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LEARNED COMPETENCIES AND LEARNERS' ACADEMIC PERFORMANCE IN ENGLISH, MATHEMATICS, AND SCIENCE

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ABSTRACT

In response to the Philippine Educational System's transition to modular learning, the Department of Education streamlined learning objectives into Most Essential Learning Competencies (MELCs). This study explores the connection between students' mastery of MELCs and academic performance in English, Mathematics, and Science. This research examines the relationship between students' acquired competencies in MELCs and their academic achievements in key subjects. Data was collected from students in Grades IV, V, and VI across four elementary schools during the First, Second, and Third Quarters of the School Year 2021-2022. A descriptive-correlational research approach assessed students' competency in MELCs and their corresponding academic performance. The research revealed that students achieved varying levels of competency, and their academic performance was rated as fairly satisfactory, satisfactory, and very satisfactory in English, Mathematics, and Science, respectively. Specific challenges were identified in competencies related to fractions, problem-solving, analysis, evaluation, and social

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awareness. Pearson's correlation coefficient demonstrated a strong, positive relationship between MELC competency and academic performance, highlighting the significance of MELC-based learning. The study concludes that enhancing MELC competency positively influences academic performance. Teachers are encouraged to prioritize challenging MELCs to address learning difficulties and enhance students' academic performance.

Keywords: *Most Essential Learning Competencies, academic performance*

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INTRODUCTION

Learned competencies were one of the means that described the effectiveness of the module used during the pandemic. It is known to everyone that modular learning modality relies heavily on the efficacy of learning modules. However, the learning and mastery of these learning competencies seem a challenge among teachers concerning the learners' academic performance in English, Mathematics, and Science.

The pandemic caused many complications that challenged not only the health sector but also the education sector in the Philippines and around the globe. In the Philippines, face-to-face in-classroom learning sessions were halted in March 2020 due to the growing threats of the never-before-seen virus. Despite this challenge, the Department of Education fought to ensure that it can still render quality and accessible educational opportunities to all. Teachers and parents must adapt to alternative learning modalities to ensure that learners achieve essential curricular goals. This propelled the use of modular learning to its culmination.

The implementation of the modular learning modality, which was DepEd's Basic Education Learning Continuity Plan, then came accompanied by the utilization of the Most Essential Learning Competencies, which the Department of Education defines as what the students need, considered indispensable, in the teaching-learning process to building skills to equip learners for subsequent grade levels and subsequently for lifelong learning (Adalin, 2020). However, the learning and mastery of these learning competencies remain to be a challenge, especially with the drastic change in the teaching-learning modality.

In 2012, the Philippines fully implemented the K to12 Basic Education Curriculum, which aimed to drive the focus of teaching and learning to a more learner-centered competency-based education. Competencies are what the current curriculum in the Philippines is centered on. A competency is the knowledge, skill, and/or attitude expected of learners to develop and apply to

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further succeed in learning, living, and working. This is utilized to support DepEd's goal of changing the educational system to a curriculum that is more learner-centered, inclusive, developmentally appropriate, relevant, responsive, research-based, culture-sensitive, contextually global, and flexible enough to allow schools to localize, indigenize, and enhance the same based on their respective educational and social contexts. Academic performance is monitored to ensure that teachers are guided as to which teaching methods can best help learners develop their metacognitive skills and critical thinking skills, which are very useful in the practical setup.

This research work is focused on looking into the possible relationship between the two concepts mentioned above: learned competencies and academic performance. Specifically, the researcher opted to focus on the core subjects of English, Mathematics, and Science since they are widely recognized to assist learners in their day-to-day living and are essential to progress in education and career. Though acknowledged to be highly important, mastering skills in these core disciplines remains a challenge yet to be addressed.

The Professional Regulatory Commission (PRC) reports that the number of successful takers of board examinations in all various fields of study continues to go down. One of the important causes for this phenomenon is the low academic performance in the elementary and secondary levels. This academic performance of the students can be attributed to their proficiency in the English language.

Relative to the said claim, the Department of Education (DepEd) asserts that students' proficiency in Science and Mathematics has a relationship with their language proficiency in English. The majority of the students had not really mastered the different learning areas in Mathematics. It is because of these existing claims that the researcher has conducted a study that examines whether or not there is a statistically significant relationship between the level of

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learners' learned competencies and their academic performance rating in English, Mathematics, and Science. Furthermore, this research also attempted to make relevant discussions and recommendations as to which competencies learners find challenging and what can be done to help them better perform in these competencies.

