Research Article

The Teachers' Utilization of the Most Essential Learning Competencies (MELCS) and its Relation to the Learning Development of Grade Six Pupils in a Public School in the Philippines: Basis for a Proposed Program

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ABSTRACT

In education, ensuring that students develop the necessary knowledge and skills is critical, especially when faced with challenges in learning delivery. The Department of Education (DepEd) in the Philippines has implemented the Most Essential Learning Competencies (MELCs) to guide the curriculum and instruction in all public schools. MELCs were developed in response to the changing educational landscape brought on by the COVID-19 pandemic. MELCs aim to ensure that students gain the necessary competencies and skills for future success. The goal of MELCs is to ensure that students acquire the necessary competencies and skills that are essential for their future success. MELCs assist educators in designing and delivering effective learning experiences that align with the needs and goals of the curriculum. This study investigated the impact of utilizing Most Essential Learning Competencies (MELCs) on the academic development of Grade Six students in public schools in the Philippines during the academic year 2021-2022. Data was collected from 173 teachers and 67 master teachers using a descriptive research design. Results showed that MELCs were highly utilized in aligning lessons to content-area standards, providing flexible activities, congruent lesson planning, delivering assessment questions, and planning a learning process. Grade Six students showed outstanding cognitive, affective, and psychomotor development through the use of MELCs. However, teachers faced challenges such as lack of cooperation from parents and students, lack of financial resources, and lack of learning resources. Recommendations include seeking parental cooperation, providing additional learning resources, establishing a monitoring system, and offering interventions for students.

Keywords: *Basic education curriculum, Learning and development, Philippine public schools*

Introduction

In education, ensuring that students develop the necessary knowledge and skills is critical, especially when faced with challenges in learning delivery. To ensure the continuity of our learners' learning progression, it is critical to prioritize the learning competencies required in understanding succeeding concepts in the next grade level.

Gosselin (2017) studied and differentiated competency and learning outcomes as two related but distinct educational concepts. While competencies and learning outcomes can be used to describe the knowledge and skills acquired by learners in individual courses or in a program, they do not mean the same thing. Competency is a broad description that represents the desired knowledge, skills, and behaviors of a learner upon completing a program or course. Competencies typically define the applied skills and knowledge that enable individuals to effectively perform in professional, educational, and other life settings. On the other hand, learning outcomes are a clear statement that precisely describes what a learner will be able to do in a measurable manner. A given competency may have multiple measurable outcomes associated with it.

Sturgis (2016) stated in his study that the intensity of competency instruction is in its framework-wide foundation that makes the important input circles guarantee learners are learning. The five-section working meaning of competency training depicts the components that should be established to re-build the instruction framework to dependably deliver understudy learning: (1) learners advance upon exhibited dominance; (2) Competencies incorporate 25 unequivocal, quantifiable, transferable learning goals that enable learners; (3) Assessment is important and a positive learning background for learners; (4) Learners get auspicious, separated help dependent on their individual adapting needs; and (5) Learning results underscore abilities that incorporate application and production of information, alongside the advancement of vital aptitudes and dispositions.

In the Philippines, the Department of Education (DepEd) reiterated its commitment to providing high-quality, accessible, relevant, and liberating basic education services, and has implemented the Most Essential Learning Competencies (MELCs) to guide curriculum and instruction in all public schools. The MELCs will allow teachers to focus instruction on the most essential and indispensable competencies that all learners must acquire, thus, developing them into lifelong learners. It can also ease the burden of converting classroom-oriented learning resources into learning resources adapted to distance learning. Furthermore, the MELCS intend to assist the schools in navigating the limited number of school days as they employ multiple delivery schemes by providing them with ample instructional space.

Studies were conducted to improve teaching practices and review learning competencies in order to achieve 21st-century skills. Aguila (2015) conducted one of the studies to determine students' 21st century skills in the Philippines, focusing on learning and innovation skills, as well as information, media, and technology skills as essential components of instruction.

In the study of McClymont (2019), the lesson guide in the MELCs provided teachers and pupils with a clear sense of direction in the classroom. This is comparable to the study conducted by Ravina et al. (2021) on the impact of MELCs, but it varies in scope as the previous study focuses on students' learning progress while the recent study focuses on teaching practices.

In the study of Pupan (2021), the respondent perceived that the use of modules in the student's acquisition of the most essential learning competencies in the dimension of learning through a thought process, through action, and through implementation are all interpreted "to a high extent". Also, it was revealed that there is a significant relationship between the use of modules and the acquisition of the most essential learning competencies in planning in terms of thought process, action, and implementation.

In addition, through the utilization of MELCs, learners actively participate in various activities under the guidance and supervision of their teachers. MELCs also aid in the design

and development of a lesson guide, which begins by establishing goals and objectives as it provides a roadmap for the teaching and learning process. It serves as a valuable tool for teachers, alleviating the burden on students by specifying the knowledge, understanding, skills, and attitudes they are expected to demonstrate in each lesson. Moreover, MELCs determine the specific skills required for each subject matter, which are essential for the development of a lesson guide, as they revolve around the topic while aligning with the curriculum.

