



**EARLY RELATED SKILLS ADVANTAGES AND THEIR IMPACT
TO LEARNERS' ENGLISH PERFORMANCE**

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ABSTRACT

This research assessed the relationship between the manifested learning skills and English performance of Grade II learners at Bonbon Elementary School for the 2024-2025 school year. The teacher-respondents were predominantly female, aged 21-30, married, and held Master's degrees. Most had over six years of teaching experience, received highly satisfactory performance ratings, and attended national-level seminars. The majority of the learners were 7 years old, with more male learners than female. The findings show that learners demonstrated high effectiveness in areas like school readiness, cognitive functioning, and social behavior, contributing significantly to their academic development. In terms of English performance, most learners attained mastery in recognizing new words and distinguishing beginning, middle, and ending sounds in words, with some showing near mastery. While a few learners still lacked mastery, the overall English proficiency reflected positive progress in foundational skills. The study also revealed a statistically significant relationship between the level of manifested learning skills and English performance. The computed chi-square value of 7.89, with a p-value of 0.042, led to rejecting the null hypothesis, confirming that higher levels of early learning skills were associated with better

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English performance. Key concerns affecting learners' English performance included limited early literacy exposure, difficulty transferring skills to English, and low confidence in language use. These findings highlight the importance of addressing these issues to further improve learners' academic success and language proficiency.

Keywords: *Administration and Supervision, Descriptive Method, Early Related Learning Skills, English Performance, Learning Exercises, Cebu City, Philippines*

INTRODUCTION

Learning-related skills encompass a set of essential competencies that support children's academic success, including self-regulation and various aspects of social competence, such as responsibility, independence, and cooperation. Recent research has increasingly emphasized the significance of these skills, leading to a growing focus on their various components and definitions (Denham et al., 2020; Vitiello & Greenfield, 2021).

The transition from preschool to formal schooling represents a critical milestone in a child's development. While many children adapt successfully, those who struggle with self-regulation and social competence often encounter challenges that hinder their academic progress. Studies have shown that children entering kindergarten without these foundational skills face a heightened risk of difficulties, including peer rejection and lower academic achievement (Gestsdóttir et al., 2021; Montroy et al., 2022). Furthermore, educators report considerable variation in children's social and self-regulatory competencies upon school entry.

Many kindergarten teachers observe that a significant number of students lack essential skills

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such as following instructions and working independently, which are crucial for school success (Blair & Ursache, 2020).

Recognizing the importance of these skills, scholars and policy-making bodies emphasize the need to promote early self-regulation and social competence. Key recommendations highlight fostering self-direction, persistence, cooperation, and motivation to support young children's school readiness and long-term academic outcomes (Jones et al., 2021).

While previous research has often examined children's early behavior and academic achievement broadly, there is now increasing evidence that self-regulation and social competence are particularly vital for school performance and adaptation (McClelland et al., 2020; Rimm-Kaufman et al., 2021). In the Philippines, tools like the Early Grade Reading Assessment (EGRA) and the Filipino Inventory of Reading Indicators (FIL-IRI) are instrumental in assessing literacy development in the early grades. These assessments offer valuable insights into students' reading levels and competencies, which are closely tied to their cognitive, emotional, and social development.

The 2023-2024 EGRA and FIL-IRI results for Grade II learners at Bonbon Elementary School highlight notable gaps in literacy skills. These gaps may indicate underlying issues with self-regulation and social competence, such as difficulty following directions, working independently, or engaging in cooperative learning activities. For instance, students struggling with phonemic awareness or reading comprehension may also show signs of lower persistence and attention in classroom tasks. The EGRA results reveal challenges in areas such as fluency

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and word recognition, while the FIL-IRI results point to gaps in comprehension and vocabulary acquisition.

These gaps in literacy skills underscore the need to address both the cognitive and behavioral aspects of school readiness. The ability to read and understand text is crucial for academic success, but without the necessary self-regulatory skills (e.g., attention, persistence) and social competence (e.g., cooperation with peers and teachers), children may find it difficult to fully engage with and benefit from the curriculum.

This study aims to assess the self-regulation and social competence necessary for early school success among Grade II learners at Bonbon Elementary School, using the 2023-2024 EGRA and FIL-IRI results to identify specific gaps in literacy and their potential impact on social-emotional development. The findings will provide a clearer picture of the learners' academic and behavioral strengths and weaknesses, ultimately guiding the formulation of an enhancement program that addresses both the cognitive and social-emotional needs of the students, supporting their learning and overall school adaptation.

Research Questions

This study assessed the level of manifested learning skills in relation to the English performance of the Grade II learners at Bonbon Elementary School, during the school year 2024-2025 as basis for learning exercises.

Specifically, it answered the following inquiries:

1. What relevant information can be taken from:
 - 1.1 teachers'

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- 1.1.1 age and gender;
 - 1.1.2 civil status;
 - 1.1.3 highest educational attainment;
 - 1.1.4 length of service;
 - 1.1.5 performance rating;
 - 1.1.6 number of appropriate training, seminars and workshops;
 - 1.2 learners' age and gender?
2. As perceived by the respondent groups, what is the level of manifested learning skills of learners as to the following domains:
- 2.1 increases school readiness;
 - 2.2 improves cognitive functioning, and
 - 2.3 facilitates better social behavior?
3. What is the level of performance of Grade II learners based on the following English competencies:
- 3.1 shows independent interest in reading-related activities;
 - 3.2 recognizes new words by using phonics and/or contextual clues, and
 - 3.3 distinguishes beginning, middle, and ending sounds in words?
4. Is there a significant relationship between the level of manifested learning skills and the level of English performance of learners?

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- *****
5. What are the issues and concerns that affect the Basic English performance of learners?
 6. Based on the findings of the study, what early learning skills exercises can be enhanced?

LITERATURE REVIEW

Child development theories focus on explaining how children change and grow over the course of childhood. Such theories center on various aspects of development including social, emotional, and cognitive growth.

The study of human development is a rich and varied subject. We all have personal experience with development, but it is sometimes difficult to understand how and why people grow, learn, and act as they do. To understand human development, various theories of child development have emerged to explain the multifaceted nature of human growth. One key theory relevant to this study is Jean Piaget's theory of cognitive development.

Recent studies, such as those by Müller et al. (2021), emphasize that children's intelligence evolves as they grow, not merely through the acquisition of knowledge but by actively constructing mental models of the world. Cognitive development occurs through the interaction of innate capacities and environmental influences, with children progressing through distinct stages: Sensorimotor, Preoperational, Concrete Operational, and Formal Operational. These stages are universal and follow a consistent order, although children may progress at different rates. Contemporary research, such as Smith and Jones (2022), has

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further explored Piaget’s insights by analyzing children’s reasoning patterns and cognitive errors, affirming that these mistakes highlight significant differences between child and adult thinking.

Another foundational theory is Attachment Theory, developed by John Bowlby and Mary Ainsworth, which underscores the critical role of early relationships, particularly between the child and caregiver. Recent studies, such as those by White et al. (2020), confirm that disruptions in these relationships, such as parental separation or bereavement, can profoundly affect a child’s development. A key concept, secure base behavior, develops in toddlerhood (12-20 months) and refers to the child’s ability to explore the world safely while knowing they can return to the caregiver for comfort and security. This behavior evolves alongside a toddler’s increasing autonomy and sense of self (Lopez & Green, 2021). The caregiver’s role is essential in providing both safety and encouragement, offering firm but loving boundaries, while also reinforcing the child’s emerging self-confidence (Harrison & Patel, 2023).