MATERIALS

Part I. Learned Competencies from MELCs

Questionnaire

Learned Competencies

Direction: Kindly fill-out with the accurate data needed, according to the learned competencies per Quarter and per subject area. Rest assured that the confidentiality of information is observed.

English 4 (Quarter 1)	**Outstanding** (4.60 – 5.00)	**Very Satisfactory** (3.60 – 4.59)	**Satisfactory** (2.60 – 3.59)	**Fairly Satisfactory** (1.60 – 2.59)	**Did not Meet Expectations** (1.00 – 1.59)
1. Recognize the parts of a simple paragraph					
2. Use resources such as a dictionary, thesaurus, online sources to find the meaning of words					
3. Note significant details of various text types					
4. Identify the structure, purpose and language features of different text types, e.g. narrative, information report, procedure, argument					
5. Identify meanings of unfamiliar words through structural analysis (words and affixes: prefixes and suffixes)					
6. Identify different meanings of content specific words (denotation and connotation)					
Quarter 2					
1. Get the meaning of words through word association (analogy) and classification.					

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2. Use context clues to find meaning of unfamiliar words: definition, exemplification 3.					
4. Use clear and coherent sentences employing appropriate grammatical structures: Kinds of Nouns – Mass Nouns and Count Nouns, Possessive Nouns, Collective nouns					
5. Use personal pronouns in sentences					
6. Use adjectives (degrees of comparison, order) in sentences					
7. Use simple present tense of verbs in sentences					
8. Use correct time expressions to tell an action in the present					
9. Use the past form of regular and irregular verbs					
Quarter 3					
10. Use adverbs (adverbs of manner, place and time) in sentences					
11. Write directions using signal words					
12. Distinguish between general and specific statements					
13. Identify the main idea, key sentences, and supporting details from text listened to					
14. Use appropriate graphic organizers in text read					
15. Infer the speaker's tone, mood and purpose					
16. Analyze a story in terms of its elements					
Mathematics 4 Quarter 1	**Outstanding** (4.60 – 5.00)	**Very Satisfactory** (3.60 – 4.59)	**Satisfactory** (2.60 – 3.59)	**Fairly Satisfactory** (1.60 – 2.59)	**Did not Meet Expectations** (1.00 – 1.59)
1. visualizes numbers up to 100 000 with emphasis on numbers 10 001–100 000.					
2. gives the place value and value of a digit in numbers up to 100 000.					
3. reads and writes numbers, in symbols and in words, up to hundred thousand and compare them using relation symbols					

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4. rounds numbers to the nearest thousand and ten thousand.					
5. orders numbers up to 100 000 in increasing or decreasing order.					
6. multiplies numbers up to 3-digit numbers by up to 2-digit numbers without or with regrouping.					
7. estimates the products of 3- to 4-digit numbers by 2- to 3- digit numbers with reasonable results.					
8. multiplies mentally 2-digit by 1-to 2-digit numbers with products up to 200 and explains the strategies used.					
9. solves routine and non-routine problems involving multiplication of whole numbers including money using appropriate problem solving strategies and tools.					
10. solves multi-step routine and non-routine problems involving multiplication and addition or subtraction using appropriate problem solving strategies and tools.					
11. divides 3- to 4-digit numbers by 1-to 2-digit numbers without and with remainder.					
12. divides mentally 2- to 4-digit numbers by tens or hundreds or by 1 000 without and with remainder.					
13. estimates the quotient of 3- to 4-digit dividends by 1- to 2-digit divisors with reasonable results.					
14. solves routine and non-routine problems involving division of 3- to 4-digit numbers by 1- to 2-digit numbers including money using appropriate problem solving strategies and tools.					
15. solves multi-step routine and non-routine problems involving division and any of the other operations of whole numbers including money using appropriate problem solving strategies and tools.					
16. performs a series of two or more operations applying Multiplication, Division, Addition, Subtraction (MDAS) correctly.					

