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PROFICIENCY LEVEL OF GRADE 5 LEARNERS IN READING AND WRITING IN FILIPINO: BASIS FOR A DEVELOPMENT PLAN

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Abstract : This study assessed the proficiency level of Grade 5 learners in reading and writing in Filipino as a basis for a development plan. The descriptive method of research with the use of the questionnaire served as the data gathering tool in this study. It employed Grade 5 learners of Sto. Domingo District, Division of Nueva Ecija during the school year 2023-2024. It used frequencies, percentages, and an average weighted mean to answer its research problems. It described the level of proficiency of Grade 5 learners in reading and writing in Filipino based on the results of the instrument assessing reading and writing skills, and the level of proficiency of the Grade 5 learners in Filipino based on analysis of the assessment results in terms of reading and writing. The study found that most of the Grade 5 learners have a very satisfactory performance in writing. Grade 5 learners are also proficient in reading in Filipino. The findings established that Grade 5 learners are having difficulty in reading and writing as proven by their numerous errors in their oral reading and compositions. The researcher recommended that Filipino teachers should construct other objectives that suit the reading and writing levels of the learners. The developed proposed recommendations to address the needs of the Grade 5 learners relative to the needs level of performance and proficiency in Filipino should be carried out by all concerned to improve the reading and writing skills of the students and a similar study should be conducted in other district or division to validate the findings of the present study.

Keywords: proficiency, reading, writing,Filipino

INTRODUCTION

Education plays a vital and indispensable role in the development of individuals and the transformation of societies. It serves as a foundational pillar in shaping the identity and progress of a particular race or culture. Through education, individuals embark on a journey of acquiring knowledge, specialized skills, and talents that enable them to function effectively and contribute meaningfully to society. The significance of education in building a better world cannot be overstated; it is a fundamental element that underpins the advancement of human civilization.

In our modern society, education is not just a luxury but a necessity for progress. It serves as the bedrock upon which our collective achievements rest. Every scientific discovery, technological innovation, or societal advancement is rooted in the knowledge and expertise gained through education. For instance, the development of cutting-edge technologies such as artificial intelligence, renewable energy sources, and medical breakthroughs all stem from the educational foundations laid down by generations of scholars and researchers.

Moreover, education plays a pivotal role in creating a conducive environment for personal growth and community development. By instilling values of critical thinking, creativity, and collaboration, education empowers individuals to address complex challenges and contribute positively to the world around them. It is through education that we can foster a culture of lifelong learning and continuous improvement, ensuring that society remains adaptable and resilient in the face of change.

However, the transformative power of education can only be fully realized when it is accessible to all members of society. It is imperative to establish an inclusive education system that not only eradicates illiteracy but also provides equitable access to

both basic and advanced educational opportunities. By investing in education, we invest in the future of our society, empowering individuals to reach their full potential and contribute meaningfully to a more prosperous and harmonious world.

The full implementation of the K to 12 Enhanced Basic Education Curriculum was deemed not sufficient to improve the quality of secondary education. The idea of working with a more relevant curriculum was conceived because of Laya's report in 1988 about quality education. Laya (1998) reported that the quality of Philippine Education has been declining. Elementary education was also noted as one of the levels of education which had deteriorated in standard and quality. Due to the poor quality of education and perceived shortcomings of the Enhanced Basic Education Curriculum, known as K to 12, the Department of Education formulated another educational reform. Hence, the introduction of the K to 12 Curriculum.

The adoption of the program is in response to the need to improve the competitiveness of our country's graduates as the ten-year basic education cycle is seen as inadequate for work and even not ready for higher education as mentioned previously. Overseas Filipino workers are not automatically recognized as professionals in other countries that view the ten-year education program as insufficient. The Philippines is the only country in Asia and is one of only three countries in the world with a ten-year basic education cycle.

But the first problem is to hold up the objectives of parents who see another two years for their children as an additional cost and as something that would delay their kid's entry into university and their ability to earn money to help their families. It lengthens their agonies in procuring whatever means to give their children the best yet affordable foundation. Luckily, DepEd has answered that the K to 12 basic education curriculums will be sufficient to prepare students for work. Furthermore, DepEd assesses that: "the curriculum will enable students to acquire Certification of Competency (COCs) and National Certifications (NCs). This will be under TESDA training and regulations. This will allow graduates to have middle-level skills and will offer them better opportunities to be gainfully employed or become entrepreneurs. There will be a school-industry partnership for technical-vocational tracks to allow students to gain work experience while studying."