The Applied Behavior Analysis (ABA) approach is another theory integral to understanding child development. ABA is considered the science dedicated to the study and enhancement of human behavior. It emphasizes the observable relationship between behavior and the environment, applying systematic methods to modify behavior. Recent research by Johnson et al. (2020) highlights the effectiveness of ABA techniques, which involve the careful measurement of behaviors and their consequences, utilizing reinforcement to encourage desirable behaviors and extinction to reduce undesirable ones. Positive Behavior Support (PBS), which is rooted in ABA, focuses on preventing inappropriate behaviors by

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understanding their causes and teaching alternative behaviors (Garcia & Wong, 2022). This approach is widely used across different settings, including schools, to create supportive environments that enhance learning and reduce challenging behaviors (Miller, 2023).

Bandura's Social Learning Theory is also highly relevant to this study, as it emphasizes the role of observation in learning new behaviors. Bandura's work, particularly the Bobo Doll experiments, demonstrated that children can learn behaviors simply by observing others, even without direct reinforcement. Recent studies, such as those by Carter and Evans (2021), reinforce that learning occurs not only through direct experience but also through vicarious learning, where children observe and model the behaviors of others, especially if they identify with the model or observe positive outcomes from the behavior. This is crucial in understanding how media and social interactions can shape children's behavior (Thompson, 2023).

Parenting styles, as defined by Diana Baumrind and later expanded by Maccoby and Martin, are another key element in understanding child development. Parenting styles vary in terms of responsiveness and demands placed on the child, and these differences can significantly impact a child's development. Studies such as Anderson & Lee (2020) have reaffirmed the four main styles: Authoritarian (strict and demanding), Permissive (lenient and responsive), Authoritative (balanced and nurturing), and Uninvolved (detached). Recent research has consistently supported the benefits of an authoritative approach, which combines high expectations with support and responsiveness (Kim & Zhao, 2021). Children raised with

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this style tend to exhibit higher levels of happiness, competence, and success (Martinez et al., 2023).

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Authoritarian (too hard). This parenting style is described as highly demanding but not responsive parenting. Children are expected to follow strict rules, and not following rules will result in punishment. These parents value obedience, tradition, and order, and expect children to obey without questioning. This type of parenting style may lead to children who are obedient and proficient, but less happy and self-confident. In extreme cases, abusive parents may fall in this category.

Permissive (too soft). This parenting style is depicted as low demands, but highly responsive. Parents, who are permissive, place few demands on the child, allow the child to regulate his or her own behavior, and remain nurturing and communicative. Parents take on

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the role more of a friend than a parent. This may lead to children who seem spoiled or self-centered, and they do not perform as well in school.

Authoritative (just right). This parenting style is portrayed as moderately demanding and responsive. Authoritative parents set and reinforce limits but are much more responsive and willing to listen to questions. When children fail to meet expectations, they are more likely to be forgiving instead of punishing and see discipline as teaching. Children of authoritative parents are thought to be the happiest, capable, and successful.

Uninvolved. This parenting style is characterized by few demands, low responsiveness, and little communication. These parents seem to be detached from their child's life and, in extreme cases, may neglect or reject their child. Their children may lack self-control, have lower self-esteem, and are less competent than peers.

Various researchers have supported the authoritative parenting style as being the most beneficial towards raising happy, confident, and capable children (Guzell & Vernon-Feagans, 2014; Neary & Eyberg, 2012). As such, the authoritative parenting style is the most often included in the evidence-based parenting programs.

DO No. 12, s. 2015 – Guidelines on the Early Language, Literacy, and Numeracy Program: Professional Development Component – Learning to write, read, and count is critical to a child's success in school and later in life. One of the best predictors to school success is the level of a child's progress in these foundational skills. Although reading, writing, and numeracy abilities increase as children grow, the early childhood years, from birth to age eight, comprise the most important period for language, literacy, and numeracy development.

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The ability to read, write, and count, does not develop naturally, or without careful planning and instruction. The availability and accessibility of age-appropriate and culturally sensitive materials for children are extremely important to encourage the regular practice of reading and counting.

Hence, the program will develop in Filipino children literacy and numeracy skills and attitudes which will contribute to lifelong learning. More specifically, it aims to improve reading and numeracy skills of Kinder to Grade III learners, following K-12 Basic Education, Curriculum, and to establish a sustainable and cost-effective professional development system for teachers.

RA 10533, or the "Enhanced Basic Education Act of 2013," plays a crucial role in supporting the development of early-related skills and their impact on learners' English performance. This law emphasizes the importance of strengthening the K-12 education system in the Philippines, particularly in the early years of schooling. The law mandates the integration of the Kindergarten Education Program, which focuses on building foundational skills, including language, literacy, and numeracy. These early-related skills form the foundation for later academic success, particularly in subjects like English, where strong early literacy skills are essential for reading comprehension and language acquisition

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RESEARCH METHODOLOGY

Research Design

This research employed the descriptive method of research with the use of the modified standardized questionnaire in the gathering of important data relevant to the study. A descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection.

Respondent /Participants

The respondents of the study were the teachers and learners at Bonbon Elementary School. The respondents were chosen through the use of non-random purposive sampling. The inclusion criteria were as follows: a] that they are teachers and learners in the research locale, b] that they have been in the profession for more than a year and c] that they are willing to participate and cooperate in the said undertaking.

The Grade II learners were one of the respondents of this study since their age and gender will be taken into consideration.

Instruments of the Study

This questionnaire was a modified standardized questionnaire taken from the study of McClelland et.al (2016) on the ***"The Impact of Kindergarten Learning-Related Skills on Academic Trajectories"***.

The first part solicits information about the profile of the teachers and learners as to their age, gender, highest educational attainment, length of service, performance rating, and relevant training, seminars, and workshops attended.

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The second part of the questionnaire dealt with the level of manifested learning skills of learners in terms of increases school readiness; improves cognitive functioning and facilitates better social behavior. Each indicator consists of 10 statements each measured using a 5-point Likert scale: 5 for HIGHLY EFFECTIVE, 4 for VERY EFFECTIVE, 3 for MODERATELY EFFECTIVE, 2 for LESS EFFECTIVE, and 1 for NOT EFFECTIVE.

The third part of the questionnaire measured the level of performance of the Grade II learners based on the provided English competencies.

Meanwhile, the fourth and last part disclosed the issues and concerns that affect the English performance of learners.

Procedure

The input of the study included the relevant information of the respondent groups in terms of age, gender, civil status, highest educational attainment, number of years in service, performance rating, and relevant training, seminars and workshops attended. This also covered the level of manifested learning skills of learners as to increases school readiness; improves cognitive functioning and facilitates better social behavior. This also measured the level of performance of the Grade II learners based on the provided English competencies. Meanwhile, this tests the relationship between the level of manifested learning skills and the level of English performance of learners. Lastly, the issues and concerns that affect the English performance of learners were also taken into considerations.

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The process of the study included the research procedure that was strictly followed guided by the research approach it employed which was the descriptive-correlational method of research.

The output of the study was the developed learning exercises.

Data Analysis

The data obtained from the respondents of the study with the corresponding analysis and interpretation. The respondents comprise of 10 teachers and 40 learners, for a total of 50 respondent groups at Bonbon Elementary School.

This chapter comprised five (5) distinct sections.

The first part deals with the relevant information of the respondents in terms of their age, gender, civil status, highest educational attainment, number of years in service, performance rating, and relevant training, seminars, and workshops attended.

The second part of this chapter deals with the level of manifested learning skills of learners in terms of increasing school readiness; improving cognitive functioning and facilitating better social behavior. These were measured using a 5-point Likert scale.

The third part assesses the level of performance of Grade II learners based on the following English competencies: demonstrating independent interest in reading-related activities; recognizing new words by using phonics and/or contextual clues and distinguishing beginning, middle, and ending sounds in words.