Furthermore, students can achieve the most essential learning competencies when they receive an adequate home-based support system and increased parents' educational opportunities. More so, positive results in the student's performance are expected when they are physically, psychologically, emotionally, and technologically ready and are set to embrace different learning delivery modalities as the need arises (Quinto, 2020).

Thus, this study will determine the utilization of the most essential learning competencies (MELCs) and its relation to the learning development of the Grade Six public school students in the Philippines. This will allow refinement of programs, better communications and better engagement, interest and motivation among those delivering the program.

Purpose of the Study

This study examined the use of Most Essential Learning Competencies (MELCs) and its impact on the learning development of Grade Six public school students in the Philippines as a basis for a proposed program.

Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of:
   1.1 Age;
   1.2 Gender;
   1.3 Educational Attainment;
   1.4 Years in Service; and
   1.5 Position
2. What is the status of the utilization of the most essential learning competencies (MELCs) in terms of:
   2.1 Learning resources content validity;
   2.2 Appropriateness of learners' activities;
   2.3 Congruency of the lesson plan;
   2.4 Alignment of the assessment; and
   2.5 Budget of time
3. What is the level of the learning development of the Grade Six pupils in terms of:
   3.1 Cognitive;
   3.2 Affective; and
   3.3 Psychomotor;
4. Is there a significant relationship between the status of the utilization of the Most Essential Learning Competencies (MELCs) and the level of the learning development of Grade Six pupils?
5. Is there a significant difference in the assessment of the two groups of respondents in terms of;
   5.1 Utilization of the Most Essential Learning Competencies (MELCs); and
   5.2 Level of the learning development of Grade Six Pupils
6. What are the challenges encountered by the teachers in the utilization of the Most Essential Learning Competencies (MELCs)?
7. What are the suggested solutions by the teachers in the utilization of the Most Essential Learning Competencies (MELCs)?
8. What program can be proposed for the improvement by the teachers in the utilization of the Most Essential Learning Competencies (MELCs) and learning development of the Grade Six pupils?

Methods

This study utilized the descriptive correlational which is a form of quantitative research design. It is a critical examination of events, subjects, objects, or ideas with intent of providing exact information about the condition of such phenomenon. This method of data collection is suited where the population under study is relatively large, and where the phenomena under investigation were observed directly by the researcher.

A digital survey questionnaire was used to collect data from respondents. The data was collected from 164 randomly selected respondents, which included 121 teachers and 43 master teachers from public schools in the Philippines. The study determined the profile of the

respondents, including their age, gender, education, years in service, and position. The respondents also assessed the utilization of Most Essential Learning Competencies (MELCs), focusing on the validity of learning resources, appropriateness of learners' activities, congruency of the lesson plan, alignment of assessment, and budget of time. Finally, the respondents evaluated the level of learning development of Grade Six students in the cognitive, affective, and psychomotor domains.

Different statistical methods were used in the interpretation of data. Frequency and Percentage Distribution was used to determine the profile of the respondents. Weighted Mean was used to assess the utilization of Most Essential Learning Competencies (MELCs) and to determine the level of learning development of the students. Pearson r and t-Test were used to test the significant relationship between the status of the utilization of the Most Essential Learning Competencies (MELCs) and the level of learning development of Grade Six students.

Results and Discussion
A. The Respondents' Demographic Profile
Table 1. The Profile of the Respondents in terms of Age

Indicators	f	%	Rank
20 – 25	5	3.05%	7
20 – 26	11	6.71%	6
31 – 35	21	12.80%	4
36 – 40	23	14.02%	2
41 – 45	19	11.59%	5
46 – 50	23	14.02%	2
51 and above	62	37.80%	1
Total	**164**	**100%**	

Table 1 shows the frequency and percentage distribution of the respondents' profile in terms of age. Out of the 164 respondents, 62 (37.80%) were aged 51 and above, 23 (14.02%) were aged between 36-40 and 46-50, 21 (12.80%) were aged 31-35, 11 (6.71%) were aged between 26-30, and 5 (3.05%) were aged between 20-25.

Table 2. The Profile of the Respondents in terms of Gender

Indicators	f	%	Rank
Female	125	76.22%.	1
Male	39	23.78%	2
Total	**164**	**100%**	

Table 2 shows the frequency and percent distribution of the respondents' profile in terms of gender. Among the 164 respondents, 125 (76.22%) were female teachers, while 39 (23.78%) were male.