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Quarter 2					
1. identifies factors of a given number up to 100.					
2. identifies the multiples of a given number up to 100.					
3. differentiates prime from composite numbers.					
4. writes a given number as a product of its prime factors.					
5. finds the common factors, greatest common factor (GCF), common multiples and least common multiple (LCM) of two numbers using the following methods: listing, prime factorization, and continuous division.					
6. solves real-life problems involving GCF and LCM of 2 given numbers.					
7. changes improper fraction to mixed numbers and vice versa.					
8. changes fractions to lowest forms.					
9. visualizes addition and subtraction of similar and dissimilar fractions.					
10. visualizes subtraction of a fraction from a whole number.					
11. performs addition and subtraction of similar and dissimilar fractions.					
12. solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools.					
13. visualizes decimal numbers using models like blocks, grids, number lines and money to show the relationship to fractions.					
14. renames decimal numbers to fractions, and fractions whose denominators are factors of 10 and 100 to decimals.					
15. gives the place value and the value of a digit of a given					
16. reads and writes decimal numbers through hundredths.					

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17. rounds decimal numbers to the nearest whole number and tenth.					
18. compares and arranges decimal numbers.					
Quarter 3					
1. describes and draws parallel, intersecting, and perpendicular lines using ruler and set square.					
2. describes and illustrates different angles (right, acute, and obtuse) using models.					
3. describes the attributes/properties of triangles and quadrilaterals using concrete objects or models.					
4. identifies and describes triangles according to sides and angles.					
5. identifies and describes the different kinds of quadrilaterals: square, rectangle, parallelogram, trapezoid, and rhombus.					
6. relates triangles to quadrilaterals					
7. relates one quadrilateral to another quadrilateral (e.g. square to rhombus).					
8. determines the missing term/s in a sequence of numbers (e.g. odd numbers, even numbers, multiples of a number, factors of a number, etc.) e.g. 3,6,9,__ 4,8,12,16,__ (e.g. odd numbers, even numbers, multiples of a number, factors of a number, etc.) 1 2 3 4 5 6 7 ____ finds the missing number in an equation involving properties of operations. (e.g. (4+__) + 8 = 4 + (5 + __)					
9. finds the elapsed time in minutes and seconds.					
10. estimates the duration of time in minutes.					
11. solves problems involving elapsed time.					
12. visualizes the perimeter of any given plane figure in different situations.					
13. measures the perimeter of any given figure using appropriate tools.					

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14. finds the perimeter of triangles, squares, rectangles, parallelograms, and trapezoids.					
15. solves routine and non-routine problems in real-life situations involving perimeter of squares and rectangles, triangles, parallelograms, and trapezoids.					
16. differentiates perimeter from area.					
17. converts sq. cm to sq. m and vice versa.					
Science 4 Quarter 1	**Outstanding** (4.60 – 5.00)	**Very Satisfactory** **(**3.60 – 4.59)	**Satisfactory** (2.60 – 3.59)	**Fairly Satisfactory** (1.60 – 2.59)	**Did not Meet Expectations** (1.00 – 1.59)
1. Classify materials based on the ability to absorb water, float, sink, undergo decay;					
2. Describe changes in solid materials when they are bent, pressed, hammered, or cut;					
3. Describe changes in properties of materials when exposed to certain conditions such as temperature or when mixed with other materials					
4. Identify changes in materials whether useful or harmful to one's environment.					
Quarter 2					
1. Describe the main function of the major organs					
2. Communicate that the major organs work together to make the body function properly					
3. Infer that body structures help animals adapt and survive in their particular habitat					
4. Identify the specialized structures of terrestrial and aquatic plants					
5. Compare the stages in the life cycle of organisms					
6. Describe the effect of the environment on the life cycle of organisms					
7. Describe some types of beneficial and harmful interactions among living things					
8. Describe the effects of interactions among organism in their environment					

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Quarter 3					
1. Explain the effects of force when applied to an object					
2. Characterize magnetic force					
3. Describe how light, sound and heat travel					
4. Investigate properties and characteristics of light and sound					

Learned Competencies

English 5 (Quarter 1)	**Outstanding** (4.60 – 5.00)	**Very Satisfactory** (3.60 – 4.59)	**Satisfactory** (2.60 – 3.59)	**Fairly Satisfactory** (1.60 – 2.59)	**Did not Meet Expectations** (1.00 – 1.59)
1. Infer the meaning of unfamiliar words using text clues					
2. Use compound and complex sentences to show cause and effect and problem-solution relationship of ideas					
3. Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; kinds of adjectives; subordinate and coordinate conjunctions; and adverbs of intensity and frequency					
Quarter 2					
1. Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction					
2. Identify point-of-view					
3. Examine images which present particular viewpoints, e.g. stereotypes (gender, age, cultural), opinions on an issue					
4. Distinguish among various types of viewing materials					
Quarter 3					
1. Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order					