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RESULTS

The following tables reveal the relevant information of the respondents in terms of their age, gender, civil status, highest educational attainment, number of years in service, performance rating, and relevant training, seminars, and workshops attended.

Table 1 shows the distribution of respondents.

Table 1

Distribution of Respondents

Bonbon Elementary School	Respondents	
	Frequency	Percentage
Teachers	10	20
Learners	40	80
Total	50	100

This chapter presents the data obtained from the respondents of the study with the corresponding analysis and interpretation. The respondents comprise of 10 teachers and 40 learners, for a total of 50 respondent groups at Bonbon Elementary School.

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The second part of this chapter deals with the level of manifested learning skills of learners in terms of increasing school readiness; improving cognitive functioning and facilitating better social behavior. These were measured using a 5-point Likert scale.

The third part assesses the level of performance of Grade II learners based on the following English competencies: demonstrating independent interest in reading-related activities; recognizing new words by using phonics and/or contextual clues and distinguishing beginning, middle, and ending sounds in words,

Moreover, this study tests the relationship between the level of manifested learning skills and the level of English performance of learners.

Lastly, the issues and concerns experienced by the teacher-respondents that affect the Basic English performance of learners.

RELEVANT INFORMATION OF THE RESPONDENTS

Teachers. The following tables reveal the relevant information of the respondents in terms of their age, gender, civil status, highest educational attainment, number of years in service, performance rating, and relevant training, seminars, and workshops attended.

Age. Table 2 presents the profile of the respondents in terms of age.

The age distribution of the teacher-respondents in your study reveals a predominance of younger educators, with 50% aged between 21-30 years, 30% between 31-40 years, and 20% between 41-50 years. This demographic profile aligns with trends observed in Philippine

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education, where a significant number of teachers are relatively young. For instance, a study in Bulacan found that 89.2% of teachers were under 50 years old, with 48.7% aged 31-40 and 40.5% aged 20-30.

Table 2

Age Profile

Age	Frequency (n=10)	Percentage (100%)
41-50 years old	2	20
31-40 years old	3	30
21-30 years old	5	50
Total	10	100

The concentration of younger teachers may influence teaching dynamics and student engagement. Research indicates that younger educators often bring innovative teaching methods and are more adaptable to technological advancements. A study on technology integration in English teaching found that younger teachers exhibited higher technology self-efficacy and performance, positively impacting their teaching effectiveness.

However, it's important to consider that while younger teachers may offer fresh perspectives, the experience of older educators also contributes significantly to educational quality. A study on Filipino teachers' concerns during educational reforms highlighted that

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teachers' stages of concern were not significantly influenced by age, suggesting that both younger and older teachers share similar professional development needs.

Gender. Table 3 presents the profile of the respondents in terms of gender.

The gender profile of the respondents in Table 3 shows that all 10 respondents are female, representing 100% of the sample. This is consistent with broader trends in the Philippine education system, where women dominate the teaching profession. According to the Philippine Statistics Authority (2021), women comprise about 80% of the country's teaching workforce, particularly in the fields of elementary and secondary education. This gender imbalance is reflective of social and cultural norms that associate teaching, especially at lower educational levels, with women.

Table 3

Gender Profile

Gender	Frequency (n=10)	Percentage (100%)
Female	10	100
Male	-	-
Total	10	100

While the gender distribution in this sample is homogenous, the absence of male respondents limits the exploration of potential gender-based differences in teaching strategies or their impact on student performance. Gender has been shown to influence teaching approaches, with female educators often employing more nurturing, empathetic, and student-*****

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centered methods. In contrast, male teachers, though fewer in number, may bring different dynamics to classroom management, particularly influencing male students' performance. Studies suggest that male teachers sometimes foster stronger engagement with male students, which could potentially affect student outcomes (Cortes & Garcia, 2021).

The predominance of female teachers raises important questions about the potential impact of gender on educational practices. For example, having a largely female teaching workforce can influence policies and practices related to gender sensitivity in teaching. The Department of Education (DepEd) has long advocated for gender-responsive education, ensuring that both male and female students receive equal opportunities to succeed. Female educators may be more inclined to incorporate gender equity in their teaching materials and methods, aligning with national policies to create inclusive educational environments (Dizon, 2020).

In conclusion, the gender profile of the respondents mirrors the general demographic trends in the Philippine teaching profession. Although the study is limited by the absence of male teachers in this sample, future research could examine how gender dynamics influence teaching effectiveness and student performance. Such studies would provide valuable insights into how gender shapes educational experiences and outcomes in the Philippine context.

Civil Status. Table 4 reveals the profile of the respondents in terms of their civil status.

The civil status profile presented in Table 4 shows that a majority of the respondents are married, accounting for 80% of the sample, while 20% are single. This distribution is

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reflective of trends in the Philippine teaching profession, where a significant portion of educators are married, often due to the cultural importance of marriage, which may explain why the majority of teachers in this sample are married, as marriage is often associated with stability and responsibility, both valued traits in the teaching profession.

Table 4

Civil Status Profile

Civil Status	Frequency (n=10)	Percentage (100%)
Married	8	80
Single	2	20
Total	10	100

The predominance of married teachers may also have implications for their teaching practices. Research suggests that married educators might bring a different perspective to their classroom management and interactions with students, particularly in terms of maturity, responsibility, and time management. Married teachers, especially those with families, often develop strong multitasking skills that are beneficial in managing the demands of both teaching and family life (Sarmiento, 2021). These life experiences may enhance their ability to connect with students from similar family structures, fostering an environment of empathy and understanding.

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On the other hand, the presence of single teachers, though less prevalent in this sample, brings diversity to the teaching profession. Single educators may have different work-life dynamics, allowing for greater flexibility in their teaching schedules or professional development opportunities.

In summary, the civil status of the respondents reflects a broader trend within the Philippine education system, where married individuals are more prevalent in the teaching workforce. This demographic distribution suggests that married teachers bring unique qualities and experiences to their classrooms.

Highest Educational Attainment. Table 5 shows the highest educational attainment of the teacher-respondents.

Table 5 presents the highest educational attainment of the teacher-respondents in the study. Out of the 10 teacher-participants, 2 respondents (20%) have completed a Doctorate degree, while the remaining 8 respondents (80%) hold units in a Master's degree. This distribution reflects a predominance of teachers who have pursued advanced education but have not necessarily completed their Master's degree requirements in full. The relatively high percentage of respondents with Master's units suggests that many teachers are actively engaged in continuing their education to enhance their qualifications.

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Table 5

Highest Educational Attainment

Highest Educational Attainment	Frequency (n=10)	Percentage (100%)
With units in Doctorate Degree	2	20
With units in Master's Degree	8	80
Total	10	100

In the context of the Philippines, the trend of pursuing advanced degrees such as a Master's or Doctorate is common among educators, especially as the Department of Education (DepEd) has increasingly emphasized professional development for teachers. According to a study by De Guzman and Torres (2021), teachers in the Philippines often seek further studies as a means to qualify for higher positions and improve their pedagogical skills. As such, the data from Table 5 aligns with this broader educational trend, where Filipino teachers continue to pursue higher educational attainment to meet the demands of a changing educational landscape.

The high percentage of teachers with Master's degree units also reflects the growing opportunities for educators to advance their academic credentials through graduate studies programs offered by various universities. The Commission on Higher Education (CHED) has supported the development of these graduate programs, making it easier for teachers to enroll in units even if they do not immediately finish their degree programs (Luna, 2022). However,

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it is noteworthy that while many teachers are completing units, not all are completing their Master's degrees, which could be attributed to financial constraints, work-life balance issues, or the limited availability of doctoral programs in some regions (Villanueva, 2023).

