

# Effectiveness of Cooperative Learning Strategies to the Test Performance of the Grade 11 Senior High School Students in Filipino

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**Abstract** — This study aimed to evaluate the effectiveness of the Cooperative Learning Strategies to the performance of Grade 11 learners in Filipino in Genaro B. Lureñana National High School, San Jose Ormoc City. The findings of the study were the bases for a Proposed intervention Plan. The study utilized random Sampling in identifying the respondents of the study. The test of difference between the scores in the pre-test and post-test of Grade 11 in Filipino for both control and experimental group.

Based on the results of the study in table 3, focuses on the control group results implies that though the teacher really gave already her best in teaching the topics to the grade 11 learners, she still needs to have ways and means how to make them motivated to learn the subject as well as to the topics delivered in the fourth grading period considering that there are still learners who were in need of full attention by the teacher which is in the good level of performance which means that if the teacher don't have the energy to deliver the topics it could be lowered their performances to the fair level of performances in order to learn from the topics being delivered by the teacher. Based on the results in Filipino of the experimental group which are the grade 11 learners, it implies that Grade 11 learners have belong in the very good level of performance, it is said to be one of the achievements of the teacher-researcher considering that there are improvements on the learning performances of the learners. But of course, the teacher should continue to give avenue to the learners to learn and increase their craft in learning the different learning competencies in Filipino. Furthermore, the teacher should continue to deliver or embed the intervention in learning the subject or lessons in Filipino for senior high school in order to get assurance prior to their completion from the present level. Moreover, in today's type of learning experiences, learners really need to be introduce on the things that they love the most thus, since the cooperative learning brought new learning opportunities, it should be continued and integrated to the different lessons in Filipino both in the control and experimental group of learners which implies that the grade 11 learners still need to have another strategies to experience and teacher should any means of making the learners motivated to learn the subject and improve their performance from the good level of performance to the highest one which is on the excellent level of performance. Experimental group

which are the grade 11 learners, it implies that Grade 11 learners have belong in the very good level of performance, it is said to be one of the achievements of the teacher-researcher considering that there are improvements on the learning performances of the learners. But of course, the teacher should continue to give avenue to the learners to learn and increase their craft in learning the different learning competencies in Filipino.

***Keywords — Effectiveness, Cooperative Learning Strategies, Performance, Grade 11 Learners, Filipino***

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## I. Introduction

Relatively recently, the image of a good teacher is associated with the ability to facilitate learning instead of merely lecturing, manifested by the emergence of literature related to cooperation and group work. In some way, being able to employ cooperative learning approaches in the classroom then perceptibly indicates a teacher's effectiveness in the classroom as a result of increased student performance (Gonzales & Torres, 2015).

One method to mitigate, or even correct poor levels of reading comprehension among students is cooperative learning strategies. It is a set of procedures and measures for assessing the acquisition of literacy skills.

The purpose of this study is to see how cooperative learning strategies can be used to improve the academic performance of Grade 11 students of GBLNHS and make a new approach that will cater students especially grade 11 students.

I chose this research topic to ensure that the study/academic materials I prepare in all the classes I handle will be understood by the students. I want to find ways to ensure that the students attain skills and learnings from the topics discussed to them. I also want to contribute to the teaching community new ways to tackle problems with students' intellectual levels. Focusing on addressing the student's problem with reading could be the way to improve their overall academic performance.

As a Filipino subject teacher in Senior High School, I can say that my learners are able to read text written in Filipino language but the problem here is that they could not comprehend to what they are reading especially those words that are new to them. They also had this difficulty in spelling and some of them are slow readers. They had a hard time constructing paragraphs without error in grammar. Every time I conducted Phil-IRI they frequently stopped or slowdown in reading unknown words or new words to them. Also, omission of words was often observed. Their literacy skills does not matched to the level of what you expected them. These are some of the problems I had encounter in teaching Filipino subject.

This study aimed to determine the effectiveness of the cooperative learning strategies to the test performance of the Grade 11 senior high school students in Filipino. The findings of the study served as a basis of a proposed Intervention plan.

Specifically, this study sought to answer the following questions.

1. What is the performance of the grade 11 senior high school students in Filipino before the integration of cooperative learning strategies based on the two groups?
  - 1.1. Control group; and
  - 1.2. Experimental group?
2. What is the test performance of the grade 11 senior high school students in Filipino after the integration of cooperative learning strategies based on the aforementioned groups?
3. Is there a significant difference in the pretest and posttest performances of the grade 11 senior high school students in Filipino through integration of cooperative learning strategies based of the two groups?
4. What improved intervention plan can be proposed based on the findings of the study?