The second problem is seen in the classroom setting where the teaching-learning process takes place the contemporary teacher factor with a 3-day seminar about the implementation of the K to 12 and was given one manual per quarter with one workload couldn't suffice to achieve targets. The tendency of poor-quality education is still to be expected if mastery of the lessons to be taught can't be given. A teacher's ability to teach will be affected if he/she lacks materials to be used and the knowledge to initiate learning is impossible.

Another problem concerning the implementation of the K to 12 Curriculum is the cost. It was observed that the government's budget to fully support this free ten-year basic education is no longer enough, how much more for twelve years K to 12 Curriculum? These problems should first be solved, as the lack of classrooms, furniture, high technology gadgets/equipment, error-free textbooks, and best-qualified teachers for an effective implementation of the problem.

Education has been one of the major concerns of the government. It is an essential element of the life of an individual or even a society. That's why it is stated in the Philippine Constitution Article XIV Section 1. The state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all. It also indicated in the same article Section 3 No. 2 that "All educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral characters and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge and promote vocational efficiency.

The K to 12 Program covers kindergarten and 12 years of basic education (six years of primary education, four years of junior high school, and two years of senior high school to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship.

The curriculum will be learner-centered, enriched, and responsive to the local needs. It will also allow students to choose electives/ specializations that suit their interests. This should partly address those who drop out because of a lack of personal interest in the curriculum offered.

DepEd will also continue to offer programs such as homeschooling for elementary students and the dropout reduction program for high schools. These programs address the learning needs of marginalized students and learners at risk of dropping out. The current curriculum will be decongested to allow mastery of learning k to12 offers a more balanced approach to learning that will enable children to acquire and master lifelong learning skills (as against a congested curriculum) for the 21st century. The current program crams a 12-year curriculum into 10 years, making it difficult for students to master the competencies. However, it will help free parents of the burden of having to spend time in college just to make their children employable. A student who completes k to 12 will be equipped with skills, competencies, and recognized certificates equivalent to a 2-year college degree.

The K to 12 basic education curriculum will be under the College Readiness Standards from CHED, which sets the skills and competencies needed by k to 12 graduates who wish to pursue higher education. As a part of the implementation, DepEd is in collaboration with CHED to provide more opportunities for working students to attend classes. CHED will download its general education subjects to K to 12, ensuring mastery of core competencies for k to 12 graduates. This may lead to a reduction in the number of educational expenses of households.

On the side of the teachers who will be facilitating the k to 12 teaching-learning process, teachers will be given sufficient in-service training to implement this program. The pre-service training for aspiring teachers will also be modified to conform to the requirements of the program. Training of national trainers for grades 1 to 7 was done on April 23-29, 2012. Training of grades 1 and 7 teachers was conducted at the regional and division levels in the whole month of May 2012.

DepEd Ordered No. 36, (2012). The overall design of the Grades 1 to 10 curriculum follows the spiral approach across subjects by building on the same concepts developed in increasing complexity and sophistication starting from grade school. Teachers are expected to use the spiral/progression approach in teaching competencies. The desired outcomes of grade 1 to 10 programs are defined in terms of expectancies as articulated in the learning standard. In general terms, students are expected at the end of Grade 10 to demonstrate communicative competence: think intelligently, critically, and creatively in life situations; make informed and values-based decisions; perform their civic duties; use resources sustainably; and participate actively in artistic and

cultural activities and the promotion of wellness and lifelong fitness. These general expectancies can be adopted in the teaching-learning plan as instructional objectives.

The content standards are stated in broad terms, i.e., "students are expected to demonstrate understanding of..." so that teachers, on the one hand, can differentiate how students will manifest their understanding, and students, and the other hand, can have the option to express their understanding in their way. Thus, students are not just expected to understand, but they should be able to demonstrate or provide evidence of that understanding. Evidence-based understanding, therefore, makes the content standards measurable.

The performance standards define the expected proficiency level which is expressed in two ways: should be able to use their learning or understanding in real-life situations, and they should be able to do this on their own. Students are expected to produce products and/or performance as evidence that they can transfer or use their learning in real-life situations. It answers the questions "What do we want students to do with their learning or understanding?" and "How do we want them to use their learning or understanding"?