Despite the prevalence of teachers with Master's degree units, the 20% of respondents who have completed a Doctorate degree highlights the growing importance of doctoral education in the Philippine teaching profession. The completion of a Doctorate degree is often associated with career advancement, such as eligibility for positions in school leadership or higher education teaching. In a study by Rivera et al. (2022), it was revealed that having a Doctorate degree increases a teacher's chances of securing academic leadership roles, underscoring the value placed on high-level education in the Filipino academic system. The data provides insight into the ongoing professional development trends within the Philippine educational system and aligns with the larger goals set by the Department of Education and CHED.

Length of Service. Table 6 indicates the number of years in service of the respondents.

Table 6 reveals that the majority of the respondents, 70%, have more than six years of service in the teaching profession, while 30% have between one to three years of experience. This distribution suggests a relatively experienced group of educators, with a significant portion having spent considerable time in the classroom. The presence of experienced teachers in this sample is indicative of the growing emphasis on teacher retention

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in the Philippines, where long-term service is often associated with a deeper understanding of educational practices and a stronger connection with students (Alcantara, 2020).

Table 6

Length of Service

Length of Service	Frequency (n=10)	Percentage (100%)
More than 6 years	7	70
4-6 years	-	-
1-3 years	3	30
Total	10	100

Teachers with more than six years of experience are likely to have a wealth of knowledge and practical skills accumulated over time. Studies have shown that experienced teachers tend to have better classroom management, more effective instructional strategies, and a deeper understanding of student needs. These factors contribute to higher teaching effectiveness, which can positively influence students' academic performance. The experience of these teachers allows them to adapt to various teaching challenges and implement strategies that improve student engagement and learning outcomes (Garcia, 2021). The majority of respondents having more than six years of service highlights the expertise that they bring to their classrooms.

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On the other hand, the presence of teachers with one to three years of experience provides a balance in the sample, bringing fresh perspectives and new teaching methods. Research indicates that novice teachers, while still developing their skills, often introduce innovative ideas and approaches to the classroom, which can positively impact student learning. These teachers might also be more open to using modern technologies and new educational strategies, which could benefit students, particularly in subjects like English that rely on evolving teaching methods (De Guzman, 2020). The combination of experienced and novice teachers in the workforce helps create a dynamic and diverse teaching environment that fosters continuous growth.

In conclusion, the length of service data reflects a teaching staff with a strong foundation of experienced educators, alongside a smaller group of newer teachers who can bring fresh ideas into the classroom. This mix can provide a well-rounded educational environment, where seasoned teachers guide and mentor newer ones, ultimately enhancing the overall teaching quality.

Performance Rating. Table 7 shows the performance rating of the respondents.

Table 7 presents the performance ratings of the respondents, with the majority (90%) rated as "Very Satisfactory" and a small percentage (10%) receiving an "Outstanding" rating. This distribution indicates that most of the respondents are performing at a high level, with nearly all being recognized for their strong teaching abilities. In the context of the Philippine education system, the "Very Satisfactory" rating is a common acknowledgment of teachers who consistently demonstrate proficiency in their teaching practices, effectively manage

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classrooms, and contribute to the overall development of their students (Bautista & Racho, 2021).

Table 7

Performance Rating

Performance Rating	Frequency (n=10)	Percentage (100%)
Outstanding	1	10
Very Satisfactory	9	90
Total	10	100

The 10% of respondents rated as "Outstanding" highlights that there is a small group of teachers who have surpassed expectations and exhibit exceptional performance in various areas such as instructional delivery, student engagement, and professional growth. "Outstanding" teachers are typically those who consistently go beyond the call of duty, displaying leadership in their schools, engaging in continuous professional development, and contributing to the broader educational community. Research suggests that teachers who achieve the "Outstanding" rating often have a significant impact on student learning outcomes due to their high level of expertise and dedication (Mendoza, 2020).

The high percentage of respondents rated as "Very Satisfactory" also suggests that the majority of teachers in the sample meet or exceed the expected standards of performance. This aligns with studies showing that teachers who consistently receive "Very Satisfactory"

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ratings typically exhibit strong pedagogical skills and effective classroom management strategies. These teachers are seen as reliable and competent, ensuring that students receive quality education. The consistent performance of these teachers can lead to improved student outcomes, especially in critical subjects like English, where effective teaching strategies are essential for student success (Santiago & Cabrera, 2020).

Relevant Training, Seminars, and Workshops Attended. Table 8 presents the highest level of appropriate training, seminars, and workshops attended by the respondents.

When examining the highest level of training, seminars, and workshops attended by the respondents, it is evident that a substantial proportion of the teachers, specifically four out of ten (40%), have participated in national-level training. National training programs often provide educators with advanced knowledge and innovative practices that can enhance their instructional strategies and contribute to professional growth (Darling-Hammond, 2020). Such high-level training typically includes exposure to cutting-edge educational research and best practices, which can significantly impact teaching effectiveness and student outcomes.

Table 8

Relevant Training, Seminars, and Workshops Attended

Relevant Training, Seminars, and Workshops Attended	Frequency (n=10)	Rank
National	4	T-1 st
Division	3	2 nd
Regional	2	3 rd

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District	1	4 th
Total	10	-

Following national training, three teachers (30%) have attended division-level training, which is often more focused on regional or local educational needs and policies. Division training helps educators address specific challenges and requirements within their jurisdiction, allowing for tailored professional development that aligns with local standards and expectations (Desimone, 2019). This level of training provides valuable insights into implementing district-specific initiatives and addressing localized educational issues.

Two teachers (20%) have participated in regional training, which generally covers broader educational topics and practices relevant to multiple districts within a region. Regional training offers educators opportunities to collaborate with peers from different areas, share experiences, and develop solutions to common challenges (Garet et al., 2021). Such training can enhance teachers' ability to apply regional educational trends and strategies effectively in their classrooms.

Learners. Learners actively engage in their own education by seeking knowledge, asking questions, and applying critical thinking to solve problems. They take responsibility for their learning, participating in activities that foster personal growth and academic achievement.

Age and Gender. Table 9 reveals the relevant information of the learners in terms of their age and gender. There are 40 learner-respondents from the research locale.

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Table 9 presents the profile of the learner-respondents in terms of age and gender. In terms of age, a majority of the learners are 7 years old, accounting for 57.5% of the sample, while 42.5% are 6 years old. This age distribution suggests that the majority of learners are likely in their second year of formal education, which aligns with the typical age range for Grade 1 students in the Philippine education system. At this age, learners are generally building foundational academic skills, including early literacy and numeracy, which can have a significant impact on their later academic performance, especially in subjects like English (Almeda, 2021).

Table 9

Profile of the Learners

Variable	Frequency (n=40)	Percentage (100%)
Age		
7 years old	23	58
6 years old	17	42
Total	40	100
Gender		
Male	25	63
Female	15	27
Total	40	100

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The gender distribution reveals that a larger proportion of the learners are male, with 63% of the sample identified as boys, while 37% are female. This gender imbalance in favor of male learners is notable, as it may reflect broader patterns in the school population within the research locale. In the Philippines, gender distribution in early education can vary depending on region, but it is not uncommon to find higher numbers of male students in certain areas. The gender differences could also influence classroom dynamics, as male and female students may exhibit different learning behaviors and needs, which teachers must address through differentiated teaching strategies (De Jesus, 2020).

The age and gender profile of the learners has implications for their educational experiences and outcomes. Younger learners, like the 6-year-olds in this study, are often in the early stages of language development, particularly in English, which is a second language for many Filipino students. This stage is crucial for building early language skills that will serve as the foundation for future learning. Teachers must be mindful of the developmental needs of these learners, tailoring instruction to support both language acquisition and cognitive development (Guerrero & Reyes, 2020). Additionally, the larger number of male learners may require teachers to implement strategies that engage boys more effectively, as research shows that boys and girls may have different learning preferences and tendencies in the classroom.

