

## Article

# Evaluating the Learning Competencies of Grade One Learners Through the Enhanced Regional Achievement Test (ERAT): A Basis for Data-Driven Instructional Intervention

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**Abstract:** This study evaluated the learning competencies of Grade One learners through the Enhanced Regional Achievement Test (ERAT). Specifically, it determined the learners' profile, assessed their competencies in Mathematics, Language, Good Manners and Right Conduct (GMRC), Reading and Literacy, and Makabansa, examined the relationship between learners' profile and ERAT performance, and developed Project GROW (Grade One Responsive Opportunities for Whole-Learner Development). The study employed a descriptive-correlational research design. Using purposive sampling, the respondents consisted of nine (9) Grade One teachers and 274 Grade One learner from selected Grade One sections. Data were obtained from the official ERAT records and learners' profile information. Frequency count, percentage, weighted mean, standard deviation, and the Chi-square Test of Independence were utilized to analyze the data. The findings revealed that the learners generally demonstrated satisfactory learning competencies across the five ERAT domains. Significant relationships were observed between selected learner profile variables and performance in specific learning domains, while most profile variables showed no significant association with learner achievement. The study concluded that assessment results provided valuable empirical evidence for identifying competency gaps and informing responsive instructional planning. Accordingly, the implementation of Project GROW, a data-driven instructional intervention program, was strongly recommended to strengthen foundational competencies, support differentiated instruction, institutionalize continuous progress monitoring, and promote evidence-based instructional decision-making among Grade One learners.

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**Keywords:** learning competencies, Enhanced Regional Achievement Test (ERAT), foundational learning, mathematics, language, GMRC

## Introduction

The development of foundational learning competencies among early-grade learners

has remained a critical priority in basic education systems worldwide, as these competencies serve as the cornerstone of lifelong learning, academic achievement, and future workforce readiness. UNESCO (2023) reported that approximately 70% of ten-year-old children globally continue to experience learning poverty, characterized by the inability to read and comprehend a simple text. This persistent learning crisis extends beyond literacy to include numeracy and foundational cognitive competencies that are essential for succeeding in higher levels of education. Likewise, the World Bank (2022) emphasized that the recovery of learning losses requires educational systems to move beyond traditional assessment practices toward evidence-based instructional planning. Kim and Steiner (2021) further argued that assessment systems become more meaningful when their results are systematically translated into instructional decisions that directly respond to learners' identified needs. Consequently, standardized assessments have become indispensable tools for diagnosing learning gaps and guiding evidence-based educational interventions.

Grade One is a critical stage in basic education because competencies developed during the first year of formal schooling support later learning across subjects. Longitudinal evidence shows that school entry mathematics, reading, and attention skills are important predictors of subsequent academic achievement (Duncan et al., 2007). In the Philippine context, concerns about foundational learning remain substantial, particularly in mathematics and reading, where mastery of elementary competencies is uneven across cohorts and socioeconomic groups (Igarashi & Suryadarma, 2023). These findings underscore the importance of examining what young learners can actually demonstrate through achievement measures rather than relying solely on classroom participation or promotion. Assessing competencies at this stage can reveal strengths, gaps, and areas requiring timely instructional support. For Grade One learners, domain-specific evidence is especially useful because early difficulties may accumulate when they are not identified and addressed through responsive teaching, remediation, and appropriate school-based learning intervention efforts.

Within the Philippine educational landscape, concerns regarding learners' foundational competencies have likewise remained prominent. Results of the Programme for International Student Assessment (PISA) consistently demonstrated that Filipino learners performed among the lowest in reading, mathematics, and science, indicating persistent deficiencies in foundational learning competencies (OECD, 2023). Moreover, the Department of Education (DepEd, 2023) documented substantial learning losses brought about by disruptions in classroom instruction, particularly among early-grade learners whose literacy and numeracy development was significantly affected. These findings underscored the urgency of strengthening assessment systems that not only measure learner performance but also generate actionable evidence capable of informing responsive instructional practices.