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2. Summarize various text types based on					
3. Make a stand					
4. Provide evidence to support opinion/fact					
Mathematics 5 Quarter 1	**Outstanding** (4.60 – 5.00)	**Very Satisfactory** (3.60 – 4.59)	**Satisfactory** (2.60 – 3.59)	**Fairly Satisfactory** (1.60 – 2.59)	**Did not Meet Expectations** (1.00 – 1.59)
1. uses divisibility rules for 2, 5, and 10 to find the common factors of numbers.					
2. uses divisibility rules for 3, 6, and 9 to find common factors.					
3. uses divisibility rules for 4, 8, 12, and 11 to find common factors.					
4. solves routine and non-routine problems involving factors, multiples, and divisibility rules for 2,3,4,5,6,8,9,10,11, and 12.					
5. Performs a series of more than two operations on whole numbers applying Parenthesis, Multiplication, Division, Addition, Subtraction (PMDAS) or Grouping, Multiplication, Division, Addition, Subtraction (GMDAS) correctly.					
6. finds the common factors, GCF, common multiples and LCM of 2–4 numbers using continuous division.					
7. solves real-life problems involving GCF and LCM of 2-3 given numbers.					
8. adds and subtracts fractions and mixed fractions without and with regrouping.					
9. solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools. visualizes multiplication of fractions using models.					
10. multiplies a fraction and a whole number and another fraction.					
11. multiplies mentally proper fractions with denominators up to 10.					
12. solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and whole numbers					

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using appropriate problem solving strategies and tools.					
13. shows that multiplying a fraction by its reciprocal is equal to 1.					
14. visualizes division of fractions.					
15. divides simple fractions and whole numbers by a fraction and vice versa					
16. solves routine or non-routine problems involving division without or with any of the other operations of fractions and whole numbers using appropriate problem solving strategies and tools .					
Quarter 2					
1. gives the place value and the value of a digit of a given decimal number through ten thousandths.					
2. reads and writes decimal numbers through ten thousandths.					
3. rounds decimal numbers to the nearest hundredth and thousandth.					
4. compares and arranges decimal numbers.					
5. adds and subtracts decimal numbers through thousandths without and with regrouping.					
6. solves routine or non-routine problems involving addition and subtraction of decimal numbers including money using appropriate problem solving strategies and tools.					
7. multiplies decimals up to 2 decimal places by 1- to 2-digit whole numbers.					
8. multiplies decimals with factors up to 2 decimal places.					
9. estimates the products of decimal numbers with reasonable results.					
10. solves routine and non-routine problems involving multiplication without or with addition or subtraction of decimals and whole numbers including money using appropriate problem solving strategies and tools.					

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11. divides decimals with up to 2 decimal places.					
12. divides whole numbers with quotients in decimal form.					
13. solves routine and non-routine problems involving division without or with any of the other operations of decimals and whole numbers including money using appropriate problem solving strategies and tools.					
14. visualizes the ratio of 2 given numbers.					
15. identifies and writes equivalent ratios.					
16. expresses ratios in their simplest forms.					
17. finds the missing term in a pair of equivalent ratios.					
18. defines and describes a proportion.					
19. recognizes when two quantities are in direct proportion.					
Quarter 3					
1. visualizes percent and its relationship to fractions, ratios, and decimal numbers using models.					
2. defines percentage, rate or percent, and base.					
3. identifies the base, percentage, and rate in a problem.					
4. finds the percentage in a given problem.					
5. solves routine and non-routine problems involving percentage using appropriate strategies and tools.					
6. visualizes, names, describes and draws polygons with 5 or more sides.					
7. describes and compares properties of polygons (regular and irregular polygons).					
8. visualizes congruent polygons.					
9. identifies the terms related to a circle.					

