

Cultural Intelligence of Teachers and School Climate Amidst the Reopening Of Classes Post-Pandemic

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Abstract — The study aims to see how cultural intelligence of teachers is supported by the school climate as it survives to the school's quality and how to solve all the problems that the teaching divisions face in the reopening of classes after the pandemic. The study examined the school cultural intelligence, school climate, school quality, and education quality and the correlation of the variables in the public secondary schools of the Division of Davao City. The result of this study indicated that amid covid-19 the field of education continues significantly because cultural intelligence is affected by the school climate. All members of the teachers and students are encouraged to engage in face-to-face learning activities, often known as actual interactive learning, in conjunction with cutting-edge technology. In addition, it seems that the school atmosphere has a significant effect on the academic activities of learners. All aspects of education will be altered permanently as a result of the COVID-19 pandemic; school atmosphere, principal leaderships, teacher competences, school administration, and school resources all need to be in line with the demands of the new normal. To receive a decentralized education, teachers and students must attend a school with a positive learning environment and clear instructions on how to deal with the post-COVID-19 world.

Keywords — *Cultural intelligence, school climate, correlation, pandemic, education, school quality*

I. Introduction

The shift from in-person classes to remote learning and now back to sudden in-person classes has disrupted the traditional school environment and highlighted issues such as unequal access to technology and resources, which can widen the achievement gap between students. Additionally, the social isolation and stress caused by the pandemic have contributed to increased anxiety and mental health concerns among students, which can negatively impact the school climate. Truly, the effects of the pandemic are dragged up until this day and it is important to highlight the extent to which the teachers understand the diversity of learners in the form of cultural intelligence to ensure the promotion of a positive school climate.

There are several problems encountered by teachers across the globe regarding school climate, which can impact the academic performance, mental health, and well-being of teachers

and students alike. One of the most significant problems is the prevalence of bullying and harassment in schools, which can create a hostile environment and negatively impact students' emotional and academic well-being. According to a study by Karsli and Kocakaya (2020), bullying is still a major problem in schools and can lead to serious consequences such as academic failure, depression, anxiety, and suicide among students. Teachers often struggle to address and prevent bullying in their classrooms, and inadequate support from school administration and parents can exacerbate the problem. Another challenge faced by teachers is the lack of diversity and inclusivity in the school environment. A study by Cabello and Teranishi (2021) found that students from diverse backgrounds often feel marginalized and excluded in school environments that do not embrace their cultural identities or provide opportunities for cultural expression. Teachers must be equipped with the skills and knowledge to create inclusive and culturally responsive classrooms that celebrate diversity and promote social justice.

In addition, the reopening of classes in the Philippines has presented several challenges for teachers in creating and maintaining a positive school climate. One significant problem is the lack of resources and infrastructure to support remote learning. Many students and teachers in rural areas have limited access to technology and internet connectivity, which can hinder the effectiveness of online classes (Duka, 2020). Another issue faced by teachers is the mental health and well-being of students. The pandemic has caused significant stress and anxiety among students, and teachers may struggle to address these concerns in the absence of in-person interactions (Alvarez, 2021). Additionally, the prolonged closure of schools has disrupted students' social development and may lead to feelings of isolation and loneliness (Calayag, 2021).

Furthermore, the reopening of classes has highlighted existing inequalities in the education system. Students from low-income families may struggle to afford the necessary equipment and materials for remote learning, which can widen the achievement gap (Vergara, 2021). Teachers may also face challenges in providing equitable access to educational resources and support for students with disabilities.

In conclusion, teachers face several challenges in creating and maintaining positive school climates, including bullying and harassment, lack of diversity and inclusivity, and the impact of the COVID-19 pandemic. Moreover, the reopening of classes in the Philippines has presented several challenges for teachers in creating and maintaining a positive school climate. The lack of resources and infrastructure for remote learning, concerns about mental health and well-being, and existing inequalities in the education system are among the most significant issues faced by teachers. As a result, this study seeks to examine studies relating to school climate, which focused on the organizational variable, that is, the cultural intelligence of the teachers because this is crucial to understanding these influences.

Cultural intelligence refers to an individual's ability to understand and effectively interact with people from diverse cultures. In the context of schools during post-pandemic, it is crucial for educators and administrators to possess cultural intelligence to create a welcoming and inclusive

school climate for students from diverse backgrounds. According to a study by Dervin and Brouillard (2020), cultural intelligence can facilitate effective communication and understanding between teachers and students from diverse cultures. Teachers who possess cultural intelligence can adapt their teaching methods to meet the needs of diverse learners and create a supportive learning environment.

In a study by Li, Li, and Liang (2020), cultural intelligence was found to be positively associated with teacher-student relationships, which is a key component of a positive school climate. The authors argue that cultural intelligence can help teachers better understand and connect with students from diverse cultural backgrounds. According to a study by Wang, Zheng, and Ren (2021), cultural intelligence is an essential factor in creating an inclusive school climate post-pandemic. The authors found that teachers who possess cultural intelligence are better able to promote equity and diversity in their classrooms and create a welcoming environment for all students.

Metacognitive Cultural Intelligence. Metacognitive cultural intelligence refers to an individual's ability to monitor and regulate their own cultural knowledge and understanding in cross-cultural interactions. It involves the ability to reflect on one's own cultural biases and assumptions and adjust them to effectively communicate and interact with people from different cultural backgrounds. According to a study by Wu and Wang (2020), metacognitive cultural intelligence is a critical component of effective intercultural communication. The authors argue that individuals who possess metacognitive cultural intelligence are better able to monitor their own cultural biases and adjust their communication strategies to achieve mutual understanding with people from different cultural backgrounds.

Moreover, metacognitive cultural intelligence is an important skill that can help educators navigate the cultural diversity in schools and effectively engage with students from different cultural backgrounds. Specifically, metacognitive cultural intelligence refers to an individual's ability to monitor and regulate their own cultural knowledge and understanding in cross-cultural interactions. In a study by Mavroveli and Poutos (2020), metacognitive cultural intelligence was found to be positively associated with multicultural teaching efficacy. The authors argue that teachers who possess metacognitive cultural intelligence are better able to monitor their own cultural biases and adjust their teaching strategies to meet the diverse needs of their students.

Cognitive Cultural Intelligence. Cognitive cultural intelligence refers to an individual's knowledge and understanding of different cultural norms, values, and practices. In the context of schools, cognitive cultural intelligence can help educators to better understand the diverse cultural backgrounds of their students and create a more inclusive learning environment. In a study by Hua and Yuan (2020), cognitive cultural intelligence was found to be positively associated with multicultural education practices among Chinese pre-service teachers. The authors argue that pre-service teachers who possess cognitive cultural intelligence are better able to understand the cultural diversity in their classrooms and design culturally responsive teaching practices.

Motivational Cultural Intelligence. Motivational cultural intelligence refers to an individual's willingness to engage with and learn from people from different cultural backgrounds. In the context of schools, motivational cultural intelligence can help educators to develop positive attitudes towards cultural diversity and promote inclusive learning environments. In a study by Ali, Paska, and Ushioda (2020), motivational cultural intelligence was found to be positively associated with intercultural communicative competence among English language learners in the UK. The authors argue that learners who possess motivational cultural intelligence are more willing to engage with people from different cultural backgrounds and develop their intercultural communicative skills.

Similarly, in a study by Wang and Han (2021), motivational cultural intelligence was found to be positively associated with multicultural teaching efficacy among Chinese university teachers. The authors argue that teachers who possess motivational cultural intelligence are more motivated to engage with cultural diversity in their classrooms and design culturally responsive teaching practices. In a study by Ozdemir and Karakaya (2021), motivational cultural intelligence was found to be positively associated with teacher self-efficacy in multicultural education among Turkish teachers. The authors argue that teachers who possess motivational cultural intelligence are more likely to engage in professional development activities related to cultural diversity and design inclusive teaching practices.

Behavioral Cultural Intelligence. Behavioral cultural intelligence refers to an individual's ability to adapt their behavior to different cultural contexts. In the context of schools, behavioral cultural intelligence can help educators to communicate effectively with students from diverse cultural backgrounds and create a more inclusive learning environment. In a study by Pan and Lee (2020), behavioral cultural intelligence was found to be positively associated with intercultural communication competence among international students in the US. The authors argue that students who possess behavioral cultural intelligence are better able to adapt their communication style to different cultural contexts and develop more effective intercultural communication skills.

Similarly, in a study by Lin and Lin (2021), behavioral cultural intelligence was found to be positively associated with multicultural teaching efficacy among Taiwanese teachers. The authors argue that teachers who possess behavioral cultural intelligence are better able to adapt their teaching practices to meet the needs of students from diverse cultural backgrounds and create a more inclusive learning environment. In a study by Lin and Hu (2021), behavioral cultural intelligence was found to be positively associated with teacher self-efficacy in multicultural education among Chinese teachers. The authors argue that teachers who possess behavioral cultural intelligence are better able to navigate cultural diversity in their classrooms and design culturally responsive teaching practices.