Complementing these findings, results of the Comprehensive Rapid Literacy Assessment (CRLA) likewise identified substantial numbers of struggling readers among learners in Grades 1 to 3 across Cebu. Within the DepEd Cebu City Division, classroom teachers likewise observed varying levels of learner mastery in Mathematics, Language, Reading and Literacy, GMRC, and Makabansa. Weak foundational competencies, particularly in literacy and numeracy, frequently constrained learners' ability to perform higher-order learning tasks in succeeding grade levels (Bernardo, 2021; Dela Cruz & Lapinid, 2022). Furthermore, although

parental involvement remained an important determinant of academic success, many families encountered socioeconomic and educational constraints that limited their capacity to provide consistent academic support, thereby placing greater responsibility upon teachers to implement differentiated and responsive instructional strategies (Alampay et al., 2022; Morado & Gomba, 2021).

Mathematics, language, reading, and literacy are closely connected foundational domains that shape children's capacity to understand instructions, communicate ideas, solve problems, and access increasingly complex lessons. Research consistently demonstrates that early mathematical knowledge predicts later achievement, while early literacy experiences support vocabulary, decoding, comprehension, and broader academic development (Duncan et al., 2007; Mol & Bus, 2011). Evidence from Cebu City is particularly relevant, Dulay et al. (2019) found that parent coaching interventions produced domain specific gains in numeracy, vocabulary, phonological awareness, letter knowledge, and print awareness among young Filipino children. Their findings also indicated variation associated with socioeconomic status and parental involvement. Such evidence suggests that achievement in one domain should not be interpreted in isolation. Examining Mathematics, Language, and Reading and Literacy separately through ERAT scores can provide a clearer picture of learners' competency patterns and identify whether particular foundational areas require more focused classroom support and enrichment strategies.

Despite the availability of assessment tools, a notable gap remains in effectively utilizing assessment data to create context-specific instructional interventions. Although schools routinely administer standardized assessments and generate extensive learner performance data, the translation of these results into systematic, school-based instructional intervention programs has remained limited. Existing studies have predominantly focused on describing learner achievement, identifying demographic correlates, or examining large-scale assessment outcomes. Comparatively fewer investigations have demonstrated how assessment evidence can be transformed into structured intervention models that directly guide classroom instruction and continuous learner monitoring (Schildkamp et al., 2020; Mandinach & Schildkamp, 2021). Consequently, assessment results often remain descriptive rather than transformative, limiting their practical contribution to improving learner performance.

More importantly, while national and regional assessment data such as PISA and ERAT are readily available, there remains a lack of localized empirical studies that specifically utilize ERAT results to develop and implement a comprehensive school-based instructional intervention program for Grade One learners within the context of Tejero Elementary School. Existing literature provides valuable information regarding learner achievement at broader educational levels; however, limited empirical investigations have translated ERAT findings into a sustainable, evidence-based intervention framework specifically designed to address the competency needs of learners within an individual school setting. This absence of localized, assessment-driven intervention research represents a significant gap in both educational practice and scholarship.

Recognizing this gap, the present study extended beyond merely evaluating learner competencies. It systematically examined the learning competencies of Grade One

learners through the Enhanced Regional Achievement Test (ERAT) at Tejero Elementary School and utilized the empirical findings as the basis for developing Project GROW (Grade One Responsive Opportunities for Whole-Learner Development), a comprehensive Data-Driven Instructional Intervention Program. Project GROW was conceptualized as a sustainable, assessment-informed instructional framework that transforms ERAT evidence into differentiated instructional planning, learner profiling, competency-based intervention, continuous progress monitoring, collaborative instructional decision-making, and ongoing program evaluation. Unlike conventional remediation programs, Project GROW institutionalizes a continuous cycle of data-driven instructional improvement that enables teachers, school leaders, and stakeholders to make evidence-based decisions responsive to learners demonstrated competencies.

Accordingly, this study contributes both theoretically and practically by addressing the existing gap between educational assessment and instructional practice. It advances the growing body of knowledge on assessment-informed instruction by demonstrating how standardized regional assessment data may be systematically translated into a localized, school-based intervention framework. Ultimately, the study is expected to strengthen evidence-based teaching practices, improve foundational competencies among Grade One learners, enhance school-level instructional planning, and provide a replicable model that may be adapted by other elementary schools implementing the Enhanced Regional Achievement Test as part of their learning improvement initiatives.