Table 3. The Profile of the Respondents in terms of Educational Attainment

Indicators	f	%	Rank
Bachelor's degree	28	17.07%	2
Bachelor's degree with MA/MS Units	112	68.29%	1
MA/MS Degree	16	9.76%	3
MA/MS Degree with PhD/EdD Units	5	3.05%	4
PhD/EdD Degree	3	1.83%	5
Total	**164**	**100%**	

Table 3 shows the frequency and percent distribution of the respondents' profile in terms of their educational attainment. Out of the 164 respondents, 112 (68.29%) had a Bachelor's Degree with MA/MS Units, 28 (17.07%) had a Bachelor's Degree, 16 (9.76%) had an MA/MS Degree, 5 (3.05%) had an MA/MS Degree with PhD/EdD Units, and 3 (1.83%) had a PhD/EdD Degree.

Table 4. The Profile of the Respondents in terms of Years in Service

Indicators	f	%	Rank
5 years and below	16	9.76%	5
5 - 10	31	18.90%	2
11 - 15	26	15.85%	3
16 - 20	17	10.37%	4
21 years and above	74	45.12%	1
Total	**164**	**100%**	

Table 4 shows the frequency and percent distribution of the respondents' profile in terms of years in service. Out of the 164 respondents, It can be seen that 74 (45.12%) of the respondents had 21 years of service, 31 (18.90%) had 5-10 years of service, 26 (15.85%) had 11-15 years of service, 17 (10.37%) had 16-20 years of service, and 16 (9.76%) had 5 years and below.

Table 5. The Profile of the Respondents in terms of Position

Indicators	f	%	Rank
Teacher I	19	11.59%	3
Teacher II	16	9.76%	4
Teacher III	74	45.12%	1
Master Teacher I	41	25.00%	2
Master Teacher II	14	8.54%	5
Master Teacher III	0	0	6
Total	**164**	**100%**	

Table 5 shows the frequency and percent distribution of the respondents' profile in terms of job position. Among the 164 respondents, 74 (45.12%) were Teacher III, 41 (25%) were Master Teacher I, 19 (11.59%) were Teacher I, 16 (9.76%) were Teacher II, and 14 (8.54%) were Master Teacher II.

B. The Status of Utilization of the Most Essential Learning Competencies (MELCs)

Table 6. The Status of Utilization of the Most Essential Learning Competencies (MELCs) in terms of Learning Resources Content Validity

Indicators	Teacher		
	WM	VI	R
1. Aligns lesson to content-area standards stated in MELC	4.66	HU	1
2. Helps increase the learning engagement and motivation of pupils	4.61	HU	5.5
3. Assists pupils in the differentiation of instructions prescribed in MELCs such as giving specified guidelines that respond to individual pupil's need	4.56	HU	10
4. Provides knowledge to practice a new skill gained in class through the MELC	4.61	HU	5.5

5. Allows learners to further improve the level of their performance independently	4.59	HU	9
6. Acts as a guide for both the teacher and the learner	4.62	HU	4
7. Provides quality teaching and learning.	4.64	HU	2
8. Aids in the learning process by allowing the pupils to explore the knowledge independently	4.59	HU	7.5
9. Provides learning skills to teach and learn by learners.	4.63	HU	3
10. Adds additional learning in line with MELCs' competencies and skills	4.59	HU	7.5
Average Weighted Mean	**4.61**	**HU**	

Legend: 4.20-5.00 Highly Utilized (HU), 3.40-4.19 More Utilized (MU), 2.60-3.39 Utilized (U), 1.80-2.59 Fairly Less Utilized (LU), 1.00-1.789 Not Utilized (NU)

Table 6 shows that the Most Essential Learning Competencies (MELCs) are highly utilized in terms of Learning Resources Content Validity, with an average weighted mean of 4.61. Respondents perceived aligning lessons to content-area standards stated in MELC, providing quality teaching and learning, and learning skills to teach and learn by learners as the most highly utilized indicators. Other indicators such as acting as a guide for both the teacher and the learner, helping increase the learning engagement and motivation of pupils, providing knowledge to practice a new skill gained in class through the MELC, aiding in the learning process by allowing the pupils to explore the knowledge independently, adding additional learning in line with MELCs' competencies and skills, allowing learners to further improve the level of their performance independently, and assisting pupils in the differentiation of instructions prescribed in MELCs are also highly utilized.

Table 7. The Status of Utilization of the Most Essential Learning Competencies (MELCs) in terms of Appropriateness of Learners Activities

Indicators	Teacher		
	WM	VI	R
Provides flexible activities for all learning areas as to its MELC.	4.58	HU	1
Produces access to an array of quality learning activities.	4.52	HU	6.5
Examines pupils' limitations in learning	4.50	HU	8
Considers the strengths and weaknesses of the learners in answering learning activities.	4.57	HU	2.5
Plans for proper construction of the learning materials.	4.54	HU	5
Applies evaluation and reflection on the results of the assessment of the answered activities.	4.57	HU	2.5
Issues follow-up learning activities based on the least mastered skills of the learners.	4.55	HU	4
Endorses educational pursuits to be in line with the MELC	4.47	HU	9.5
Organizes tasks based on the subject matter or content and activities	4.52	HU	6.5
Caters to a suitable project for proper learning.	4.47	HU	9.5
Average Weighted Mean	**4.53**	**HU**	

Legend: 4.20-5.00 Highly Utilized (HU), 3.40-4.19 More Utilized (MU), 2.60-3.39 Utilized (U), 1.80-2.59 Fairly Less Utilized (LU), 1.00-1.789 Not Utilized (NU)

Table 7 shows that the Most Essential Learning Competencies (MELCs) are highly utilized in terms of Appropriateness of Learners Activities, with an average weighted mean of 4.53.

