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**SELF-PERCEIVED AND ACTUAL LEARNED COMPETENCIES OF  
SENIOR HIGH SCHOOL LEARNERS IN THE SUBJECT  
UNDERSTANDING CULTURE, SOCIETY,  
AND POLITICS**

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**ABSTRACT**

The study aimed to examine the relationship between self-perceived learned competencies and academic achievement, which represents the actual learned competencies of Grade 12 senior high school learners in the Understanding Culture, Society, and Politics subject. This study was conducted at Kibawe National High School, Division of Bukidnon, for the school year 2023-2024. The study used a descriptive-correlational method. A total of one hundred and ninety-nine learners took part in the survey. Mean, frequency and percentage, standard deviation, and Pearson R or product Moment Correlation Coefficient were used to treat the data. The study revealed that the self-perceived learned competencies of Grade 12 senior high school learners in Understanding Culture, Society, and Politics subject in the area of starting points for the understanding of culture, society, and politics, defining culture and society from the perspectives of anthropology and sociology, looking back at human biocultural and social evolution, and becoming a member of society was in very satisfactory level. Also, the findings revealed that the learners' academic achievement was at a very

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satisfactory level, and no students got a failing grade. Furthermore, the correlational analysis found that self-perceived learned competencies in Understanding Culture, Society, and Politics subject in the area of starting points for the understanding of culture, society, and politics, defining culture and society from the perspectives of anthropology and sociology, looking back at human biocultural and social evolution, and becoming a member of society affects their academic achievement. To improve learners' engagement, teachers in the Understanding Culture, Society, and Politics subject may use self-assessment where students can assess how they have developed over time and pinpoint areas that still need work by using these forms to track their self-perceived growth with particular competencies. The school administrators may collaborate with local organizations to create community-based initiatives to strengthen learners' comprehension and dedication to issues of society, which will aid in their academic development. To enable teachers to boost students' confidence, a well-designed training matrix may be crafted, which positively impacts students' learning.

**Keywords:** *Self-perceived, academic achievement, competency*

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## INTRODUCTION

In the current era of global interconnection, it is becoming increasingly crucial for learners to thoroughly understand social structures, political systems, and cultural variety. Understanding Culture, Society, and Politics is one of the senior high school subjects that aims to equip students with the necessary skills to comprehend societal dynamics, critically assess cultural norms, and participate actively in civic affairs. The skills learned in this class are meant to encourage civic engagement and raise knowledge of multifaceted social concerns that transcend national and local boundaries.

How well learners evaluate themselves is a critical component of their educational journey. They may become overconfident, perform poorly, or disengage if their self-perceived competencies and performance differ significantly. While those who overestimate their abilities might not be inspired to work for betterment, those who underestimate them might become disheartened and not engage as fully as they could. This disparity could impede students' development in crucial facets of social awareness and engagement in the Understanding Culture, Society, and Politics course, thereby creating gaps in their preparedness to handle social and political issues in the real world.

To address the value misalignments and improve the efficacy of instructional practices, educators and curriculum authors must have a thorough understanding of the discrepancy between self-perception and actual learning outcomes. There is not much research analyzing how students' self-perceived competencies and their actual learned competencies in classes

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like Understanding Culture, Society, and Politics align, despite the growing emphasis on cultural awareness, societal understanding, and political literacy in high school curricula.

This study used a survey research approach which aimed to examine the relationship between self-perceived learned competencies and academic achievement, which represents the actual learned competencies of Grade 12 senior high school learners in Understanding Culture, Society, and Politics subject of Grade 12 senior high school students and their academic achievement in Understanding Culture, Society, and Politics subject at a public senior high school in the Division of Bukidnon for the school year 2023–2024.

## Theoretical Framework

The study was built upon Daryl Bem's (1967) self-perception theory.

Self-perception theory defies common sense. However, self-perception theory demonstrates that this is not always the case. Common knowledge would have us believe that a person's personality and attitudes determine their behavior. Self-perception theory holds that we view our own acts similarly to how we see others' actions, and that, contrary to what we may think, our behaviors are frequently influenced by social factors rather than being the result of our own free will.

Two assertions form the basis of self-perception theory. The notion claims that analyzing one's own behavior and the circumstances surrounding it helps people comprehend their beliefs, attitudes, and perceptions. Second, the idea contends that when someone lacks

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a full awareness of their behavior, they behave as observers. The behaviors and attempts to make sense of it in order to determine their own inner features.