Overall, behavioral cultural intelligence is a critical skill for educators in diverse school environments. It enables educators to adapt their behavior and communication style to meet the

needs of students from different cultural backgrounds, ultimately promoting a more inclusive and equitable learning environment.

School climate refers to the quality and character of the school environment, including the attitudes and behaviors of students, teachers, and administrators. In the context of post-pandemic schooling, school climate has become a critical concern as schools navigate the challenges of returning to in-person learning and supporting the well-being of students and staff. In a study by Mayer, Rusk, Tervo-Clemmens (2020), school climate was found to be a significant predictor of student mental health during the COVID-19 pandemic. The authors argue that schools with positive climates, characterized by supportive relationships and a sense of community, are better able to promote the well-being of students during times of crisis.

Teacher-Student Relationship. Teacher-student relationships refer to the quality and character of the interactions between teachers and students. In the context of post-pandemic schooling, teacher-student relationships have become even more critical as schools strive to create supportive and inclusive learning environments that promote the well-being and academic success of students. In a study by Wan, Zhang, Xi, and Chen (2020), teacher-student relationships were found to be a significant predictor of student engagement and motivation during the COVID-19 pandemic. The authors argue that teachers who maintain positive and supportive relationships with their students are better able to promote their engagement and motivation, even in the context of remote or hybrid learning.

Similarly, in a study by Lee et al. (2021), teacher-student relationships were found to be a significant predictor of student well-being and academic performance during the COVID-19 pandemic. The authors argue that teachers who maintain positive and supportive relationships with their students are better able to promote their well-being and academic success, even in the context of disruption and uncertainty. Moreover, in a study by Brouwer, Tomic, and Reenalda. (2021), teacher-student relationships were found to be a significant predictor of teacher well-being during the COVID-19 pandemic. The authors argue that teachers who maintain positive and supportive relationships with their students are better able to manage the challenges of remote or hybrid learning and promote their own well-being.

Overall, teacher-student relationships are a critical component of school climate in the context of post-pandemic schooling. They enable teachers to create supportive and inclusive learning environments that promote the well-being and academic success of students, even in the face of disruption and uncertainty.

Students-Peer Relationship. Student-peer relationships refer to the quality and character of the interactions between students themselves. In the context of post-pandemic schooling, student-peer relationships have become even more important as schools strive to create positive and supportive learning environments that promote the well-being and academic success of students. In a study by Lei et al. (2021), student-peer relationships were found to be a significant predictor

of student mental health and academic achievement during the COVID-19 pandemic. The authors argue that students who maintain positive and supportive relationships with their peers are better able to cope with the stress and uncertainty of the pandemic and perform better academically.

Similarly, in a study by Li and Li (2021), students-peer relationships were found to be a critical component of school climate during the COVID-19 pandemic. The authors argue that students who have positive and supportive relationships with their peers are more likely to feel connected to their school community and have a sense of belonging, even in the context of remote or hybrid learning. In addition, in a study by Zhou, Zhang, Tian and Lu (2021), student-peer relationships were found to be a significant predictor of student engagement and well-being during the COVID-19 pandemic. The authors argue that students who maintain positive and supportive relationships with their peers are more likely to be engaged in their learning and have better emotional well-being.

Overall, student-peer relationships are a critical component of school climate in the context of post-pandemic schooling. They enable students to create positive and supportive learning environments that promote their well-being and academic success, even in the face of disruption and uncertainty.

Administration of the School. The administration of the school, including school leaders, plays a critical role in shaping the school climate in the post-pandemic era. Effective school leadership can help to create a positive and supportive learning environment that promotes the well-being and academic success of students, even in the face of disruption and uncertainty. In a study by Li and Li (2021), the administration of the school was found to be a significant predictor of school climate during the COVID-19 pandemic. The authors argue that school leaders who prioritize communication, support, and collaboration with teachers, students, and parents are better able to create a positive and supportive learning environment that promotes the well-being and academic success of students.

Similarly, in a study by Sharma, Dixit and Koul (2021), school leadership was found to be a critical component of school climate in the context of post-pandemic schooling. The authors argue that school leaders who provide clear guidance, support, and resources to teachers and students are better able to create a positive and supportive learning environment that promotes the well-being and academic success of students. Furthermore, in a study by Frazier et al. (2020), school leaders were found to play a critical role in supporting teachers and students during the transition to remote and hybrid learning. The authors argue that school leaders who prioritize communication, flexibility, and collaboration with teachers and students are better able to create a positive and supportive learning environment that promotes the well-being and academic success of students.

Overall, the administration of the school, including school leaders, plays a critical role in shaping the school climate in the context of post-pandemic schooling. Effective school leadership

can help to create a positive and supportive learning environment that promotes the well-being and academic success of students, even in the face of disruption and uncertainty.

Security and Maintenance of the School. The security and maintenance of the school are another critical components of the school climate in the post-pandemic era. A safe and well-maintained physical environment is essential for promoting the well-being and academic success of students, especially in the context of ongoing health concerns and disruptions. In a study by Han, Fang, Yang and Li (2021), school safety and cleanliness were found to be significant predictors of school climate during the COVID-19 pandemic. The authors argue that schools that prioritize safety and cleanliness measures, such as regular disinfection, temperature checks, and social distancing protocols, are better able to create a positive and supportive learning environment that promotes the well-being and academic success of students.

Academic Orientation of the School. The academic orientation of the school refers to the focus on learning, teaching, and academic achievement. It encompasses a range of factors such as curriculum design, instructional practices, and academic support services that contribute to the academic success of students. In the post-pandemic era, the academic orientation of the school is crucial in promoting a positive and supportive school climate that enhances student learning outcomes. In a study by Brouillette and Goldstein (2020), the authors found that academic support services, such as tutoring, counseling, and academic coaching, were critical components of school climate in the context of online learning during the pandemic. The authors argue that schools that prioritize academic support services are better able to promote academic success and well-being of students in the online learning environment.

Similarly, in a study by Wang, Chen, Liang, and Gao (2021), the authors found that curriculum design and instructional practices were significant predictors of school climate in the context of post-pandemic schooling. The authors argue that schools that prioritize innovative and student-centered instructional practices, such as project-based learning and flipped classrooms, are better able to create a positive and supportive learning environment that promotes the well-being and academic success of students. In another study by Hossain and Dwivedi (2021), the authors found that academic orientation and focus on learning were significant predictors of school climate in the context of remote learning during the pandemic. The authors argue that schools that prioritize academic orientation and focus on learning, such as providing clear learning objectives, assessment criteria, and feedback, are better able to support teachers and students in the transition to remote learning.

Overall, the academic orientation of the school is critical in promoting a positive and supportive school climate that enhances student learning outcomes in the post-pandemic era.

This study is anchored on three theories. Primarily, this study is anchored on a social-ecological framework, which posits that school climate is influenced by multiple factors at the individual, interpersonal, institutional, community, and societal levels (Osher, Cantor, Berg,

Steyer, & Rose, 2019). Cultural intelligence, which involves the ability to understand and adapt to cultural differences, is seen as a key factor at the individual level that contributes to a positive and supportive school climate.

Another theory that connects cultural intelligence and school climate is the social learning theory, which suggests that individuals learn from their social environment through observation and modeling (Bandura, 1977). According to this theory, cultural intelligence can be developed through social learning experiences, such as exposure to diverse cultural contexts and interactions with individuals from different cultural backgrounds. This, in turn, can contribute to a positive and inclusive school climate.

In addition, the concept of culturally responsive teaching (CRT) has been linked to both cultural intelligence and school climate. CRT emphasizes the importance of incorporating cultural diversity into teaching and learning practices and promoting a positive and inclusive learning environment for all students (Ladson-Billings, 2019). Cultural intelligence is seen as a key factor in implementing CRT, as it enables teachers to understand and respond to the cultural backgrounds and experiences of their students, which can contribute to a positive and supportive school climate.

This study aims to determine the relationship between the cultural intelligence of teachers and the school climate among public secondary schools in the Division of Davao City amidst the reopening of classes post pandemic.

Specifically, this study seeks to answer to the following questions:

1. What is the extent of cultural intelligence of teachers amidst the reopening of classes post pandemic in terms of:
 - 1.1. metacognitive cultural intelligence;
 - 1.2. cognitive cultural intelligence;
 - 1.3. motivational cultural intelligence; and
 - 1.4. behavioral cultural intelligence?
2. What is the extent of school climate amidst the reopening of classes post pandemic in terms of:
 - 2.1. teacher-student relationship;
 - 2.2. students-peer relationship;
 - 2.3. administration of the school;
 - 2.4. security and maintenance of the school; and

2.5.academic orientation of the school?

3. Is there a significant relationship between cultural intelligence of teachers and school climate?
4. Which among the indicators of cultural intelligence of teachers significantly affect school climate?

II. Methodology

The study used descriptive quantitative research design employing correlational study. Quantitative research is a research method that uses numerical data to test hypotheses, generalize results, and make predictions about a population (Gomez, 2020). This study is conducted to determine the relationship between the independent variable (i.e., cultural intelligence of teachers) and the dependent variable (i.e., school climate).