Providing flexible activities for all learning areas as to its MELCs, considering the strengths and weaknesses of learners in answering learning activities, and applying evaluation and reflection on the results of the assessment are

perceived by respondents as the most highly utilized indicators. Other indicators such issuing follow-up learning activities based on the least mastered skills of the learners, planning for proper construction of the learning materials, producing access to an array of quality learning activities, organizing tasks based on the subject matter or content and activities, examining pupils' limitations in learning, endorsing educational pursuits to be in line with the MELC, and catering to a suitable project for proper learning are also highly utilized.

Table 8. The Status of Utilization of the Most Essential Learning Competencies (MELCs) in terms of Congruency of the Lesson Plan

Indicators	Teacher		
	WM	VI	R
Teaches in connection to realistic situations related to the lessons prescribed in MELC	4.59	HU	3.5
Keeps the learners motivated and engaged inside the classroom through the lessons focusing on MELC	4.57	HU	5.5
Helps the students to remember the content of the lesson	4.64	HU	1
Makes learning relevant to the needed skills by the learners.	4.63	HU	2
Engages and motivates learners with learning difficulties	4.55	HU	8
Increases learner enthusiasm in learning through the lessons enhancing the MELC of pupils.	4.54	HU	9.5
Enhances the lesson through its alignment with the needed skills of the learners.	4.59	HU	3.5
Uses strategies in delivering the lesson to the pupils that will develop their skills.	4.57	HU	5.5
Links the learning skills to the academic content of the lesson.	4.54	HU	9.5
Focuses on the applications of the specific context that is to develop the skills of the learners.	4.56	HU	7
Average Weighted Mean	**4.58**	**HU**	

Legend: 4.20-5.00 Highly Utilized (HU), 3.40-4.19 More Utilized (MU), 2.60-3.39 Utilized (U), 1.80-2.59 Fairly Less Utilized (LU), 1.00-1.789 Not Utilized (NU)

Table 8 shows that the Most Essential Learning Competencies (MELCs) are highly utilized in terms of Congruency of the Lesson Plan, with an average weighted mean of 4.58.

Helping the students to remember the content of the lesson, making learning relevant to the needed skills by the learners, teaching in connection to realistic situations related to the lessons prescribed in MELC, and enhancing the lesson through its alignment with the needed skills of the learners are perceived by respondents as the most highly utilized indicators. Other indicators such keeping the learners motivated and engaged inside the classroom through the lessons focusing on MELC, using strategies in delivering the lesson to the pupils that will develop their skills, focusing on the applications of the specific context that is to develop the skills of the learners, engaging and motivates learners with learning difficulties, increasing learner enthusiasm in learning through the lessons enhancing the MELC of pupils, and linking the learning skills to the academic content of the lesson are also highly utilized.

Table 9. The Status of Utilization of the Most Essential Learning Competencies (MELCs) in Terms of Alignment of Assessment

Indicators	Teacher		
	WM	VI	R
1. Manipulates activities for the pupils that are attainable to help in giving assessment	4.52	HU	5.5
2. Uses a favorable evaluation tools	4.52	HU	5.5
3. Delivers test questions with a table of specifications based on MELCs	4.54	HU	1
4. Makes use of examinations that provide real-time feedback and analysis	4.49	HU	7.5
5. Provides timely response to learners, so they can find the answers and acquire a sense of achievement in the lessons	4.52	HU	5.5
6. Supplies various mechanisms in retrieval and checking of the answered materials	4.48	HU	9
7. Reviews pupils' progress in each subject and draft individual comments for report cards	4.49	HU	7.5
8. Implements internal consultation and meaning construction by reflection on the learning results and learning process.	4.46	HU	10
9. Utilizes learning assessment in creating necessary interventions for pupils.	4.53	HU	2.5
10. Conducts remedial to develop skills based on the results of the assessment	4.53	HU	2.5
Average Weighted Mean	**4.51**	**HU**	

Legend: 4.20-5.00 Highly Utilized (HU), 3.40-4.19 More Utilized (MU), 2.60-3.39 Utilized (U), 1.80-2.59 Fairly Less Utilized (LU), 1.00-1.789 Not Utilized (NU)

Table 9 shows that the Most Essential Learning Competencies (MELCs) are highly utilized in terms of Alignment of Assessment, with an average weighted mean of 4.51.