The schematic diagram was illustrated by representing dependent and independent variables. The first box shows the independent variables on the level of self-perceived learned competencies of students in Understanding Culture, Society, and Politics subject. The dependent variable is the students' academic achievement in the Understanding Culture, Society, and Politics subject, which represents the students' actual learned competency, as shown in the second box.

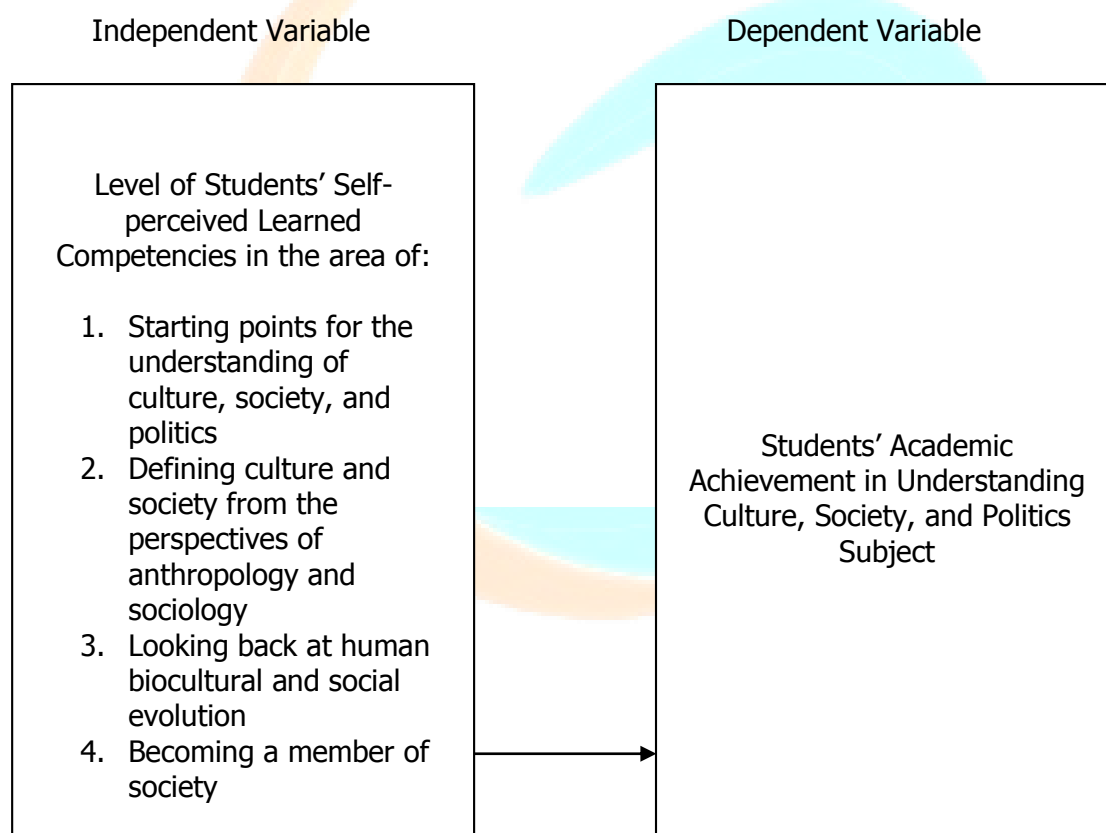


Fig. 1. The Study's Independent and Dependent Variables are depicted in this diagram.

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## Statement of the Problem

For the academic year 2023-2024, this study examined the self-perceived learned competencies and the academic achievement which represents the actual learned competencies of Grade 12 senior high school learners in Understanding Culture, Society, and Politics subject of Grade 12 senior high school students and their academic achievement in Understanding Culture, Society, and Politics subject at Kibawe National High School – Main Campus, Kibawe East District, Division of Bukidnon.

Specifically, the study sought to answer the following questions:

1. What is the level of self-perceived learned competencies of Grade 12 senior high school learners in Understanding Culture, Society, and Politics subject in the area of (a) starting points for the understanding of culture, society, and politics, (b) defining culture and society from the perspectives of anthropology and sociology, (c) looking back at human biocultural and social evolution, and (d) becoming a member of society?
2. What is the level of academic achievement that represents the actual learned competencies of Grade 12 senior high school learners in the Understanding Culture, Society, and Politics subject?
3. Is there a significant relationship between self-perceived learned competencies and the academic achievement of Grade 12 senior high school learners in the Understanding Culture, Society, and Politics subject?