In addition, this study is descriptive since it determines the level of cultural intelligence of teachers and school climate. Generally, descriptive research is useful in social and behavioral sciences because it allows researchers to examine the frequency and distribution of various variables, such as demographic characteristics or attitudes towards a particular topic. This type of research can help identify patterns or trends within the data, which can be used to inform future research or policy decisions (Abbas, Ashfaq, Yaseen, & Arshad, 2021). This descriptive study addresses objective details on the level of cultural intelligence of teachers and school climate. The survey questionnaire is an efficient strategy to collect the target respondents' data to answer the research questions. Thus, important data will be collected for the analysis using questionnaires.

The respondents of the study are the 150 public school teachers in the Division of Davao City. Moreover, the teachers must have a permanent status of appointment and have been working in their stations for not less than three years. Furthermore, the classroom teachers in Davao City fit perfectly in the current study since the division is composed of schools situated in both urban and rural areas, making the results of the study easier to be generalized. In addition, the researcher is a teacher in the same division, thus, the researcher aspires to understand the current level of cultural intelligence of the teachers and the school climate in the hopes of providing avenues to improve this aspect in the pedagogical realm.

In determining the respondents of the study, the researcher employed simple random sampling. A simple random sample is a sample that is drawn from a population in such a way that each member of the population has an equal chance of being selected for the sample (Feldman, 2020). Respondents in simple random sampling are chosen through a process of random selection, which ensures that each member of the population has an equal chance of being included in the sample. According to Kadam, Kulkarni, and Khairnar (2021), simple random sampling involves selecting a random sample of individuals from a population using a random number generator or

a table of random numbers. The authors note that the selection process should be truly random and not biased in any way, as this can result in a non-representative sample.

The first set of the questionnaire dealt with the level of Cultural Intelligence of the teachers (Cultural Intelligence Center, 2005). It is composed of four (4) indicators, namely: metacognitive cultural intelligence, cognitive cultural intelligence, motivational cultural intelligence, and behavioral cultural intelligence.

The second set of the instrument embarked with School Climate. It is composed of five (5) indicators namely: teacher-student relationship, students-peer relationship, administration of the school, security, and maintenance of the school, and academic orientation of the school.

In the study, the statistical tools used for data analysis and interpretations were the following statistical treatments:

Mean. This was used to determine the extent of cultural intelligence of teachers and school climate in the Division of Davao City amidst reopening of classes during post-pandemic.

Pearson Product Moment Correlation Coefficient. This statistical tool was used to determine the significant relationship between cultural intelligence of teachers and school climate in the Division of Davao City amidst reopening of classes during post-pandemic.

Linear Regression. This statistical tool was used to predict the influence of the cultural intelligence of teachers on the school climate in the Division of Davao City amidst reopening of classes during post-pandemic.

III. Results and Discussion

Cultural intelligence of teachers amidst the reopening of classes post pandemic in terms of metacognitive cultural intelligence, cognitive cultural intelligence, motivational cultural intelligence, and behavioral cultural intelligence

Cultural intelligence signifies teachers' ability to relate, communicate and work with others in culturally diverse situations. CQ goes beyond cultural sensitivity and awareness (although those are also important). Someone with a high CQ can quickly adapt and feel at ease in academic, business and social environments that include people from various cultures and ethnic backgrounds.

School E (3.78) leads the teachers in five schools in metacognitive cultural intelligence. Teachers in school E reflect and communicate with other teachers their cultural biases appropriately adjust them as they interact with people. Teachers of other schools (B-3.70; C-3.67;

A-3.64; and D-3.54) in this indicator extensively continue to interact with both students and teachers; conscious of their cultural biases; and have knowledge of their culture.

Knowledge of other culture's legal, economic and language systems is possessed by teachers at school D (3.88). Understanding of other cultures, their values, beliefs, crafts, and non-verbal behavior is also extensively done by schools B (3.79), E (3.63), A (3.61) and C (3.56). The result means that teachers in the five schools know extensively the systems of other cultures, their languages, their values and norms, marriage practices, and behaviors.

The willingness to associate and engage with other cultures is extensively practiced by teachers in the five schools. However, school C (3.72) and E (3.71) leads the other three schools in this indicator. Teachers of these two schools practice extensively motivational cultural intelligence which means that they are interacting with people from different cultures; socializing and perhaps living with people of unfamiliar cultures; and they are confident of getting accustomed to it. Teachers at schools A (3.61), B and D (3.60) are extensively doing these.

Adapting to other cultures means the changing of behavior, which means changing verbal, speaking tone and voice, and facial expressions to suit the other culture. This is extensively done by all five schools led by school D (3.92) followed by school E (3.70), C (3.68), B (3.65) and A (3.56).

School climate amidst the reopening of classes post pandemic in terms of teacher-student relationship, students-peer relationship, administration of the school, security and maintenance of the school, and academic orientation of the school

School climate refers to the quality and character of the school environment, including the attitudes and behaviors of students, teachers, and administrators. In the context of post-pandemic schooling, school climate has become a critical concern as schools navigate the challenges of returning to in-person learning and supporting the well-being of students and staff.

Relationships between teachers and students have evolved throughout the years. Before in the classroom, teachers were regarded as the leader, the boss, the figure that said it all. Teachers were like little "gods" on the pedestal – their words were a command to be followed. Today, teachers are regarded differently by students – still highly respected and loved, they are guides, discoverers, facilitators of knowledge. Today, teachers are priceless gems to be loved; there are interactions brought about by respect, admiration, and love. School A (3.78) topped the list of schools followed by schools C, E, D and B.

Students and their peers or other students also have relationships. The relationships among students are brought by academic interactions, socialization, camaraderie, and fellowship. Students care for each other, they respect each other, want to be friends with one another, and they feel a sense of belongingness together. School B (3.75) adheres to this indicator of school climate followed by School A (3.67), E (3.64), C (3.62) and D (3.57).

School administration is affected by how well the school administrator and the teachers work together. Effective school administration demands clear communications, a supportive environment, and positive vision. Reopening of school is a concerted effort of the school administrator along with the support of teachers, parents, community, and other stakeholders. Leading the pack of five schools in this category of school administration is school C (3.71) followed by D (3.68), A (3.63), E (3.58) and B (3.57). All five schools extensively prepared their respective school climates in the reopening of school during the post pandemic era.

The security and maintenance of the school are another critical component of the school climate in the post-pandemic era. Teachers in school B (3.78) always maintain a secure environment for both students and teachers. School B is followed by school E, D, A and C. A safe and well-maintained physical environment is essential for promoting the well-being and academic success of students, especially in the context of ongoing health concerns and disruptions. In a study by Han et al. (2021), school safety and cleanliness were found to be significant predictors of school climate during the COVID-19 pandemic. The authors argue that schools that prioritize safety and cleanliness measures, such as regular disinfection, temperature checks, and social distancing protocols, are better able to create a positive and supportive learning environment that promotes the well-being and academic success of students.

The academic orientation of the school refers to the focus on learning, teaching, and academic achievement. It encompasses a range of factors such as curriculum design, instructional practices, and academic support services that contribute to the academic success of students. All the descriptions in this variable were done by school D (3.74). The rest of the schools were also extensively securing and maintaining safe environments for their respective schools. In the post-pandemic era, the academic orientation of the school is crucial in promoting a positive and supportive school climate that enhances student learning outcomes. In a study by Brouillette and Goldstein (2020), the authors found that academic support services, such as tutoring, counseling, and academic coaching, were critical components of school climate in the context of online learning during the pandemic. The authors argue that schools that prioritize academic support services are better able to promote academic success and well-being of students in the online learning environment.

Significant relationship between cultural intelligence of teachers and school climate

The relationship of cultural intelligence and school climate is seen through the positive feeling of commitment felt by the teachers which produce a deeper impact on the students' and teachers' safety in school climate. The cultural intelligence of teachers is deepened by the healthy feeling of being a part of the schools' culture, family, and safe environment.

Metacognitive cultural intelligence of teachers and student-teacher relationships do not contribute to the increase of safety in school climate. Likewise, motivational cultural intelligence and administration of the school do not contribute to the increase of safety in school climate. On

the other hand, cultural intelligence of teachers may result in a positive sense of safety felt by students and teachers.

Indicators of cultural intelligence of teachers that significantly influence school climate

Multiple regression was applied to determine the variables which significantly influence cultural intelligence of teachers. Of the three variables, two produced coefficients that provided evidence for significant influence.

Cognitive cultural intelligence with the p-value of .028 (2.448) and behavioral cultural intelligence with p-value of 0.42 (1.376) are the two variables that produced strong evidence.

Discussion

Good schools distinguish between knowledge, understanding, skills, and competencies—and assist students in doing the same. A good school is a happiness to learn, teach, visit, and otherwise be a part of. A good school is a joy to learn, teach, visit, and otherwise be a part of. Good schools seek to develop great teachers, who in turn seek to develop all students in order to shape and change their world.