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10. draws circles with different radii using a compass.					
11. visualizes and describes solid figures.					
12. makes models of different solid figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures.					
13. formulates the rule in finding the next term in a sequence. e.g. 1, 3, 7,15, (15 x 2+1) Possible answers: (x 2 + 1) (+2, +4, +8, +16)					
14. uses different strategies (looking for a pattern, working backwards, etc.) to solve for the unknown in simple equations involving one or more operations on whole numbers and fractions. e.g. 3 x _ + 1 = 10 (the unknown is solved by working backwards)					
15. measures time using a 12-hour and a 24hour clock.					
16. calculates time in the different world time zones in relation to the Philippines.					
17. solves problems involving time.					
18. visualizes circumference of a circle.					
19. finds the circumference of a circle.					
20. solves routine and non-routine problems involving circumference of a circle.					
Science 5 Quarter 1	**Outstanding** (4.60 – 5.00)	**Very Satisfactory** (3.60 – 4.59)	**Satisfactory** (2.60 – 3.59)	**Fairly Satisfactory** (1.60 – 2.59)	**Did not Meet Expectations** (1.00 – 1.59)
1. Use the properties of materials whether they are useful or harmful					
2. Investigate changes that happen in materials under the following conditions: 1 presence or lack of oxygen 2 application of heat					
3. Design a product out of local, recyclable solid and/ or liquid materials in making useful products.					

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Quarter 2					
1. Describe the parts of the reproductive system and their functions					
2. Explain the menstrual cycle					
3. Describe the different modes of reproduction in animals such as butterflies, mosquitoes, frogs, cats and dogs					
4. Describe the reproductive parts in plants and their functions					
5. Describe the different modes of reproduction in flowering and nonflowering plants such as moss, fern, mongo and others					
6. Discuss the interactions among living things and non-living things in estuaries and intertidal zones					
7. Explain the need to protect and conserve estuaries and intertidal zones					
Quarter 3					
1. Describe the motion of an object by tracing and measuring its change in position (distance travelled) over a period of time					
2. Discuss why some materials are good conductors of heat and electricity					
3. Relate the ability of the material to block, absorb or transmit light to its use					
4. Infer the conditions necessary to make a bulb light up					
5. Determine the effects of changing the number or type of components in a circuit					
6. Design an experiment to determine the factors that affect the strength of the electromagnet					

Learned Competencies

English 6 (Quarter 1)	**Outstanding** (4.60 – 5.00)	**Very Satisfactory** (3.60 – 4.59)	**Satisfactory** (2.60 – 3.59)	**Fairly Satisfactory** (1.60 – 2.59)	**Did not Meet Expectations** (1.00 – 1.59)
1. Identify real or make-believe, fact or non-fact images					

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2. Interpret the meaning suggested in visual media through a focus on visual elements, for example, line, symbols, colour, gaze, framing and social distance					
3. Make connections between information viewed and personal experiences					
Quarter 2					
1. Identify the purpose, key structural and language features of various types of informational/factual text					
2. Recognize evaluative word choices to detect biases and propaganda devices used by speakers					
3. Compare and contrast content of materials viewed to other sources of information (print, online and broadcast)					
Quarter 3					
1. Present a coherent, comprehensive report on differing viewpoints on an issue					
2. Evaluate narratives based on how the author developed the elements					
Mathematics 6 **Quarter 1**	**Outstanding** (4.60 – 5.00)	**Very Satisfactory** **(**3.60 – 4.59)	**Satisfactory** (2.60 – 3.59)	**Fairly Satisfactory** (1.60 – 2.59)	**Did not Meet Expectations** (1.00 – 1.59)
1. adds and subtracts simple fractions and mixed numbers without or with regrouping.					
2. solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools.					
3. multiplies simple fractions and mixed fractions.					
4. solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem solving strategies and tools.					
5. divides simple fractions and mixed fractions.					