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## Hypothesis:

There is no significant relationship between self-perceived learned competencies of Grade 12 senior high school learners and their academic achievement in the Understanding Culture, Society, and Politics subject.

## Significance of the Study

The results of this study will be helpful in understanding the many effects of students' self-perceived and actual learned competency in the Understanding Culture, Society, and Politics subject.

To the learners, the findings of this study will help them to be more engaged in class. It will also promote individualized learning and accommodate a variety of learning styles, making it a truly personalized experience, which will have a significant impact on their academic progress.

To the teachers, the result of this study will help them make their classrooms more engaging for students, especially those who are not interested in the subject matter. Additionally, the investigation will offer insightful information on the competencies that students lack.

The results will give school administrators important information they can utilize to support students in enhancing their academic performance. By improving learner performance, administrators can decide what supports are required to improve school success.

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High student achievement can support reaching educational goals and decreasing dropout rates.

To the Department of Education, which is in charge of fulfilling the community's educational needs. The results of this study will be used to create a curriculum that will enhance learners' learning abilities across all academic areas.

To future researchers, the results of this study can be used as a roadmap to do additional research on students' real and self-perceived competency in areas not covered by the study.

### Scope and Delimitation of the Study

For the academic year 2023–2024, this study assessed the self-perceived and actual learned competencies of Grade 12 senior high school learners and their academic achievement in the Understanding Culture, Society, and Politics subject in one public secondary school in the Kibawe East District of the Division of Bukidnon.

In addition, the study examined how self-perceived learned competencies and academic achievement, which represents the actual learned competencies of Grade 12 senior high school learners in Understanding Culture, Society, and Politics subject related to each other, specifically in the areas of defining culture and society from the perspectives of anthropology and sociology, looking back at human biocultural and social evolution, and becoming a member of society.

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Based on their first quarter grade, the researcher established academic achievement goals for learners in the Understanding Culture, Society, and Politics subject for the 2023–2024 school year.

## Definition of Terms

The following words are described theoretically and operationally to better understand the terms used in this study.

**Academic Achievement.** Academic achievement describes academic outcomes that indicate the extent to which a student has achieved their learning goals.

**Competency.** Competency actually means "capacity," although we use the term to refer to someone who meets the minimum requirements. It means that someone who possesses it is capable of competing with other applicants.

**Self-perceived.** Self-perceived is a person's perception of themselves or of any of the mental or physical characteristics that make them up. Genuine self-knowledge or varied degrees of distortion may be present in such a viewpoint. Also known as self-perception or self-concept.

**Understanding Culture, Society, and Politics.** Understanding Culture, Society, and Politics draws on multidisciplinary concepts from anthropology, political science, and sociology in order to increase student knowledge of cultural, social, and political processes and sensitivity to cultural diversity.

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## METHODOLOGY

### Research Design

The descriptive correlational research design was the method used in this study since it allowed the researcher to address queries on the relationship between self-perceived learned competencies and academic achievement, which represents the actual learned competencies of Grade 12 senior high school learners in the Understanding Culture, Society, and Politics subject, to identify, characterize, and explain certain phenomena.

### Research Locale

This study was conducted on Grade 12 senior high school learners of Kibawe National High School – Main Campus, a public secondary school in the Kibawe East District of the Division of Bukidnon, located at Natulongan, Kibawe, Bukidnon, for the school year 2023-2024.

In accordance with Executive Order 272, which was issued by Carlos P. Garcia, then vice president of the Philippines, Kibawe first became a municipal district in 1931 and then a formal municipality on July 1, 1956. Following World War II, the municipality experienced rapid expansion and development as immigrants from all over the nation—primarily from the Visayas and Mindanao—flocked to the area's lush valleys and low slopes.

The overall development of the person as well as the requirements of the neighborhood and the nation are priorities at Kibawe National High School. The school promotes excellence in academic college preparatory and career-oriented programs, assisting

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students in developing as a whole person via the integration of values. Classes for RA 8709 officially started on June 2, 1997, with a total of 116 students enrolled (112). The school was run by Natulongan Elementary School until 2001.