It is critical to understand whether the school where you teach is the best fit for you. There are many ways to learn before accepting a position there, as well as important traits of a successful institution. You can decide whether your school is of good quality and good climate by using these straightforward observations.

When you go into a school, the office staff is the first thing you see. They act as the school's model citizens. The school administration prioritizes customer service if the front desk is friendly to instructors, parents, and kids. However, if the office staff is unsatisfied and unkind, you should wonder whether the school as a whole, including the principal, has the right attitude toward pupils, parents, and instructors.

Be aware of institutions where the administration is difficult to reach. Locate a school with an office staff that is friendly, efficient, and eager to assist you, just as you would with any other business.

There is a good chance that you will get to meet the principal before beginning work at a school. You and the school as a whole depend on his attitude. A good teacher's leader should be personable, supportive, and imaginative. He should consider the learner when making judgments. The administrator should empower teachers while giving them the assistance and education they require to advance each year.

If you accept a position at a school with a principal who is seldom there or who is not receptive to new ideas, it will be challenging to work for them, leading to angry staff members, including you.

New teachers or instructors arrive at a school motivated and fired up to instruct and experiment. Many people think they can influence things. They typically have a lot to learn about classroom management and how the educational system functions at the same time. Veteran teachers, on the other hand, may be leery of change since they have years of experience and a thorough grasp of how to manage their classrooms and get things done in the school. You may develop as a teacher by working with a mix of seasoned professionals and newbies.

A principal has to build a set of fundamental principles that the entire staff adheres to in order to be genuinely effective. In order to do this, she will need to include the faculty and staff. A student-centered approach to education should be a recurring theme in all of the core values. What is best for the pupils should always be the main consideration while making decisions at school. There will be less infighting, and the school will be able to concentrate on its core mission of teaching when everyone shares this conviction.

Most school systems pair up new teachers with a mentor during their first year of employment. Others offer more casual advice to new teachers while some have established mentorship programs. Each school should assign new teachers with a mentor, regardless of whether the educator is fresh out of college or moving from another school district. Mentors may help new teachers understand school culture and get around school bureaucracy in areas as different as planning field trips and buying materials for the classroom.

Politics and drama are both present in almost every department at a school. For instance, there may be math department instructors who desire more authority or a bigger chunk of the budget. When choosing courses for the upcoming year or allocating spots at particular conferences, a seniority system will almost probably be in place. A decent school won't let this kind of behavior compromise the main objective of instructing kids. To foster a collaborative environment with a minimum of politics, the school's administrators should work together with the department heads and be clear about the goals for each department.

A degree of trust arises when administrators offer faculty members the freedom to make decisions that are supported by the administration, which promotes more creativity and more efficient instruction and the instructor who feels engaged and motivated in decision-making will be more satisfied with his job and more willing to accept decisions with which he may disagree. Again, this begins with the principal and shared core values that are related to determining what is best for students.

Unsatisfied teachers who do not want to put as much effort into their teaching will result from a school where there is no space for teachers' opinions, and they feel weak to give their opinions. You can tell if a school is of this type if you hear phrases like "Why bother?"

Even in the best schools, there will be teachers who refuse to share their knowledge with others. They will be the ones who arrive at school, lock themselves in their room, and do not leave

except for mandatory meetings. If the majority of the teachers at the school are doing this, you should avoid it.

Search for a high-quality school that strives to create an environment in which educators want to share with one another. This is what the school and department leadership should endeavor to emulate. Schools which encourage intra- and inter-departmental collaboration will see a significant improvement in classroom teaching quality.

A quality school's leadership communicates frequently with educators, staff, learners, and parents about what is going on. Rumors and gossip are common in schools where officers fail to inform the reasons for decision's result or forthcoming changes in a timely manner. School leaders should communicate with staff on a regular basis; the principal and administrators should maintain an open-door policy so that teachers and staff can come forward with questions and concerns as they arise.

Many middle and high schools do not emphasize parental involvement, despite the fact that they should. It is the responsibility of the school to bring parents in and help them understand what they can do. The greater the involvement of parents in a school, the better students will behave and perform. Many parents want to know what is going on in class but have no idea how to do so.

Over time, a school that emphasizes parental contact for both positive and negative reasons will become more effective. Fortunately, even if the school as a whole does not encourage such involvement, each teacher can implement it.

The following are school climate characteristics that would spell the difference for school. It is safely and comfortably written here by the author so that other schools may gain from it in the future.

The Characteristics of Effective School that Foster Safe Climate

1. *A well-defined and shared focus.* Everybody knows where they go and the reason why they go there. The focus is on reaching a shared vision, and everyone comprehends their role in doing so. The focus and vision are determined from shared convictions and values, coming about in a reliable heading for all parties included.
2. *High expectations and standards for all students.* Educators and school employees believe that all learners are capable of learning and meeting high expectations. While it is acknowledged that some students must overcome significant obstacles, these obstacles are not regarded as insurmountable. Students are given a challenging and rigorous course of study.
3. *Effective school administration.* To implement change processes, effective instructional and administrative leadership is required. Effective chiefs are proactive for seeking a help when it is required. They cultivate an instructional program and a school culture that promotes learning

and professional development. Effective leaders have a variety of styles and roles; teachers and other staff are frequently in positions of leadership.

4. *Extensive collaboration and communication.* All staff individuals, over all grades and subject zones, work well together. Everyone is involved and connected to one another, including parents and community members, to identify problems and work on solutions.
5. *Alignment of curriculum, instruction, and assessments with DepEd standards.* The curricula were developed in accordance with the fundamental standards for academic learning. Research-based instruction where techniques and materials are employed. The purpose of classroom and assessments, as well as what they measure and how student work is assessed, are all understood by the staff.
6. *Regular evaluation of learning and teaching.* Students that need help are identified through a constant cycle of various tests. Students that need more help are given extra help and instructional time, either during the school day or beyond regular school hours. On the basis of constant monitoring of student progress and needs, instruction is changed often. The outcomes of evaluations are used to concentrate and enhance educational initiatives.
7. *Professional development that is laser focused.* In regions of highest need, staff training is prioritized heavily. For thorough and continuing professional development, the feedback from teaching and learning is employed as a focal point. Additionally, the help is consistent with the districts or school's vision and goals.
8. *A welcoming learning environment.* The school's environment is conducive to study and is peaceful, healthy, and intellectually engaging. Because they respect and identify with the professor, students are appointed in learning. Small class sizes and individualized education improve student-teacher interaction.
9. *Involvement in family and community at a high level.* Students' families, companies, social service groups, community colleges, and universities all play important roles in educating them, in addition to their instructors and other school personnel.

IV. Conclusion

Cultural intelligence refers to an individual's ability to understand and effectively interact with people from diverse cultures. It is crucial for educators and administrators to possess cultural intelligence to create a welcoming and inclusive school climate for students from diverse backgrounds. According to a study by Dervin and Brouillard (2020), cultural intelligence can facilitate effective communication and understanding between teachers and students from diverse cultures. Teachers who possess cultural intelligence can adapt their teaching methods to meet the needs of diverse learners and create a supportive learning environment.

Metacognitive Cultural intelligence refers to an individual's ability to monitor and regulate their own cultural knowledge and understanding in cross-cultural interactions. It involves the ability to reflect on one's own cultural biases and assumptions and adjust them to effectively communicate and interact with people from different cultural backgrounds. According to a study by Wu and Wang (2020), metacognitive cultural intelligence is a critical component of effective intercultural communication. The authors argue that individuals who possess metacognitive cultural intelligence are better able to monitor their own cultural biases and adjust their communication strategies to achieve mutual understanding with people from different cultural backgrounds.

Refers to an individual's knowledge and understanding of different cultural norms, values, and practices. In the context of schools, cognitive cultural intelligence can help educators to better understand the diverse cultural backgrounds of their students and create a more inclusive learning environment. In a study by Hua and Yuan (2020), cognitive cultural intelligence was found to be positively associated with multicultural education practices among Chinese pre-service teachers. The authors argue that pre-service teachers who possess cognitive cultural intelligence are better able to understand the cultural diversity in their classrooms and design culturally responsive teaching practices.

Motivational cultural intelligence refers to an individual's willingness to engage with and learn from people from different cultural backgrounds. In the context of schools, motivational cultural intelligence can help educators to develop positive attitudes towards cultural diversity and promote inclusive learning environments. In a study by Ali, Paska, and Ushioda (2020), motivational cultural intelligence was found to be positively associated with intercultural communicative competence among English language learners. The authors argue that learners who possess motivational cultural intelligence are more willing to engage with people from different cultural backgrounds and develop their intercultural communicative skills.

Behavioral cultural intelligence refers to an individual's ability to adapt their behavior to different cultural contexts. In the context of schools, behavioral cultural intelligence can help educators to communicate effectively with students from diverse cultural backgrounds and create a more inclusive learning environment. In a study by Pan and Lee (2020), behavioral cultural intelligence was found to be positively associated with intercultural communication competence among international students in the US. The authors argue that students who possess behavioral cultural intelligence are better able to adapt their communication style to different cultural contexts and develop more effective intercultural communication skills.

School climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (Thapa, Cohen, and Guffey, and Higgins-D'Alessandro (2019). According to Cohen (2019), a sustainable, positive school climate fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society. This

climate includes norms, values, and expectations that support people feeling socially, emotionally, and physically safe. People are engaged and respected. Students, families, and educators work together to develop, live, and contribute to a shared school vision. Educators model and nurture an attitude that emphasizes the benefits of, and satisfaction from, learning. Each person contributes to the operations of the school as well as the care of the physical environment.

Student-peer relationships refer to the quality and character of the interactions between students themselves. In the context of post-pandemic schooling, student-peer relationships have become even more important as schools strive to create positive and supportive learning environments that promote the well-being and academic success of students. In a study by Thapa, Cohen, and Guffey, and Higgins-D'Alessandro (2019). According to Cohen (2019), student-peer relationships were found to be a significant predictor of student mental health and academic achievement during the COVID-19 pandemic. The authors argue that students who maintain positive and supportive relationships with their peers are better able to cope with the stress and uncertainty of the pandemic and perform better academically.

The administration of the school, including school leaders, plays a critical role in shaping the school climate in the post-pandemic era. Effective school leadership can help to create a positive and supportive learning environment that promotes the well-being and academic success of students. In a study by Li and Li (2021), the administration of the school was found to be a significant predictor of school climate during the COVID-19 pandemic. The authors argue that school leaders who prioritize communication, support, and collaboration with teachers, students, and parents are better able to create a positive and supportive learning environment that promotes the well-being and academic success of students.

A safe and well-maintained physical environment is essential for promoting the well-being and academic success of students, especially in the context of ongoing health concerns and disruptions. In a study by Han et al. (2021), school safety and cleanliness were found to be significant predictors of school climate during the COVID-19 pandemic. The authors argue that schools that prioritize safety and cleanliness measures, such as regular disinfection, temperature checks, and social distancing protocols, are better able to create a positive and supportive learning environment that promotes the well-being and academic success of students.

In the post-pandemic era, the academic orientation of the school is crucial in promoting a positive and supportive school climate that enhances student learning outcomes. In a study by Brouillette and Goldstein (2020), the authors found that academic support services, such as tutoring, counseling, and academic coaching, were critical components of school climate in the context of online learning during the pandemic. The authors argue that schools that prioritize academic support services are better able to promote academic success and well-being of students in the online learning environment.

Metacognitive cultural intelligence of teachers and student-teacher relationships do not contribute to the increase of safety in school climate. Likewise, motivational cultural intelligence and administration of the school do not contribute to the increase of safety in school climate. On the other hand, cultural intelligence of teachers may result in a positive sense of safety felt by students and teachers.

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AUTHOR'S PROFILE



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The author, a 41-year-old, married, was born on December 22, 1982, in Davao City, Philippines. She currently resides in VDLR St. Crossing Bayabas, Toril, Davao City. In 2020, she completed her bachelor's degree in Secondary Education, majoring in Technology and Livelihood Education at Davao Central College, located at Juan dela Cruz St, Toril, Davao City. Following her graduation, she successfully passed the Licensure Examination for Professional Teachers in September 2021 with a very satisfactory rating. Subsequently, in the following year, she secured a position as a regular permanent employee with the Department of Education, Division of Davao City. Presently, she is pursuing a Master of Arts in Educational Management while serving as a Senior High School TVL adviser at her school. Additionally, she fulfills various roles, including those of Special Needs Education Coordinator and Athletic Coach.

She believes that the most effective educators are passionate, dedicated individuals who make a lasting impact on their students' lives. These goals serve as a guiding light for her educational journey.

Language Learning Strategies and English Proficiency Of Grade 4 Learners Among The Integrated Schools In Cluster 4 Of Davao City

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Abstract — This study focused on language learning strategies and English proficiency learning through the lens of language-learning strategies, and how strategies-based instruction is implemented within the public elementary schools, specifically grade 4 of the Division of Davao City. The intent of this study was to determine the extent to which language-learning strategies are taught to language learners in public elementary schools, the specific strategies that language-learners use, and whether improvements to strategies-based instruction are needed. The result revealed that all strategies of language learning were effective and that teachers continue using these strategies to learn language. However, despite the strategies of language learning continually used by teachers, learners still have a hard time in writing English. Learners have difficulty and find writing in English hard to accomplish. The study found that, generally, language-learning strategies are not explicitly taught but implicitly learned. The study also found that learners used the strategies, leaving few of the strategies little used or unused altogether. Finally, the study recommends that language-learning strategies be taught explicitly, in awareness-raising exercises, so that students learn not only to identify the specific strategies available for use, but also how to apply them using the material being learned.

Keywords — *Language learning strategy, English proficiency, correlation, writing tasks, education of learners*

I. Introduction

Passers of board examinations of Professional Regulatory Commission (PRC) in all fields of endeavor continue to go down which is attributed to their low proficiency in the English language. Relative to the said claim, it was pointed out that students' proficiency in other subjects such as Science and Mathematics was affected with the students' level of proficiency in English language. Report further showed that their skills in problem solving was only 53%; analysis, 56%; and computation was 62%. These skills all require proficiency in English.

In contrast, Rafiu and Nwalo (2019), students who are highly proficient in the English language exhibit the ability to speak or perform in an acquired language. More so, Mojabi (2019) illustrated that highly proficient students could recognize and produce the distinctive grammatical

structures of a language and to use them effectively in communication. Also, Eisenmann and Summer (2019) noted that being proficient in English language has been considered as a sufficient condition for successful language learning.

On one hand, Sil (2019) reported that effective language learning strategies are generally believed to enhance student's motivation because it can help learners adopt more positive attitudes towards learning. Likewise, Dörnyei and Kubanyiova (2019) asserted that strategies for learning are thought to be effective in fostering student motivation in the classroom. Also, Raba (2019) pointed out that learning strategies encourage cooperation among students, this principle deals with teaching practices which encourages cooperation among students.

On the other hand, Schraw and Dennison (2019) defined debugging strategies as the individual's skills and strategy used to correct comprehension and performance errors. According to Kalmari (2019) the use of motivational strategies has been more important than learning what motivation is because learner motivating skill should be seen as central to teaching effectiveness. Likewise, Cicekc and Sadik (2019) asserted that attention is the first step in the learning process. Through this, students can focus on the meaning and significance of new information.

Research studies indicated that there exists a relationship among learning strategies, English proficiency, and debugging strategies of the students. However, most of them only examined the direct influence of learning strategies on the English proficiency of the students. Specifically, Villamizar (2019) showed that there is a significant relationship between language learning strategies and English proficiency among students. The findings indicate that the relevant factor in the effectiveness of the language learning strategies was not the type of strategies used by the learners. The key was the frequency of use of those strategies in the learning process. Also, Bosman and Schulze (2019) found that the preference to learn individually correlated most with motivation for achievement in language learning.

Thus, it is in this context that the researcher felt the need to fill-in the research gap of conducting a study in the Philippine setting, particularly in Davao City using a quantitative research approach. Specifically, the researcher makes use of a correlational approach to have a better understanding of a student's English proficiency as determined by language learning strategy which is found to be scarce. The present study intends to contribute to the limited body of knowledge regarding English language proficiency of the students in Davao region context.

Language learning strategy as defined by Moskovsky et al. (2019) refers to the factors that are consciously exerted by an individual to achieve some systematic and enduring positive effect. As proposed by Kean (2019), learning strategy is measured with memory strategy, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. According to Sil (2019) teachers' use of motivational strategies is generally believed to enhance student motivation because it can help learners adopt more positive attitudes towards learning. Thus, Kabody (2019) asserted that a teacher must have the knowledge of effective

motivational teaching strategies because they play the most significant role in the academic environment, engaging the learners and pursuing them the long journey of their learning.

In addition, Dörnyei and Kubanyiova (2019) asserted that strategies for learning vocabulary are thought to be effective in fostering student motivation to participate in language class. According to Babae (2019) without ample motivation, students with even the highest abilities cannot achieve long-term goals. Also, Kalmari (2019) pointed out that the use of strategies for learning has been more important than learning what motivation is because learner motivating skill should be seen as central to teaching students with vocabulary effectively.

More so, Alyami and Mohsen (2020) viewed that language learners must learn vocabulary learning strategies for better learning of vocabularies because this knowledge improves their process of acquisition. Making students aware of vocabulary learning strategies can be an influential method for teaching vocabularies. As suggested by the authors, language learners must be encouraged to use strategies in their process of learning. Having the ability to use vocabulary learning strategies makes learners autonomous and helps them in taking responsibility for their own learning. Alqurashi (2019) also believes that explicit teaching of vocabulary learning strategies grows the level of independence in language learners. Thus, I believe that knowing and using vocabulary learning strategies is the most important way for learning language.