#### Null Hypothesis

There is no significant difference in the pretest and posttest performances of the grade 11 senior high school students in Filipino before and after the integration of cooperative learning strategies based on the two groups?

1. Control group;
2. Experimental group

## II. Methodology

**Design.** This study utilized the True-Experimental research design to determine the Effectiveness of Cooperative Learning Strategies to the performance of the Grade 11 learners in Filipino. The findings of the study based on the comparative analysis are basis for Intervention Plan particularly in the 4<sup>th</sup> grading period. The main local of the study is the Genaro B. Lureña National High School, San Jose Ormoc City. It is under the supervision of Schools District 7 in the Schools Division of Ormoc City. In the aforementioned locale where the study was conducted, the main respondents that was chosen by the teacher-researcher was the Grade 11 learners who

were experienced the Effectiveness of Cooperative Learning Strategies to the performance of the Grade 11 learners in Filipino. The findings of the study based on the comparative analysis are basis for intervention Plan. The different assessments were carefully done by the teacher-researcher herself which are the pretest and posttest performances in Filipino. This is also the time that in between the pretest and posttest, the delivery of the most essential learning competencies in Filipino was then embedded with the Effectiveness of Cooperative Learning Strategies . This study mainly focuses on the results of the different tests to gather data: The pretest performance of the Grade 11 learners before the implementation of the Effectiveness of Cooperative Learning Strategies. The Posttest performance of the Grade 11 learners after the implementation of the Effectiveness of Cooperative Learning Strategies as well as the significant difference of the pretest and posttest before and after the implementation of the inclusion of the Effectiveness of Cooperative Learning Strategies. In the Quasi- experimental research design, the researcher prepared different Cooperative Learning Strategies that were focused on the learning competencies which are difficult to pass by the respondents as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed intervention plan was crafted and taken based on the findings of the study as well as on the recommendations based on the teacher-researcher findings from the results given by the Grade 11 learners .

**Sampling.** There are 43 total of respondents who are included in the study. 43 respondents of the study were Control group and 43 were belong to the experimental group. In gathering of data, the actual meeting of the respondents as well as the given the pretest and posttest assessment were given to the Grade 11 learners inside the classroom. Another way of contacting them are through cell phones of their respective parents for their awareness regarding the study being conducted.

**Research Procedure.** The researcher prepared the True-experimental research design that was used before and after the integration of the study. The Cooperative Learning Strategies in Filipino as well as the test questionnaire are the tools utilized in the study. The different tools prepared by the Teacher-researcher were the ff: teacher made Summative Test Questionnaire in Filipino of the aforementioned subject that were focused on the different competencies in the 4<sup>th</sup> grading period. The test questions were used before the inclusion of the Effectiveness of Cooperative Learning Strategies to the performance of the Grade 11 students in Filipino particularly in the 4<sup>th</sup> grading period were given to the learners. After one month of the intervention of the inclusion of the Effectiveness of Cooperative Learning Strategies to the performance of the Grade 11 students in Filipino, posttest was given to the grade 11 learners with the same test questionnaire given in the pretest assessment. Prior to the preparation of all validation tools which will be used by the teacher-researcher in determining their performances before and after the integration of the intervention together with the different inclusion of the Effectiveness of Cooperative Learning Strategies to the performance of the Grade 11 students in Filipino particularly in the 4<sup>th</sup> grading period which were utilized for the identified approach in

teaching, The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through the different Experts from the Schools Division Office, District Office and to the Schools where the available personnel such as the Master Teacher and in coordination with the school head were sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Schools Division Office. Orientation of the respondents both the learners and the teachers including the School Principal was done.

**Treatment of Data.** The Effectiveness of Cooperative Learning Strategies to the test performance of the Grade 11 students in Filipino particularly in the 4<sup>th</sup> grading period are the area of focused was treated through a Simple percentage, weighted mean and T-Test of Mean Difference respectively.