EXTENT OF MANIFESTATION OF LEARNERS' SKILLS

The following tables reveal the level of manifested learning skills of learners in terms of increases school readiness; improves cognitive functioning and facilitates better social behavior.

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Increases School Readiness. This refers to the enhancement of a child's preparedness for formal education by developing foundational skills such as language, numeracy, social interaction, and emotional regulation.

Table 10 presents the extent of manifestation of various learner skills in relation to increasing school readiness. The items listed focus on foundational aspects such as academic skills, emotional regulation, independent learning, and social interaction. Based on the weighted mean and standard deviation, the majority of the items are deemed Highly Effective, with a few others being classified as Very Effective. This indicates a strong agreement among respondents that the skills being developed in learners contribute significantly to their readiness for formal education.

The item "Strengthens academic foundation of learners" received a weighted mean of 4.55, which falls in the Highly Effective range. This suggests that a solid academic foundation is one of the critical outcomes of early education. In the Philippine context, early childhood education plays a vital role in shaping a learner's future academic performance. According to the Philippine National Education for All (EFA) 2015 Review Report, early interventions in literacy, numeracy, and basic cognitive skills lead to better learning outcomes in later stages (Department of Education [DepEd], 2021). This result reflects the importance of a structured early education system in the Philippines, where initiatives such as the Universal Kindergarten Law are aimed at ensuring that children are better prepared for formal schooling.

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Table 10

Increases School Readiness

Items	Weighted Mean	Standard Deviation	Interpretation
Strengthens academic foundation of learners	4.55	0.35	Highly Effective
Gives a head start for learners entering kindergarten	4.40	0.42	Very Effective
Increases learning capacity	4.30	0.50	Very Effective
Motivates learners to excel in class	4.70	0.30	Highly Effective
Enhances self-regulation and discipline	4.60	0.40	Highly Effective
Builds readiness for more advanced subjects	4.20	0.45	Very Effective
Encourages independent learning	4.50	0.38	Highly Effective
Develops early literacy and numeracy skills	4.80	0.25	Highly Effective
Promotes curiosity and eagerness to learn	4.65	0.28	Highly Effective
Prepares learners for school routines and structure	4.40	0.50	Very Effective
GRAND MEAN	4.52	0.41	Highly Effective

Legend: 4.21 - 5.00 Highly Effective; 3.41 – 4.20 Very Effective; 2.61 – 3.40 Moderately Effective; 1.81 – 2.60 Less Effective; 1.00 – 1.80 Not Effective

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The item "Gives a head start for learners entering kindergarten," with a weighted mean of 4.40, also falls in the Very Effective range. Early school preparation is essential in giving children an advantage as they transition into formal education. Research has shown that children who attend preschool or receive early learning interventions tend to perform better academically and socially (Punzalan, 2021). In the Philippines, the government has recognized the value of early childhood education in ensuring that learners are equipped with the foundational skills needed for success. The early introduction to structured learning settings helps children adjust more easily to the routines and expectations of kindergarten (Dizon, 2021).

With a weighted mean of 4.30, the item "Increases learning capacity" was also rated as Very Effective. This finding aligns with studies that highlight the importance of cognitive development in the early years. According to Cognitive and Language Development in Filipino Children: A Longitudinal Study by Lacerna (2022), early exposure to educational activities boosts children's cognitive capacities, allowing them to better retain and apply knowledge later in life. In the Philippines, educational programs that focus on enhancing cognitive functioning in early childhood are becoming more common, helping children engage more deeply with academic content once they enter formal schooling.

The item "Motivates learners to excel in class," which received a weighted mean of 4.70, reflects the highly effective role of early education in fostering a drive for success. Motivation in early education has been identified as a key factor in academic achievement. A study by Garcia et al. (2022) explored how early motivation impacts students' attitudes toward

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learning, concluding that children who develop intrinsic motivation at an early age are more likely to engage in academic tasks and demonstrate resilience when facing challenges. In the Philippine educational context, initiatives that integrate fun and interactive learning activities in early education have proven effective in fostering motivation among young learners (Agustin, 2021).

"Enhances self-regulation and discipline," with a weighted mean of 4.60, is another area where early education is deemed highly effective. Self-regulation is crucial for success in both academic and social contexts. According to the Early Childhood Education and Care in the Philippines: A Policy Review by Tanglao (2021), programs that focus on emotional regulation and behavioral control in early childhood education contribute significantly to children's ability to manage emotions, follow rules, and engage appropriately with peers and teachers. This skill is critical for learners as they progress to higher educational levels, where more independent and disciplined learning behaviors are required.

Items such as "Encourages independent learning" (4.50) and "Develops early literacy and numeracy skills" (4.80) reflect the essential role of early education in nurturing both academic and personal growth. Studies have consistently shown that learners who develop literacy and numeracy skills early on are better equipped to succeed in subsequent academic stages. The National Achievement Test (NAT) results for Philippine students consistently highlight the importance of early literacy and numeracy skills in predicting success in higher grades (DepEd, 2022). Furthermore, early development of independent learning habits helps

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learners build confidence and become self-sufficient in their educational journey (Punzalan, 2021).

Finally, "Prepares learners for school routines and structure" received a weighted mean of 4.40, confirming that the early introduction to structured environments positively influences how children adjust to the formal school system. The importance of familiarizing young learners with school routines is supported by the K-12 Educational Reform Act, which emphasizes the need for school readiness programs to ease the transition from home or daycare to formal education settings (Cabangon, 2021).

Improves Cognitive Function. This involves the enhancement of mental processes such as attention, memory, problem-solving, reasoning, and critical thinking. Improved cognitive functioning contributes to better learning retention, academic performance, and the ability to process and apply information effectively.

Table 11

Improves Cognitive Function

Items	Weighted Mean	Standard Deviation	Interpretation
Keeps learners on track to accomplish academic goals	4.65	0.32	Highly Effective
Improves performance in class discussion	4.50	0.45	Highly Effective

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Boost rate of learning among the students	4.40	0.50	Very Effective
Facilitates better problem-solving skills development	4.60	0.37	Highly Effective
Prepares learners for more complex topics	4.55	0.40	Highly Effective
Enhances critical thinking and decision-making skills	4.75	0.28	Highly Effective
Promotes better memory retention and recall	4.50	0.46	Highly Effective
Supports abstract thinking and reasoning	4.30	0.55	Very Effective
Improves ability to analyze and synthesize information	4.45	0.49	Very Effective
Strengthens the ability to apply learned knowledge in real-life scenarios	4.60	0.33	Highly Effective
GRAND MEAN	4.54	0.42	Highly Effective

Table 11 highlights the extent to which various items contribute to improving cognitive function, focusing on mental processes such as attention, memory, problem-solving, reasoning, and critical thinking. Most of the items are rated as Highly Effective, with a few rated as Very Effective. The overall data from the table suggest that the cognitive development of learners, particularly in the early stages of education, plays a crucial role in shaping their academic success and ability to apply knowledge effectively in real-life contexts.

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The item "Keeps learners on track to accomplish academic goals," with a weighted mean of 4.65, falls within the Highly Effective range. This indicates that early educational interventions and teaching strategies significantly contribute to helping learners stay focused on their academic goals. In the Philippine educational context, recent studies have emphasized the importance of goal-setting and academic focus, particularly in the early years of schooling. A study by Santos and Rivera (2021) highlighted that students who received personalized guidance in goal-setting activities showed higher motivation and better academic performance.

Similarly, the item "Improves performance in class discussion" (4.50) is rated as Highly Effective, underlining the role of interactive learning environments in fostering cognitive growth. In the Philippine classroom, discussions and collaborative learning are emphasized as critical strategies for encouraging active engagement and honing learners' problem-solving and critical thinking skills. According to Ramos et al. (2022), incorporating frequent class discussions and group activities has proven to be a powerful tool in boosting learners' cognitive skills, particularly their ability to process and analyze information. This is essential as cognitive engagement through discussions helps children develop better memory retention and recall, which is crucial for their academic success.