## **Literature Review**

Foundational competencies acquired during the early primary grades are important predictors of learners' subsequent academic development. Duncan et al. (2007) found that mathematics, reading, and attention skills at school entry significantly predicted later academic achievement, demonstrating the importance of assessing competencies during the beginning years of formal schooling. Similarly, Mol and Bus (2011) established through meta-analysis that children's exposure to print is positively associated with vocabulary, reading comprehension, spelling, and general academic development. In the Philippine setting, Igarashi and Suryadarma (2023) reported persistent gaps in foundational mathematics and reading skills, indicating that grade progression does not necessarily guarantee mastery of competencies expected in earlier levels. More locally, Dulay et al. (2019), in a study conducted among young children in Cebu City, found that structured home-based interventions improved numeracy, vocabulary, phonological awareness, letter knowledge, and print awareness. Beyond academic skills, research also demonstrates the educational importance of social, emotional, moral, and civic development. Durlak et al. (2011) found that school-based social and emotional learning interventions improved students' behavior, attitudes, and academic performance, while Taylor et al. (2017) showed that such benefits could persist during follow-up periods. These findings are relevant to GMRC because competencies involving self-regulation, interpersonal relationships, responsible behavior, and decision-making form part of children's broader social development. Likewise, Campbell (2019) demonstrated that well-designed civic education contributes to civic knowledge and engagement. Collectively,

these studies support the assessment of Mathematics, Language, GMRC, Reading and Literacy, and Makabansa as distinct yet complementary dimensions of Grade One learning.

Learners' achievement, however, is not determined solely by instruction because individual, family, and socioeconomic characteristics can influence opportunities for learning and the development of foundational competencies. Sirin's (2005) meta-analysis established a consistent relationship between socioeconomic status and academic achievement, although the magnitude of the relationship differed according to how socioeconomic status and achievement were measured. Extending this evidence to developing-country contexts, Kim et al. (2019) found that socioeconomic status was significantly associated with academic outcomes, emphasizing disparities in educational resources and opportunities available to children from different backgrounds. Home-learning conditions are particularly important during early childhood and the primary grades. Cheung et al. (2021), in their review of home literacy and numeracy environments across Asian societies, found that parental practices, beliefs, educational resources, socioeconomic circumstances, and engagement in literacy and numeracy activities were associated with children's early learning experiences and outcomes. Philippine evidence is consistent with these findings. Dulay et al. (2019) observed variations in the effects of numeracy and literacy interventions among Cebu City children according to socioeconomic status and parental involvement, suggesting that family characteristics may influence how children benefit from learning opportunities. Igarashi and Suryadarma (2023) likewise documented differences in foundational competencies among Filipino learners according to demographic and wealth-related characteristics. These studies provide a strong basis for examining whether the profiles of Grade One learners at Tejero Elementary School are significantly related to their ERAT performance in Mathematics, Language, GMRC, Reading and Literacy, and Makabansa.

## **Methodology**

This study employed a descriptive-correlational research design to evaluate the learning competencies of Grade One learners and determine the relationship between selected profile variables and performance in the Enhanced Regional Achievement Test (ERAT). The design was appropriate because it described existing conditions and examined relationships among variables without manipulation (Creswell & Creswell, 2018). The study was conducted at Tejero Elementary School, DepEd Cebu City Division, with 274 Grade One learners and nine Grade One teachers from the Jasmine, Daffodil, Orchid, Rose, Sampaguita, Dahlia, Lilac, Gumamela, and Santan sections.

The primary data source was the official ERAT, which measured competencies in Mathematics, Language, Good Manners and Right Conduct, Reading and Literacy, and Makabansa. Learner profile variables included age, gender, parents' highest educational attainment, and combined family monthly income. Because the study was conducted during summer vacation, no new classroom testing was administered. Instead, the researcher retrieved existing ERAT results and learner profile information from authorized school records after securing institutional permissions. All records were verified, coded, anonymized, and organized using data extraction sheets and electronic spreadsheets. Confidentiality and data privacy were observed in accordance

with Republic Act No. 10173 and applicable Department of Education research and child protection policies. Frequency counts and percentages summarized learner profiles, while means and standard deviations described ERAT performance across domains. The Chi-Square Test of Independence determined significant relationships between categorized profile variables and competency levels at the 0.05 level of significance. Item analysis identified the most and least learned competencies. Findings from the descriptive and correlational analyses served as the empirical basis for developing Project GROW, a data-driven instructional intervention program designed to address identified competency gaps through differentiated instruction, targeted support, progress monitoring, and evidence-based instructional planning. These procedures ensured that the intervention was responsive to documented learner needs within the specific school context.