Delivering test questions with a table of specifications based on MELCs, utilizing learning assessment in creating necessary interventions for pupils, and conducting remedial to develop skills based on the results of the assessment are perceived by respondents as the most highly utilized indicators. Other indicators such as manipulating activities for the pupils that are attainable to help in giving assessment, using a favorable evaluation tools, providing timely response to learners, so they can find the answers and acquiring a sense of achievement in the lessons, making use of examinations that provide real-time feedback and analysis, reviewing pupils' progress in each subject and draft individual comments for report cards, supplying various mechanisms in retrieval and checking of the answered materials, and implementing internal consultation and meaning construction by reflection on the learning results and learning process are also highly utilized.

Table 10. The Status of Utilization of the Most Essential Learning Competencies (MELCs) in terms of Budget of Time

Indicators	Teacher		
	WM	VI	R
Follows the time allotted for each lesson specified in MELC.	4.43	HU	8
Spends more time in preparing instructional materials.	4.47	HU	3
Helps pupils to review corrected learning materials for mastery or improvement.	4.46	HU	4.5

Indicators	Teacher		
	WM	VI	R
Increases planning time for additional significant learning activities for students.	4.45	HU	7
Makes a schedule to help students reach their potential.	4.46	HU	4.5
Organizes timetable for review of lessons	4.41	HU	10
Plans a learning process that focuses on student learning	4.53	HU	1
Pays more attention to supporting the daily lesson and outcome	4.50	HU	2
Provides hour to identify problems in class discussions	4.42	HU	9
Allows planning ahead based on the outcome of the lesson.	4.46	HU	4.5
Average Weighted Mean	**4.46**	**HU**	

Legend: 4.20-5.00 Highly Utilized (HU), 3.40-4.19 More Utilized (MU), 2.60-3.39 Utilized (U), 1.80-2.59 Fairly Less Utilized (LU), 1.00-1.789 Not Utilized (NU)

Table 10 shows that the Most Essential Learning Competencies (MELCs) are highly utilized in terms of Budget of Time, with an average weighted mean of 4.46.

Planning a learning process that focuses on student learning, paying more attention to supporting the daily lesson and outcome, and spending more time in preparing instructional materials are perceived by respondents as the most highly utilized indicators. Other indicators such as making a schedule to help students reach their potential, allowing planning ahead based on the outcome of the lesson, helping pupils to review corrected learning materials for mastery or improvement, increasing planning time for additional significant learning activities for students, following the time allotted for each lesson specified in MELC, providing hour to identify problems in class discussions, and organizing timetable for review of lessons are also highly utilized.

Table 11. Summary on the Status of Utilization of the Most Essential Learning Competencies (MELCs)

Indicators	Teacher		
	AWM	VI	R
2.1 Learning Resources Content Validity	4.61	HU	1
2.2 Appropriateness of Learners' Activities	4.53	HU	3
2.3 Congruency of the Lesson Plan	4.58	HU	2
2.4 Alignment of the Assessment	4.51	HU	4
2.5 Budget of Time	4.46	HU	5
Composite Weighted Mean	**4.54**	**HU**	

Legend: 4.20-5.00 Highly Utilized (HU), 3.40-4.19 More Utilized (MU), 2.60-3.39 Utilized (U), 1.80-2.59 Fairly Less Utilized (LU), 1.00-1.789 Not Utilized (NU)

Table 11 summarizes the status of the utilization of Most Essential Learning Competencies (MELCs), which has a total weighted mean of 4.54, indicating that it is highly utilized. According to the respondents, Learning Resources Content Validity has the highest utilization with a weighted mean of 4.61 and ranked first, followed by Congruency of the Lesson Plan with a weighted mean of 4.58 ranked second, Appropriateness of Learners' Activities with a weighted mean of 4.53 ranked third, Alignment of the Assessment with a weighted mean of 4.51 ranked fourth, and Budget of Time with a weighted mean of 4.46 ranked fifth, all of which are highly utilized.

C. Level of the Learning Development of the Grade Six Pupils

Table 12. Level of the Learning Development of the Grade Six Pupils in terms of Cognitive

Indicators	Teacher		
	WM	VI	R
Improves in acquiring necessary knowledge in each lesson on MELCs	4.19	VS	9
Eliminates ambiguous or misleading learning lessons that are not included in the subject matter.	4.18	VS	10
Increases skills in different subjects.	4.25	O	3
Identifies specific areas of the subject content that need greater emphasis or clarity	4.22	O	5
Differentiates how well they know the material being tested	4.20	O	6.5
Adheres to situations in developing their knowledge of the subject matter.	4.27	O	2
Inputs the amount of change in their performance	4.20	O	6.5
Develops learning habits.	4.28	O	1
Adopts learning resources demanded in situations that can be used to make major decisions in life	4.20	O	6.5
Acquires knowledge in performing well in the different assessments in the different subject areas.	4.24	O	4
Average Weighted Mean	**4.22**	**O**	

Legend: 4.20-5.00 Outstanding (O), 3.40-4.19 Very Satisfactory (VS), 2.60-3.39 Satisfactory (S), 1.80-2.59 Fairly Satisfactory (FS), 1.00-1.789 Needs Improvement (NI)

Table 12 presents the Grade Six pupils' level of learning development in the cognitive aspect. The table shows an average weighted mean of 4.22, indicating that all indicators in the cognitive aspect are outstanding (O).