There are eight learning areas comprising the core curriculum each of which is described in the following matrix: Nomenclature/Learning Area like (1) Integrated Language Arts English; (2) Filipino focused on the development of literacy and numeracy skills and learning concepts. The macro skills- listening, speaking, reading, writing, and showing spiral across grade levels and languages. The ultimate goal is communicative competence both oral and written; (3) Science, this course deals with the basic concepts in Biology, Chemistry, Physics, and Earth/ Space Science. Every quarter presents the different science disciplines across grade levels in increasing complexity. The course focuses on the development of awareness and understanding of practical everyday problems that affect the learners' lives and those around them; (4) Mathematics, which includes key concepts and principles of numbers sense, measurement, algebra, geometry, probability, and statistics as applied, using appropriate technology, in critical thinking, problem-solving, reasoning, communicating, making connections, representations and describe and decisions in real life; (5) Araling Panlipunan.

According to Education Secretary Br. Armin A. Luistro, the new curriculum is focused more on the learners and not on the teacher. Luistro said, "We are making it a real learning experience for the students, meaning, it will be less on memorization and more encouraging of critical thinking". In addition to this, a mother tongue-based multi-lingual education (MTB-MLE) will be used for instruction in Kinder to Grade 3 classes after studies showed that students learn more when their language at home is used in discussing the school lessons. Also, there will be less contact time as Grade 1 pupils will only attend school for half a day instead of 6 hours. Luistro explains, "It is important that our learners develop that natural love for learning and not feel that it is something imposed on them…we will reduce it to four hours to make education less stressful and more enjoyable."

For the first-year high school curriculum, Education Secretary Luistro mentioned that the lessons will be more interactive and meaningful to everyday life. This means that Science will be reflected in terms of its practical use. He further explains, "As students go up the ladder, we want them to learn skills that are being demanded by employers while at the same time giving them the chance to appreciate and enjoy the lessons". For instance, Luistro stresses that Science is to be integrated with all learning areas since it is a complex subject. He further expounds, "The focus of early education (Kinder to Grade 2) should be the fundamental skills and literacy of the pupils to develop better comprehension for more complicated subjects such as science".

Prof. Calingasan further explains that the K-12 curriculum for Social Studies will instead center on historical thinking skills rather than memory work (of dates, names, regions, capitals, etc) and accumulation of facts. She mentions examples of thinking skills such as "weighing the evidence of any information, using primary source evidence, analyzing and interpreting information, manifesting ethical standards (e.g., respect for differences, recognition of sources of evidence/idea). The K-12 Social Studies curriculum will also teach students about local history."

The present curriculum is described as congested. This means that students do not get enough time to perform tasks because the curriculum is designed to be taught in 12 years and not 10 years. The more obvious result of this is the fact that most high school students graduate without the readiness to take upon higher education or employment. These students are not equipped with the basic skills or competencies needed at work. Furthermore, the short duration of our basic education program puts Filipinos who are interested in either working or studying abroad at a disadvantage. This is because other countries see our 10-year program as incomplete, which then, causes Filipino graduates to not be considered as professionals abroad. Given all these supporting facts, there is indeed a need to improve the quality of basic education by enhancing it and by expanding the basic education cycle.

Records will show that as early as 1925, there were already efforts to improve the basic education curriculum and recommendations have been put forward since then. Thus, this idea of adding years to the present curriculum is not new.

The K-12 Curriculum envisions "holistically developed learners with 21st-century skills" (DepEd Primer, 2011). At the core of this basic education program is "the complete human development of every graduate" (DepEd discussion paper, p.6). This further means that every student would understand the world around him and a passion for life-long learning while addressing every student's basic learning needs: "learning to learn, the acquisition of numeracy, literacy, and scientific and technological knowledge as applied to daily life". In addition to this, every graduate is envisioned to have respect for human rights and would aim to become "*Maka-Diyos, Maka-tao, Makabansa, Maka-kalikasan*". The K-12 vision aims to have relevance in the socio-economic realm, as well. This means that the students would understand their role as productive members of the country. Such a vision can only be possible through an enhanced curriculum.

According to the DepEd discussion paper (2010), the K-12 curriculum aims to enable every child "to achieve mastery of core competencies and skills" (p.6) and develop tracks based on the student's interests and competencies. The focus of K-12 is twofold: curriculum enhancement and transition management.

With the K-6-4-2 model, the 2 years for senior high school is aimed at giving the students time to strengthen competencies and academic skills. The curriculum will also provide specializations in the following: science and technology, music and arts, agriculture and fisheries, sports, business and entrepreneurship, etc, depending on the occupation or career that they intend to pursue. These two years will build on skills that are essential to their chosen field.