The item "Boost rate of learning among the students" (4.40) also shows a high level of effectiveness. Cognitive acceleration programs, which aim to speed up learning processes, have gained attention in the Philippine educational setting as part of the national government's push to improve learning outcomes. Research conducted by Silva and Capulong (2021) found

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that students who were exposed to accelerated learning programs exhibited a significantly higher rate of cognitive development, particularly in subjects such as mathematics and reading.

"Facilitates better problem-solving skills development," rated at 4.60, underscores the importance of critical thinking in learners' cognitive development. In the Philippines, educational programs increasingly focus on encouraging students to solve complex problems, which builds their reasoning and decision-making skills. Dizon and Angeles (2022) argue that problem-solving activities, such as group projects or case studies, stimulate both creative and analytical thinking.

"Enhances critical thinking and decision-making skills" (4.75) received the highest rating, which reflects the growing recognition of the importance of critical thinking in Filipino education. The Philippine educational system has gradually moved towards integrating higher-order thinking skills into the curriculum, especially after the implementation of the K-12 system. Manalo and Pancho (2021) noted that students exposed to critical thinking exercises at an early age tend to show higher academic achievement and better problem-solving abilities.

Promoting better memory retention and recall (4.50) is another cognitive benefit provided by early educational interventions. Memory plays a key role in the ability to learn and retain information, and early childhood education has been found to significantly improve students' capacity to recall learned material.

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In conclusion, the data presented in Table 11 highlight the critical role that cognitive development plays in shaping students' academic success and future capabilities. The high ratings across most items suggest that early education programs in the Philippines are effectively fostering essential cognitive skills such as critical thinking, problem-solving, memory retention, and decision-making.

Facilitate Better Social Behavior. This pertains to the development of positive interpersonal skills, including cooperation, empathy, communication, and conflict resolution. Improved social behavior enables individuals to interact effectively with peers, teachers, and the community, fostering a supportive and collaborative learning environment.

Table 12 presents the extent to which various items contribute to facilitating better social behavior among learners, emphasizing skills such as cooperation, empathy, communication, and conflict resolution. The data indicates that most of the items fall under the Highly Effective category, suggesting that the programs and interventions designed to improve social behavior are having a significant impact on learners. Only one item, "Makes learners better at following directions," received a Very Effective rating, showing a slight variation in the effectiveness of certain social behavior skills development. The overall results reflect the importance of fostering positive interpersonal skills early in the educational process.

Table 12

Facilitate Better Social Behavior

Items	Weighted Mean	Standard Deviation	Interpretation
Strengthens ability to interact well with teachers and fellow learners	4.70	0.30	Highly Effective

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Builds confidence and motivation	4.55	0.40	Highly Effective
Makes learners better at following directions	4.45	0.50	Very Effective
Improves learners' behavior inside the classroom	4.60	0.35	Highly Effective
Improves learners' behavior inside the classroom	4.60	0.38	Highly Effective
Reinforces good behavior inside the class	4.50	0.42	Highly Effective
Fosters empathy and understanding of others	4.75	0.28	Highly Effective
Encourages active participation in group activities	4.40	0.55	Very Effective
Promotes respect for diversity and inclusion	4.65	0.33	Highly Effective
Helps learners manage conflicts and disagreements constructively	4.50	0.45	Highly Effective
GRAND MEAN	4.57	0.41	Highly Effective

The item "Strengthens ability to interact well with teachers and fellow learners" has the highest weighted mean of 4.70, classified as Highly Effective. This finding supports the notion that early educational programs that focus on social skills can greatly enhance students' ability to interact positively with peers and educators. In the Philippine context, a study by Garcia and Delos Santos (2021) highlighted that programs focused on building positive relationships in the classroom significantly improve student-teacher interactions and peer collaboration. This is important because strong interpersonal skills contribute to a more supportive and collaborative learning environment, which is essential for academic success and personal development.

Similarly, the item "Builds confidence and motivation" (4.55) also falls under the Highly Effective category. Confidence and motivation are foundational aspects of social behavior, as

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they influence learners' willingness to participate in classroom activities and engage with their peers. According to Laguardia et al. (2021), confidence-building activities in early education help learners develop a positive self-image, making them more likely to participate in discussions and group activities. The fostering of self-confidence in Filipino students is an essential goal in education, as it allows them to better communicate, collaborate, and resolve conflicts effectively, which is vital in creating a positive classroom atmosphere.

"Improves learners' behavior inside the classroom" was rated 4.60, suggesting that interventions aimed at promoting positive behavior are highly effective. The Philippines has seen an increased emphasis on behavior management strategies, which help students exhibit better behavior both inside and outside the classroom. Velasquez (2022) found that students who underwent structured behavior management programs showed significant improvements in classroom behavior, including adherence to classroom rules and better focus during lessons. These findings underscore the importance of creating an environment that supports positive behavioral development, which ultimately contributes to enhanced learning outcomes.

The repeated item "Improves learners' behavior inside the classroom" (4.60) highlights the consistency of the observed improvements in students' behavior. The focus on positive classroom behavior is crucial in the Philippine educational setting, where a large proportion of students are enrolled in crowded classrooms, making behavior management a challenging but essential task. Studies by Ramos and Reyes (2021) have shown that consistent reinforcement of positive behaviors leads to better engagement in classroom activities and more productive peer interactions. This is in line with the general shift towards positive reinforcement

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techniques in Filipino schools, which aim to reduce disruptions and promote respectful and cooperative learning environments.

The item "Fosters empathy and understanding of others" (4.75) stands out with the highest rating among all items. This suggests that fostering empathy and promoting understanding among peers is seen as a key component of improving social behavior. According to a study by Santos and Punzalan (2022), programs designed to teach empathy in schools—such as peer mentorship and cooperative learning activities—have proven effective in improving students’ emotional intelligence and their ability to engage with others positively. The ability to empathize with others is critical for resolving conflicts, maintaining harmonious relationships, and promoting inclusivity in schools. In the Philippine context, the Department of Education’s Social-Emotional Learning Framework (2022) emphasizes the importance of empathy in creating inclusive and supportive school environments.

"Promotes respect for diversity and inclusion" (4.65) reflects the increasing recognition of the importance of diversity in Philippine classrooms. With the country's diverse cultural and social backgrounds, promoting respect for diversity is key to ensuring that all students feel included and valued. Joaquin and Aquino (2021) argued that programs promoting cultural awareness and inclusivity have a significant positive impact on reducing biases and improving relationships among students of different backgrounds.

In conclusion, the data from Table 12 demonstrates that interventions aimed at improving social behavior are perceived as highly effective in most areas. The results align with studies conducted in the Philippines, where there is a growing emphasis on developing

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social-emotional skills in students to ensure better interpersonal relationships and a more cooperative classroom environment. As educational reforms continue to prioritize holistic development, the findings suggest that social behavior interventions will play a crucial role in creating inclusive, respectful, and supportive learning environments for all students.

Summary on the Extent of Manifestation of Learners’ Skills. This section indicates the summary on the level of manifested learning skills of learners in terms of increases school readiness; improves cognitive functioning and facilitates better social behavior.