Together with the Kibawe Local Government, the Barangay Council founded the Kibawe National High School in 1996. It was purposefully constructed in the center of Barangay Natulongan, Kibawe, Bukidnon, so that parents who resided close to the Pulangui River but could not afford to send their children to a private school could still send them to school.

Due to limited facilities, the school's operation was complex for the first few years. However, thanks to the stakeholders' extraordinary efforts, the school eventually became fully stocked with resources and facilities. The number of teachers also increased as enrollment rose year after year.

Through co-curricular and extracurricular activities, the school began to advertise itself to the general public on both a district and a regional level. The management, facilities, and staff of the school have all improved. The learners and non-teaching professionals were recruited to the workforce to ensure effective service delivery to the school's most important audience.

## The Respondents

The respondents of the study were the one hundred ninety-nine Grade 12 senior high school learners of Kibawe National High School – Main Campus, composed of both males and

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females. The adopted questionnaire provided the necessary information for this study, which was completed by the respondents.

## The Sampling Procedure

In this study, total population sampling was used because the school is small. Since the population sampling includes every individual within the population of interest, it is feasible to gain in-depth insights into the phenomenon. Furthermore, with such extensive population coverage, there is a lower chance of overlooking potential insights from excluded members.

## The Instrument

In this study, the tool employed was the Rapid Competency Assessment Questionnaire, a survey questionnaire adopted from Leo A. Mamolo and Shalom Grace C. Sugano (2020), with a few revisions corresponding to the subject covered in this study.

This instrument provided the learning competencies and areas covered in the Understanding Culture, Society, and Politics subject for the first quarter as stipulated in the K to 12 Senior High School Core Curriculum of the Department of Education (2016).

Part I of the questionnaire covered the learning competencies and areas covered in the Understanding Culture, Society, and Politics subject. Part II is the learners' first quarter grade in the Understanding Culture, Society, and Politics subject for the 2023–2024 academic year, which represents the students' actual learned competency. This is in accordance with DepEd Order No. 08, series of 2015.

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## Data Gathering Procedure

Data on the self-perceived and actual competence of learners in the subject of Understanding Culture, Society, and Politics provided the answers to this study's problem statement.

The following steps were made to gather the data: First, a consent letter was submitted to the Dean of Graduate Studies of Valencia Colleges (Bukidnon) Incorporated to conduct the research. A request letter was submitted to the Schools Division Superintendent of the Division of Bukidnon before the questionnaire was launched. Upon approval of the letter by the Schools Division Superintendent, the researcher asked permission from the School Principal of Kibawe National High School-Main Campus to allow him to conduct the study and administer the questionnaire to the respondents during the vacant time of Grade 12 senior high school learners in order not to interrupt classes.

The third was the launching of the questionnaires to the respondents. The researcher personally distributed the questionnaire to the respondents. The respondents were informed on the scope and purpose of the study, and they were given instructions in answering the questionnaire.

Moreover, the questionnaire was retrieved right after the respondents had provided the necessary information. As for the academic performance, the respondents' first quarter grade in the subject Understanding Culture, Society, and Politics for the school year 2023-2024 was utilized. The accomplished questionnaire and learners' assessment were used to

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examine the relationship between senior high school learners' self-perceived and actual competency in the Understanding Culture, Society, and Politics subject.

### Scoring Procedure

The data obtained from the respondents were tallied, scored, and interpreted using the guide for scoring on scales A and B.

For the level of self-perceived competency, the mean was interpreted using the Five-Point Likert Scale.

- A. Level of learners' self-perceived learned competencies in Understanding Culture, Society, and Politics subject in the area of starting points for the understanding of culture, society, and politics, defining culture and society from the perspectives of anthropology and sociology, looking back at human biocultural and social evolution, and becoming a member of society.

Scale	Range	Indicator	Qualifying Statement
5	4.21 -5.0	Excellent	Learners are believed to have 81–100% mastery of the learning competency
4	3.41-4.20	Very Satisfactory	Learners believed to have 61–80% mastery of the learning competency
3	2.61-3.40	Satisfactory	Learners believed to have

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			41–60% mastery of the learning competency
2	1.81-2.60	Fair	Learners believed to have 21–40% mastery of the learning competency
1	0.00-1.80	Poor	Learners believed to have 0–20% mastery of the learning competency

For the academic achievement, which represents the actual learned competencies of the learners, the mean was interpreted using the Five-Point Likert Scale.

