

**Revitalized competency-based instruction towards elevating the academic performance
in literacy and numeracy skills of secondary students**

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ABSTRACT

This research assessed the level of competency-based instruction towards the academic performance in Literacy and Numeracy of Grade 10 students among the select schools of Madridejos District, Cebu Province Division, during the School Year 2025-2026 as basis for Revitalized Competency-Based Instructional Program with a total respondents of 100 where 20 of them were the teacher respondents and 80 were the student respondents. For the Teacher respondents are predominantly in their mid-career phase, with the majority aged between 31–40 years old (85%). female teachers, consistent with national teaching workforce patterns. Most teachers are married (70%), implying stability in career and possibly stronger commitment to sustained teaching engagement significant majority (85%) have postgraduate units, significant majority (85%) have postgraduate units, all teachers were rated “Very Satisfactory. Most students are 15 years and above (75%), placing them within expected Grade 10 age range. Female students (60%) outnumber males most students (75%) come from relatively financially stable households, mothers serve as primary academic support at home (37.5%), The implementation of competency-based instruction (CBI) reflects how effectively teachers align their pedagogical practices with learning outcomes that emphasize mastery of literacy and numeracy skills. The implementation of competency-based instruction (CBI) reflects how effectively teachers align their pedagogical practices with learning outcomes that emphasize mastery of literacy and numeracy skills. Yet, while the results demonstrate strong implementation, the need for continuous improvement remains essential in sustaining instructional quality and adapting to evolving learner needs. The academic performance of students in literacy and numeracy competencies provides meaningful insight into how effectively competency-based instruction translates into mastery and application of essential skills. These findings imply that learners are progressing toward competency mastery, but reinforcement of critical-thinking and real-world application skills remains necessary to elevate performance to the highest mastery levels. Strengthening targeted interventions, expanding exposure to applied literacy-numeracy tasks, and providing differentiated remediation strategies will allow students to move from “very satisfactory” to “outstanding” competency levels. Overall, students display a solid foundation in procedural fluency, but higher-order mathematical reasoning and communication require enhancement to elevate learning from understanding procedural tasks to articulating mathematical logic in varied contexts. These

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findings reinforce the importance of investing in teacher capability, strengthening assessment practices, and cultivating an enabling school environment to sustain and elevate student achievement. Overall, these findings reflect a cycle where foundational skill deficits lead to limited comprehension, weakening students' ability to perform in advanced literacy tasks such as analysis, evaluation, and argumentation, all vital in a competency-based framework.

Keywords: Development Education, Revitalized competency-based instruction towards the academic performance in literacy and numeracy skills of secondary students, descriptive-quantitative research method, Cebu, Philippines.

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INTRODUCTION

Literacy is essential. Without literacy, it's hard to live the life you want. From your earliest years literacy skills help you develop and communicate. But when you have a tough start in life, it's easy to fall behind. Literacy skills help students gain knowledge through reading as well as using media and technology. These skills also help students create knowledge through writing as well as developing media and technology. Students need to be able to work effectively with information, using it at all levels of Bloom's Taxonomy (remembering, understanding, applying, analyzing, evaluating, and creating). Information literacy involves traditional skills such as reading, researching, and writing; but new ways to read and write have also introduced new skills.

Numeracy skills are the ability to use and interpret mathematical information to solve real-world problems, involving basic math, understanding trends, analyzing data, and applying concepts to make decisions. These skills are essential for everyday activities like budgeting, shopping, and handling money, as well as for work in various fields. Strong numeracy skills are developed through practice and can significantly improve confidence and success in both personal and professional life. Numeracy skills refer to the ability to use, interpret and communicate mathematical information to solve real-world problems. These include the ability to understand basic math like addition, subtraction, division and multiplication.

DepEd's focus on literacy and numeracy involves programs like the Early Language, Literacy and Numeracy (ELLN) Program and the implementation of the MATATAG Agenda, which prioritizes foundational skills and curriculum revision. These efforts aim to improve reading, writing, and mathematical abilities from Kindergarten to Grade 3 by training teachers, providing learning recovery, and integrating these skills into the K to 12 curriculum.

As part of this effort, DepEd will offer Summer Programs to prepare learners concerned for the school year 2025–2026. These programs go beyond mere remediation; they are intended to proactively prepare learners for success in the next school year. By offering a diverse range of interventions focused on foundational literacy and numeracy, and leveraging resources from the National Learning Camp, DepEd aims to ensure that all learners have the support they need to excel. These programs shall be thoughtfully designed to align with, complement, and seamlessly integrate into the Academic Recovery and Accessible Learning (ARAL) Program throughout the coming school year, as provided under Republic Act No. 12028.

Comprehensive Rapid Literacy Assessment (CRLA) for End of School Year (EoSY) 2024-2025, that more than 50% of Grades 1-3 learners are not ready for reading at grade level, the DepEd is implementing targeted literacy programs this summer. These aim to strengthen learners' foundational reading skills and accelerate their progress towards grade-level proficiency. Strategic interventions will be implemented to bridge the critical gap between

learners' current performance and grade-level expectations. Supporting learners in strengthening their foundational knowledge and skills is vital to their success as they move forward in their education journey. Through the following Summer Programs, DepEd aims to reinforce key concepts and skills and empower the learners to enter the next school year with confidence readiness for new challenges: a. Summer Programs for Key Stage 1: Bawat Bata Makababasa Program, and Literacy Remediation Program; Summer Programs for Key Stages 2 to 4: Summer Academic Remedial Program, and Regional Remediation Program; and c. 2025 Learning Camp. By helping learners stay on track, the long-term goal of achieving educational equity is also advanced. Through a whole-of-community approach, these Summer Programs will cultivate collaborative partnerships with parents, encourage teachers to work together, and engage community partners. Parents will be provided with strategies and resources to reinforce home learning, teachers will collaboratively plan, deliver, and monitor the sessions, and community partners will be enjoined to offer additional support, all working together to accelerate learners' progress toward grade-level proficiency and promote a sustainable culture of literacy.

Competency-based learning (CBL) is an educational framework where students progress based on demonstrated mastery of specific skills and knowledge, rather than on traditional seat time or standardized grades. This system focuses on real-world application, offering personalized learning pathways and flexible pacing so students can acquire competencies at their own rate. Students receive targeted support to achieve mastery and are assessed through performance-based evaluations that confirm they can "show what they know". Competency-based learning activities focus on students demonstrating mastery of skills and knowledge through hands-on, real-world projects, simulations, and performance assessments, rather than just completing tasks.

Competency-based literacy and numeracy skills focus on an individual's demonstrable ability to use language and mathematics effectively in real-world situations, rather than simply knowing facts. This approach involves setting clear learning goals, ensuring students can read, write, speak, listen, and solve problems in practical contexts, and providing tailored instruction and assessment to help them master these essential skills for personal, academic, and professional success.

Teachers have significant roles in the community where they teach learners about the facts and develop skills. They have the teaching competence to reach the students' mental capacity and ensure equal treatment of multiple bits of intelligence. Teachers must be equipped with different competencies in teaching, particularly on competency-based learning activities. To accomplish outstanding learning performance, teachers should likewise be competent enough in providing the various needs of all learners.