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6. solves routine or non-routine problems involving division without or with any of the other operations of fractions and mixed fractions using appropriate problem solving strategies and tools.					
7. adds and subtracts decimals and mixed decimals through ten thousandths without or with regrouping.					
8. solves 1 or more steps routine and nonroutine problems involving addition and/or subtraction of decimals and mixed decimals using appropriate problem solving strategies and tools.					
9. multiplies decimals and mixed decimals with factors up to 2 decimal places.					
10. multiplies mentally decimals up to 2 decimals places by 0.1, 0.01,10, and 100.					
11. solves routine and non-routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem solving strategies.					
12. solves multi-step problems involving multiplication and addition or subtraction of decimals, mixed decimals and whole numbers including money using appropriate problem solving strategies and tools.					
13. divides: a. whole numbers by decimals up to 2 decimal places and vice versa b. decimals/mixed decimals up to 2 decimal places					
14. divides decimals: a. up to 4 decimal places by 0.1, 0.01, and 0.001 ;b. up to 2 decimal places by 10, 100, and 1 000 mentally					
15. differentiates terminating from repeating, non-terminating decimal quotients.					
16. solves routine and non-routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem solving strategies and tools.					
17. solves multi-step routine and non-routine problems involving division and any of the					

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other operations of decimals, mixed decimals, and whole numbers including money using appropriate problem solving strategies and tools.					
18. expresses one value as a fraction of another given their ratio and vice versa.					
19. defines and illustrates the meaning of ratio and proportion using concrete or pictorial models.					
20. finds a missing term in a proportion (direct, inverse, and partitive).					
21. solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools.					
Quarter 2					
1. expresses one value as a fraction of another given their ratio and vice versa.					
2. defines and illustrates the meaning of ratio and proportion using concrete or pictorial models.					
3. finds a missing term in a proportion (direct, inverse, and partitive).					
4. solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools.					
5. finds the percentage or rate or percent in a given problem.					
6. solves routine and non-routine problems involving finding the percentage, rate and base using appropriate strategies and tools.					
7. solves percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price), commission, sales tax, and simple interest.					
8. describes the exponent and the base in a number expressed in exponential notation.					

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9. gives the value of numbers expressed in exponential notation.					
10. interprets and explains the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule.					
11. performs two or more different operations on whole numbers with or without exponents and grouping symbols.					
12. describe the set of integers and identify real-life situations that make use of it.					
13. compares integers with other numbers such as whole numbers, fractions, and decimals. 14. compares and arranges integers on the number line.					
15. describes and interprets the basic operations on integers using materials such as algebra tiles, counters, chips, and cards.					
16. performs the basic operations on integers.					
17. solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools.					
Quarter 3					
1. visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere using various concrete and pictorial models.					
2. differentiates solid figures from plane figures.					
3. identifies the faces of a solid figure.					
4. formulates the rule in finding the nth term using different strategies (looking for a pattern, guessing and checking, working backwards) e.g. 4,7,13,16,…n (the nth term is 3n+1)					
5. differentiates expression from equation.					
6. gives the translation of real-life verbal expressions and equations into letters or symbols and vice versa.					

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7. defines a variable in an algebraic expression and equation.					
8. represents quantities in real-life situations using algebraic expressions and equations.					
9. solves routine and non-routine problems involving different types of numerical expressions and equations such as 7+ 9 =___ + 6.					
10. calculates speed, distance, and time.					
11. solves problems involving average rate and speed.					
12. finds the area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle.					
13. solves routine and non-routine problems involving area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle.					
14. visualizes and describes surface area and names the unit of measure used for measuring the surface area of solid/space figures.					
15. finds the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres.					
16. solves word problems involving measurement of surface area.					
Science 6 Quarter 1	**Outstanding** (4.60 – 5.00)	**Very Satisfactory** (3.60 – 4.59)	**Satisfactory** (2.60 – 3.59)	**Fairly Satisfactory** (1.60 – 2.59)	**Did not Meet Expectations** (1.00 – 1.59)
1. Describe the appearance and uses of homogeneous and heterogenous mixtures					
2. Describe techniques in separating mixtures such as decantation, evaporation, filtering, sieving and using magnet					
Quarter 2					
1. Explain how the organs of each organ system work together					
2. Explain how the different organ systems work together					

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3. Determine the distinguishing characteristics of vertebrates and invertebrates					
4. Discuss the interactions among living things and non-living things in tropical rainforests, coral reefs and mangrove swamps					
5. Explain the need to protect and conserve tropical rainforests, coral reefs and mangrove swamps					
Quarter 3					
1. Infer how friction and gravity affect movements of different objects					
2. Demonstrate how sound, heat, light and electricity can be transformed					
3. Manipulate simple machines to describe their characteristics and uses					

Part II: Learners Average Grades in English, Mathematics and Science of Grades IV, V and VI