### B. On the Academic Achievement of Students

Scale	Range	Qualitative Description
5	90.01-100	Outstanding
4	85.01-89.00	Very Satisfactory
3	80.01-84.00	Satisfactory
2	75.01-79.00	Fairly Satisfactory
1	0.00-74.00	Did Not Meet Expectations

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## Treatment of the Data

The data of the current study were treated using the following statistical tools:

For problem number one, on the learners' self-perceived learned competencies in Understanding Culture, Society, and Politics subject in the area of starting points for the understanding of culture, society, and politics, defining culture and society from the perspectives of anthropology and sociology, looking back at human biocultural and social evolution, and becoming a member of society, mean and standard deviation were used.

For problem number two, on the level of academic achievement, which represents the actual learned competencies of Grade 12 senior high school learners in the Understanding Culture, Society, and Politics subject, mean and standard deviation were used.

For problem number three, on determining the relationship between self-perceived learned competencies and the academic achievement which represents the actual learned competencies of Grade 12 senior high school learners in Understanding Culture, Society, and Politics subject, Pearson R or Product Moment Correlation Coefficient was used. P-value was set to 0.05.

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## RESULTS AND DISCUSSION

Table 1 displays the level of self-perceived learned competencies of learners in the area of starting points for the understanding of culture, society, and politics.

Table 1

*Level of learners' learned competencies of the Understanding Culture, Society, and Politics subject as perceived by them in the area of Starting Points for the Understanding of Culture, Society, and Politics*

Indicator	Mean	SD	QD
1. Articulate observations on human cultural variation, social differences, social change, and political identities	4.32	0.79	Excellent
2. Demonstrate curiosity and an openness to explore the origins and dynamics of culture, society, and political identities	4.05	0.90	Very Satisfactory
3. Analyze social, political, and cultural change	4.28	0.87	Excellent
4. Recognize the common concerns or intersections of anthropology, sociology, and political science with respect to the phenomenon of change	3.90	1.16	Very Satisfactory

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5. Identify the subjects of inquiry and goals of

Anthropology, Political Science, and Sociology	3.92	1.14	Very Satisfactory
Overall Mean	4.09	0.68	Very Satisfactory

Note: n = 199

Scale	Range	Qualitative Description
5	4.20-5.00	Excellent
4	3.20-4.19	Very Satisfactory
3	2.60-3.19	Satisfactory
2	1.80-2.59	Fair
1	1.00-1.79	Poor

As shown in Table 1, the competency in articulating observations on human cultural variation, social differences, social change, and political identities was the indicator with the highest mean (4.32) and standard deviation (0.79). The competency in analyzing social, political, and cultural change came next, with a mean of 4.28 and a standard deviation of 0.87. With a mean of 4.05 and SD= 0.90, the competency in demonstrating curiosity and an openness to explore the origins and dynamics of culture and society, as well as political identities, came in third place. The competency in identifying the subjects of inquiry and goals of anthropology, political science, and sociology came in fourth place with a mean score of

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3.91 and an SD of 1.14. The competency in recognizing the common concerns or intersections of anthropology, sociology, and political science with respect to the phenomenon of change was the indicator that placed bottom, with a mean of 3.90 and a standard deviation of 1.16. Overall, the level of self-perceived learned competencies of learners in the area of starting points for the understanding of culture, society, and politics has a mean of 4.09 and SD of 0.6. This means that learners believed to have 61–80% mastery of the learning competency.

The results corroborate the conclusions of Bayar, Adem, and Hürriyet Alkan Karaduman's study, which highlighted how interested students are in investigating a range of cultural and societal concerns.

Table 2 highlights the level of self-perceived learned competencies of Grade 12 senior high school learners in the area of defining culture and society from the perspectives of anthropology and sociology.