The purpose of this study is to find out how effective teaching competency-based learning activities of Grade 10 Mathematics towards the Academic Performances of the students. This will also gather some comments and recommendations from the respondents on how to improve the teaching-learning process. The researcher believes that this research will contribute to the principles of the teachers, school administrators, parents, students, and the community. It will help them point out the challenges on the part of the teachers as part of the school operation and provide them with an immediate solution to the existing issues. Hence, there is really a need to conduct this research.

Statement of the problem

This research assessed the level of competency-based instruction towards elevating the academic performance in Literacy and Numeracy of Grade 10 students among the select schools of Madridejos District, Cebu Province Division, during the School Year 2024 2025 as basis for Revitalized Competency Based Instructional Program. Specifically, this research answered the following questions:

1. What is the demographic profile of the teacher respondents and student respondents in terms of the following: teacher respondents' age and gender, civil status, highest educational attainment, field of specialization, position, years of teaching experience, related training or seminars attended, and performance rating, and student respondents' age and gender, average household income, and home tutorship?
2. As perceived by the teacher respondents, what is the level of implementation of competency-based instruction in terms of curriculum design and content, instructional strategies, assessment and evaluation, teacher professional development, and learning environment?
3. As perceived by the respondent groups, what is the level of academic performance of the students' competencies in terms of literacy and numeracy, specifically enriching the skills in reading with comprehension, recognizing grammar structures such as subject verb agreement, applying foundational mathematical knowledge, and processing in various real-world contexts?
4. Is there a significant relationship between the level of competency-based instruction and the level of academic performance of the students' competencies?
5. What are the challenges relative to the delivery of teaching competency-based instruction towards the learning performance in literacy and numeracy of Grade 10 students?
6. Based on the findings, what Revitalized Competency Based Instructional Program can be designed in literacy and numeracy?

METHODOLOGY

This study utilized the descriptive-quantitative research method, which is the process of collecting and analyzing numerical data and can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to a wider population. This method gathers information about present existing conditions, as cited by Pritha Bhandari, 2022. Surveys were employed to collect data on a variety of topics in this approach, and information was gathered to determine the extent to which distinct situations can be achieved between individuals. The term quantitative refers to something which can be evaluated, and descriptive-quantitative research is quite valuable when performing research with the goal of identifying traits, frequency, patterns, connections, and classifications. To collect data, the researcher pulled survey questionnaires from latest research, and the study employed a t-test, which provides empirical evidence used to see if there is a significant difference between the scores of two variables that are related in some ways. A t-test is a hypothesis testing technique that can be used to assess an assertion that is relevant to a community (Adams, et.al. 2018).

The researcher utilized the System Model Approach (SMA) to assess the learning situations with a better decision on the appropriate strategies to enhance the quality of education as to the level of students. The SMA comprises the Input, Process, and Output approach. Under Input are the demographic profile of the respondent groups, which for the teachers include age and gender, civil status, highest educational attainment, field of specialization, position, years of teaching experience, related training/seminars attended, and performance rating, and for the students include age and gender, average household income, and home tutorship. Also under Input is the perception of the teacher-respondents on the level of implementation of

competency-based instruction as to Curriculum Design and Content, Instructional Strategies, Assessment and Evaluation, Teacher Professional Development, and Learning Environment, along with the perception on the level of academic performance of the students' competencies as to literacy, enriching the skills in reading with comprehension, and recognizing the grammar structure such as subject verb agreement, and for numeracy, applying foundational mathematical knowledge and processing in various real-world contexts. Also included under Input is the significant relationship between the level of competency-based instruction and the level of academic performance of the students' competencies, and lastly, the challenges and barriers relative to the delivery of teaching competency-based instruction toward the learning performance in literacy and numeracy of Grade 10 students. Reflected under the Process are the transmittal letter, questionnaires, data presentation, statistical treatment, summary of findings, conclusions, and recommendations. The Output presented the proposed Revitalized Competency-based Instructional Program to be submitted to the concerned school officials for consideration and proper implementation.

The locale of this study was situated among select public secondary schools in Madridejos District, namely Bunakan Integrated School, Kodia Integrated School, Madridejos National High School, and San Agustin National High School. Madridejos is a coastal municipality on the northern tip of Bantayan Island in Cebu, Philippines, known for its fishing industry, serene beaches, and natural beauty. With a population of over 42,000 people according to the 2020 census, it is strategically located in the Visayan Sea and is a hub for tourism and local industries like fishing and poultry. The municipality, which was once called Lawis, was named after the former archbishop of Cebu and is rich in historical significance, including the remnants of watchtowers built to warn of Moro attacks. Situated at the extreme north of the Island of Bantayan is the Municipality of Madridejos. It is on a point extending diametrically into the Visayan Sea and occupying a very strategic position for the fishing industry. Its surrounding waters are deep, generally tranquil, and rich as breeding places for millions of sardines and other kinds of fish. The public archives of Madridejos do not have historical records, and in their absence, reliance must be placed on tradition, which had been handed down by word of mouth from one generation to another, long before the Spaniards came.

There were 100 respondents composing of 20 teachers and 80 Grade 10 students among the select schools of Madridejos District. The respondents of the study were teachers and students at the Division of Cebu Province, Philippines, who were divided in accordance with the schools. The learners were rendering 20-contact hours of the Mathematics program including instruction and activities suited to their specific needs in relation to sustainable teaching competency-based learning activities as a learning aid toward strategic education. Most of them had working parents who are fishers, housekeepers, vendors, and 4Ps members and are financially indigent, and had chosen a public institution to address the need to study without thinking about their tuition fees. On the other hand, the teacher-respondents were handling Grade 10 students with different subjects, specifically in Mathematics and English. With regard to the distribution of the respondent-groups, Bunakan Integrated School, at the Junior High School level, contributed 5 teachers and 20 Grade 10 students, for a total of 25 respondents representing 25% of the sample. Madridejos National High School, likewise at the Junior High School level, contributed 5 teachers and 20 Grade 10 students, for a total of 25 respondents representing 25% of the sample. Kodia Integrated School, at the Junior High School level, contributed 5 teachers and 20 Grade 10 students, for a total of 25 respondents representing 25% of the sample. San Agustin National High School, at the Junior High School level, contributed 5 teachers and 20 Grade 10 students, for a total of 25 respondents

representing 25% of the sample. In total, across the four schools, there were 20 teachers and 80 Grade 10 students, comprising 100 respondents representing 100% of the sample.