The DepEd mentions in their discussion paper (2010) that they are "preparing a carefully sequenced implementation plan to ensure a smooth transition with the least disruption" in the current program.

The K to 12 Basic Education Program is the flagship program of the Department of Education in its desire to offer a curriculum that is attuned to the 21st century. This is in pursuance of the reform thrusts of the Basic Education Sector Reform Agenda, a package of policy reforms that seek to systematically improve critical regulatory, institutional, structural, financial, cultural, physical, and informational conditions affecting basic education provision, access, and delivery on the ground. The Department seeks to create a basic education sector that can attain the country's Education for All Objectives and the Millennium Development Goals by the year 2015 and President Noynoy Aquino's 10-point basic education agenda by 2016. These policy reforms are expected to introduce critical changes necessary to further accelerate, broaden, deepen, and sustain the Department's effort to improve the quality of basic education.

The challenges of the Department are great but are not insurmountable. Education outcomes in terms of achievement, participation, and completion rates point to the urgent need to improve the quality of basic education in the country. The National Achievement Test results for SY 2005-2010 show that many students who finished basic education do not possess sufficient mastery of basic competencies.

Students' performance in international tests such as the Trends in International Mathematics and Science Study (TIMSS) is dismal. In Grade IV Math and Science, TIMSS, 2003, the Philippines ranked 23rd in performance out of 25 countries. For high school Math, the Philippines ranked 34th out of 38 countries. In high school Science, it ranked 43rd out of 46 participating countries. In TIMMS, 2008 for Advanced Math, the Philippines ranked 10th out of 10 countries, even with only the science high schools participating. Another major challenge of the Department of Education is retaining those in school, particularly those at risk of falling out of the system.

Those who are at risk of dropping out are those who encounter difficult circumstances in life poverty, cases of teenage pregnancies, student laborers, children whose parents were poorly schooled, slum dwellers, families who live in areas with peace and order problems and learners with various forms of disabilities graduated HS. Of these 46 HS Graduates, only 20 reached college level and 16 earned college degrees.

The sad state of basic education in the country can be partly attributed to the congested basic education curriculum. The basic education curriculum is meant to be taught in twelve years, yet it is delivered in ten (10) years. The research findings of the comparative study of the curricula of Brunei Darussalam, Malaysia, Singapore, and the Philippines conducted by SEAMEO-INNOTECH, affirmed that indeed the Philippine basic education curriculum is congested, especially the Mathematics, Language, and Science subjects.

The relatively weak performance of Filipino students in Mathematics and Science in the TIMMS signifies that the Philippines must catch up with thereto the world. Besides, trade liberalization, the growing global market, and international agreements such as the Bologna and Washington Accords have kept countries focused on the comparability of educational degrees. Filipino graduates need to develop a competitive advantage over others in the ASEAN region and the world. Unfortunately, the ten-year basic education system handicaps overseas Filipino professionals competing in the world market. The Bologna Process3 requires 12 years of education for university admission and practice of profession in European countries. On account of the Bologna Accord, starting in 2010, undergraduate degrees in the Philippines are no longer recognized in most European countries. The Washington Accord prescribes a minimum of 12 years of basic education as an entry to recognition of engineering professionals. The short basic education cycle is a deterrent in pursuing recent initiatives like the APEC and ASEAN mutual recognition projects. APEC or Asia Pacific Economic Cooperation is an international forum of 21 member economies that acts collectively to advance their common interests. APEC is committed to a policy of reducing trade barriers and being a vehicle for promoting economic cooperation within the Asia-Pacific region. (Source: SEAMEO INNOTECH Study)

The Philippines is the last country in Asia and one of only three countries in the world (the other two being Djibouti and Angola of Africa) with a ten-year pre-university program. The Philippines had 11 years of basic education: seven years of primary and four years of secondary schooling. The Commonwealth government even then, did not feel that 11 years provided adequate preparation for tertiary education or the workplace. It decided to reduce the primary cycle to six years, which was duly done and added two years to high school, which did not happen. (De Jesus, Edilberto. Philippine Daily Inquirer, 01/08/2010).

The poor quality of basic education, as reflected in the inadequate preparation of high school graduates for the world of work contributes to the relatively high unemployment rate among the young and the educated.

The historical development of the Philippine basic education program proves the Department's continuing effort to improve the quality and relevance of basic education. In terms of curriculum development.