Table 2

*Level of students' learned competencies of Understanding Culture, Society, and Politics subject as perceived by them in the area of Defining Culture and Society from the Perspectives of Anthropology and Sociology*

Indicator	Mean	SD	QD
1. Explain anthropological and sociological perspectives on culture and society	4.05	0.87	Very Satisfactory

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2. Describe society and culture as a complex whole	3.95	1.01	Very Satisfactory
3. Identify aspects of culture and society	3.89	0.86	Very Satisfactory
4. Become aware of why and how cultural relativism mitigates ethnocentrism	3.85	0.81	Very Satisfactory
5. Identify forms of tangible and intangible heritage and the threats to these	4.08	0.88	Very Satisfactory
Overall Mean	4.02	0.60	Very Satisfactory

Note: n = 199

Scale	Range	Qualitative Description
5	4.20-5.00	Excellent
4	3.20-4.19	Very Satisfactory
3	2.60-3.19	Satisfactory
2	1.80-2.59	Fair
1	1.00-1.79	Poor

The competency in *identifying forms of tangible and intangible heritage and the threats to these* was the indicator with the highest mean (4.08) and standard deviation (0.88). The indicator, which is the *explaining anthropological and sociological perspectives on culture and society*, came next, with a mean score of 4.05 and a standard deviation of 0.87. The

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competency in *describing society and culture as a complex whole* came in next, with a mean of 3.95 and a standard deviation of 1.01. The competency in *identifying the aspects of culture and society* came in second to last, with a mean score of 3.89 and a standard deviation of 0.86. The competency in *becoming aware of why and how cultural relativism mitigates ethnocentrism* was the last indicator, with a mean score of 3.85 and a standard deviation of 0.81.

The table exhibits that the students gave five of the five indicators a Very Satisfactory rating. Overall, the level of self-perceived learned competencies of Grade 12 senior high school learners in the area of defining culture and society from the perspectives of anthropology and sociology is very satisfactory, with an overall mean value of 4.02 and SD = 0.60. This means that learners are believed to have 61 to 80 percent mastery of the learning competencies in defining culture and society from the perspectives of anthropology and sociology, according to their self-perceived learned competency level.

The result is in accordance with Jose's (2024) study, which puts emphasis on the programs focusing on diverse cultural perspectives and societal issues, drawing in students with a keen interest in global interactions and social dynamics. Students' eagerness to learn about the diversity of cultures from different perspectives is not only driven by the subject matter but also by how these fields challenge students to reflect on their own cultures and societies, promoting a deeper understanding of human behavior and societal structures.

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Table 3 discloses the level of self-perceived learned competencies of Grade 12 senior high school learners in the area of looking back at human biocultural and social evolution.

Table 3

*Level of students' learned competencies of Understanding Culture, Society, and Politics subject as perceived by them in the area of Looking Back at Human Biocultural and Social Evolution*

Indicator	Mean	SD	QD
1. Trace the biological and cultural evolution of early to modern humans	4.04	0.93	Very Satisfactory
2. Understand the Transition to Agriculture and Complex Societies	4.09	0.93	Very Satisfactory
3. Explore the significance of human material remains and artefactual evidence in interpreting cultural and social, including political and economic, processes	3.90	1.12	Very Satisfactory
4. Understand Social Institutions and Norms across Cultures	3.87	1.11	Very Satisfactory
5. Recognize national, local, and specialized museums and	3.80	1.20	

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archaeological and historical sites as  
 venues to appreciate and reflect on  
 the complexities of biocultural and Very Satisfactory  
 social evolution as part of being and  
 becoming human

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Overall Mean	3.94	0.76	Very Satisfactory
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Note: n = 199

<b>Scale</b>	<b>Range</b>	<b>Qualitative Description</b>
5	4.20-5.00	Excellent
4	3.20-4.19	Very Satisfactory
3	2.60-3.19	Satisfactory
2	1.80-2.59	Fair
1	1.00-1.79	Poor

Based on Table 3, students gave all five indicators Very Satisfactory ratings. A mean score of 3.94 and a standard deviation of 0.76 indicate that students believed to have 61 to 80 percent mastery of the self-perceived learned competency in looking back at human biocultural and social evolution.

The competency in *understanding the transition to agriculture and complex societies* was the indicator with the highest mean value, 4.09, and standard deviation, 0.93. The

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indicator *tracing the biological and cultural evolution of early to modern humans* came next, with a mean score of 4.04 and a standard deviation of 0.93. With a mean score of 3.90 and SD = 1.12, the next indicator that came in third rank was the competency in exploring the significance of human material remains and artefactual evidence in interpreting cultural and social, including political and economic, processes. With a mean of 3.87 and SD=1.11, the indicator that demonstrated competency in understanding social institutions and norms across cultures came in at number four. With a mean score of 3.80 and a standard deviation of 1.20, the competency in recognizing national, local, and specialized museums and archaeological and historical sites as venues to appreciate and reflect on the complexities of biocultural and social evolution as part of being and becoming human came in last.