As perceived by the respondents, some of the outstanding cognitive-level learning development of the pupils include developing learning habits, adhering to situations in developing their knowledge of the subject matter, and increasing skills in different subjects.

Table 13. Level of the Learning Development of the Grade Six Pupils in terms of Affective

Indicators	Teacher		
	WM	VI	R
Develops positive emotions about the use of MELCs in the different lessons.	4.35	O	1
Has the ability to discern others' feeling	4.26	O	4.5
Can use the vocabulary for reaction and expressions.	4.26	O	4.5
Has the potential to be emphatic about the emotional experiences of others.	4.29	O	3
Has the skill to differentiate between subjective and passionate experiences.	4.26	O	4.5
Is adaptive coping with circumstances at hand.	4.25	O	8
Affects spiritual communications	4.26	O	4.5
Has emotional self-efficacy.	4.21	O	10
Conveys inner expressions.	4.22	O	9
Shows a willingness to adjust to different emotions dealt with MELCs	4.33	O	2
Average Weighted Mean	**4.27**	**O**	

Legend: 4.20-5.00 Outstanding (O), 3.40-4.19 Very Satisfactory (VS), 2.60-3.39 Satisfactory (S), 1.80-2.59 Fairly Satisfactory (FS), 1.00-1.789 Needs Improvement (NI)

Table 13 presents the Grade Six pupils' level of learning development in the affective aspect. The table shows an average weighted mean of 4.27, indicating that all indicators in the affective aspect are outstanding (O).

As perceived by the respondents, some of the outstanding affective-level learning devel-opments of the pupils include developing positive emotions towards the use of MELCs in different lessons, showing a willingness to adjust to different emotions dealt with MELCs, and demonstrating potential for empathy towards the emotional experiences of others.

Table 14. Level of the Learning Development of the Grade Six Pupils in terms of Psychomotor

Indicators	Teacher		
	WM	VI	R
Participates in physical and mental skills identified on MELCs such as gamification and other indoor and outdoor activities	4.32	O	1.5
Joins performance to improve their learning theories at school.	4.32	O	1.5
Obtains a new skill that relies on their existing knowledge	4.30	O	4.5
Learns how to string together the precise fine and gross motor movements necessary to gain the skills needed	4.30	O	4.5
Accommodates the necessary growth of cognitive and motor skills	4.30	O	4.5
Responds to different situations using their acquired skills.	4.29	O	7
Applies their acquired skills for mastery	4.25	O	10
Modifies psychomotor skills to address different situations.	4.27	O	9
Acts based on their skills on situations.	4.28	O	8
Learns new psychomotor skills that can perform the specific tasks for which they best fit.	4.31	O	3
Average Weighted Mean	**4.30**	**O**	

Legend: 4.20-5.00 Outstanding (O), 3.40-4.19 Very Satisfactory (VS), 2.60-3.39 Satisfactory (S), 1.80-2.59 Fairly Satisfactory (FS), 1.00-1.789 Needs Improvement (NI)

Table 14 presents the Grade Six pupils' level of learning development in the psychomotor aspect. The table shows an average weighted mean of 4.30, indicating that all indicators in the affective aspect are outstanding (O).

As perceived by the respondents, some of the outstanding psychomotor-level learning developments of the pupils include participating in physical and mental skills identified on MELCs such as gamification and other indoor and outdoor activities, joining performance to improve their learning theories at school, and learning new psychomotor skills that can perform the specific tasks for which they best fit.

Table 15. Summary on the Level of the Learning Development of the Grade Six Pupils

Indicators	Teacher		
	AWM	VI	R
2.1 Cognitive	4.22	O	3
2.2 Affective	4.27	O	2
2.3 Psychomotor	4.30	O	1
Composite Weighted Mean	**4.26**	**O**	

Legend: 4.20-5.00 Outstanding (O), 3.40-4.19 Very Satisfactory (VS), 2.60-3.39 Satisfactory (S), 1.80-2.59 Fairly Satisfactory (FS), 1.00-1.789 Needs Improvement (NI)

Table 15 presents a summary of the level of Grade 6 pupils' learning development, with a total weighted mean of 4.26 indicating that all indicators are outstanding. The respondents

perceived that the pupils' learning development is predominantly focused on Psychomotor skills with a weighted mean of 4.30, followed by Affective skills with a weighted mean of 4.27, and Cognitive skills with a weighted mean of 4.22. These results suggest that the learning development of Grade 6 pupils is well-balanced among the three learning levels.

