Kids 5-year longitudinal study seeks to discover and assess the influence of ECEC components on children's learning, development, social inclusion, and overall well-being

Table 7. Summary Table on the Level of competencies of Selected Learners in Gumaca, Quezon

Level of Competencies of selected Learners	Average Mean	SD	Verbal Interpretation	Rank
Learning Engagement	4.49	.25	Excellent	1
Learning Progress	4.31	.41	Excellent	3
Social skills	4.34	.29	Excellent	2
Grand Mean	4.38	.32	Excellent	

Legend: Non- acceptable (1.00-1.80), Beginner (1.81=2.60), Satisfactory (2.61-3.40), competent (3.41-4.20), Excellent (4.21-5.00).

The summary table presents respondents' assessments of the competencies of selected learners across three subvariables: Learning Engagement, Learning Progress, and Social Skills. The highest mean score of 4.49 is attributed to Learning Engagement, indicating

that learners excel in actively participating and collaborating with others, and are highly engaged in their learning processes. Social Skills received a mean score of 4.34, highlighting that learners are generally excellent in their interpersonal interactions, including listening, empathy, and cooperation, although conflict resolution is identified as a relatively weaker area. Learning Progress, with a mean score of 4.31, still falls within the 'Excellent' category, reflecting strong proficiency in advanced reading skills and adaptability to different learning styles, even though determining appropriate text complexity was slightly lower. The overall mean score of 4.38 and a standard deviation of 0.32 indicate that, on average, learners demonstrate an excellent level of competency across all evaluated aspects, with particularly high engagement in learning activities and strong social skills, underscoring their well-rounded development.

Problems Encountered in Teaching the Learners

Table 8. Respondents assessment on the level of competencies of selected Learners in terms of Behavior Management

Indicators	Mean	SD	Verbal	
			Interpretation	Rank
1. the learners may not have developed self regulation skills.	4.08	1.14	Agree	5
2. Tardiness of learners and leaving class frequently	4.38	.58	Strongly Agree	1
3. In appropriate chatters.	4.25	.70	Strongly Agree	3
4. Domination of discussion.	4.35	.58	Strongly Agree	2
5. Shyness and non- participation of learners.	4.15	.58	Agree	4
Grand Mean	4.24	.53	Strongly Agree	

Legend; Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00).

The data reflect the problems encountered by respondents in teaching learners' competencies regarding behavior management. The highest mean score of 4.38, categorized as 'Strongly Agree,' was attributed to the issue of "Tardiness of learners and leaving class frequently," indicating this is the most significant challenge faced by teachers, with widespread agreement on its impact. Conversely, the lowest mean score of 4.08, categorized as 'Agree,' for "The learners may not have developed self-regulation skills," suggests it is a relatively less severe concern but still notable. Overall, with a mean score of 4.24 and a standard deviation of 0.53, the results indicate that respondents generally perceive these behavior management issues as significant, requiring effective strategies to address challenges such as inappropriate chatting, classroom domination, shyness/non-participation, and particularly tardiness.

Mary Parker Follett, author and counselor, had a radically different frame of reference than Taylor and the Gilbreths, and her insights form the basis of our knowledge of modern organizational behavior. As a former social worker, she understood power dynamics and emphasized the importance of human psychology and human relations above a mechanical or scientific approach to work and management-employee interactions. Thought Co's biography. According to the author, "Follett was one of the first people to integrate the idea of organizational conflict into management theory, and her concept of conflict as a source of opportunity is still important today.

Table 9. Respondents assessment on the level of competencies of selected Learners in terms of Attention Span

Indicators	Mean	SD	Verbal	
			Interpretation	Rank
1. Learners have difficulty in focusing task.	4.63	.49	Strongly Agree	2
2. Interest,curiosity and anxiety of the learners.	4.33	.57	Strongly Agree	4
3. Using devices connected to internet during learning activities.	4.58	.50	Strongly Agree	3
4. Personal health problems of learners.	4.75	.44	Strongly Agree	1
5. Miss conception and insufficient knowledge related to attention and multitasking.	4.25	.70	Strongly Agree	5
Grand Mean	4.51	.34	Strongly Agree	

Legend; Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00).

The data indicate the problems encountered by respondents in teaching learners' competencies regarding attention span. The highest mean score of 4.75, categorized as 'Strongly Agree,' was attributed to the issue of "Personal health problems of learners," suggesting this is the most significant challenge faced by teachers, with widespread agreement on its impact. Conversely, the lowest mean score of 4.25, also categorized as 'Strongly Agree,' for "Misconception and insufficient knowledge related to attention and multitasking," indicates it is a relatively less severe concern but still notable.