The researcher used a descriptive-quantitative research method to gather data using a Likert-type survey questionnaire with five indicators to gather measurable data needed from teacher-respondents. Using these questionnaires would have the advantage of obtaining more honest and correct responses from respondents and the data's dependability due to its anonymity. The descriptive research design accurately and systematically describes, observes, or validates aspects of groups collected through quantifiable information, like the relationships among variables, in their natural state (Kobiruzzaman, 2021). The questionnaire for teacher-respondents consisted of four parts. The first component of the survey is a set of questions about the teacher-respondents' profile. The second part is the set of questions about the students' respondents towards the learning performance of the select schools of Madridejos District, of Cebu Province Division, Region VII, Central Visayas. The third is the learning performance of Grade 10 students in numeracy and literacy questions with a total of 20 questions. The fourth is about challenges relative to the teachers in teaching that affect the implementation of the revitalized competency-based instructional program. Additionally, for learner-respondents, there were 20 questions based on the two competencies in Grade 10 literacy and numeracy. A series of questions were used in supporting the research study, and self-administered questionnaires were delivered face to face or in paper-pencil test format to 100 respondents among the select schools of Madridejos District, with 20 teachers and 80 students. All questions were standardized so that all respondents received the same questions with identical wording. As noted, this consists of four parts: Part I contained the demographic profile of the teacher-respondent groups and shows the basic information of the teacher-respondents; Part II contained the demographic profile of student-respondents among the select schools of Madridejos District, of Cebu Province Division, Region VII, Central Visayas; Part III contains the assessment of teaching competencies on the revitalized competency-based instructional program with 20 questions; and Part IV contained 10 challenges relative to the teachers that could affect the implementation of the Revitalized Competency-Based Instructional Program.

In conducting this research, the following procedures were carefully observed. The researcher personally discussed with the teachers and students as respondents to her study. The observations gathered inside the school served as a learning aid toward the academic enhancement of students in Grade 10 numeracy. The interventions, tools to be used, and benefits for this study were thoroughly discussed by the researcher with possible questions, clarifications, and recommendations. After the validation of the instrument, necessary permission was secured by the researcher to gain approval from the public schools district supervisor, school head, parents, teachers, and learners. The researcher then prepared a letter to the public schools district supervisor, school head, teachers, and learners of the select schools of Madridejos District, respectively, asking permission to conduct the research. In the selection of respondents, a random sampling technique was employed, resulting in 100 respondents consisting of 20 teachers and 80 students, with selection based on the inclusive criteria mentioned among the research respondents. The respondent-groups were given a set of questionnaires distributed face to face or as a paper-pencil test that relates to the research topic, the Revitalized Competency-Based Instructional Program. With the available information and help from the respondents, the researcher gathered and analyzed the data to draw conclusions and recommendations based on the results from the questionnaires. The method of assessing the instrument was explained in detail prior to the administration of the instruments, and the researcher personally administered the questionnaires to the selected respondents for the purpose of clarification in the study.

Based on the research design, the researcher categorized and classified the given data, which were gathered, tallied, tabulated, and subjected to statistical treatment. Simple

percentage was used to determine the personal profile of the respondent-groups. The percentage would determine the profile of the teacher-respondents as to their age, gender, length of service, highest educational attainment, and current position. It would also determine learner-respondents' profiles through their age, gender, section, average household income, residential location, and home tutorship, which support the researcher in ascertaining the percentage of the responses on the survey questionnaires. The weighted mean was used to determine the level of teaching competence of the teacher-respondents. Pearson r was used as a tool to ascertain the relationship of the correlated variables, the sustainability of the teaching competency-based instructional program, and the learning performances of Numeracy 10. The T-Test was used as a tool to test the significant relationship between teaching competence and learning performances, helping the researcher decide whether the null hypothesis is accepted or rejected, and determining as well the degree of relationship between the status of the Revitalized Competency-Based Instructional Program and learners' academic performances in Grade 10 Numeracy and Literacy as rated by teacher-respondents.

The questionnaire comprises four sections. The first is the teacher-respondents' demographic information, consisting of age and gender, civil status, highest educational attainment, field of specialization, position, years of teaching experience, related training/seminars attended, and performance rating. The second is the student-respondents' demographic profile as to age and gender, average household income, and home tutorship. The third contains the questions about the competency-based instructional program, for which five indicators were used for every question, namely 5-Always, 4-Very Often, 3-Sometimes, 2-Rarely, and 1-Never. Under this scale, a weight of 5, corresponding to the rating scale of 4.21 to 5.00, falls under the category Always (A), with the verbal description that the respondent practices the stated teaching competencies indelibly. A weight of 4, corresponding to the rating scale of 3.41 to 4.20, falls under the category Very Often (VO), with the verbal description of very constant practice of the stated teaching competencies. A weight of 3, corresponding to the rating scale of 2.61 to 3.40, falls under the category Sometimes (S), with the verbal description that the respondent exercises the stated teaching competencies occasionally. A weight of 2, corresponding to the rating scale of 1.81 to 2.60, falls under the category Rarely (R), with the verbal description that the respondent seldom applies the stated teaching competencies. A weight of 1, corresponding to the rating scale of 1.00 to 1.80, falls under the category Never (N), with the verbal description of not at all.

For the level of student engagement involving the learning outcomes, the researcher used a rating scale to determine the academic performance of the students. A mean range of 3.26 to 4.00 corresponds to a scale of 4, with the descriptive rating Outstanding, verbally interpreted as the learning outcomes always exceeding the subject/class requirements, with the students being an exceptional role model. A mean range of 2.51 to 3.25 corresponds to a scale of 3, with the descriptive rating Very Satisfactory, verbally interpreted as the learning outcomes meeting and often exceeding the subject/class requirements. A mean range of 1.76 to 2.50 corresponds to a scale of 2, with the descriptive rating Satisfactory, verbally interpreted as the learning outcomes meeting the subject/class requirements. A mean range of 1.00 to 1.75 corresponds to a scale of 1, with the descriptive rating Needs Improvement, verbally interpreted as the learning outcomes failing to meet the subject/class performance.

To measure the responses to Part IV under the challenges teachers have observed in reading readiness, the following categories and numerical values were used. A scale of 4, with a weight range of 3.26 to 4.00, falls under the category Extreme Hindrance (EH), with the verbal description that the issue has huge hindrance to the academic achievement of the students. A scale of 3, with a weight range of 2.51 to 3.25, falls under the category Moderate

Hindrance (MH), with the verbal description that the issue has slight hindrance to the academic achievement of the students. A scale of 2, with a weight range of 1.76 to 2.50, falls under the category Somewhat a Hindrance (SH), with the verbal description that the issue has a bit of hindrance to the academic performance of the students. A scale of 1, with a weight range of 1.00 to 1.75, falls under the category Not a Hindrance (NH), with the verbal description that the issue is not a hindrance or barrier to the academic achievement of the students.

RESULTS AND DISCUSSION

This chapter presents the data gathered from the survey questionnaires and virtual interviews administered to twenty (20) teacher respondents and eighty (80) student respondents from the selected schools of Madridejos District, Cebu Province Division, Region VII, Central Visayas. The study employed a descriptive research design utilizing a structured questionnaire composed of four parts, namely the teacher respondents' profile, the students' profile in relation to their learning performance, the learning performance of Grade 10 students in numeracy and literacy consisting of a total of twenty (20) questions, and the challenges relative to teachers in teaching that affect the implementation of the revitalized competency-based instructional program. The data were organized into tables, statistically treated using measures such as frequency, percentage, mean, standard deviation, and chi-square tests of association, and interpreted in direct relation to the objectives of the study. The results are shown in tabular and textual forms to facilitate better understanding, and the data of this study is used to determine what contextualized practical learning activities can be proposed.