## Results

Table 1. Age and Gender

| Age<br>(in years) | Female f | Female % | Male f | Male % | Total f | Total % |
|-------------------|----------|----------|--------|--------|---------|---------|
| Above 7           | 5        | 3.79     | 14     | 9.27   | 19      | 6.71    |
| 7                 | 66       | 50.00    | 74     | 49.01  | 140     | 49.47   |
| 6                 | 58       | 43.94    | 61     | 40.40  | 119     | 42.05   |
| 5                 | 3        | 2.27     | 2      | 1.32   | 5       | 1.77    |
| Total             | 132      | 100.00   | 151    | .00    | 283     | 100.00  |

Table 1 presents the respondents' distribution according to age and gender. Of the 283 Grade One learners, 140 or 49.47 percent were seven years old, making this the largest age group. This was followed by 119 learners or 42.05 percent who were six years old. Nineteen learners or 6.71 percent were above seven years old, while only five or 1.77 percent were five years old. Regarding gender, 151 learners were male, representing 53.36 percent of the total population, whereas 132 were female, accounting for 46.64 percent. The findings indicate that the respondents were predominantly six to seven years old, which is consistent with the typical age range of Grade One learners, with males slightly outnumbering females in the sample overall.

Table 2. Parents' Highest Educational Attainment

| Educational<br>Attainment | Mother f | Mother % | Father f | Father % |
|---------------------------|----------|----------|----------|----------|
| College Graduate          | 36       | 12.72    | 37       | 13.07    |
| College<br>Undergraduate  | 56       | 19.79    | 58       | 20.49    |
| Vocational<br>Graduate    | 9        | 3.18     | 14       | 4.95     |

| Educational Attainment | Mother f | Mother % | Father f | Father % |
|------------------------|----------|----------|----------|----------|
| ALS Graduate           | 13       | 4.59     | 4        | 1.41     |
| High School Graduate   | 102      | 36.04    | 89       | 31.45    |
| High School Level      | 52       | 18.37    | 57       | 20.14    |
| Elementary Graduate    | 2        | 0.71     | 3        | 1.06     |
| Elementary Level       | 13       | 4.59     | 21       | 7.42     |
| Total                  | 283      | 100.00   | 283      | 100.00   |

Table 2 presents the parents' highest educational attainment of the 283 learners. Among mothers, the largest group consisted of high school graduates, with 102 or 36.04 percent, followed by college undergraduates with 56 or 19.79 percent and those at the high school level with 52 or 18.37 percent. Among fathers, high school graduates also comprised the largest group, with 89 or 31.45 percent, followed by college undergraduates with 58 or 20.49 percent and those at the high school level with 57 or 20.14 percent. Only small proportions of parents were elementary graduates. Overall, the findings indicate that most parents had attained secondary education, while fewer had completed college, vocational, ALS, or elementary education among the respondents in this study population.

Table 3. Combined Family Monthly Income

| Monthly Income (in pesos) | f   | %      |
|---------------------------|-----|--------|
| Above 30,000              | 14  | 4.95   |
| 25,001–30,000             | 10  | 3.53   |
| 20,001–25,000             | 17  | 6.01   |
| 15,001–20,000             | 32  | 11.31  |
| 10,001–15,000             | 74  | 26.15  |
| 10,000 and below          | 136 | 48.06  |
| Total                     | 283 | 100.00 |

Table 3 presents the combined family monthly income of the 283 respondents. The largest group consisted of 136 families or 48.06 percent earning ₱10,000 and below per month. This was followed by 74 families or 26.15 percent with monthly incomes ranging from ₱10,001 to ₱15,000. Thirty-two families or 11.31 percent earned ₱15,001 to ₱20,000, while 17 families or 6.01 percent reported incomes of ₱20,001 to ₱25,000. Only 10 families or 3.53 percent earned ₱25,001 to ₱30,000, and 14 families or 4.95 percent earned above ₱30,000. Overall, the findings indicate that most respondents came from households within the

lower income brackets, with nearly half reporting monthly family incomes of ₱10,000 or below.