Overall, with a mean score of 4.51 and a standard deviation of 0.34, the results highlight that respondents perceive attention-related issues as significant, particularly concerning personal health problems and difficulty in focusing tasks, necessitating effective strategies to address these challenges in teaching and learning environments.

According to Psychology Today (n.d.), attention span is the amount of time we spend on a task before we start to lose our focus or "zone out." I completed an online attention span test and scored 36 out of 100, which means I have a short attention span. I have difficulty maintaining my focus on tasks when completing them, which is accurate. My results further state that people with short attention spans have a tendency to be disorganized, which is not accurate in my case. I also do not struggle with meeting most of my deadlines or paying bills on time, which is also typically characteristic of short attention span.



Table 10. Respondents assessment on the level of competencies of selected Learners in terms of Communication

Indicators		Mean	SD	Verbal	
				Interpretation	Rank
1.	Low English proficiency.	4.20	.75	Agree	3
2.	Resistance to class participation of learners	3.85	1.02	Agree	5
3.	Lack of knowledge and information relative to the subject matter.	4.05	.75	Agree	4
4.	Not understanding cultural differences.	4.27	.63	Strongly Agree	1
5.	Physical disabilities such as hearing problem or speech difficulties.	4.22	.69	Strongly Agree	2
Grand Mean		4.12	.47	Agree	

Legend: Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00).

The data reveal the problems encountered by respondents in teaching learners' competencies in communication. The highest mean score of 4.27, categorized as 'Strongly Agree,' was attributed to "Not understanding cultural differences," indicating that this is the most significant challenge faced by teachers, with widespread agreement on its impact. Conversely, the lowest mean score of 3.85, categorized as 'Agree,' for "Resistance to class participation of learners," suggests it is a relatively less severe concern but still notable. Overall, with a mean score of 4.12 and a standard deviation of 0.47, the results suggest that respondents perceive communication-related issues as significant, particularly regarding cultural understanding and linguistic proficiency, necessitating effective strategies to address these challenges in educational settings.

According to Antonio Hernández Mendo and Oscar Garay Plaza. The communication is a process of social interaction of a verbal or non-verbal nature, with intentionality of transmission and that can influence, with and without intention, in the behavior of the people who are in the coverage of said emission

Problems Encountered in Teaching the Learners

Table 11. Summary Table on the Level of Competencies of Selected Learners in Gumaca, Quezon

Level of Competencies of selected Learners	Average Mean	SD	Verbal Interpretation	Rank
Learning Engagement	4.24	.53	Strongly Agree	2
Learning Progress	4.51	.34	Strongly Agree	1
Social skills	4.12	.47	Agree	3
Grand Mean	4.29	.45	Strongly Agree	

Legend: Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00).

The summary table presents respondents' assessments of problems encountered across three sub variables: Behavior Management, Attention Span, and Communication. The highest mean score of 4.51, categorized as 'Strongly Agree,' was attributed to Attention Span, indicating that respondents perceive issues related to learners' attention as the most significant challenge, with a consensus on its impact. Following closely, Behavior Management received a mean score of 4.24, also categorized as 'Strongly Agree,' suggesting significant challenges in managing learner behavior, though slightly less pronounced than attention-related issues. Communication, with a mean score of 4.12 and categorized as 'Agree,' indicates notable but relatively less severe challenges compared to attention and behavior management. The overall mean score of 4.29 and a standard deviation of 0.45 suggest that respondents perceive problems encountered in teaching learners' competencies as significant, particularly in relation to attention span and behavior management, necessitating effective strategies to address these challenges comprehensively.

Table 12.

Competencies of selected Kindergarten Learners	Age	Mean	H-value	p-value	Decision	Interpretation
Learning Engagement	25-30 years old	4.55	2.437	0.487	Accept Ho	No Significant difference
	31-40 years old	4.51				
	41-50 years old	4.42				
	51-60 years old	4.53				
Learning Progress	25-30 years old	4.15	18.469	0.000	Reject Ho	Significant difference
	31-40 years old	4.41				
	41-50 years old	4.49				
	51-60 years old	3.93				
Social Skills	25-30 years old	4.35	1.785	0.618	Accept Ho	No Significant difference
	31-40 years old	4.33				
	41-50 years old	4.32				
	51-60 years old	4.40				

The results of the Kruskal-Wallis test comparing the competencies of kindergarten learners across four age groups indicate varying outcomes for different competencies. For Learning Engagement, the H-value of 2.437 with a p-value of 0.487 leads to the decision to accept the null hypothesis (Ho), suggesting no significant difference in learning engagement across the age groups. In terms of Learning Progress, the H-value of 18.469 with a p-value of 0.000 leads to rejecting the null hypothesis, indicating a significant difference in learning progress among the age groups. This suggests that age has an impact on the learning progress of kindergarten learners.