Understanding the demographic and professional characteristics of both teachers and students provides a crucial foundation for interpreting the dynamics that shape competency-based instruction and student academic performance in literacy and numeracy. Educators' qualifications, teaching experience, professional preparation, and exposure to development opportunities directly influence instructional quality, pedagogical adaptability, and mastery-based teaching practices. Likewise, students' demographic and socio-economic attributes, including age, gender, household support, and socio-economic standing, significantly affect their readiness, engagement, learning pace, and level of academic support at home. By examining these profiles, the study gains deeper insights into contextual factors that may either strengthen or challenge the goal of revitalizing competency-based instruction for improved learning outcomes.

With respect to the age profile of the teacher respondents, none (0, 0.00%) were over 55 years old, none (0, 0.00%) were 51 to 55 years old, none (0, 0.00%) were 46 to 50 years old, three (3, 15.00%) were 41 to 45 years old, eight (8, 40.00%) were 36 to 40 years old, nine (9, 45.00%) were 31 to 35 years old, none (0, 0.00%) were 25 to 30 years old, and none (0, 0.00%) were under 25 years old, out of a total of twenty (20) respondents (100.00%), yielding an average age of 36.50 and a standard deviation of 3.66. The teacher respondents are predominantly in their mid-career phase, with the majority aged between 31 and 40 years old (85%), suggesting that they possess substantial teaching experience and professional maturity, likely bringing both stability and developed instructional practices into the classroom. The absence of teachers below 30 or above 45 years reflects a balanced workforce with adequate youthfulness for innovation and enough professional maturity to handle the complexities of competency-based teaching. This concentration in the 31 to 40 age range indicates a teaching force capable of adapting to pedagogical reforms, technological integration, and differentiated learning strategies expected in a competency-driven environment.

In terms of gender, seven (7, 35.00%) of the teacher respondents were male and thirteen (13, 65.00%) were female, out of a total of twenty (20, 100.00%). Female teachers constitute the majority (65%), consistent with national teaching workforce patterns, and this gender

distribution may contribute to nurturing classroom climates and collaborative learning environments, traits often associated with female-dominated teaching settings. Meanwhile, a sizeable male presence (35%) maintains diversity and balance in instructional leadership and classroom interaction styles, which supports varied teaching approaches and potentially enriches competency-based instruction as students experience different instructional personalities and strategies.

Regarding civil status, six (6, 30.00%) teachers were single, fourteen (14, 70.00%) were married, none (0, 0.00%) were separated, none (0, 0.00%) were widow or widower, and none (0, 0.00%) were single parents, out of a total of twenty (20, 100.00%). Most teachers being married (70%) implies stability in career and possibly stronger commitment to sustained teaching engagement, as married educators often exhibit grounded professional consistency that positively influences classroom management and instructional delivery. Single teachers (30%), on the other hand, bring flexibility and dynamism, showing willingness for mobility and training, and this demographic balance supports a healthy teaching culture where stability and innovation intersect.

As to highest educational attainment, three (3, 15.00%) held a Bachelor's Degree, twelve (12, 60.00%) had earned units in a Master's Degree, three (3, 15.00%) held a Master's Degree, two (2, 10.00%) had earned units in a Doctorate Degree, and none (0, 0.00%) held a Doctorate Degree, out of a total of twenty (20, 100.00%). A significant majority (85%) have postgraduate units or degrees, highlighting a highly qualified faculty capable of advanced instructional design and assessment. This academic profile strongly aligns with competency-based instruction, which requires reflective practice, curriculum mastery, and continuous learning, and the presence of teachers with doctoral units suggests leadership potential and readiness for research-based teaching innovation.

In terms of field of specialization, none (0, 0.00%) specialized in General, ten (10, 50.00%) in English, ten (10, 50.00%) in Math, none (0, 0.00%) in Science, and none (0, 0.00%) in Filipino, out of a total of twenty (20, 100.00%). The group is evenly split between English and Mathematics specialists, which is ideal for literacy-numeracy-focused research, as this strong disciplinary alignment ensures credibility in assessing instructional strategies in key foundational domains and supports focused interventions and meaningful evaluation of competency-based approaches in these core subject areas.

With regard to position, one (1, 5.00%) teacher held the rank of Master Teacher II, three (3, 15.00%) were Master Teacher I, nine (9, 45.00%) were Teacher III, two (2, 10.00%) were Teacher II, and five (5, 25.00%) were Teacher I, out of a total of twenty (20, 100.00%). Most teachers holding Teacher III positions (45%) suggests advanced credentials and experience within the group, while the presence of Master Teachers (20% combined) strengthens the faculty's leadership potential in implementing competency-based programs, their role in mentoring and curriculum design being crucial in sustaining program reforms.

For years in teaching experience, none (0, 0.00%) had above 36 years, none (0, 0.00%) had 31 to 35 years, none (0, 0.00%) had 26 to 30 years, one (1, 5.00%) had 21 to 25 years, two (2, 10.00%) had 16 to 20 years, nine (9, 45.00%) had 11 to 15 years, five (5, 25.00%) had 6 to 10 years, three (3, 15.00%) had 2 to 5 years, and none (0, 0.00%) had 1 year and below, out of a total of twenty (20, 100.00%), with an average length of service of 9.38 years. Almost half of the respondents having 11 to 15 years of experience, with the rest having 2 to 10 years, reflects a group with substantial teaching exposure, balancing fresh perspectives with seasoned expertise, and this experience supports flexibility in adopting competency-based approaches while ensuring depth of practice and classroom wisdom.

In relation to trainings and seminars attended, five (5, 25.00%) teachers attended at the Regional Level, seven (7, 35.00%) at the Division Level, five (5, 25.00%) at the District Level, and three (3, 15.00%) at the School Level, out of a total of twenty (20, 100.00%). Teachers are exposed to varied training levels, with most attending division-level programs (35%), and the spread across district and regional levels shows active participation in professional development, although the limited school-level training may indicate the need for internal capacity-building aligned to contextual needs.

As to performance rating, one (1, 5.00%) teacher was rated Outstanding, nineteen (19, 95.00%) were rated Very Satisfactory, none (0, 0.00%) were rated Satisfactory, none (0, 0.00%) were rated Moderately Satisfactory, and none (0, 0.00%) were rated Unsatisfactory, out of a total of twenty (20, 100.00%). Nearly all teachers being rated Very Satisfactory signifies strong professional performance and adherence to quality standards, demonstrating that the faculty is capable, committed, and effective, which are important attributes for implementing competency-based instruction, while also reflecting a positive school culture and leadership.

Turning to the student respondents, sixty (60, 75.00%) were 15 years old and above, twenty (20, 25.00%) were 13 to 14 years old, and none (0, 0.00%) were 12 years old and below, out of a total of eighty (80, 100.00%), with an average age of 14.63 and a standard deviation of 0.65. Most students being 15 years and above (75%) places them within the expected Grade 10 age range, suggesting developmentally appropriate readiness for higher cognition, abstract reasoning, and complex problem-solving skills required in literacy and numeracy mastery.