D. On the Significant Difference Between the Pretest and Post Test Scores of the Respondents

Table 16. Significant Relationship Between the Status of the Utilization of the Most Essential Learning Competencies (MELCs) and the Level of the Learning Development of Grade Six Pupils

Indicators	Mean	SD	Pearson r	Computed t- Value	Decision	Remarks
Status of the Utilization of the Most Essential Learning Competencies (MELCs)	4.54	0.56	0.76	8.3070	Reject Ho	Significant
Level of Learning Development of Grade Six Pupils	4.26	0.64	High Relationship			
t-Critical/Tabular Value at 0.05 Level of Significance (α)= ±1.9746						

Legend: ±0.81 to ±0.99 Very High Relationship, ±0.71 to ±0.80 High Relationship, ±0.41 to ±0.70 Moderate Relationship, ±0.21 to ±0.40 Low Relationship, ±0.01 to ±0.20 Slight Relationship, 0 No Relationship

Table 16 shows the significant relationship between the status of utilization of the Most Essential Learning Competencies (MELCs) and the level of the learning development of grade six pupils, as evidenced by the computed t value of 8.3070 and Pearson r value of 0.76. This indicates a high relationship between the two factors, which is statistically significant at the 0.05 level. Therefore, the null hypothesis is rejected.

Table 17. Significant Difference in the Assessment of the Two Groups of Respondents in terms of the Utilization of Most Essential Learning Competencies (MELCs)

Indicators	Mean	SD	Computed F- Value	Decision	Remarks
Grade Six Teachers	4.44	0.63	10.670	Reject Ho	Significant
Master Teachers	4.73	0.34			
F-Critical/Tabular Value at 0.05 Level of Significance (α)= ±3.900					

Table 17 shows the significant difference in the assessment of the Grade 6 Teachers and Master Teachers in terms of the utilization of Most Essential Learning Competencies (MELCs), as evidenced by the computed F value of 10.670 at 0.05 level of significance. This indicates a significant difference in their assessments on the use of Most Essential Learning Competencies (MELCs). Therefore, the null hypothesis is rejected.

Table 18. Significant Difference in the Assessment of the Two Groups of Respondents in terms of the Level of Learning Development of Grade Six Pupils

Indicators	Mean	SD	Computed F- Value	Decision	Remarks
Grade Six Teachers	4.16	0.68	8.036	Reject Ho	Significant
Master Teachers	4.46	0.51			
F-Critical/Tabular Value at 0.05 Level of Significance (α)= ±3.900					

Table 18 shows the significant difference in the assessment of the Grade 6 Teachers and Master Teachers in terms of the level of learning development of Grade Six Pupils, as evidenced by the computed F value of 8.036 at 0.05 level of significance. This indicates a significant difference in their assessments on the level of learning development of Grade Six Pupils. Therefore, the null hypothesis is rejected.

Table 19. Challenges Encountered by the Teachers in the Utilization of the Most Essential Learning Competencies

Indicators	Teacher		
	WM	VI	R
Lack of available learning resources	3.07	S	3
Lack of training as to how the utilization of MELCs will maximize to its fullest extent.	2.93	S	8.5
Lack of teacher's experience with the technology needed to prepare various learning materials.	2.91	S	10
Lack of financial resources	3.23	S	2
Lack of feedback as to the evaluation of the existing MELCs from teachers.	2.93	S	8.5
Lack of *cooperation from parents and students.*	3.31	S	1
Limited assistance from the school and at home	2.99	S	7
Filling the learning gaps of my pupils through interventions	3.06	S	4
Lack of programs for social-emotional needs and safety concerns for students	3.01	S	6
Inability to reach some of my pupils	3.02	S	5
Average Weighted Mean	**3.05**	**S**	

Legend: 4.20-5.00 Very Serious (VS), 3.40-4.19 More Serious (MS), 2.60-3.39 Serious (S), 1.80-2.59 Less Serious (LS), 1.00-1.789 Not Serious (NS)

Table 19 displays the challenges encountered by teachers in implementing the Most Essential Learning Competencies (MELCs), with an average weighted mean of 3.05, suggesting that all of the specified indicators are considered serious.

As perceived by the respondents, some of the challenges faced by teachers in using MELCs include the lack of cooperation from parents and students, lack of financial resources, and lack of available learning resources.