In the 2-2 Plan, both general and vocational secondary schools offered the basic or common curriculum of academic courses with one unit of Practical Arts in the first two years. In the last two years, the general secondary schools offered a pre-college academic curriculum with one unit of vocational elective each year while the vocational secondary schools offered more specialized vocational courses with one unit of academic elective each year. The 2-2 Plan was a differentiated curriculum leading either to a college or a technical course. Similar to that of the K to 12 curriculum, one of the guiding principles of the 2-2 Plan was that the curriculum of each school should provide vocational courses that are geared to the occupations, resources, and industries of the community or region where the school is located. It was seen to be a very responsive curriculum; however, it was met with strong opposition, especially from the private sector which requested its deferment due to lack of money, facilities, equipment for vocational education, and lack of guidance counselors.

The K to 12 graduate is equipped with the following 21st-century skills: 1) information, media, and technology skills, 2) learning and innovation skills, 3) effective communication skills, 3) effective communication skills, and 4) life and career skills. Information, media, and technology skills include 1) visual and information literacies, media literacy, basic, scientific, economic, and technological literacies, and multicultural literacy and global awareness. The learning and innovation skills are 1) creativity and curiosity; 2) critical thinking problem-solving skills and risk-taking. To develop effective communication skills, the following

skills must be taught: 1) teaming, collaboration, and interpersonal skills; 2) personal, social, and civic responsibility and interactive communication, and local, national, and global oriented.

The life and career skills are: 1) flexibility and adaptability; 2) initiative and self-direction; 3) social and cross-cultural skills; 4) productivity and accountability, 5) leadership and responsibility, and 6) ethical, moral, and spiritual values. The ideal K to 12 graduate manifests patriotism and nationalism, love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, observance of rights and duties of citizenship, strong ethical and spiritual values, moral character and personal discipline, critical and creative thinking, scientific and technological knowledge, and vocational efficiency.

An unusual experiment in adult education has been carried out in underdeveloped countries by the Fujitsu Company, a Japanese manufacturer of computers. The company has sent teams into many areas of the Far East, teaching people to use computers.

The rapid pace of technological change has had a significant impact in the industrialized nations. There is a recognized need for continued learning in most forms of employment today. Companies realize that they must continue to educate their workforces to remain competitive for example, segments of the adult population in many countries find it necessary to undergo employee retraining programs or even to learn entirely new jobs. Adult education programs are springing up constantly to meet these and other needs.

K to 12 Education Policy Research Paper in the United States of America seems to have a lot of mixed opinions as to how K to 12 education should be handled. There are members of the same party: Republicans and Democrats that cannot seem to come to a consensus as to how K to 12 education should run. While the articles all seem to reinforce that America has a problem when it comes to education, not one article has expressed a way or pointed to a solution as to how to fix both. Both democrats and republicans seem to agree that the American education policy is broken. Most Republicans in 2002 endorsed President Bush's No Child Left Behind Act, and in 2011 most of them seem to run the very ideas of the law.

The Department of Education (DepEd) citing Filipino student's low scores in both national and international tests, and our graduates' inadequate preparation for work and university, swiftly mobilized resources to pursue the program. Statistics are dismal. During the school year 2009-2010, National Achievement Test (NAT) passing rates for sixth grade and fourth-year students were only 59 and 46 percent, respectively. The Philippines was often fourth from last, or worst in the Trends for International Math and Science Study. In 2009, a World Bank survey found that employers considered graduates with only 10 years of basic education lacking in essential work skills, such as problem-solving and initiative. Our professionals abroad often do not get the recognition and remuneration they observe because most courses, particularly engineering, require two more years of study (Philippine Daily Inquirer: Chua: Straight Talk, 2012).

Educators assumed, with the K to 12 hopes to decongest the curriculum, by spreading lessons into 10. K to 12 is not new. Studies in the Philippines have shown that an additional year of schooling increased earnings by 7.5 percent. Studies validate that improvements in the quality of education will increase GDP growth by 2 percent to 2.2 percent. Minus 2 instead of plus 2 for those families who can't afford a college education but still wish to have their children find a good-paying job. Right now, parents spend at least 4 years of college to have an employable child. In our model, parents will not pay for 2 years of basic education that will give them an employable child. In effect, we are saving parents 2 years of expenses. The plan is not "Plus 2 years before graduation" but "Minus 2 years before work". To inspire a shift in attitude that completion of high school education is more than just college preparation but can be sufficient for a gainful employment or career.