The result of the study was supported by Grunspan's (2016) study. Grunspan claimed that learners exhibit a tremendous desire to learn about human biocultural and social evolution because it provides profound insights into the interaction of biological, cultural, and societal aspects throughout human history. The chance to investigate how biological and cultural evolution have influenced human behavior, social structures, and survival tactics over time has piqued the scholarly interest of learners in particular. Learners are more engaged in the learning process when they are challenged to consider both their own and the world's perspectives.

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Table 4 reveals the level of self-perceived learned competencies of Grade 12 senior high school students in the area of becoming a member of society.

Table 4

*Level of students' learned competencies of the Understanding Culture, Society, and Politics subject as perceived by them in the area of Becoming a Member of Society*

Indicator	Mean	SD	Indicator
1. Explain the development of oneself and others as a product of socialization and enculturation	3.82	1.16	Very Satisfactory
2. Identify the context, content, processes, and consequences of enculturation and socialization	4.08	0.90	Very Satisfactory
3. Identifies the social goals and the socially acceptable means of achieving these goals	3.98	1.00	Very Satisfactory
4. Advocate inclusive citizenship	4.11	0.95	Very Satisfactory
5. Promote protection of human dignity, rights, and the common good	4.26	0.97	Very Satisfactory
Overall Mean	4.05	0.71	Very Satisfactory

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Note: n = 199

<b>Scale</b>	<b>Range</b>	<b>Qualitative Description</b>
5	4.20-5.00	Excellent
4	3.20-4.19	Very Satisfactory
3	2.60-3.19	Satisfactory
2	1.80-2.59	Fair
1	1.00-1.79	Poor

Table 4 showcases that students ranked five of the five indicators as Very Satisfactory. With an overall mean value of 4.05 and SD = 0.71, the learners' self-perceived level of acquired competency in becoming a member of society suggests that they believed they had 61 to 80 percent mastery of this learning competency.

The indicator with the greatest mean value (4.26) and standard deviation (0.97) was the competency in promoting the protection of human dignity, rights, and the common good. The following indicator, which had a mean score of 4.11 and a standard deviation of 0.95, advocates inclusive citizenship. The indicator that identifies the context, content, processes, and consequences of enculturation and socialization came next, with a mean score of 4.08 and a standard deviation of 0.90. Identifying the social goals and the socially acceptable means of achieving these goals came in fourth place, with a mean score of 3.98 and a standard deviation of 1.00. The last in rank, which had a mean of 3.82 and a standard deviation of

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1.16, was the competency in explaining the development of oneself and others as a product of socialization and enculturation.

Table 5 displays the level of academic achievement of grade 12 senior high school learners in the Understanding Culture, Society, and Politics subject for the first quarter of the academic year 2023-2024.

Table 5

*Academic Achievements of learners in the Understanding Culture, Society, and Politics subject*

Grade Interval	Description	Frequency	Percent
90% and above	Outstanding	101	50.08
85-89%	Very Satisfactory	72	36.2
80-84%	Satisfactory	19	9.50
75-79%	Fairly Satisfactory	7	3.50
74% and below	Did Not Meet Expectations	0	0
Total		199	100.0

Based on the table, 50.08% or 101 students out of 199 had grades of 90 or higher, with the qualitative description of Outstanding. Seventy-two out of 199 students, or 36.2%, received a grade between 85 and 89, placing them at the Very Satisfactory level. Additionally, 9.50% or 19 students with grades between 80 and 84 were given a Satisfactory grade.

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Students with grades ranging from 75-79% with a rating of "Fairly Satisfactory" made up the remaining 3.50% or seven students. Additionally, it suggested that no student received a failing grade or an average score of 74 or lower.

Mustapha and Zheng (2022) highlighted how cultural practices, instructional tactics, and lesson contextualization affect students' academic performance in courses like Understanding Culture, Society, and Politics. Localized and culturally appropriate content, for instance, has been shown to improve academic results and student engagement. Furthermore, including students' ethnic identities in the curriculum helps enhance understanding and promote stronger bonds with the material.