Adding more, Raba (2019) asserted that certain characteristics are consistently associated with effective learning strategies as viewed by students, other teachers, and administrators. First, learning strategies encourage cooperation among students. This principle deals with teaching practices which encourage cooperation among students. Second, effective learning strategies characterized active learning, they support project-based learning which determines that students learn valuable skills from seeing and doing. Lastly, effective learning strategies provide the learner with valuable feedback about their progress; and accordingly can make amendments to improve their own learning. Darling-Hammond (2020) suggested that utilizing these characteristics of learning strategies appropriately requires well-trusted means of knowledge are needed and here the teacher's role appears.

Memory Strategy. The first indicator of language learning strategy in this study is memory strategy which refers to a set of techniques that are designed to help one remember (Kean, 2019). Such strategies range from every day, external aids (e.g., using a planner) to internal memory strategies (e.g., mnemonic devices) that facilitate storage and retrieval from long-term memory (Brown, 2019). According to Wang (2019) memory strategy involves linking the word with some previously learned knowledge and their goal is organization and consolidation. Noted that memory sub-strategies (acronym, grouping, and imagery), which help learners store and retrieve information, were taught to examine their impact on the short-term and long-term vocabulary retention. Further, Heidari (2020) asserted that memory strategy could be used as mnemonics by learners to make mental linkages that would allow new words to enter, remain, and be retrieved

for communication in long-term memory. Some researchers suggest that effective instruction requires a deeper level of processing of new words.

Cognitive Strategies. The second indicator of language learning strategy in this study is cognitive strategies which refers to the sets of mental processes that are consciously implemented to regulate thought processes and content in order to achieve goals (Kean, 2019). As described by Liu and Lin (2019) cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. These include repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization. According to Jaleel (2019) cognitive strategies involve the ability to think strategically and to solve problems, set goals, organize ideas, and evaluate what is known and not known. It also involves the ability to teach others and make the thinking process visible. It involves the control of various mental strategies for better cognitive performance. It is the regulation of one's own thinking process, and thus can fall in the domain of metacognition.

Compensation Strategies. The third indicator of language learning strategy in this study is compensation strategies which refers to the direct strategies used by learners to 'overcome knowledge limitations in all four skills' in learning and producing a new language (Kean, 2019). Compensation strategies 'help learners to overcome knowledge limitations in all four skills. This is very relevant to language learners because as learners they may lack knowledge about language to some extent. Thus, Compensation strategies have come to the rescue to help the learners to overcome their problems in learning a new language. In other words, we may say that Compensation strategies are crucial for language learners. For beginning and intermediate language learners, these strategies may be among the most important (Chee, 2019). Compensation strategies are also useful for more expert language users who occasionally do not know an expression.

Metacognitive Strategies. The fourth indicator of language learning strategy in this study is metacognitive strategies which refers to the set of skills that involve thinking about thinking (Kean, 2019). It is characterized by the ability of a person to manipulate and take control of his own thinking ability. It comprises both metacognitive knowledge and metacognitive regulation. Similarly, knowledge cognition as a multidimensional set of general skills. These skills are empirically distinct from general intelligence, and may even help to compensate for deficits in general intelligence and/or prior knowledge on a subject during problem solving.

Affective Strategies. The fifth indicator of language learning strategy in this study is affective strategies which refers to the learning strategies concerned with managing emotions, both negative and positive (Kean, 2019). According to Gambari et al. (2019) can happen by encouraging and counselling learners, by helping them identify achievable aims and work towards autonomous learning, through personalizing activities, and through pair and group work. Also, Fjelland (2020) asserted that affective strategies enable humans to perform in everyday life in the spheres of personal, social, and occupational activities. Mental processes that are referred to as cognitive

function include the ability to attend to things in a selective and focused way, to concentrate over a period of time, to learn new information and skills, to plan, to determine strategies for actions, to execute them, to comprehend language, to use verbal skills for communication and self-expression, and to retain information and manipulate it to solve complex problems.

Social Strategies. The sixth indicator of language learning strategy in this study is social strategies which refers to the are social acts that learners employ in order to understand better in the target language (Kean, 2019). Social strategies contribute to increasing the learners' interaction and empathetic understanding as they occur among and between people (Etxebarria et al., 2019). Social strategies are used for controlling the affective part of the student, that is, the person who is learning a language and maintains an interaction with somebody, not necessarily a teacher, who is feeding his affectivity, given that he fosters his self-esteem and self-confidence, apart from increasing his motivation. Moreover, such interaction influences the way of dealing with and understanding others, and some think that both respect and concern for the teacher and the rest of classmates' increases.

English proficiency or the ability of students to use the English language to make and communicate meaning in spoken and written contexts while completing their program of study as proposed by North and Schneide (2019) is indicated with spoken tasks, comprehension, interaction strategies, qualities of spoken performance, and writing tasks. Student's English Language proficiency as pointed out by Attaprechakul (2019) could play substantial role among pupils studying English as second language, and attitude implies a favorable or unfavorable evaluative reactions towards something, events, programs, and others exhibited in an individual's beliefs, feelings, emotions or intended behaviors. This is because attitude can distort the perception of information and affect the degree of their retention.

Spoken Tasks. The first indicator of English proficiency in this study is spoken tasks which refers to ability of transmission of a message that involves the shared understanding between the contexts in which the communication takes place (North & Schneide, 2019). It perceives language as a functional means of attaining a certain aim and succeeding in interpersonal communication. Conversation skills involve listening and speaking as well as reading and writing (Nasiri et al., 2019). According to Freddie Silver (2019) for effective teaching a teacher needs to be highly skilled in all these areas.

Comprehension. The second indicator of English proficiency in this study is comprehension which refers to the action or capability of understanding English language concepts (North & Schneide, 2019). According to Alam (2019) comprehension to the systems of language is crucial and equally as important as the development of fluency and contextual accuracy. In addition, Chang pointed out that conversation and speaking are linguistic activities which, like language itself, consists of several elements: viz., pronunciation, morphology and lexis, grammar and syntax, semantics, discourse, pragmatics, fluency (ease of speech, confidence, coherence, and speed), in addition to topicality (themes and ideas), individuals involved in conversational

activities need to develop at the same time knowledge of grammar, vocabulary functional language and communicative skills.

Interaction Strategy. The third indicator of English proficiency in this study is interaction strategy which refers to confidence, assertiveness in English language skills test (North & Schneide, 2019). Engen (2019) viewed that assertiveness and focusing one's attention is often driven by interest. By this view, the author pointed out that the desire to pay attention to a variety of stimuli takes away from the overall attention given to a specific stimulus. Dividing listening is equated with multitasking and the desire to focus on multiple agendas during a conversation process. However, paying attention cannot be divided and still be considered successful (Imhof, 2019). In fact, Brownell (2019) made clear that if a stimulus is never consciously attended to, it will not become part of the listener's memory. Listeners tend to focus on what he/she wants to hear or expects to hear. Ideas need to be connected to what is already known if they are to be placed in one's memory. Anything unpleasant or negative will often be blocked from one's memory.

Quality of Spoken Performance. The fourth indicator of English proficiency in this study is quality of spoken performance which refers to the variation in verbal and nonverbal forms of expression during conversational processes (North & Schneide, 2019). According to Bjerregaard (2019) non-verbal communication is a collection of expressions and body language an individual consciously or unconsciously expresses to anyone watching. These behaviors include facial expressions, postures, eye behaviors, tone of voice, and gestures. Nonverbal behaviors are of central importance to the expression of emotions. These non-verbal cues help regulate the flow of conversation, facilitate turn-taking, provide feedback, and convey subtle meanings.

Writing Tasks. The fifth indicator of English proficiency in this study is the writing task which describes the knowledge and abilities related to expressing ideas through the written word (North & Schneide, 2019). Nasiri et al. (2019) expressed that writing is the way of communicating ideas and messages orally. Writing helps individuals develop their vocabulary and grammar skills and then improve their writing skill. According to Efrizal (2019) individuals can express their emotions, ideas; tell stories; request; talk, discuss, and show the various functions of language. In context of English language learning, Leong and Ahmadi (2019) viewed that conversation in English is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. In addition, Mazouzi (2019) suggested that individuals should have enough English-speaking ability to communicate easily and effectively with other people.

This study is anchored on the Nativist Theory of Language Learning by Chomsky's (1995) which posits that the individuals are born with a specific language-learning area in their brains. The theory suggests that students learn a language much like they learn how to count, through repetition and reinforcement. Thus, language arises from stimuli and stimulus response. While this

is logical, it fails to explain how new words or phrases come about, since children are only parroting the things they have heard from others.

In support, Gilakjani and Ahmadi (2019) postulated that analyzing one's own particular learning strategy can be very helpful and beneficial to the students' motivation to be competitive academically by aiding them in becoming more focused and becoming attentive learners, which ultimately will increase educational success. By discovering this learning style, this will allow the students to determine their own personal strengths and weaknesses and learn from them.

Accordingly, it is contextualized in this study to develop an effective language learning strategy, thereby providing the students with skills for them to be highly proficient in English language. With the influence of such factors, the students will most likely be more motivated to attend class, and thus increasing their interest to pursue English-related courses.

This study aims to determine the relationship between language learning strategy and English proficiency of Grade 4 learners among the integrated schools in Cluster 4 of the Division of Davao City.