All this time, the DepEd estimates the total funding requirement to procure all needed resources at P150 billion for 152, 569 new classrooms: 103,599 more teachers: 95.6 million more books: and 13.2 million seats. The cost will be compensated as the K to 12 will facilitate accelerated economic growth. K to 12 will facilitate mutual recognition of Filipino graduates and professionals in other countries. A better-educated society provides a sound foundation for long-term socio-economic development. Several studies have shown that the improvements in the quality of education will increase GDP growth by as much as 2 percent.

Enriquez (2005) conducted a study on the status of the elementary curriculum in selected grade schools in the Division of City Schools in Manila. She aimed to determine the status of its implementation. Based on the findings of her study, she concluded that the implementation of the elementary curriculum in selected grade schools was moderately satisfactory.

Cruz (2006) on the evaluation of the implementation of NESC among Grade I pupils in the Division of City Schools in Manila, the researcher found out the extent of implementation of the instructional support services affected the achievement of the pupils. There seemed to be an inadequate supply of relevant instructional materials and resources like textbooks and supplementary references to effect instructional change. It was perceived by the teachers and administrators that problems like lack of multi-level exercises suit the different abilities of the learners, in congruency with the Millennium Learning Competencies teachers' manuals and guides, enrolment of Grade I pupils affected the successful implementation of the curriculum.

A study made by Tangco (2001) revealed that teachers should have knowledge of the new trends, objectives, the most effective methods in the teaching-learning process, and how to implement these effectively. He also added that if teachers do not know the know-how in classroom activities, they cannot effectively improve the interests, attitudes, needs, and work habits of their interest.

This statement clarifies the reason why the government is adding two years to basic education because they believe that this additional curriculum will be the way to have a progressive country with well-educated citizens.

This article emphasizes more on the importance of two years of basic education for the benefit of some Filipinos who want to work and migrate to other countries to get a better job according to their professions.

The study conducted by Pitre-Martin (2011) focused on the K to 12 Basic Education Curriculum and instruction. The study disclosed that the Division of the K to 12 Curriculum and Instruction develops the North Carolina Standard Course of Study that advances a comprehensive, balanced, educational foundation to meet the social, emotional, intellectual, and physical needs of all students and, provides effective leadership to local education agencies on addressing the unique developmental and learning needs of students as they acquire the skills necessary to accomplish educational, career, civic and personal goals in a twenty-first-century

global society. The researcher concluded that the K to 12 basic Education Curriculum can be better enhanced given a balanced curriculum and maximum participation from the stakeholders.

Sto. Domingo's study (2004) deals with the assessment of the implementation of the Art Education Curriculum in the nine pre-schools in Makati City and Dagupan City during the school year 2003-2004. The results of the evaluation were used as bases for the development of an Art Education Teaching Design for pre-schools. The assessment of the Art Education Curriculum of pre-schools involves two components, namely: Administrative components (Profile of the teaching staff, Physical facility, and media/materials/supplies and equipment) and Pedagogical components (Art activities provided and Schedule of art classes). The study also dealt with the problems encountered in the teaching of art education such as those related to activities, art materials/ equipment, time allotment, and related to location/size of the area.

Involved in the investigation were 45 teachers of Art Education from six pre-schools in Makati City and three schools in Dagupan City. The six schools in Makati City include Child Start International, Creative Play Corner, Early Learning Center, Golden Angels Super Learning Center, International Center for Beginning Beginners, and Pre-school Camp Inc. The three schools in Dagupan City include Pangasinan Universal Institute, Creative Montessori Center, and La Maria Academy.

The study employed the descriptive research method using the descriptive survey-status design with a questionnaire as the main tool for data gathering. Data from the questionnaire were validated from actual ocular observations made by the researcher.

Based on the significant findings, Sto. Domingo drew the following conclusions:

1. The pre-school teachers lack necessary educational preparation, hence there is a need to upgrade their skills and competencies.
2. The implementation of the Arts Education Curriculum based on indicators measured such as activities and materials provided, time allotment and location and size of the art does not meet the quality standards as observed.
3. The problems encountered in the teaching of Art Education are moderately serious to serious, hence there is a need to address these problems to improve the teaching of Art Education in the pre-schools.

The study by Franche (2009), determined the status of implementation of the Restructured Basic Education Curriculum in the barrio and central schools of Casiguran District, Division of Sorsogon, school year 2008-2009 The study revealed that there were five difficulties encountered by the teachers along teaching strategies. Four of these were interpreted as "moderate extent" by both central and barrio schoolteachers. They were a) non-implementation of the mode of teaching; b) non-implementation of the procedure of the modes of integrative teaching; c) hesitancy to team teaching, and d) inadequate skills in Makabayan teaching. Only one was interpreted as "less extent" by both barrio and central schools. It was a failure to integrate values into the lesson plan.