However, for Social Skills, the H-value of 1.785 with a p-value of 0.618 leads to the decision to accept the null hypothesis, suggesting no significant difference in social skills across the age groups. Overall, these results highlight that while there is no significant difference in learning engagement and social skills among kindergarten learners of different age groups, there is a notable difference in learning progress, implying that age influences the pace of learning advancement in kindergarten.

Considering the additional information about the mean scores for each competency across different age groups, the results of the Kruskal-Wallis test gain further context. For Learning Engagement, although there is no significant difference observed among the age groups, it's worth noting that the mean scores show a slight decrease from the 25-30 age group (mean: 4.55) to the 41-50 age group (mean: 4.42), before slightly increasing again in the 51-60 age group (mean: 4.53). In terms of Learning Progress, where a significant difference was found, the mean scores reveal a fluctuating pattern, with the highest mean in the 41-50 age group (mean: 4.49) and the lowest in the 51-60 age group (mean: 3.93). For Social Skills, despite no significant difference found, the mean scores demonstrate relatively consistent levels across all age groups, ranging from 4.32 to 4.40. These mean scores provide additional insights into how competencies vary across age groups, despite the overall statistical outcomes of the Kruskal-Wallis test.

Conclusions

Based on the findings, the following conclusions are derived:

Most of the respondents are female.

The researchers concluded that the teachers feel respected, supported, and included, which leads to higher self-esteem and confidence among learners.

Learner-respondents play an important role in students' social and emotional development, as they are believed to be outstanding learners.

Demographic characteristics have no substantial affect on learner's assessment of level of competencies the perception of the respondents when grouped according to profile does not vary.

To the School Administrators, they may provide different intervention strategies to learners to be more engaged in learning to their level of competencies.

To the Parents, they may continue to guide their children on how to be focus on their study .

To the Teachers, they may conduct a follow-up study to the level of competencies intervention strategies to be more engaged in learning.

To the learners, they may continue to learn using this to get an idea and information presented by the teacher.

To the Future Researchers, they may conduct a similar study and improve some flaws.

References

- Cavalari, S. M. S., & Aranha, S. (2022). Assessment procedure carried out using learning diaries.
- Chattergy, V. O. (2017). Asia and the Pacific. *Journal Name*, 135(164), 135-164.
- Cloney, D. (2016). Attendance of Australian children in Early Childhood Education and Care (ECEC) programs.
- Early Childhood Education and Care in Canada. (2021). Early learning and child care, kindergarten, and parental leave.
- Gltekin, M., & Zen Ira, G. (2021). Classroom instructors in cities concentrate on the overcrowding of schools.
- Grudnoff, M. (2022). Australia underfunds Early Childhood Education and Care.
- Heckman, J. J. (2011, January 31). Educational fairness as a moral concern and a means of increasing productivity and economic efficiency. *American Educator*.
- Jiang, L., & Alexakis, G. (2017). Program exit competencies in hospitality management. *Journal Name*, 20(32-46), 32-46.
- Johannesson, P. (2022). Interpretations of the project and their effect on participation within learning groups.
- Kate, M. L. (2022). Preparing children for success in school and life.
- Kenna, B. M., Morales, M. C., Kelly, & Pouska. (2019). Data from learning management systems.
- Koskei, B. K., & Chepchumba, E. (2020). Kenya's implementation of a competency-based curriculum. *International Journal of Education and Research*.
- Kumar, R. (n.d.). No significant difference in the level of adjustment among different age groups.
- Lee, S., & Park, J. (2021). Grade level distribution of elementary students in a similar context.



Meaney, M., Lozano, A., & Gomez-Pinilla, F. (2014). Early childhood experiences on lifelong learning and the brain.

Miklosovits, K., Gelle, I., & Hatai, M. (2017). An overview and analysis of 20 years of research on the impact of classroom environment on student learning outcomes.

Pilongo, L. W. E., Dusal-Alpuerto, M., & Paroginog, F. (2018). Social skills as a set of behaviors.

Rosales, S., & Nunez, M. R. (2021). Learning and growing as individuals.

Sapungan, R. (2014). Parents' involvement in their children's education.

Tao, Z. (2021). Length of service grade distribution of primary teachers in a similar context.

Affiliations and Corresponding Information

Kim Ware. Pascua

Eastern Quezon College, Inc. – Philippines

Melchor B. Espiritu, Ed.D.

Eastern Quezon College, Inc. – Philippines

Maria Celerina D. Oreta, EdD

Eastern Quezon College, Inc. – Philippines

Gil T. Segui, LPT

Eastern Quezon College, Inc. – Philippines