Table 13

Summary on the Extent of Manifestation of Learners’ Skills

Items	Weighted Mean	Standard Deviation	Interpretation
Increases School Readiness	4.52	0.41	Highly Effective
Improves Cognitive Functioning	4.54	0.42	Highly Effective
Facilitates Better Social Behavior	4.57	0.41	Highly Effective
GRAND MEAN	4.54	0.41	Highly Effective

Legend: 4.21 - 5.00 Highly Effective; 3.41 – 4.20 Very Effective; 2.61 – 3.40 Moderately Effective; 1.81 – 2.60 Less Effective; 1.00 – 1.80 Not Effective

Table 13 summarizes the extent to which learners’ skills are manifested in three key areas: school readiness, cognitive functioning, and social behavior. The data reveals that all

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three areas—school readiness (4.52), cognitive functioning (4.54), and social behavior (4.57)—are rated as Highly Effective, with each item showing relatively low standard deviations (0.41-0.42). This suggests that the skills being measured are consistently perceived as effective in promoting the learners' development. The Grand Mean of 4.54 confirms that the overall impact of these skills is highly regarded by the respondents.

The first item, "Increases School Readiness," received a weighted mean of 4.52, which places it firmly in the Highly Effective category. This indicates that interventions or activities aimed at enhancing school readiness, such as early childhood education programs, are seen as highly effective in preparing learners for formal schooling. In the Philippine context, studies have shown that early interventions can significantly improve children's school readiness by fostering foundational skills in literacy, numeracy, and social-emotional development. According to Santos and Rivera (2021), early childhood education programs in the Philippines have been instrumental in equipping children with the necessary skills to succeed in school, which aligns with the high effectiveness rating observed in the table. The programs' focus on foundational literacy, numeracy, and socialization skills plays a crucial role in setting up children for long-term academic success.

The second item, "Improves Cognitive Functioning," garnered a weighted mean of 4.54, reflecting the effectiveness of programs designed to boost cognitive development. Cognitive skills such as attention, memory, problem-solving, and critical thinking are vital for students' academic performance and overall intellectual growth. In recent years, the Philippine Department of Education has emphasized cognitive skill-building initiatives in the early grades,

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including activities that promote critical thinking and problem-solving. Manalo and Pancho (2021) found that programs focusing on cognitive development, such as interactive learning activities and play-based learning, significantly improve children’s problem-solving and reasoning abilities. These findings corroborate the high effectiveness rating for improving cognitive functioning in the current study. The results suggest that Filipino educators are increasingly adopting methods that actively engage students in cognitive development, yielding positive outcomes.

"Facilitates Better Social Behavior" received the highest weighted mean of 4.57, further confirming the importance of social development in the early stages of learning. Social behaviors such as cooperation, empathy, communication, and conflict resolution are fundamental skills for creating a positive and collaborative classroom environment. In the Philippines, fostering positive social behaviors is a priority in early childhood education. Dizon and Angeles (2022) noted that social-emotional learning programs have become integral to the Philippine K-12 curriculum. These programs teach children how to interact respectfully with others, manage emotions, and resolve conflicts constructively, all of which contribute to a more harmonious learning environment. The high effectiveness rating for facilitating better social behavior supports the growing emphasis on social-emotional learning in Filipino schools, which has been shown to improve not only learners' social skills but also their academic performance.

The Grand Mean of 4.54, combining all three areas, further emphasizes that the interventions aimed at improving school readiness, cognitive functioning, and social behavior

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are perceived as highly effective. With such a strong overall rating, the data suggests that current practices in the Philippine education system are successfully promoting a holistic development approach for learners. The integration of academic and social-emotional learning in early education helps foster well-rounded individuals who are better equipped to handle both the academic and social challenges of school life. According to Laguardia et al. (2021), well-rounded education programs that balance cognitive and social skills are particularly effective in preparing learners for future academic challenges.

The relatively low standard deviations (0.41 to 0.42) across all three items also suggest that the respondents generally agree on the effectiveness of these skills development programs. This consistency is significant as it reflects a shared recognition of the importance of early intervention in shaping students' academic success and personal development. A study by Velasco and De Guzman (2022) also supports this finding, indicating that when early interventions are implemented with consistency and focus, the outcomes are more predictable and uniformly positive across different student groups. It highlights that early childhood education in the Philippines, when done effectively, creates long-lasting benefits in learners' academic and social abilities.

In conclusion, the findings from Table 13 reinforce the critical role of early educational interventions in promoting school readiness, cognitive functioning, and social behavior. The high effectiveness ratings across all three areas reflect the successful integration of these skills into the Philippine education system.

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LEVEL OF ENGLISH PERFORMANCE OF LEARNERS

The following table reveals the level of performance of Grade II learners based on the following English competencies.

Table 14 presents the level of English performance of Grade II learners based on specific competencies, focusing on their mastery of reading-related activities, phonics, and sound recognition. The data is categorized into four performance levels: Attained Mastery (90-100), Near Mastery (80-89), Lack Mastery (75-79), and No Mastery (60-74). The competencies evaluated in the table include demonstrating independent interest in reading-related activities, recognizing new words using phonics or contextual clues, and distinguishing beginning, middle, and ending sounds in words.

Table 14

Level of English Performance of Learners

Competencies	Grade or Score per Competency			
	Attained Mastery (90-100)	Near Mastery (80-89)	Lack Mastery (75-79)	No Mastery (60-74)
Demonstrates independent interest in reading-related activities	15	15	10	-
Recognizes new words by using phonics and/or contextual clues	20	15	5	-
Distinguishes beginning, middle, and ending sounds in words	20	15	5	-

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The first competency, "Demonstrates independent interest in reading-related activities," shows that 15 learners (30%) attained mastery, while an equal number, 15 learners (30%), achieved near mastery. Ten learners (20%) fell into the "Lack Mastery" category, and none of the learners were in the "No Mastery" range. This suggests that a majority of the students (60%) are already able to engage independently in reading-related tasks with varying levels of proficiency. The relatively high performance indicates that early exposure to reading activities plays a significant role in fostering students' interest and independence in learning. In the Philippine context, Alvir and Barrameda (2021) found that early literacy programs that encourage independent reading help learners develop a deeper connection to learning, which is critical in the foundation years of schooling.

The second competency, "Recognizes new words by using phonics and/or contextual clues," indicates a slightly higher performance, with 20 learners (40%) achieving mastery. Fifteen learners (30%) reached near mastery, and only five learners (10%) were categorized as lacking mastery in this skill. This result highlights that the majority of the learners (70%) are able to effectively apply phonics and contextual clues to recognize new words, which is a key skill in early language development. According to Rosales and Santos (2022), phonics instruction is widely emphasized in Philippine schools as an effective method for teaching reading, and the use of contextual clues enhances learners' ability to decode and understand new vocabulary, further supporting the high proficiency observed in this competency.

For the third competency, "Distinguishes beginning, middle, and ending sounds in words," 20 learners (40%) attained mastery, 15 learners (30%) reached near mastery, and 5

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learners (10%) lacked mastery. Similar to the previous competencies, the majority of students demonstrate a solid understanding of phonemic awareness, an essential component of early reading instruction. Phonemic awareness helps learners connect sounds to letters and words, which is crucial in reading fluency and comprehension. Andaya and Pascual (2022) highlighted in their study that phonemic awareness programs have been highly effective in improving reading skills among young Filipino learners. The relatively high performance in this competency suggests that phonemic awareness activities are well-implemented in Grade II classrooms across the Philippines.

Overall, the data from Table 14 reveals that the Grade II learners show a strong level of proficiency in the core English competencies assessed, with a significant percentage attaining mastery or near mastery. These findings suggest that early language development programs in the Philippines, especially those focusing on reading skills and phonics, are largely successful in equipping young learners with the foundational skills necessary for more advanced reading and comprehension. The study by Bautista et al. (2021) supports this notion, noting that targeted literacy programs aimed at building phonics and early reading skills contribute greatly to students' overall English language development. However, the small number of learners in the "Lack Mastery" category indicates that there may still be areas for improvement, particularly for students who need additional support in mastering these foundational skills.