In terms of gender, thirty-two (32, 40.00%) student respondents were male and forty-eight (48, 60.00%) were female, out of a total of eighty (80, 100.00%). Female students (60%) outnumbering males suggests that female learners often show stronger academic engagement in language-based tasks, while males may excel in logic-numeric tasks, indicating that balanced instructional strategies must therefore cater to mixed learning styles to ensure equity in competency growth.

With respect to average household income, sixty (60, 75.00%) students came from households with an annual income of P50,000 and above, twenty (20, 25.00%) had a monthly income of P25,000 to P40,000, none (0, 0.00%) had a monthly income of P15,000 to P24,000, and none (0, 0.00%) had below P10,000, out of a total of eighty (80, 100.00%), with an average household annual income of 45625.00. Most students (75%) coming from relatively financially stable households likely supports access to learning resources, conducive study environments, and supplementary academic support, while the presence of students from the lower-income bracket (25%) reminds that equity considerations remain necessary in program planning.

Regarding home tutorship, eighteen (18, 22.50%) students were supported by their father, thirty (30, 37.50%) by their mother, twelve (12, 15.00%) by siblings, and twenty (20, 25.00%) by a guardian, out of a total of eighty (80, 100.00%). Mothers serving as primary academic support at home (37.5%), followed by guardians (25%) and fathers (22.5%), reflects extended family support patterns common in Filipino households, and this strong home involvement may contribute to students' literacy and numeracy confidence.

The implementation of competency-based instruction (CBI) reflects how effectively teachers align their pedagogical practices with learning outcomes that emphasize mastery of literacy and numeracy skills. CBI requires teachers to be intentional in designing curriculum, applying flexible and student-centered instructional strategies, using performance-based assessments, and cultivating professionally driven growth mindsets, while also demanding a learning environment where students receive personalized support, opportunities to demonstrate learning in authentic settings, and ownership of their learning pace and progress. Overall, the consistently high ratings illustrate a strong alignment between instructional practices and the principles of CBI, signaling a promising context for enhancing student

outcomes in literacy and numeracy, although the need for continuous improvement remains essential in sustaining instructional quality and adapting to evolving learner needs.

In the domain of curriculum design and content, teachers rated their ability to identify competencies in literacy and numeracy at a mean of 4.15 (Std Dev 0.5871, Often), their ability to create performance criteria and rubrics for mastery at a mean of 4.10 (Std Dev 0.5525, Often), their ability to develop learning experiences to achieve them at a mean of 4.20 (Std Dev 0.4104, Often), their ability to assess students based on their ability to apply knowledge and skills at a mean of 4.35 (Std Dev 0.4894, Always), and their ability to organize instruction around specific skills and abilities rather than traditional subjects at a mean of 4.30 (Std Dev 0.4702, Always), yielding an average weighted mean of 4.22, described as Always, following the legend where 4.21 to 5.00 is Always, 3.41 to 4.20 is Often, 2.61 to 3.40 is Sometimes, 1.81 to 2.60 is Rarely, and 1.00 to 1.80 is Never. Teachers scored high in identifying competencies, developing learning experiences, creating performance rubrics, and assessing students based on applied knowledge, with the highest emphasis on aligning curriculum to specific skills and abilities and assessing real-world application. This suggests that teachers are well versed in competency mapping and lesson planning that supports mastery-based learning, and with an average of 4.22, there is strong fidelity to core CBI design elements, indicating teachers' strong understanding of outcome-based education principles.

For instructional strategies, the mean for designing instruction to engage students, promote comprehension, and develop skill was 4.20 (Std Dev 0.5231, Often), for demonstrating mastery and acting as facilitator was 4.90 (Std Dev 0.8532, Always), for being flexible with authentic assessment was 4.35 (Std Dev 0.4894, Always), for providing instructional materials for effective teaching was 4.40 (Std Dev 0.5026, Always), and for tailoring instruction to individual student needs was 4.50 (Std Dev 0.5130, Always), yielding an average weighted mean of 4.47, described as Always. Instructional strategies emerged as a major strength among respondents, reflected by the highest domain mean of 4.47, with teachers consistently demonstrating mastery-oriented facilitation and flexibility in assessments. The highest indicator, demonstrating mastery and acting as facilitator (4.90), highlights a shift from traditional lecturer roles to facilitators of learning, consistent with modern pedagogical demands, while the strong use of materials and authentic assessments signals that instruction is not only structured but also aligned with varied learner contexts and needs.

In assessment and evaluation, the mean for focusing on a student's mastery of specific skills and knowledge was 4.40 (Std Dev 0.5026, Always), for using strategies to determine if a student can do something with what they have learned was 4.45 (Std Dev 0.5104, Always), for providing feedback for improvement was 4.40 (Std Dev 0.5026, Always), for enabling students to demonstrate their competencies in real-world contexts was 4.45 (Std Dev 0.5104, Always), and for planning and designing effective instruction was 4.40 (Std Dev 0.5026, Always), yielding an average weighted mean of 4.42, described as Always. Teachers strongly implement competency-based assessment approaches, with mean scores consistently above 4.40, emphasizing mastery, feedback, real-world demonstration, and strategic planning as key dimensions of performance-based evaluation. This affirms that teachers view assessment not merely as a grading mechanism but as a tool for validating skill acquisition and guiding students toward mastery, aligning closely with the Department of Education's advocacy for formative, summative, and authentic performance-based assessment tied to learning competencies.

Regarding teacher professional development, the mean for aligning professional learning with specific, measurable teacher competencies was 4.30 (Std Dev 0.5712, Always), for focusing on evidence of mastery rather than just time in a training was 4.40 (Std Dev 0.5026,

Always), for creating a common vision for effective practice was 4.15 (Std Dev 0.5871, Often), for stretching pacing and differentiated support for teachers was 4.30 (Std Dev 0.4702, Always), and for quickly adjusting to new situations was 4.30 (Std Dev 0.4702, Always), yielding an average weighted mean of 4.29, described as Always. The teachers exhibit strong capacity for professional growth aligned to competency-focused teaching, showing dedication to evidence-based mastery, vision-building for instructional improvement, and adaptability in learning new approaches, although creating a common vision for effective practice (4.15) rated slightly lower, indicating room to strengthen collaboration and unified instructional direction across the school system.

In the domain of learning environment, the mean for creating a safe, supportive, and inclusive space for students was 4.45 (Std Dev 0.5104, Always), for allowing students to progress at their own pace by mastering skills was 4.40 (Std Dev 0.5026, Always), for focusing on clear learning objectives was 4.35 (Std Dev 0.4894, Always), for setting clear and shared competencies was 4.50 (Std Dev 0.5130, Always), and for giving students agency in their learning path and assessment methods was 4.30 (Std Dev 0.6569, Always), yielding an average weighted mean of 4.40, described as Always. Teachers have established supportive, inclusive learning environments conducive to competency-based learning, with high ratings on student agency, pacing flexibility, and clarity of objectives affirming classrooms where learners are empowered and guided toward mastery, fostering intrinsic motivation and ownership of learning that are core tenets of mastery-driven pedagogy.