Table 20. Suggested Solutions by the Teachers in the Utilization of the Most Essential Learning Competencies (MELCs)

Indicators	Teacher		
	WM	VI	R
The school supplies additional learning resources	4.23	HR	2.5
The school provides additional training for teachers regarding the utilization of MELCs	4.07	MR	9
The school gives training on ICT for teachers	4.17	MR	6
The school offers financial assistance for training and programs	4.12	MR	8
The school gives feedback as to the evaluation of the existing MELCs from teachers.	4.04	MR	10
The teacher seeks the cooperation of the parents to maximize the learning potentials of pupils	4.26	HR	1
The teacher assists stakeholders in the teaching and learning process of pupils	4.15	MR	7
The teacher provides interventions for the pupils	4.21	HR	4

The teacher addresses social-emotional needs and safety concerns for the pupils	4.18	MR	5
The teacher establishes good monitoring system for pupils	4.23	HR	2.5
Average Weighted Mean	**4.16**	**HR**	

Legend: 4.20-5.00 Highly Recommended (HR), 3.40-4.19 More Recommended (MR), 2.60-3.39 Recommended (R), 1.80-2.59 Less Recommended (LR), 1.00-1.789 Not Recommended (NR)

Table 20 shows the suggested solutions by the teachers in the utilization of the Most Essential Learning Competencies (MELCs), with an average weighted mean of 4.16, suggesting that all of the specified indicators are highly recommended.

As perceived by the respondents, some of the suggestions for using MELCs include the teacher to seek cooperation of the parents to maximize the learning potentials of pupils, the school provide additional learning resources, and the teacher establishes good monitoring system for pupils.

E. Proposed Program for Improving Teachers' Use of the Most Important Learning Competencies and the Learning Development of Grade Six Students

Title: Program for the Improvement of the Teachers in the Utilization of the Most Essential Learning Competencies (MELCs) and Learning Development of the Grade Six Pupils

This proposed program presents activities on the improvement of the utilization of the Most Essential Learning Competencies and learning development of the Grade Six public school students in the Philippines.

Rationale

Throughout the years, most of the schools are encouraging the teachers to maximize the potentials of the pupils by seeing to it that the skills stated in the MELCs are properly taught to the pupils amidst the different encountered difficulties and cases in relation to utilization of the learning competencies and learning development in the school of the pupils.

The importance of utilization of the learning competencies will help the pupils to have proper learning development which the pupils can use in their day-to-day experiences in and out of the school. However, the implementation in the school needed to be constantly redirected so to cope up with the changing world and the needs of the pupils.

The following activities for program redirection are strongly recommended.

Objectives:

This proposed program redirection has the following objectives:

1. redeveloping the school's implementation of utilization of the learning competencies and learning development.
2. writing addendum on the current utilization of the learning competencies and learning development.
3. revisiting the Most Essential Learning Competencies (MELCs).

ACTIVITIES	OBJECTIVES	PERSONS INVOLVED	TIME FRAME	EVALUATION/ JUSTIFICATION
1. Profiling the Students	1) Discuss Performance Based Pupil Evaluation 2) Identify grading process, test procedures and support service procedures 3) Discuss curriculum expectations	Principal, Counselor, and Teachers	Every Quarter	Updated Records of students
2. Unpacking of MELC	1) Explain process for distribution of Learning materials	Principal and Teachers	Every Quarter	Realization of a conceptualized and

	2) Identify instructional goal or learner outcome for teaching activities outside the classroom and board policies governing such activities 3) Discuss the cultural and socioeconomic background of members of the school community			localized learning experiences of the students
3. Assessment and Evaluation of the students' learning development	1) Understand and meet expectations in Performance Based Pupil Evaluation 2) Understand support services 3) Demonstrate an understanding of learning theory	Principal and Teachers	Every Quarter	Having concrete basis as to who among the students needed proper remediation and intervention.

Conclusion and Recommendation

The study revealed that the use of the Most Essential Learning Competencies (MELCs) is highly utilized in terms of learning resources content validity, appropriateness of learners' activities, congruency of the lesson plan, alignment of the assessment, and budget of time. It also revealed that there is a high relationship between the status of the utilization of the MELCs and the level of learning development of Grade Six pupils. Some of the challenges encountered by the teachers in the utilization of MELCs include lack of cooperation from parents and students, lack of financial resources, and lack of available learning resources. The suggested solutions include seeking the cooperation of parents, providing additional learning resources, establishing a good monitoring system for pupils, and providing interventions for pupils to address learning gaps.

For further researches, it is recommended: (1) the school administrators should provide teachers with the necessary support, curriculum materials, and resources required to teach and assess a range of competencies associated with 21st Century Skills; (2) teachers should consistently pursue professional development to acquire skills relevant to the globalized knowledge economy; (3) parents should give proper attention, assistance and guidance for their child to further develop their skills in answering exercises with pre-requisite competencies; (4) the Department of Education should continually provide seminars and trainings for teachers especially on challenges which can develop the nature of complex skills weakening the demand for traditional skills and domain-based competencies; and (5) future studies should concentrate on identifying the most essential learning competencies that can optimize students' performance. They should explore competencies that incorporate simulations and experiments for case studies to provide an immersive learning experience for students.

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