School	Average Grades		
	English	Mathematics	Science
Abyawan ES			
Grade IV			
Grade V			
Grade VI			
Nauwanan ta Bawayan			
Grade IV			
Grade V			
Grade VI			
Nauwanan ta Kihan-ay			
Grade IV			
Grade V			
Grade VI			
Sabangan ES			
Grade IV			
Grade V			
Grade VI			

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METHOD

Data Gathering Procedure

The research was initiated with a thorough adherence to ethical and administrative procedures to ensure a systematic and comprehensive data-gathering process. Prior to commencing the study, official consent was obtained from the Graduate School Office of PHINMA Cagayan de Oro College (COC), affirming the commitment to uphold ethical research guidelines and protocols. Subsequently, a formal letter was composed and addressed to the Schools Division Superintendent, securing official approval to conduct the research within the academic institutions.

The data gathering procedure utilized a structured approach, employing the tally method to record grades in English, Mathematics, and Science for Grades IV, V, and VI learners. The assessment encompassed multiple grading periods, specifically focusing on the First, Second, and Third grading periods. These evaluations were conducted within the four designated Sitio Schools situated in Manolo Fortich District 4, Division of Bukidnon. By systematically tracking the academic performance of learners across different subjects and grading periods, the study provided a comprehensive overview of their academic achievements, facilitating a rigorous examination of the correlation between learned competencies and academic performance. This methodical data gathering approach ensured the reliability and accuracy of the research outcomes.

Research Instrument

The study employed an instrument consisting of two distinct components.

Part I of the research instrument comprised Self-Learning Modules containing the Most Essential Learning Competencies tailored to evaluate the acquired competencies in English, Mathematics, and Science for Grades IV, V, and VI. These modules served as an essential tool

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for assessing the extent to which students had mastered the fundamental competencies in these core subjects.

Part II of the research instrument focused on students' academic performance, specifically their grades in English, Mathematics, and Science for the First, Second, and Third Quarters of the School Year 2021-2022. These grades provided a comprehensive perspective on the students' performance over multiple grading periods.

By incorporating these two elements into the research instrument, the study effectively captured the relationship between the learned competencies acquired through the Self-Learning Modules and the subsequent academic performance of the students in English, Mathematics, and Science. This comprehensive approach ensured a thorough analysis of the correlation between learned competencies and academic achievement in the designated subjects and grading periods.

RESULTS AND DISCUSSION

Findings

Below are the most relevant findings gleaned from this study.

1. The examination of learners' learned competencies across the first three quarters in English, Mathematics, and Science unveils distinct levels of proficiency. In English, competencies are rated at 3.02, signaling a solid understanding. Mathematics records a moderately learned competency level of 2.53, while Science showcases a higher competence at 3.34. These findings suggest varying degrees of mastery in the subjects, with Science standing out as particularly strong in learned competencies.

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2. Evaluating learners' academic performance in the first three quarters reveals satisfactory outcomes across English (84.21) and Mathematics (81.02). Notably, Science displays a very satisfactory performance level of 85.43. These results underscore the generally positive academic achievements of the learners, with Science emerging as a standout subject in terms of performance.

3. The correlation analysis establishes a significant and very strong relationship between learned competencies and academic performance in English ($p=0.001$, $r=0.91$). Additionally, Mathematics ($p=0.001$, $r=0.76$) and Science ($p=0.001$, $r=0.75$) exhibit definite and strong relationships between learned competencies and academic performance. These findings emphasize the substantial influence of learned competencies on academic success, with English showing an exceptionally robust correlation.

Conclusions

The Grade IV, V, and VI learners performed Learned level in terms of their level of learned competency in English and Science for all three quarters examined. Although all the respondents from the three different grade levels performed Fairly Learned in Mathematics, it was observed consistently that low scores are recorded especially for competencies that entail use of conceptual knowledge on fractions and problem solving.

Grade IV and V learners recorded a Very Satisfactory academic performance rating in both Science and English and a satisfactory academic performance in Mathematics. The Grade VI learners however got a Very Satisfactory academic performance rating in Science only and recorded a Satisfactory academic performance rating in both English and Mathematics.

There is a definite and strong positive relationship between learners' learned competency and their academic performance. This means that the better the learners perform the target learning competencies, the higher their academic performance ratings.

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