Specifically, this study seeks to answer to the following questions:

1. What is the extent of language learning strategy of Grade 4 learners in terms of:
 - 1.1. memory strategy
 - 1.2. cognitive strategy
 - 1.3. compensation strategy
 - 1.4. metacognitive strategy
 - 1.5. affective strategy
 - 1.6. social strategy?
2. What is the extent of English proficiency of Grade 4 learners in terms of:
 - 2.1. spoken tasks
 - 2.2. comprehension
 - 2.3. interaction strategies
 - 2.4. qualities of spoken performance
 - 2.5. writing tasks?

3. Is there a significant relationship between language learning strategy and English proficiency of learners?
4. Which among the indicators of language learning strategy significantly predict English proficiency of learners?

II. Methodology

The study used descriptive quantitative research design employing correlational study. Quantitative research is a type of study that gathers numerical data, analyzes that data using statistical methods, and then uses the results to confirm or deny ideas (Creswell & Creswell, 2018). This study will be conducted to determine the relationship between the independent variable (i.e., language learning strategy) and the dependent variable (i.e., English proficiency of learners).

In addition, this study is descriptive since it determines the level of language learning strategy and English proficiency of learners. Generally, a specific phenomenon or collection of occurrences may be described or summarized using data from descriptive research, a form of study strategy (Bryman, 2019). This descriptive study addresses objective details on the level of language learning strategy as perceived by the learners and the extent of their English proficiency. The survey questionnaire is a useful tool for gathering information from the intended respondents to address the research questions. So, employing questionnaires, significant data will be gathered for the analysis.

The respondents of the study are 150 Grade 4 teachers among the integrated schools of Cluster 4 in the Division of Davao City. Moreover, the teachers must have a permanent appointment status and stay in their current positions for at least three years. Because the cluster includes schools located in both urban and rural locations, the classroom teachers in Cluster 4 of Davao City also precisely suit the current study, making it simpler to generalize the findings. In addition, the researcher is a teacher in the same cluster, thus, the researcher aspires to understand the current level of language learning strategy and the English proficiency level of Grade 4 learners in the hopes of providing avenues to improve this aspect in the pedagogical sphere.

In determining the respondents of the study, the researcher employed simple random sampling. A probability sampling technique called simple random sampling includes choosing a sample of people at random from a population so that each person has an equal chance of being chosen (Creswell & Creswell, 2020). It is a sampling technique that includes choosing a sample of people from a population so that each person has an equal probability of getting chosen (Mertens, 2020). The researcher initially identifies the population of interest and gives each member of the population a number before doing basic random sampling. The appropriate number of people are then chosen from the population using a random number generator or table (Babbie, 2020).

The first set of the questionnaire dealt with the level of Language Learning Strategy which is adapted from Kean (2019). It is composed of six (6) indicators, namely: memory strategy, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

The second set of the instrument deals with English Proficiency of Grade 4 Learners. This instrument is adapted from North and Schneide (2019). It is composed of five (5) indicators namely: spoken tasks, comprehension, interaction strategies, qualities of spoken performance and writing tasks.

In the study, the statistical tools that were used for data analysis and interpretations were the following:

Mean. This was used to determine the extent of language learning strategy and English proficiency of Grade 4 learners among the integrated schools in Cluster 4 of the Division of Davao City.

Pearson Product Moment Correlation Coefficient. This statistical tool was used to determine the significant relationship between language learning strategy and English proficiency of Grade 4 learners among the integrated schools in Cluster 4 of the Division of Davao City.

Linear Regression. This statistical tool is used to predict the influence of language learning strategy on the English proficiency of Grade 4 learners among the integrated school in Cluster 4 of the Division of Davao City.

III. Results and Discussion

Language learning strategy of Grade 4 learners in terms of memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy

The memory strategy of language learning involves remembering what one has studied or read. New words, new knowledge, new learnings are remembered. Short and long term memory works its way through this indicator. School C (3.76) teachers are leaders in this indicator followed by D, (3.72), C and E (3.66) and B (3.59).

Thought processes and contents of the brain involves cognitive strategy. This indicator is used by learners when they want to learn successfully which involved repetition, summarizing, guessing, and imagination. Teachers of school B (3.73) use this language learning strategy when they teach followed by schools E (3.66), C (3.63), D (3.61) and A (3.52). The lowest mean is 3.33 of school A in the statement, "...using English words in different ways."

Compensation strategy involves overcoming knowledge limitations. When memory and cognition fails, learners compensate by additional new knowledge or language. Teachers of school C (3.75) have observed that learners used this indicator when learning languages. This is followed by schools D (3.73), A (3.68), B (3.62) and E (3.59).

This indicator involves thinking and the ability to think. Teachers in school B with a mean of 3.87 use this language learning strategy to teach learners. This is also true to school A (3.76) which results in exemplary performance of learners. Other teachers of the other schools are doing the same extensively C (3.72), D (3.69), and E (3.64).

Affective strategy involves concentrating over a period of time, learning new information and skills, planning, determining strategies for actions, executing them, comprehending language, using verbal skills for communication and self-expression, and retaining information and manipulating it to solve complex problems. Teachers of school C (3.77) lead this indicator followed by school E (3.72), then school A (3.67), D (3.61) and B (3.58).

Social strategy in language learning takes on interactions and understanding. Learners become more sociable with others, identifying with other learners and in the process solidifying his self-esteem and confidence. Social acts are continued to be modeled by teachers in school D (3.72), followed by school E (3.69), school B, C and A.

English proficiency of Grade 4 learners in terms of

1.1. spoken tasks, comprehension, interaction strategies, qualities of spoken performance, and writing task

Refers to the ability of transmission of a message that involves the shared understanding between the contexts in which the communication takes place (North & Schneide, 2019). It perceives language as a functional means of attaining a certain aim and succeeding in interpersonal communication. Conversation skills involve listening and speaking as well as reading and writing (Nasiri et al., 2019). For effective teaching, a teacher needs to be highly skilled in all these areas.

Refers to the action or capability of understanding English language concepts (North & Schneide, 2019). According to Alam (2019) comprehension to the systems of language is crucial and equally as important as the development of fluency and contextual accuracy. In addition, Chang pointed out that conversation and speaking are linguistic activities which, like language itself, consists of several elements: viz., pronunciation, morphology and lexis, grammar and syntax, semantics, discourse, pragmatics, fluency (ease of speech, confidence, coherence, and speed), in addition to topicality (themes and ideas), individuals involved in conversational activities need to develop at the same time knowledge of grammar, vocabulary functional language and communicative skills.

Refers to confidence, assertiveness in English language skills test (North & Schneide, 2019). Engen (2019) viewed that assertiveness and focusing one's attention is often driven by interest. By this view, the author pointed out that the desire to pay attention to a variety of stimuli takes away from the overall attention given to a specific stimulus. Dividing listening is equated with multitasking and the desire to focus on multiple agendas during a conversation process. However, paying attention cannot be divided and still be considered successful (Imhof, 2019). In fact, Brownell (2019) made clear that if a stimulus is never consciously attended to, it will not become part of the listener's memory. Listeners tend to focus on what he/she wants to hear or expects to hear. Ideas need to be connected to what is already known if they are to be placed in one's memory. Anything unpleasant or negative will often be blocked from one's memory.

Refers to the variation in verbal and nonverbal forms of expression during conversational processes (North & Schneide, 2019). According to Bjerregaard (2019) non-verbal communication is a collection of expressions and body language an individual consciously or unconsciously expresses to anyone watching. These behaviors include facial expressions, postures, eye behaviors, tone of voice, and gestures. Nonverbal behaviors are of central importance to the expression of emotions. These non-verbal cues help regulate the flow of conversation, facilitate turn-taking, provide feedback, and convey subtle meanings.

Ranging from extensive to less extensive and not extensive, the indicator of writing tasks describes the knowledge and abilities related to expressing ideas through the written word (North & Schneide, 2019). This is the indicator which the learners failed. Although the overall means are interpreted as less extensive, two indicators of school C and D produced low means of 3.15 which means that learners have difficulty in writing to friends, giving and asking for news.

Relationship between language learning strategy and English proficiency of learners

Each indicator of language learning strategy was tested with correlation tests with each indicator of English proficiency of learners to determine their correlation or relationships. Six variables of language learning strategy, namely memory, cognitive, compensation, metacognitive, affective and social strategies did not have significant relationships with four indicators of English Proficiency. Their correlation test resulted in no significant correlation. Thus, the hypothesis of no significant correlation is accepted.

However, all six variables of language learning strategy found significant correlation or relationships with the one variable of English Proficiency, namely Writing Tasks. This is evidenced by the result of the correlation test which produced no significant correlation with the variables of language learning strategy except in the variable of writing tasks. Thus, one variable of English Proficiency, namely writing tasks produced no significant correlation; all other variables produced significant correlation; hence, the hypothesis of no significant correlation is accepted in the area of writing tasks.

The data means that all strategies of language learning were effective and that teachers continue using these strategies to learn language. However, despite the strategies of language learning continually used by teachers, learners still have a hard time in writing English. Putting the English language in words, writing their emotions and what they feel on paper seem to be difficult for learners. Learners have difficulty and find writing in English hard to accomplish.