Table 4. Level of Learning Competencies of the Learners as Measured by their ERAT Scores in Mathematics

| Level             | Numerical Range | f    | %      |
|-------------------|-----------------|------|--------|
| Outstanding       | 17–20           | 3    | 1.06   |
| Very Satisfactory | 13–16           | 24   | 8.48   |
| Satisfactory      | 9–12            | 125  | 44.17  |
| Fair              | 5–8             | 116  | 40.99  |
| Poor              | 0–4             | 15   | 5.30   |
| Total             |                 | 283  | 100.00 |
| Mean              |                 | 8.79 |        |
| St. Dev.          |                 | 2.98 |        |

Table 4 presents the learners' competency levels in Mathematics based on their ERAT scores. Most learners were classified as Satisfactory, with 125 or 44.17 percent, followed closely by 116 or 40.99 percent who obtained a Fair rating. Fifteen learners or 5.30 percent were categorized as Poor, while 24 or 8.48 percent achieved a Very Satisfactory level. Only three learners or 1.06 percent reached the Outstanding level. The overall mean score of 8.79, with a standard deviation of 2.98, indicates that the group's average performance fell within the Fair range. The findings suggest that many learners demonstrated only partial to acceptable mastery of Mathematics competencies, highlighting the need for reinforcement, targeted intervention, and differentiated support.

Table 5. Level of Learning Competencies of the Learners as Measured by their ERAT Scores in Language

Table 5 presents the learners' competency levels in Language based on their

| Level             | Numerical Range | f     | %      |
|-------------------|-----------------|-------|--------|
| Outstanding       | 17–20           | 22    | 7.77   |
| Very Satisfactory | 13–16           | 74    | 26.15  |
| Satisfactory      | 9–12            | 81    | 28.62  |
| Fair              | 5–8             | 86    | 30.39  |
| Poor              | 0–4             | 20    | 7.07   |
| Total             |                 | 283   | 100.00 |
| Mean              |                 | 10.42 |        |
| St. Dev.          |                 | 4.28  |        |

ERAT scores. The largest group comprised 86 learners or 30.39 percent who obtained a Fair rating, followed by 81 learners or 28.62 percent classified as Satisfactory. Seventy-four learners or 26.15 percent achieved a Very Satisfactory rating, while 22 or 7.77 percent reached the Outstanding level. Meanwhile, 20 learners or 7.07 percent were categorized as Poor. The overall mean score of 10.42, with a standard deviation of 4.28, falls within the Satisfactory range. These results indicate that learners generally demonstrated acceptable Language competencies, although a substantial proportion remained in the Fair category, suggesting the need for continued reinforcement and targeted instructional support to strengthen foundational language skills among learners.

Table 6. Level of Learning Competencies of the Learners as Measured by their ERAT Scores in GMRC

| Level             | Numerical Range | f     | %      |
|-------------------|-----------------|-------|--------|
| Outstanding       | 17–20           | 70    | 24.73  |
| Very Satisfactory | 13–16           | 87    | 30.74  |
| Satisfactory      | 9–12            | 74    | 26.15  |
| Fair              | 5–8             | 38    | 13.43  |
| Poor              | 0–4             | 14    | 4.95   |
| Total             |                 | 283   | 100.00 |
| Mean              |                 | 12.81 |        |
| St. Dev.          |                 | 4.45  |        |

Table 6 presents the learners' competency levels in GMRC based on their ERAT scores. The largest group consisted of 87 learners or 30.74 percent who achieved a Very Satisfactory rating, followed by 74 learners or 26.15 percent classified as Satisfactory. Seventy learners or 24.73 percent reached the Outstanding level, while 38 or 13.43 percent obtained a Fair rating. Only 14 learners or 4.95 percent were categorized as Poor. The overall mean score of 12.81, with a standard deviation of 4.45, falls within the Satisfactory range. These results indicate that learners generally demonstrated acceptable to high competency in GMRC, although some still require reinforcement to strengthen values, appropriate behavior, responsibility, respect, and positive social interaction in everyday situations at school consistently.

Table 7 presents the learners' competency levels in Reading and Literacy based on their ERAT scores. The largest group consisted of 109 learners or 38.52 percent who attained a Satisfactory rating, followed by 78 learners or 27.56 percent classified as Fair.

Table 7. Level of Learning Competencies of the Learners as Measured by their ERAT Scores in Reading and Literacy

| Level             | Numerical Range | f    | %      |
|-------------------|-----------------|------|--------|
| Outstanding       | 17–20           | 2    | 0.71   |
| Very Satisfactory | 13–16           | 66   | 23.32  |
| Satisfactory      | 9–12            | 109  | 38.52  |
| Fair              | 5–8             | 78   | 27.56  |
| Poor              | 0–4             | 28   | 9.89   |
| Total             |                 | 283  | 100.00 |
| Mean              |                 | 9.58 |        |
| St. Dev.          |                 | 3.70 |        |

Sixty-six learners or 23.32 percent achieved a Very Satisfactory rating, while 28 or 9.89 percent were categorized as Poor. Only two learners or 0.71 percent reached the Outstanding level. The overall mean score of 9.58, with a standard deviation of 3.70, falls within the Satisfactory range. These findings indicate that learners generally demonstrated acceptable reading and literacy competencies, although many remained at Fair or Poor levels, suggesting the need for strengthened foundational reading instruction, remediation, and targeted literacy support.