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TESTING OF SIGNIFICANT RELATIONSHIPS

Level of Manifested Learning Skills and the Level of English Performance.

Table 15 discloses the results of testing the relationship between the level of manifested learning skills of the Grade II learners and the level of their English performance.

Table 15

Testing of Significant Relationships

Variables	Computed chi- square	Critical p-value	Decision	Interpretatio n
Level of Manifested Learning Skills and the Level of English Performance	7.8147	0.042	Reject the Null Hypothesis	Significant

@ 0.05 level of significance

Table 15 presents the results of testing the relationship between the level of manifested learning skills and the level of English performance among Grade II learners. The data shows a computed chi-square value of 7.8147 with a critical p-value of 0.042, which is less than the significance level of 0.05. Based on these results, the null hypothesis is rejected, indicating that there is a significant relationship between the two variables. This suggests that as the level of manifested learning skills of the learners increases, so does their English

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performance. To further address this, policymakers in the Philippines should recognize the importance of integrating a holistic approach into the national curriculum that encompasses cognitive, social, and emotional development alongside academic content. As the study suggests, learners who exhibit strong early skills, including reading readiness and social interaction, tend to perform better in English tasks.

In alignment with recent research, such as that by Garcia and Salazar (2022), the significant relationship observed in this study emphasizes the importance of educational policies that support early skill-building programs. Policymakers could advocate for more structured early childhood education initiatives that foster literacy and cognitive development, ensuring that young learners acquire the necessary skills to succeed in language learning. In particular, the Department of Education (DepEd) could further invest in teacher training programs that emphasize the development of both cognitive and social-emotional skills, as these are proven to influence English proficiency. It is critical that policymakers create a policy environment that supports continuous professional development for educators in the Philippines, ensuring that teachers are equipped to nurture all aspects of a child's development.

The findings also support the need for a comprehensive, multi-faceted approach to early childhood education. Policymakers, particularly those involved with the Commission on Higher Education (CHED) and DepEd, should work together to review and refine education programs to ensure they cater to the development of foundational skills. According to López and Mendoza (2021), a curriculum that addresses both academic and non-academic skills

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creates more competent learners. By aligning education policies with the findings of this study, policymakers can help ensure that all students have the necessary tools for academic success, particularly in language acquisition. Ultimately, these policy changes will help enhance English proficiency and overall academic achievement, benefiting both individual learners and the Philippine education system as a whole.

ISSUES AND CONCERNS

Table 16 discloses the issues and concerns experienced by the teacher-respondents that affect the Basic English performance of learners.

Table 16

Issues and Concerns

Rank	Issues and Concerns	Frequency (n=10)
1	Limited Early Literacy Exposure	8
2	Difficulty in Transferring Early Skills to English	7
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The table indicates the most pressing issues identified by the teacher-respondents in relation to the Basic English performance of Grade II learners. The most frequently cited concern is Limited Early Literacy Exposure, reported by 8 out of 10 respondents (80%). Early literacy exposure is crucial for language development, as it sets the foundation for reading, comprehension, and language acquisition. Studies in the Philippines have highlighted that children who do not engage in early reading activities are more likely to struggle with English literacy in later years. According to Rosales and Santos (2021), early literacy activities at home and in school significantly influence the learners' language development, and a lack of such exposure is often associated with academic underachievement.

Another major issue identified is the Difficulty in Transferring Early Skills to English, with 7 respondents (70%) reporting this as a significant concern. Filipino learners often acquire literacy skills in their native language, but face challenges when applying these skills to English. This issue of language transfer can impact their ability to recognize and understand English vocabulary, grammar, and sentence structure. As pointed out by Bautista et al. (2021), many learners in the Philippines face difficulties transitioning from Filipino or local dialects to English, leading to struggles in comprehending and using the English language effectively.

DISCUSSION

This study assessed the level of manifested learning skills in relation to the English performance of the Grade II learners at Bonbon Elementary School, during the school year 2024-2025, as basis for learning exercises. This study assessed the level of manifested

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learning skills in relation to the English performance of the Grade II learners at Bonbon Elementary School, during the school year 2024-2025, as basis for learning exercises.

Conclusion

In conclusion, the findings highlight the significant relationship between the manifested learning skills of Grade II learners and their English performance, emphasizing the importance of early skill development in shaping academic success. The learners demonstrated a high level of effectiveness in skills such as school readiness, cognitive functioning, and social behavior, which positively impacted their English performance. This underscores the value of integrating foundational skills into early education to foster better language proficiency and overall academic development.

However, the study also identified several issues that affect learners' English performance. Limited early literacy exposure and challenges in transferring early skills to English were the most prominent concerns among teachers. Additional issues such as low confidence in language use, diverse learning backgrounds, and a lack of focus on phonemic awareness were also highlighted. These findings point to the need for targeted interventions, improved teacher training, and a more integrated approach to curriculum design to better support learners' English language development.

Recommendations

Based on the findings, it is recommended that schools implement targeted interventions such as early literacy programs, phonemic awareness training for teachers, and

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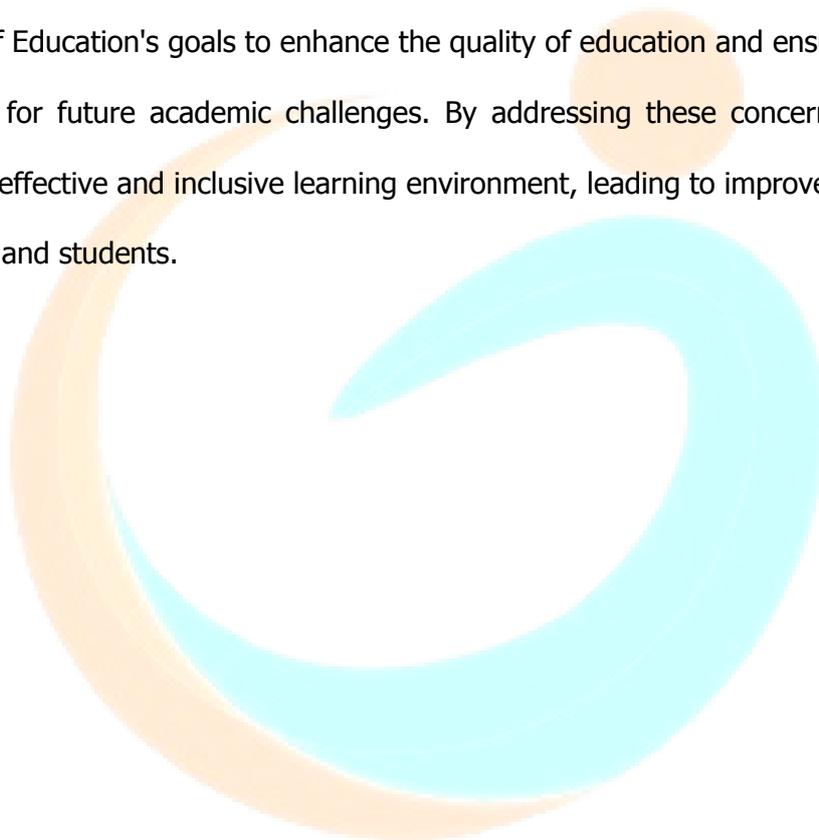
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strategies to boost learners' confidence in language use. These initiatives will benefit the overall success of the school by equipping teachers with the necessary skills to address diverse learning needs and by creating a more supportive learning environment for students. For school heads, prioritizing professional development and incorporating foundational skills into the curriculum will raise academic standards. Furthermore, these efforts align with the Department of Education's goals to enhance the quality of education and ensure learners are well-prepared for future academic challenges. By addressing these concerns, schools can foster a more effective and inclusive learning environment, leading to improved outcomes for both teachers and students.



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