The summary on the level of implementation of competency-based instruction shows that curriculum design and content obtained a mean of 4.42 (Always), instructional strategies obtained a mean of 4.47 (Always), assessment and evaluation obtained a mean of 4.42 (Always), teacher professional development obtained a mean of 4.29 (Always), and learning environment obtained a mean of 4.40 (Always), yielding an overall average weighted mean of 4.40, described as Always. This overall rating confirms a consistently high level of implementation of competency-based instruction across all five dimensions.

The academic performance of students in literacy and numeracy competencies provides meaningful insight into how effectively competency-based instruction translates into mastery and application of essential skills. In a CBI framework, learning does not only emphasize content acquisition but also the demonstration of clear understanding and practical application, and evaluating learners' performance across specific competencies in comprehension, vocabulary building, grammar structure recognition, foundational mathematics, and real-world numeric processing gives a holistic view of student readiness and learning depth. The overall results show that students generally fall within the Very Satisfactory level, reflecting commendable competency development in both literacy and numeracy, although observed variability in mean scores highlights that while they perform well in some indicators, consistent support is still needed in higher-order thinking tasks such as evaluating biases, analyzing viewpoints, and applying mathematical concepts across complex contexts.

With respect to literary skills in enriching reading comprehension, recognizing evaluative word choices to detect biases and propaganda devices used by speakers obtained a mean of 2.50 (Std Dev 0.9692, Satisfactory), presenting a coherent, comprehensive report on differing viewpoints on an issue obtained a mean of 2.57 (Std Dev 0.9562, Very Satisfactory), regularly engaging with diverse materials obtained a mean of 2.56 (Std Dev 0.9880, Very Satisfactory), actively building vocabulary and using strategies like summarizing obtained a mean of 2.81 (Std Dev 0.9287, Very Satisfactory), and identifying the main idea and supporting details obtained a mean of 2.84 (Std Dev 1.0122, Very Satisfactory), yielding an average weighted mean of 2.66, described as Very Satisfactory, following the legend where 4.21 to 5.00 is Always, 3.41 to 4.20 is Frequently, 2.61 to 3.40 is Sometimes, 1.81 to 2.60 is Rarely, and 1.00 to 1.80 is Never. Students perform at a Very Satisfactory level in comprehension-related

tasks, with an average mean of 2.66, showing stronger performance in identifying main ideas and supporting details (2.84) and vocabulary building and summarizing strategies (2.81), while the relatively lower score in detecting biases and propaganda (2.50) suggests that higher-order critical-evaluation skills are still emerging, indicating stronger proficiency in literal and inferential comprehension but developing competency in critical comprehension. In the second literary skills table concerning grammar structure such as subject-verb agreement, identifying real or make-believe, fact or non-fact images obtained a mean of 2.88 (Std Dev 0.8908, Very Satisfactory), interpreting the meaning suggested in visual media through a focus on visual elements such as line, symbols, color, gaze, framing, and social distance obtained a mean of 2.83 (Std Dev 0.9434, Very Satisfactory), knowing the rule that the subject and verb in a sentence must match in number obtained a mean of 2.94 (Std Dev 1.0330, Very Satisfactory), ending each sentence with a period, question mark, or exclamation mark obtained a mean of 3.30 (Std Dev 0.6435, Outstanding), and beginning a sentence with a capital letter obtained a mean of 3.65 (Std Dev 0.7519, Outstanding), yielding an average weighted mean of 3.12, described as Very Satisfactory. Students demonstrate strong grammar-related competencies, with a 3.12 Very Satisfactory average, excelling in fundamental mechanics such as beginning sentences with capital letters (3.65) and correct punctuation use (3.30), while scores in distinguishing fact and non-fact images (2.88) and interpreting meaning in visual media (2.83) show emerging skills in multimodal literacy and contextual reasoning, and their understanding of subject-verb agreement rules (2.94) is solid but can still be strengthened to ensure minimal grammatical errors in written work.

In numeracy skills concerning the application of foundational mathematical knowledge, recognizing evaluative word choices to detect biases and propaganda devices used by speakers obtained a mean of 2.80 (Std Dev 0.9211, Very Satisfactory), presenting a coherent, comprehensive report on differing viewpoints on an issue obtained a mean of 2.62 (Std Dev 1.0228, Very Satisfactory), improving a student's ability to solve problems obtained a mean of 2.83 (Std Dev 0.9646, Very Satisfactory), reasoning quantitatively and applying mathematical concepts across various subjects obtained a mean of 2.76 (Std Dev 0.9757, Very Satisfactory), and comprehending fundamental arithmetical operations like addition, subtraction, multiplication, and division obtained a mean of 2.86 (Std Dev 1.0052, Very Satisfactory), yielding an average weighted mean of 2.77, described as Very Satisfactory. Students exhibit Very Satisfactory foundational numeracy, evidenced by an overall mean of 2.77, with competencies such as arithmetic operations (2.86) and problem-solving improvement (2.83) reflecting learners' ability to manipulate basic numbers and apply mathematical reasoning, although the slightly lower rating in presenting differing viewpoints in mathematical reasoning (2.62) suggests that students are competent in computational processes but need deeper support in mathematical communication, justification, and argumentation skills.

In the fourth academic performance table concerning processing in various real-world contexts, identifying real or make-believe, fact or non-fact images obtained a mean of 2.83 (Std Dev 0.9646, Very Satisfactory), interpreting the meaning suggested in visual media through a focus on visual elements obtained a mean of 2.74 (Std Dev 0.9808, Very Satisfactory), impacting positively by processing real-world problems obtained a mean of 2.85 (Std Dev 0.9987, Very Satisfactory), bridging the gap between abstract knowledge and practical application obtained a mean of 2.62 (Std Dev 1.0228, Very Satisfactory), and applying concepts and skills to tangible situations obtained a mean of 2.74 (Std Dev 1.0012, Very Satisfactory), yielding an average weighted mean of 2.76, described as Very Satisfactory. Students perform at a Very Satisfactory level (2.76) in applying mathematical concepts in real-world settings, showing adequate capability to evaluate real-life problems (2.85) and apply

concepts to practical scenarios (2.74), while their ability to bridge theory to actual context (2.62) signifies developing transfer skills essential for authentic numeracy application, suggesting that while foundational numeracy is strong, deeper and more complex application scenarios would refine students' adaptive analytical skills.

These findings imply that learners are progressing toward competency mastery, but reinforcement of critical-thinking and real-world application skills remains necessary to elevate performance to the highest mastery levels. Strengthening targeted interventions, expanding exposure to applied literacy-numeracy tasks, and providing differentiated remediation strategies will allow students to move from Very Satisfactory to Outstanding competency levels.