Table 6 depicts the significance of the relationship between the academic achievement of learners and their self-perceived level of learned competencies in Understanding Culture, Society, and Politics subject.

Table 6

*Relationship between academic achievement and self-perceived learned competencies in the Understanding Culture, Society, and Politics subject among grade 11 senior high school learners (n = 199)*

	r-value	P	Interpretation
Starting Points for the Understanding of Culture, Society, and Politics	.290**	.000	Significant

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Defining Culture and Society from the Perspectives of Anthropology and Sociology	.354**	.000	Significant
Looking Back at Human Biocultural and Social Evolution	.307**	.000	Significant
Becoming a Member of Society	.397**	.000	Significant
Overall	.386**	.000	Significant

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The table reveals that the correlation is significant at the 0.000 level (2-tailed), which means the relationship is highly significant. It also shows that *becoming a member of society* ( $p=.000$  and  $r=.397$ ), *defining culture and society from the perspectives of anthropology and sociology* ( $p=.000$  and  $r=.354$ ), *looking back at human biocultural and social evolution* ( $p=.000$  and  $r=.307$ ) and *starting points for the understanding of culture, society, and politics* ( $p=.000$  and  $r=.290$ ) was a major contributor to the academic achievement of grade 12 students in Kibawe National High School, Division of Bukidnon.

The result of this study supports the findings of several studies that revealed a positive influence or impact of self-perception on academic achievement (Ajmal & Rafique, 2018). Chetri (2014), Ajmal and Rafique (2018), and Meerah and Mazlan's (2017) study found a significant link between academic success and self-concept, that secondary school students' self-concept contributes to improved academic achievement. In addition, Eakman, Kinney,

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Schierl, and Henry (2019) claimed that academic achievement is positively correlated with self-efficacy. Research shows that students' secondary-level academic success and self-concept should be fostered.

On the other hand, the result of the study contradicts the claims of several studies that revealed there is no connection between academic performance and self-concept (Emmanuel et. al, 2014; Ugusman, 2015 & Al-Qahtani, 2015). Shrivastava and Rukari (2024) stated that academic achievement and self-perception of secondary school pupils do not differ much. Additionally, Venkatesan and Shankar (2022) concluded that there is no significant relationship between perceived competence and the academic performance of students studying at the undergraduate level.

Based on the results, the hypothesis, which states that "there is no significant relationship between senior high school students' self-perceived learned competencies and their academic achievement in the Understanding Culture, Society, and Politics subject," is not accepted.

## CONCLUSIONS

In light of the findings, the following conclusions were crafted.

In the extent of the level of self-perceived learned competencies in Understanding Culture, Society, and Politics subject in the area of starting points for the understanding of culture, society, and politics, defining culture and society from the perspectives of anthropology and sociology, looking back at human biocultural and social evolution, and

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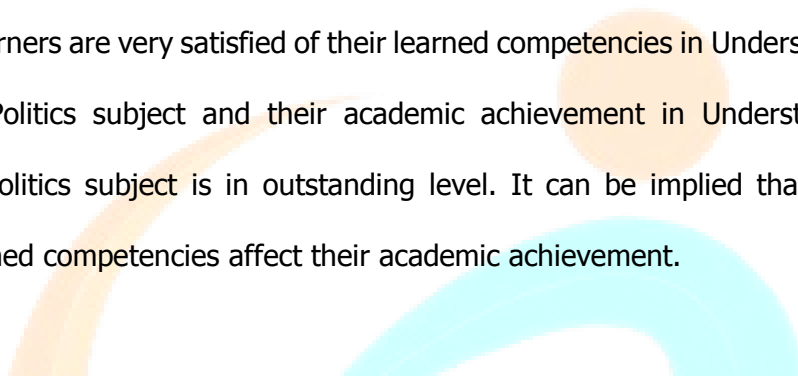
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becoming a member of society, the result indicated that students were very satisfied.

Therefore, learners perceived that they had 61 to 80 percent mastery of all the learning competencies covered in the first quarter.

The academic achievement of students in the Understanding Culture, Society, and Politics subject was at an outstanding level. There are no learners who got a failing grade.

The learners are very satisfied of their learned competencies in Understanding Culture, Society, and Politics subject and their academic achievement in Understanding Culture, Society, and Politics subject is in outstanding level. It can be implied that students' self-perceived learned competencies affect their academic achievement.



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