### III. Results and Discussion

**TABLE 1**  
**PRE-TEST PERFORMANCE OF GRADE 11 LEARNERS IN FILIPINO**

Score Range	Description	Control Group		Experimental Group	
		Frequency	%	Frequency	%
33-40	Excellent	0	0	0	0
25-32	Very Good	1	3	0	0
17-24	Good	32	74	22	51
9-16	Fair	10	23	20	46
1-8	Poor	0	0	1	3
Total		43	100	43	100
<b>Weighted Mean</b>		<b>18.76</b>	<b>Good</b>	<b>16.41</b>	<b>Good</b>

Table 1 showcases the pre-test performance of Grade 11 Learners in Filipino Subject. The results reflected in table 1 expected to be not so extra ordinary because everything before giving the validation of performances from the control and experimental group. This results was based from the learnings that comes from their cognitive domain as well as from the things that they have learn from the things that they have heard or interact from their classmates and from their teachers based on the different most essential learning competencies which should be lasted for 4 weeks or 1 month of implementation of the intervention.

Based from the table in Table 1 it was revealed on the table that pre-test performances of the Grade 11 learners in Filipino particularly in the Control group has a weighted mean of 18.76 which is interpreted as good level of performance. The good level of performance was specified through the different results in the different level of performances. In the Excellent level of performance having the scores from 33 to 40, there were none of the total respondents who took the pretest examination particularly in the control group belong in the excellent level of performance. In the very good level of performance having scores ranges from 25-32, there is only 1 respondent with an equivalent percentage of 3 percent from the total number of respondents being tested. In the good level of performance, there were 32 respondents or having a percentage of 74 percent which considered to be the dominant performance level gained by the control group in the validation of performance prior to the integration of the intervention. In the fair level of performance, there were 23 total number of respondents from the score ranging from 9-16 and said to be the 2nd to the highest level of performances among all the 5 performances. Lastly, on the poor level performance having the scores ranging from 1-8, it was revealed that there were none number of respondents who were belong to this level or has an equivalent percentage of 0 percent out of the 43 total number of respondents being tested in terms of skills prior to the integration of the intervention in the delivery of the lessons for the 4th grading period for the Filipino subject in Senior High School.

In the experimental group during the pretest performance validation where all of the respondents did not receive any intervention from the teachers during the delivery of the lessons, It was revealed on the same table that the pre-test performance of the Grade 11 learners has a weighted mean of 16.41 which is interpreted as good level of performance. Based from the results, it was revealed that in the Excellent level of performance having the scores ranging from 33 to 40, it was found out that there were none from the respondents who took the pretest examination particularly in this group belong to this level of performance. In the very good level of performance having scores ranges from 25-32, there were still none respondents from the 43 total number of respondents or it has an equivalent percentage of 0 percent. In the good level of performance with the scores ranging from 17-24, it can be shown that it has the majority among all the other level of performance having composed 22 total number of respondents belong to this level out of the 43 total number of respondents or percentage of 51 percent. In the fair level having the score ranging from 9-16, there were 20 total number of respondents from the total number of respondents in this level having 47 percent. Lastly, in the Poor level of performance with the scores



ranging from 1-8, there was only 1 respondent or 3 percent out of the 36 total number of respondents.

The result in table 1 which focuses on the pretest performance of the Grade 11 learners in Filipino for both control and experimental groups. In the control group results having good performance implies that they still need to have full attention and find ways and means how to let them motivated to learn the subject as well as to the topics delivered in the fourth grading period considering that there are still learners who were need full attention by the teacher in order to learn from the topics being delivered by the teacher considering that there are still learners who belong to the fair level of performance and have the tendency to go down due to lot of factors to consider. Another reasons for having the results is that maybe some of the learners specially to those who are in the fair level of performance have experience not really that comprehensive years in learning the subject thus, results are also not really that high in terms of mastery of the different learning competencies in Filipino. Based on the results in Filipino of the experimental group which are the grade 11 learners, it implies that though the learners have belong in the good level pf performance, they still need avenue to learn and increase their craft in learning the different learning competencies in Filipino. Furthermore, the teachers should introduce the techniques in learning the subject or lessons in Filipino for senior high school in order to get assurance that before the will be moved to other grade level no gray areas will be left among themselves considering that there are learners who are belong in the fair and poor level of performance.