Understanding the relationship between competency-based instruction and students' academic performance provides essential insights into how instructional practices shape literacy and numeracy mastery. CBI emphasizes mastery of explicit skills, authentic learning tasks, flexible pacing, clear learning standards, and rigorous feedback cycles, and when applied effectively, it supports deeper learning, encourages independent thinking, and equips students to apply knowledge in practical contexts. To test this relationship, chi-square tests of association were computed between each dimension of competency-based instruction and the four literacy and numeracy skill areas, namely enriching reading comprehension, recognizing grammar structure, applying foundational mathematical knowledge, and processing in various real-world contexts, at the 0.05 alpha level of significance.

For curriculum design and content, the chi-square value against enriching reading comprehension was 54.920 with a p-value of 3.37657E-11, against recognizing grammar structure was 41.553 with a p-value of 2.06457E-08, against applying foundational mathematical knowledge was 49.297 with a p-value of 5.06276E-10, and against processing in various real-world contexts was 50.297 with a p-value of 3.13025E-10. For instructional strategies, the chi-square value against enriching reading comprehension was 64.425 with a p-value of 3.40087E-13, against recognizing grammar structure was 52.289 with a p-value of 1.20004E-10, against applying foundational mathematical knowledge was 59.286 with a p-value of 4.09673E-12, and against processing in various real-world contexts was 60.200 with a p-value of 2.63328E-12. For assessment and evaluation, the chi-square value against all four literacy and numeracy skill areas, namely enriching reading comprehension, recognizing grammar structure, applying foundational mathematical knowledge, and processing in various real-world contexts, was uniformly 120.000, each with a p-value of 5.34147E-25. For teacher professional development, the chi-square value against enriching reading comprehension was 57.382 with a p-value of 1.02892E-11, against recognizing grammar structure was 45.243 with a p-value of 3.54004E-09, against applying foundational mathematical knowledge was 52.246 with a p-value of 1.22507E-10, and against processing in various real-world contexts was 53.157 with a p-value of 7.90269E-11. For learning environment, the chi-square value against enriching reading comprehension was 62.797 with a p-value of 7.48911E-13, against recognizing grammar structure was 53.113 with a p-value of 8.06942E-11, against applying foundational mathematical knowledge was 58.651 with a p-value of 5.56949E-12, and against processing in various real-world contexts was 59.380 with a p-value of 3.91546E-12. All chi-square values are highly significant at the 0.05 alpha level, and since all computed p-values are far below 0.05, the null hypothesis of no significant relationship between the level of competency-based instruction and the level of academic performance of students' competencies is rejected across all dimensions and skill areas.

Competency-based instruction has a profound and statistically significant connection with students' academic performance in both literacy and numeracy competencies. Across all instructional dimensions, curriculum design and content, instructional strategies, assessment and evaluation, teacher professional development, and learning environment, the chi-square

values are remarkably high, paired with extremely small p-values far below the 0.05 significance threshold, confirming that consistent and effective implementation of competency-based instructional principles strongly contributes to improved comprehension skills, grammar mastery, foundational mathematical understanding, and real-world numeracy application. The strongest association is consistently found in the assessment and evaluation dimension, yielding a chi-square value of 120.000 across all learning areas with a probability level of 5.34147E-25, which is extraordinarily significant, underscoring the central role of mastery-based evaluation, timely feedback, and performance-driven assessment systems in shaping student learning outcomes. Curriculum design and instructional strategies also show very strong associations with student performance, indicating that clearly defined learning competencies, authentic tasks, learner-centered teaching, and flexible pacing support measurable gains in reading comprehension and mathematical reasoning. Teacher professional development likewise demonstrates a significant relationship with student outcomes, affirming that educators who continuously refine their competencies, collaborate with peers, and stay updated with pedagogical trends are better equipped to guide learners toward mastery, while the learning environment dimension further reveals a strong connection, suggesting that safe, supportive, inclusive, and competency-driven classrooms provide fertile ground for learners to take ownership of their learning, strengthen critical thinking skills, and apply knowledge confidently. Taken together, these highly significant values reveal that competency-based instruction is not merely a curriculum reform concept but a practical and measurable determinant of learning achievement.

Competency-based instruction aims to ensure that every learner masters foundational and advanced skills at their own pace, supported by targeted teaching strategies and performance-based assessments. However, students' success in literacy and numeracy is not solely shaped by instructional quality; it is also influenced by inherent learning barriers, motivation levels, prior skills, and instructional challenges present in the classroom environment. In the challenges related to literacy, using a scale of Extreme Hindrance (EH, 4.00), Moderate Hindrance (MH, 3.00), Somewhat a Hindrance (SH, 2.00), and Not a Hindrance (NH, 1.00), weak reading comprehension involving difficulty with complex sentences, identifying main ideas, and vocabulary was rated as an extreme hindrance by 11 respondents and a moderate hindrance by 9, ranking first. Poor foundational skills like decoding and fluency were rated as an extreme hindrance by 10 and a moderate hindrance by 10, ranking second. Engagement issues stemming from a lack of motivation or digital distractions were rated as an extreme hindrance by 9 and a moderate hindrance by 11, ranking third. Limited background knowledge was rated as an extreme hindrance by 8 and a moderate hindrance by 12, ranking fourth, tied with problems with formal writing, also rated as an extreme hindrance by 8 and a moderate hindrance by 12. Lack of confidence in speaking and participating in discussions was rated as an extreme hindrance by 7 and a moderate hindrance by 13, ranking fifth. Inadequate reading curriculum was rated as an extreme hindrance by 6 and a moderate hindrance by 14, ranking sixth, tied with poor reading comprehension, also rated as an extreme hindrance by 6 and a moderate hindrance by 14. Lack of motivation and engagement was rated as an extreme hindrance by 5 and a moderate hindrance by 15, ranking seventh, tied with weak foundational reading skills, also rated as an extreme hindrance by 5 and a moderate hindrance by 15.

Weak reading comprehension emerged as the most pressing hindrance among learners, with 11 responses rating it as an extreme hindrance and 9 as moderate, meaning that students struggle with complex texts, identifying main ideas, and vocabulary interpretation, skills essential to academic success and competency-based learning where reasoning and

independent analysis are required. Close behind is poor foundational reading skills such as decoding and fluency (10 EH, 10 MH), showing that difficulties in basic literacy structures continue to hinder progression to higher-order comprehension and critical interpretation. Engagement issues and motivation challenges ranked next (9 EH, 11 MH), highlighting the role of learner interest and digital distractions in literacy development, while the presence of limited background knowledge, writing skill gaps, and low confidence in speaking further reveals that students are not only struggling with text comprehension but also with language production, oral communication, and academic discourse. Recurring concerns like inadequate reading curriculum, weak foundational reading skills, and lack of motivation underscore the need for systematic reading interventions, indicating that learners often enter Grade 10 with unfinished learning from lower grades, making mastery expectations challenging without structured remediation and targeted scaffolding. Overall, these findings reflect a cycle where foundational skill deficits lead to limited comprehension, weakening students' ability to perform in advanced literacy tasks such as analysis, evaluation, and argumentation, all vital in a competency-based framework.