There are four difficulties encountered by the teachers along instructional materials, one of which was interpreted as "great extent" by both barrio and central schools. It was the inadequacy of pictures and other visual aids such as maps, globes, etc. On the other hand, three difficulties were interpreted as "moderate extent" by the central and barrio schoolteachers. They were a) inadequacy of textbooks, teacher's manual, and other references, b) lack of media equipment like TV, players, and tapes, and c) insufficient time and money to prepare the instructional materials needed. The study also found that there was a significant relationship between the performance level of pupils and the extent of difficulties encountered by the teachers.

The K to 12 Enhanced Basic Education Curriculum deserves attention and evaluation just like any other reform or policy in a system. The K to 12 deserves to be evaluated to determine its status and discover its strengths and weaknesses so that the strong points can be maintained or further polished while the weaknesses can be ascertained, and the weaknesses would serve as a basis for further improvements through better educational planning and implementation. It is for this reason that the researcher was motivated to undertake the proposed study. The study aimed to assess the policy guidelines on assessment of learning in the implementation of the K-12 curriculum relative to the teaching of Filipino as a subject to Grade 5 learners.

Statement of the Problem

This study sought to assess the proficiency level of Grade 5 learners in reading and writing in Filipino as a basis for a development plan in Sto. Domingo District, Division of Nueva Ecija during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the level of performance of Grade 5 learners in the teaching of Filipino in the new normal based on the results of an instrument assessing reading and writing skills?
2. What is the level of proficiency of the Grade 5 learners in Filipino based on analysis of the assessment results in terms of the following communication skills:
   a. reading
   b. writing
3. Based on the findings, what development plan can be proposed to address the needs of the Grade 5 learners relative to the needs level of performance and proficiency in Filipino?

METHODOLOGY

Research Design

The descriptive method of research with the use of the questionnaire served as the data gathering tool in this study. The rationale for the use of the descriptive method lies in the fact that the main purpose of this research design is to assess the performance in the teaching of reading and writing in Filipino as a subject to Grade 5 learners. It described the level of performance of Grade 5 learners in the teaching of Filipino based on the results of an instrument assessing reading and writing skills, and the level of proficiency of the Grade 5 learners in Filipino based on analysis of the assessment results in terms of reading and writing.

Sources of Data

This study was conducted in public elementary schools in Sto. Domingo District, Schools Division Office of Nueva Ecija during the School Year 2023-2024.

Instrumentation and Data Collection

The main data-gathering instrument of the study was a questionnaire checklist. The questionnaire focused on the implementation of the K to 12 Curriculum relative to the teaching of reading and writing in Filipino as a subject to Grade 5 learners in terms of the level of performance of Grade 5 learners in the teaching of Filipino based on the results of an instrument assessing reading and writing skills.

The instrument was presented to the adviser and panel members for corrections and initial improvements. The content validity of the instrument was tested by presenting it to the experts whose field of specialization is related to the nature of the study.

The researcher asked permission from the Schools Division Superintendent of Nueva Ecija to administer the conduct of the study.

Conducting and administering the questionnaire to the identified respondents was done personally by the researcher.

Tools for Data Analysis

The data that were gathered were analyzed and interpreted using the appropriate statistical tools based on the problem raised.

To determine the level of performance of Grade 5 learners in the teaching of Filipino based on the results of an instrument assessing reading and writing skills; and the level of proficiency of the Grade 5 learners in Filipino based on analysis of the assessment results in terms of reading and writing, frequency counts and percentages were used.

RESULTS AND DISCUSSION

Table 1. Level of Performance of Grade 5 Learners in Reading

Level of Performance	Frequency	Percentage
Outstanding	34	22.08
Very Satisfactory	102	66.23
Satisfactory	18	11.69
Total	**154**	**100**

Legend

90-100	-	Outstanding
80-89	-	Very Satisfactory
79 and below	-	Satisfactory

Table 1 shows that there are 34 or 22.08% of Grade 5 learners who are outstanding in terms of their performance in Reading in Filipino. There are 102 or 66.23% who have very satisfactory performance. The remaining 18 or 11.69% are satisfactory. This shows that despite the Filipino subject using Tagalog as the medium of instruction, some Grade 5 learners have difficulty in reading in Filipino.