**TABLE 2**  
**POST TEST PERFORMANCE OF GRADE 11 STUDENTS IN FILIPINO 2**

Score Range	Description	Control Group		Experimental Group	
		Frequency	%	Frequency	%
33-40	Excellent	0	0	22	51
25-32	Very Good	4	9	16	37
17-24	Good	39	91	5	12
9-16	Fair	0	0	0	0
1-8	Poor	0	0	0	0
Total		43	100	43	100
<b>Weighted Mean</b>		<b>21.21</b>	<b>Good</b>	<b>31.14</b>	<b>Very Good</b>

Table 2 showcased the posttest performance of Grade 11 Learners in Filipino Subject. The results reflected in table 2 are based from the things that they have learned based from the discussion made by the teacher-researcher while embedding the cooperative learning strategies. This results was based from the learnings that comes from the idea of having exposed to the new intervention that was embedded during the delivery of the different learning competencies in

Filipino which also gained based from the interaction made by the learners to each other during the activity, discussions or during the questions and answer portions made between the teacher and the learners that was happened during the 4 weeks or 1 month of the implementation of the intervention.

Based from the table in Table 2 it was revealed on the table that posttest performances of the Grade 11 learners in Filipino particularly in the Control group has a weighted mean of 21.21 which is interpreted as good level of performance. The good level of performance was still given or showed based on the specified the different level of performances. in the Excellent level of performance having the scores from 33 to 40, there were still none of the total respondents who took the pretest examination particularly in the control group belong in the excellent level of performance or it has 0 percent out from the 43 total number of respondents who took the examination. In the very good level of performance having scores ranges from 25-32, there is only 4 respondents with an equivalent percentage of 9 percent from the total number of respondents being tested. In the good level of performance, there were 39 respondents or having a percentage of 91 percent which considered to be the dominant performance level gained by the control group in the validation of performance prior to the delivery of the learning competencies in the fourth grading period. In the fair level of performance, there were none total number of respondents from the score ranging from 9-16 which has the same results on the poor level performance having the scores ranging from 1-8, it was revealed that there were none number of respondents who were belong to this level or has an equivalent percentage of 0 percent out of the 43 total number of respondents being tested in terms of skills prior to the integration of the intervention in the delivery of the lessons for the 4th grading period for the Filipino subject in Senior High School. In the experimental group during the posttest performance validation where all of the respondents who already received intervention which is the cooperative learning strategies from the teacher during the delivery of the lessons, It was revealed on the same table that the post-test performance of the Grade 11 learners has a weighted mean of 31.14 which is interpreted as very good level of performance. Based from the results, it was revealed that in the Excellent level of performance having the scores ranging from 33 to 40, it was found out that there were 22 total number of respondents from the 43 total respondents who took the posttest examination particularly in this group belong to this level of performance. In the very good level of performance having scores ranges from 25-32, there were 16 total number of respondents from the 43 total number of respondents or it has an equivalent percentage of 37 percent which is considered to be the 2nd to the highest from the 5 level of performances. In the good level of performance with the scores ranging from 17-24, it can be shown that it has composed of 5 total number of respondents belong to this level out of the 43 total number of respondents or percentage of 12 percent. In the fair level having the score ranging from 9-16, there were 20 total number of respondents from the total number of respondents in this level having 0 percent. And the same results in the poor level of performances.



The result in table 2 which focuses on the pretest performance of the Grade 11 learners in Filipino for both control and experimental groups. In the control group results having good performance implies that though the teacher really gave already their best in teaching the topics to the grade 11 learners, they still need to have ways and means how to make them motivated to learn the subject as well as to the topics delivered in the fourth grading period considering that there are still learners who were need full attention by the teachers which is in the good level of performance which means that if the teacher don't have the energy to deliver the topics it could be lowered their performances to the fair level of performances in order to learn from the topics being delivered by the teachers. Another reasons for having the results is that maybe some of the learners specially those belong in the good level of performance. Based on the results in Filipino of the experimental group which are the grade 11 learners, it implies that Grade 11 learners have belong in the very good level of performance, it is said to be one of the achievements of the teacher-researcher considering that there are improvement on the learning performances of the learners. But of course, the teachers should continue to give avenue to the learners to learn and increase their craft in learning the different learning competencies in Filipino. Furthermore, the teachers should continue to deliver or embed the intervention in learning the subject or lessons in Filipino 2 for senior high school in order to get assurance prior to their completion from the present level.