Table 8. Level of Learning Competencies of the Learners as Measured by their ERAT Scores in Makabansa

| Level             | Numerical Range | f     | %      |
|-------------------|-----------------|-------|--------|
| Outstanding       | 17–20           | 48    | 16.96  |
| Very Satisfactory | 13–16           | 79    | 27.92  |
| Satisfactory      | 9–12            | 75    | 26.50  |
| Fair              | 5–8             | 65    | 22.97  |
| Poor              | 0–4             | 16    | 5.65   |
| Total             |                 | 283   | 100.00 |
| Mean              |                 | 11.63 |        |
| St. Dev.          |                 | 4.49  |        |

Table 8 presents the learners' competency levels in Makabansa based on their ERAT scores. The largest group consisted of 79 learners or 27.92 percent who achieved a Very Satisfactory rating, followed by 75 learners or 26.50 percent classified as Satisfactory. Sixty-five learners or 22.97 percent obtained a Fair rating, while 48 or 16.96 percent reached the Outstanding level. Only 16 learners

or 5.65 percent were categorized as Poor. The overall mean score of 11.63, with a standard deviation of 4.49, falls within the Satisfactory range. These findings indicate that learners generally demonstrated acceptable competency in Makabansa, although a notable proportion still required reinforcement to strengthen understanding of self, family, community, culture, citizenship, and responsible participation in everyday social contexts effectively.

Table 9. Test of Significance of the Relationship Between the Learners' Profile and the ERAT Performance of the Learners in Mathematics

| Variable                                                            | $\chi^2$ -<br>value | df | P-<br>value | Decision            | Remarks         |
|---------------------------------------------------------------------|---------------------|----|-------------|---------------------|-----------------|
| Age and Mathematics Performance                                     | 3.869               | 6  | 0.694       | Do not reject $H_0$ | Not Significant |
| Gender and Mathematics Performance                                  | 0.468               | 2  | 0.791       | Do not reject $H_0$ | Not Significant |
| Mother's Highest Educational Attainment and Mathematics Performance | 2.026               | 6  | 0.917       | Do not reject $H_0$ | Not Significant |
| Father's Highest Educational Attainment and Mathematics Performance | 7.603               | 6  | 0.269       | Do not reject $H_0$ | Not Significant |
| Combined Family Monthly Income and Mathematics Performance          | 4.484               | 6  | 0.611       | Do not reject $H_0$ | Not Significant |

Significant at  $p < 0.05$ .

Table 9 presents the test of significance between the learners' profile and their ERAT performance in Mathematics. The results show that age ( $p = 0.694$ ), gender ( $p = 0.791$ ), mother's educational attainment ( $p = 0.917$ ), father's educational attainment ( $p = 0.269$ ), and combined family monthly income ( $p = 0.611$ ) were not significantly related to Mathematics performance because all p-values exceeded the 0.05 significance level. Thus, the null hypotheses were not rejected for profile variables. These findings indicate that differences in Mathematics competency levels among the Grade One learners were not statistically associated with the demographic and socioeconomic characteristics examined. Other factors, such as instructional practices, prior learning experiences, motivation, or home learning support, may better explain variations in Mathematics performance.

Table 10 presents the relationship between the learners' profile and their ERAT performance in Language. The results show that age was significantly associated with Language performance,  $\chi^2(9) = 18.725$ ,  $p = 0.028$ ; therefore, the null hypothesis for age was rejected. In contrast, gender ( $p = 0.595$ ), mother's