In the challenges related to numeracy, using the same scale of Extreme Hindrance (EH, 4.00), Moderate Hindrance (MH, 3.00), Somewhat a Hindrance (SH, 2.00), and Not a Hindrance (NH, 1.00), weak foundation from earlier grades was rated as an extreme hindrance by 15 and a moderate hindrance by 5, ranking third, tied with difficulty with advanced and abstract concepts like algebra and math anxiety, also rated as an extreme hindrance by 15 and a moderate hindrance by 5. Lack of real-world application was rated as an extreme hindrance by 14 and a moderate hindrance by 6, ranking fourth. Poor problem-solving skills was rated as an extreme hindrance by 17 and a moderate hindrance by 3, ranking first. Ineffective teaching methods and insufficient practice was rated as an extreme hindrance by 10 and a moderate hindrance by 10, ranking fifth, tied with lack of understanding among the general population of what the term numeracy means, also rated as an extreme hindrance by 10 and a moderate hindrance by 10, tied further with lack of understanding of basic concepts, also rated as an extreme hindrance by 10 and a moderate hindrance by 10, and tied further with anxiety or math phobia, also rated as an extreme hindrance by 10 and a moderate hindrance by 10. Difficulty in problem comprehension was rated as an extreme hindrance by 9 and a moderate hindrance by 11, ranking sixth. Poor logical reasoning was rated as an extreme hindrance by 16 and a moderate hindrance by 4, ranking second.

The greatest numeracy hindrance reported is poor problem-solving skills, with 17 extreme hindrance responses, showing that many students struggle to interpret and solve unfamiliar mathematical tasks, a challenge that aligns closely with the second-highest barrier, poor logical reasoning (16 EH), signifying that critical thinking and reasoning, which are central to competency-based numeracy learning, remain underdeveloped. Both weak foundations from earlier grades and difficulty with advanced and abstract math concepts (15 EH each) emphasize that many students enter higher-level mathematics without full mastery of arithmetic and pre-algebra skills, and this foundation gap creates anxiety, as evidenced by math phobia and numeracy-concept misunderstanding (10 EH each). Lack of real-world application (14 EH, 6 MH) contributes to difficulty in transferring learned skills to authentic contexts, revealing that many students learn rules and procedures but struggle to use math in financial decisions, measurement tasks, problem analysis, or everyday reasoning, while ineffective practice routines and insufficient exposure to varied problem types (10 EH, 10 MH) also signal the need for practice that builds fluency and problem-solving stamina. The consistent ranking of communication- and comprehension-related math difficulties shows that numeracy challenges are not just computational but also cognitive, emotional, and contextual, and mastery-based instruction thrives on conceptual depth and skill transfer, but these barriers slow

student progress unless addressed through targeted numeracy supports and confidence-building strategies.

Taken as a whole, the findings of this chapter demonstrate that the twenty teacher respondents and eighty student respondents from Madridejos District exhibit a demographic and professional profile conducive to sustaining competency-based instruction, that the level of implementation of CBI across curriculum design and content, instructional strategies, assessment and evaluation, teacher professional development, and learning environment is consistently rated Always with an overall average weighted mean of 4.40, and that the corresponding level of academic performance of students in literacy and numeracy competencies falls within the Very Satisfactory range across all four measured domains. The chi-square analyses further establish, at the 0.05 alpha level of significance, statistically significant relationships between every dimension of competency-based instruction and every measured literacy and numeracy skill area, with the assessment and evaluation dimension registering the strongest association at a chi-square value of 120.000 and a p-value of 5.34147E-25. At the same time, the identified challenges in literacy, led by weak reading comprehension, and in numeracy, led by poor problem-solving skills, reveal persistent gaps that temper the otherwise strong implementation and performance results. Collectively, these findings directly address the objectives of the study by empirically confirming that well-implemented competency-based instruction is significantly associated with improved literacy and numeracy outcomes among Grade 10 students, while simultaneously identifying the specific instructional and learner-based barriers that must be addressed to sustain and elevate this achievement. These results contribute to the broader field of competency-based education by providing numerically grounded evidence linking instructional practice dimensions to measurable student outcomes in a public school context, and they provide the empirical foundation for the summary, conclusions, and recommendations to be presented in the succeeding chapter.

CONCLUSION

This study, which examined the level of competency-based instruction and its relationship to the academic performance in literacy and numeracy of Grade 10 students among the selected schools of Madridejos District, Cebu Province Division, during the School Year 2024 to 2025, draws together its findings to establish a coherent basis for a Revitalized Competency Based Instructional Program. Drawing from a total of 100 respondents composed of 20 teachers and 80 Grade 10 students, the data revealed that the teacher population is predominantly composed of mid-career professionals, with the majority aged between 31 and 40 years old, largely female, and mostly married, a profile suggesting a workforce marked by stability and sustained commitment to the teaching profession. The high proportion of teachers holding postgraduate units, together with their consistent rating of Very Satisfactory in performance, indicates a professionally prepared and capable teaching force. Among the students, the majority were 15 years old and above, placing them within the expected age range for Grade 10, with female students slightly outnumbering their male counterparts. Most learners came from relatively financially stable households, and mothers were identified as the primary source of academic support at home, findings that point to a generally supportive learning environment both within the school and at home.

The implementation of competency-based instruction was found to reflect how effectively teachers align their pedagogical practices with learning outcomes that emphasize the mastery of literacy and numeracy skills. Although the results demonstrated strong

implementation overall, the need for continuous improvement remains essential in sustaining instructional quality and in adapting to the evolving needs of learners. When examined in relation to academic performance, the findings showed that competency-based instruction, when properly translated into classroom practice, does not merely emphasize the acquisition of content but also the demonstration of clear understanding and its practical application. Learners were found to be progressing toward competency mastery, yet the reinforcement of critical thinking and real-world application skills remains necessary to elevate their performance from the very satisfactory level to the outstanding level. This suggests that strengthening targeted interventions, expanding learners' exposure to applied literacy and numeracy tasks, and providing differentiated remediation strategies are essential steps in helping students reach higher levels of mastery.

Furthermore, the results indicated that students display a solid foundation in procedural fluency, yet higher order mathematical reasoning and communication require further enhancement in order to move learning beyond the completion of procedural tasks toward the articulation of mathematical logic in varied contexts. This pattern was mirrored in the literacy domain, where foundational skill deficits were found to limit comprehension, which in turn weakens students' ability to perform advanced literacy tasks such as analysis, evaluation, and argumentation, all of which are vital components of a competency-based framework. Taken together, these findings reinforce the importance of investing in teacher capability, strengthening assessment practices, and cultivating an enabling school environment as means of sustaining and elevating student achievement.

In light of these conclusions, it is strongly recommended that the Revitalized Competency-Based Instructional Program in literacy and numeracy be considered by concerned officials for adoption and implementation across all schools within the Division of Cebu Province. Such a program should build upon the demonstrated strengths in instructional delivery and teacher preparedness while directly addressing the identified gaps in higher order reasoning, critical thinking, and applied literacy and numeracy skills, thereby providing a systemic and sustained response to the developmental needs of Grade 10 learners.

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