**TABLE 3**  
**TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 11 LEARNERS IN FILIPINO IN TWO GROUPS**

Groups	Test Scores		Computed T	Critical T	Decision	Interpretation
	Pre	Post				
<b>Grade 11 Learners Control</b>	18.76	21.21	0.812	0.931	Failed to Reject Ho	Not Significant
<b>Grade 11 Learners Experimental</b>	16.41	31.14	1.313	0.634	Reject Ho	Significant

Table 3 presents the test of difference between the scores in the pre-test and post-test of Grade 11 in Filipino for both control and experimental group before and after the implementation of the cooperative learning strategies. In this table, it reveals how the respondents responded the different learning competencies before during and after the delivery of the learning competencies in Filipino. Based on the results in table 3, it was revealed that the pretest performance in the control group which is equal to 18.76 is lesser than the posttest performance which is equal to 21.21 that resulted to the computed t value of 0.812 is lower than the critical t value of 0.931. So the hypothesis which states that there is no significant difference between the pretest and posttest performance of the Grade 11 students (control group) is rejected. Meanwhile, in the Experimental

group, there pretest performance is equal to 16.41 is lower than the posttest performance which is equal to 31.14. which resulted to the computed t value which is equal to 1.313 which is greater than the critical t value of 0.634 and the hypothesis which states that there is no significant difference between the pretest and posttest performance before and after the integration of the intervention in the delivery of the most essential learning competencies in Cooperative learning is rejected.

Based on the results of the study in table 3, focuses on the control group results implies that though the teacher really gave already their best in teaching the topics to the grade 11 learners, they still need to have ways and means how to make them motivated to learn the subject as well as to the topics delivered in the fourth grading period considering that there are still learners who were need full attention by the teachers which is in the good level of performance which means that if the teacher don't have the energy to deliver the topics it could be lowered their performances to the fair level of performances in order to learn from the topics being delivered by the teachers. Based on the results in Filipino of the experimental group which are the grade 11 learners, it implies that Grade 11 learners have belong in the very good level pf performance, it is said to be one of the achievements of the teacher-researcher considering that there are improvement on the learning performances of the learners. But of course, the teachers should continue to give avenue to the learners to learn and increase their craft in learning the different learning competencies in Filipino.

Furthermore, the teachers should continue to deliver or embed the intervention in learning the subject or lessons in Filipino for senior high school in order to get assurance prior to their completion from the present level. Moreover, in today's type of learning experiences, learners really need to be introduce the things that they love the most thus, since the cooperative learning brought new learning opportunities, it should be continued and integrated to the different lessons in Filipino.

**TABLE 4**  
**TEST OF DIFFERENCE BETWEEN THE SCORES IN THE POST-TESTS OF GRADE 11 LEARNERS IN FILIPINO IN TWO GROUPS**

<b>Groups</b>	<b>Test Scores</b>		<b>Computed T</b>	<b>Critical T</b>	<b>Decision</b>	<b>Interpretation</b>
<b>Grade 11 Learners</b>	Control	21.21	1.013	0.743	Reject Ho	Significant
	Experimental	31.14				

Table 4 presents the test of difference between the scores in the post-test of Grade 11 in Filipino subject both control and experimental group. In this table, it shows the significant difference of the two groups after they exposed to the different learning experiences using the different strategies in teaching for the control group and cooperative learning strategies for the

experimental group. Based on the results, it was revealed that the posttest performance in the control group which is equal to 21.21 is lesser than the posttest performance in the experimental group which is equal to 31.14 the pretest and posttest results of the control and experimental group gave the idea or results in the computed t value of 1.013 which is lower than the critical t value which is equal to 0.743. So the hypothesis which states that there is no significant difference between the posttest performances of the Grade 11 students in the control group and experimental group is rejected.

The results of the 2 groups both in the control and experimental group of learners implies that the grade 11 learners still need to have another strategies to experience and teachers should any means of making the learners motivated to learn the subject and improve their performance from the good level of performance to the highest one which is on the excellent level of performance. Experimental group which are the grade 11 learners, it implies that Grade 11 learners have belong in the very good level pf performance, it is said to be one of the achievements of the teacher-researcher considering that there are improvement on the learning performances of the learners. But of course, the teachers should continue to give avenue to the learners to learn and increase their craft in learning the different learning competencies in Filipino.

#### **IV. Conclusion**

Based from the results of the study on the integration of the Cooperative Learning Strategies in teaching Filipino with the different most essential learning competencies during the fourth grading period is significantly effective in improving the test performance of the learners considering that the learners really created big positive impact to their own performances to every formative test as well as during the validation of their learning experiences while they are exposing to the new intervention. In relation to the above premise, the utilization of cooperative learning strategies have created positive effect to both the learners and teachers considering that the learners are motivated in learning the subject through the different type of interaction inside the classroom.