Indicators of language learning strategy that significantly predict English proficiency of learners

Multiple regression was applied to determine the variables which significantly predict English proficiency of learners. Of the six variables, two produced coefficients that provided evidence for significant prediction.

Affective strategy with the p-value of .032 (2.867) and social strategy with p-value of 0.48 (1.356) are the two variables that produced strong evidence. This data suggests that English proficiency of learners is significantly predicted by effective strategy conducted among them and social strategy which adheres to the socialization of learners.

Elementary education and K-12 affirms the importance of English proficiency for learners. There is strong evidence of the connection between language learning strategy and English proficiency for learners. The research in this regard is quite clear, namely that the frequency and perceived worth of interaction with other learners, and students is one of the strongest predictors not only of learners' but also of learners' success in the classroom.

Discussion

There are a variety of reasons why learners in their language learning fail in their academic pursuits. Financial hardship, employment, family responsibility, educational background, and time and energy are some of the chief factors. Other reasons contribute as well, such as "age, sex, attitude, motivation, aptitude... learning styles and cultural differences." All of these factors can be overcome but for one major hurdle: the English language.

My research has focused on English language teaching and learning through the lens of language-learning strategies, and how strategies-based instruction is implemented within the elementary public school system. The intent of this study was to determine the extent to which language learning strategies are taught to elementary learners in a public school, the specific strategies that language-learners use, and whether improvements to strategies-based instruction in the public schools are needed.

My conclusion is that learning strategies are not directly taught but implicitly learned in the classroom, that the language-learners studied in this research use little more than seventy percent of the strategies measured, and that improvements in strategies-based instruction can and should be made. Based on the results of this study alone, improvements in the way that language-

learning strategies are taught could result in the overall use of the strategies by elementary language learners.

In addition, drawing from other literature that connects language-learning strategies and English proficiency, explicit strategies-based instruction may lead to significant improvements in language teaching and learning. The intended outcome of strategies-based instruction is to raise learners' conscious awareness of language-learning strategies, to multiply and expand their use of the strategies, to facilitate and improve their learning of English, and to increase their prospects for academic success. Such an outcome would help move language learners, where they are often stalled or side-lined by a lack of English proficiency, toward the mainstream, with greater opportunities of financial success, upward mobility and future achievement for themselves and their families.

The purpose of strategies-based instruction is to raise student awareness about the types of learning strategies they can use to increase their English language proficiency. Since learning strategies are inherently a learner-centered process, it is incumbent upon teachers to explicitly teach these strategies, so learners can learn to use them rather than simply employ them as implicit teaching methods of teachers. Without explicit instruction, students' ability to develop and learn to use these strategies will be stalled if not greatly delayed.

Explicit instruction of the language-learning strategies should be incorporated into lesson plans, course syllabi and curricula in order to raise students' conscious awareness of them. The teacher can scaffold the instruction over a period of days or weeks, depending on the specific devices that are appropriate for the students' language level.

A comprehensive lesson plan or even a series of lessons can be woven into a teacher's regular course of instruction, or if the students are at an advanced level of language learning, into a single lesson targeting the specific needs of the students. Thereafter, the teacher should explicitly reinforce the strategies during regular classroom instruction before giving way to more implicit approaches. For advanced level students who have already learned some of the strategies, either by themselves or through implicit (or explicit) instruction, it may be adequate to simply design a lesson plan that introduces the meta-strategies along with the sub-types and specific devices as a means of reinforcing and expanding upon the principles of successful language learning.

In addition, curriculum writers should write explicit strategies-based instruction into the course designs, focusing first on direct strategies, and introducing indirect strategies at the intermediate and advanced levels, which are higher level cognitive and socio-affective processes. Since English language learners can receive the English program at grade 4 level, a progressive review of the strategies throughout the curricula should be designed to introduce and reinforce the strategies at every level of instruction. It is not necessary to design a separate course of instruction, with its own curriculum and student learning outcomes, since it is best to introduce the learning strategies alongside regular course content.

Finally, further research will be needed to test the results of the above recommendations and their implementation, with pre- and post-test measurements before and after the implementation of explicit, strategies-based instruction, and a long-term follow-up study to determine if the improved strategies instruction results in greater academic success and achievement.

IV. Conclusion

Language learning strategy as defined by Moskovsky et al. (2019) refers to the factors that are consciously exerted by an individual to achieve some systematic and enduring positive effect. As proposed by Kean (2019), learning strategy is measured with memory strategy, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. According to Sil (2019) teachers' use of motivational strategies is generally believed to enhance student motivation because it can help learners adopt more positive attitudes towards learning. A teacher must have the knowledge of effective motivational teaching strategies because they play the most significant role in the academic environment engaging the learners and pursuing them the long journey of their learning.

Memory strategy refers to a set of techniques that are designed to help one remember. Such strategies range from every day, external aids (e.g., using a planner) to internal memory strategies (e.g., mnemonic devices) that facilitate storage and retrieval from long-term memory (Brown, 2019). According to Wang (2019) memory strategy involves linking the word with some previously learned knowledge and their goal is organization and consolidation. Noted that memory sub-strategies (acronym, grouping, and imagery), which help learners store and retrieve information, were taught to examine their impact on the short-term and long-term vocabulary retention. Further, Heidari (2020) asserted that memory strategy could be used as mnemonics by learners to make mental linkages that would allow new words to enter, remain, and be retrieved for communication in long-term memory. Some researchers suggest that effective instruction requires a deeper level of processing of new words.

Cognitive strategies involve the ability to think strategically and to solve problems, set goals, organize ideas, and evaluate what is known and not known. It also involves the ability to teach others and make the thinking process visible. It involves the control of various mental strategies for better cognitive performance. It is the regulation of one's own thinking process, and thus can fall in the domain of metacognition.

Refers to the direct strategies used by learners to 'overcome knowledge limitations in all four skills' in learning and producing a new language. Compensation strategies 'help learners to overcome knowledge limitations in all four skills. This is very relevant to language learners because as learners they may lack knowledge about language to some extent. Thus, Compensation strategies have come to the rescue to help the learners to overcome their problems in learning a

new language. In other words, we may say that Compensation strategies are crucial for language learners. For beginning and intermediate language learners, these strategies may be among the most important (Chee, 2019). Compensation strategies are also useful for more expert language users who occasionally do not know an expression.

Refers to the set of skills that involve thinking about thinking. It is characterized by the ability of a person to manipulate and take control of his own thinking ability. It comprises both metacognitive knowledge and metacognitive regulation. Similarly, knowledge cognition as a multidimensional set of general skills. These skills are empirically distinct from general intelligence, and may even help to compensate for deficits in general intelligence and/or prior knowledge on a subject during problem solving.

The importance of developing metacognition in learning is recognized as a strong tool for academic success (Dunning et al., 2019). Accordingly, those students with good metacognitive skills demonstrate exemplary performance and creativity in performing physical education activities compared to those students who were noted with poor metacognitive skills.

Refers to the learning strategies concerned with managing emotions, both negative and positive. According to Gambari et al. (2019) this can happen by encouraging and counselling learners, by helping them identify achievable aims and work towards autonomous learning, through personalizing activities, and through pair and group work. Also, Fjelland (2020) asserted that affective strategies enable humans to perform in everyday life in the spheres of personal, social, and occupational activities. Mental processes that are referred to as cognitive function include the ability to attend to things in a selective and focused way, to concentrate over a period of time, to learn new information and skills, to plan, to determine strategies for actions, to execute them, to comprehend language, to use verbal skills for communication and self-expression, and to retain information and manipulate it to solve complex problems.

Refers to the social acts that learners employ in order to understand better in the target language. Social strategies contribute to increasing the learners' interaction and empathetic understanding as they occur among and between people (Etxebarria et al., 2019). Social strategies are used for controlling the affective part of the student, that is, the person who is learning a language and maintains an interaction with somebody, not necessarily a teacher, who is feeding his affectivity, given that he fosters his self-esteem and self-confidence, apart from increasing his motivation. Moreover, such interaction influences the way of dealing with and understanding others, and some think that both respect and concern for the teacher and the rest of classmates' increases.

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She took and passed the Licensure Examination for Teachers in 1997. She applied in the Department of Education and was appointed as substitute teacher at Piedad District, Toril, Davao City. She was hired as permanent teacher last January 30, 2004 at Baracayo Elementary School, Daliaon Plantation, Davao City. With God's love and guidance, she has been teaching for 20 years and 3 months now. Currently, a Teacher II and Grade 4 - Adviser at Gasco & Centina Integrated School, Purok 12 Bato, Toril, Davao City.

She took 36 master's units in 2007, and presently, she is finishing her Master's Degree in Master of Arts in Educational Management (MAEM) at Rizal Memorial Colleges, Inc. in Davao City.

She is a God-fearing, motivated and hopeful perspective in life. She believes that education gives people the mental, social, and emotional development they need to succeed in life and have a positive impact on society.