Table 2. Level of Performance of Grade 5 Learners in Writing

Level of Performance	Frequency	Percentage
Outstanding	14	9.09
Very Satisfactory	68	44.15
Satisfactory	53	34.42
Fair	19	12.33
Total	**154**	**100**

Legend

90-100	-	Outstanding
80-89	-	Very Satisfactory
70-79	-	Satisfactory
69 and below	-	Fair

Table 2 shows that most of the Grade 5 learners have a very satisfactory performance in writing with 68 or 44.15%. It is also reflected in the table that 14 students are outstanding, 53, or 34.42% have very satisfactory performance, and 19, or 12.33% are fair. This means that Grade 5 learners' performance in writing in Filipino is still very low because only a few are outstanding. This means that they need to improve their writing skill in Filipino through intensive remediation to be conducted by Filipino teachers.

Table 3. Level of Proficiency of the Grade 5 Learners in Reading

Indicators	Frequency	Percentage
Highly Proficient	23	14.94
Proficient	67	43.51
Moderately Proficient	54	35.06
Slightly Proficient	10	6.49
Total	**154**	**100**

Legend

90-100	-	Highly Proficient
80-89	-	Proficient
70-79	-	Moderately Proficient
69 and below	-	Slightly Proficient

Table 3 illustrates the distribution of proficiency levels in reading Filipino among the respondents. It is evident that a significant portion, specifically 43.51%, are proficient in reading in Filipino. This indicates that a considerable number of individuals have a good grasp of the language. Following this, 35.06% are moderately proficient, showing that a substantial proportion falls in this category. Moreover, 14.94% are highly proficient, showcasing a smaller yet notable group of individuals who excel in reading Filipino.

On the contrary, 6.49% are slightly proficient, indicating a minority with basic skills in the language. It is interesting to note that despite the medium of communication being Tagalog, some pupils are not yet proficient in this language. This could be attributed to their preference for their mother tongue, which might hinder their proficiency in Filipino. Therefore, there seems to be a variation in the level of proficiency among the respondents, highlighting the diverse linguistic backgrounds and preferences present within the group.

Table 4. Level of Proficiency of the Grade 5 Learners in Writing

Indicators	WM	DE
On Rhetorical Structures	3.21	MP
Sentence Styles and Structures		
Free from awkwardness	3.43	MP
Free from wordy sentences	3.31	MP
Free from choppy sentences	3.28	MP
Free from illogical sentences	3.48	MP
Writing errors		
Internal punctuation	3.38	MP
Capitalization	3.45	MP
Mechanics		MP
Spelling	3.41	
AWM	**3.37**	**MP**

Legend

Point Value	Mean Range	Descriptive Equivalent
5	4.51-5.00	Highly Proficient (HP)
4	3.51-4.50	Proficient (P)
3	2.51-3.50	Moderately Proficient (MP)
2	1.51-2.50	Slightly Proficient (SP)
1	1.00-1.50	Not Proficient (pP)

Based on the analysis of the data, the findings established that Grade 5 learners are having difficulty in writing as proven by their numerous errors in their compositions. In addition, some of the errors showed texting styles which gives an idea that some learners tend to carry over their styles in texting in their formal writing. On rhetorical concerns, the introduction, body, and conclusion were not free from words being used in writing where students are moderately proficient with 3.21. Some awkward, wordy, choppy, and illogical sentences resulting in poor sentence styles and structures were also brought about by the said activity with 3.43, 3.31, 3.28, and 3.48 respectively. While there were few good sentences, most were phrases connected by commas and ended with periods as in texting. Wrong use of punctuation marks and capitalization also contributed to the problem. There were words which have punctuation marks though they were not needed while there were words that had no punctuation marks where they were needed. Such are just some of the writing errors. Also greatly violated is mechanics which embraces spelling. Many words that appear in writing were present in the compositions. Abbreviation is another thing. Aside from the fact that it is not accepted in formal writing, it gives an impression of laziness. And this is evident in many of the compositions with 3.41. Overall, Grade 5 learners are moderately proficient in writing in Filipino.

Recommendations

Based on the findings of this study and the conclusions drawn, the following are hereby recommended:

1. Construct other objectives which suit the reading and writing levels of the learners.
2. The developed proposed recommendations to address the needs of the Grade 5 learners relative to the needs level of performance and proficiency in Filipino as a subject in the K-12 Curriculum should be carried out by all concerned in order to improve the reading and writing skills of the learners.
3. A similar study should be conducted in other districts or divisions in order to validate the findings of the present study.

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