#### **V. Recommendations**

The researcher offered the following recommendations to improve the performance of the Grade 9 learners in Technology and Livelihood Education.

1. The proposed intervention plan should be utilized and served as guide in implementing the cooperative learning strategies in the delivery of the different lessons in Filipino not only in the 4th grading period but also to other grade level.
2. The school head or School Administrator should conduct LAC Sessions which is more focus on the development or improvement and teaching strategies of the teachers as well

as different learning activities that will suit to the learning capacity of the learners not on the part of the teachers orientation.

3. The Education Program Supervisors should monitor to the schools and request to the school heads for one on one observation to the teachers on the utilization of the intervention as bases for the giving of Technical Assistance which could help the teachers improve in the implementation of the different learning strategies that the learners are still using during the delivery of the lessons.
4. The teachers should try to continue utilizing the intervention to determine the importance of the cooperative learning strategies in the delivery of the most essential learning competencies from the first to fourth grading in Filipino and also to monitor the level of acceptance of the learners to the new learning strategies applied by the teacher.
5. In relation to the abovementioned, the researcher is giving the authority to those future researchers to assess the effectiveness of the cooperative learning strategies in the delivery of the lessons in Filipino.

#### **ACKNOWLEDGEMENT**

First, I would like to thank God for guiding me through all of the challenges I have encountered, for all the blessings and opportunity He gave me to fulfill this graduate studies.

I am deeply indebted to my adviser Dr. Elvin H. Wenceslao for his constant support and direction throughout my master's degree. His knowledge, guidance and encouragement have been a great help to me and were essential to the achievement of my thesis. My study and the creation of this thesis were greatly influenced by his advice and thoughts. I am incredibly grateful.

I would like to express my deepest appreciation to Dr. Bryant C. Acar, chairman of the committee, who enabled me to complete and improve my study through his motivation and immense knowledge in giving suggestions and positive critique in enhancing my paper.

I also would like to extend my sincere thanks to the rest of my thesis committee Dr. Annabelle A. Wenceslao and Dr. Jasmine B. Misa for offering insightful comments and recommendations from the start of our proposal hearing up to our final defense.

I could not have undertaken this without the help of our school principal Catalina T. Pedong of Genaro B. Lureñana National High School for giving me the chance to conduct my research. I would be remiss in not mentioning my participants the Grade 11 Abnegation and Candor students of GBLNHS of S.Y. 2022-2023, who were participative during the conduct of my study.

To my classmates, I had the pleasure of working with you. Thanks for always being there in times when I had queries about my study.

I would also like to acknowledge my colleagues in Senior High School of GBLNHS for lifting my spirit and for their continued support and endless encouragement to complete my academic journey.

Lastly, I would also like to express my deep appreciation to my husband Joseph Tryone O. Austero, for the financial assistance, to my children Joem, Elijah and Ava who gives me smile and inspiration every day to do what I should have to do. To my parents and in-laws, for their unwavering support and tolerance as I conducted my research. Your supplication for me has kept me going so far.

To Western Leyte College of Ormoc Graduate Studies, I would like to express my sincerest gratitude for all the learnings, skills and values that I had learned from my professors. Thank you for all of your efforts, time and patience.

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**AUTHOR'S PROFILE****EMMA N. AUSTERO**

The author is born on January 10, 1982 at Ormoc City, Leyte, Philippines. She finished her Bachelor's degree in Secondary Education Major in Filipino at Western Leyte College of Ormoc, Ormoc City. She is currently finishing her Master's degree of Arts in Education major in Filipino at Western Leyte College of Ormoc City.

She is currently a Teacher II in the Department of Education and a Senior High School Teacher at Genaro B. Lureñana National High School at Barangay San Jose, Ormoc City, Leyte, Philippines.

Prior to her teaching profession, she has been employed in a private lending investor company where she spent almost 10 years. She started working as a collector, then posting clerk to cashier and ended up as a branch manager and came up to resigned.

She is a wife and a mother of three children. And the only daughter of her parent. Despite of being the only child, her parents is proud of her being kind and considerate person. Her colleagues describe her as a silent type but an approachable one. Her favorite past time is listening to music and playing with her children.