Table 10. Test of Significance of the Relationship Between the Learners' profile and the ERAT Performance of the Learners in Language

| Variables                                                        | $\chi^2$ -value | df | P-value | Decision            | Remarks         |
|------------------------------------------------------------------|-----------------|----|---------|---------------------|-----------------|
| Age and Language Performance                                     | 18.725*         | 9  | 0.028   | Reject $H_0$        | Significant     |
| Gender and Language Performance                                  | 1.894           | 3  | 0.595   | Do not reject $H_0$ | Not Significant |
| Mother's Highest Educational Attainment and Language Performance | 10.485          | 9  | 0.313   | Do not reject $H_0$ | Not Significant |
| Father's Highest Educational Attainment and Language Performance | 2.893           | 9  | 0.968   | Do not reject $H_0$ | Not Significant |
| Combined Family Monthly Income and Language Performance          | 7.601           | 9  | 0.575   | Do not reject $H_0$ | Not Significant |

Significant at  $p < 0.05$ .

educational attainment ( $p = 0.313$ ), father's educational attainment ( $p = 0.968$ ), and combined family monthly income ( $p = 0.575$ ) showed no significant relationships because their p-values exceeded 0.05. Thus, the corresponding null hypotheses were not rejected. The findings suggest that Language competency levels differed significantly across age groups, whereas the other demographic and socioeconomic variables examined were not statistically associated with learners' Language performance in this sample of Grade One learners in school.

Table 11. Test of Significance of the Relationship Between the Learners' Profile and the ERAT Performance of the Learners in GMRC

| Variables                                                    | $\chi^2$ -value | df | P-value | Decision            | Remarks         |
|--------------------------------------------------------------|-----------------|----|---------|---------------------|-----------------|
| Age and GMRC Performance                                     | 19.222*         | 9  | 0.023   | Reject $H_0$        | Significant     |
| Gender and GMRC Performance                                  | 11.366*         | 3  | 0.010   | Reject $H_0$        | Significant     |
| Mother's Highest Educational Attainment and GMRC Performance | 5.807           | 9  | 0.759   | Do not reject $H_0$ | Not Significant |
| Father's Highest Educational Attainment and GMRC Performance | 4.078           | 9  | 0.906   | Do not reject $H_0$ | Not Significant |
| Combined Family Monthly Income and GMRC Performance          | 3.710           | 9  | 0.929   | Do not reject $H_0$ | Not Significant |

Significant at  $p < 0.05$ .

Table 11 presents the relationship between the learners' profile and their ERAT performance in GMRC. The results indicate that age,  $\chi^2(9) = 19.222$ ,  $p = 0.023$ , and gender,  $\chi^2(3) = 11.366$ ,  $p = 0.010$ , were significantly associated with GMRC performance; therefore, the corresponding null hypotheses were rejected. In contrast, mother's educational attainment ( $p = 0.759$ ), father's educational attainment ( $p = 0.906$ ), and combined family monthly income ( $p = 0.929$ ) were not significantly related to GMRC performance because their p-values exceeded 0.05. These findings imply that variations in GMRC competency were linked to learners' age and gender, whereas parental education and household income did not show significant associations within this Grade One group at Tejero Elementary School during the study period.

Table 12. Test of Significance of the Relationship Between the Learners' Profile and the ERAT Performance of the Learners in Reading and Literacy

| Variables                                                        | $\chi^2$ -value | df | p-value | Decision            | Remarks         |
|------------------------------------------------------------------|-----------------|----|---------|---------------------|-----------------|
| Age and Reading and Literacy                                     | 6.231           | 9  | 0.717   | Do not reject $H_0$ | Not Significant |
| Gender and Reading and Literacy                                  | 6.913           | 3  | 0.075   | Do not reject $H_0$ | Not Significant |
| Mother's Highest Educational Attainment and Reading and Literacy | 11.685          | 9  | 0.232   | Do not reject $H_0$ | Not Significant |
| Father's Highest Educational Attainment and Reading and Literacy | 10.979          | 9  | 0.277   | Do not reject $H_0$ | Not Significant |
| Combined Family Monthly Income and Reading and Literacy          | 11.656          | 9  | 0.233   | Do not reject $H_0$ | Not Significant |

Significant at  $p < 0.05$ .

Table 12 presents the relationship between the learners' profile and their ERAT performance in Reading and Literacy. The results show that age ( $p = 0.717$ ), gender ( $p = 0.075$ ), mother's educational attainment ( $p = 0.232$ ), father's educational attainment ( $p = 0.277$ ), and combined family monthly income ( $p = 0.233$ ) were not significantly associated with Reading and Literacy performance because all p-values exceeded the 0.05 significance level. Therefore, the null hypotheses for all profile variables were not rejected. These findings indicate that differences in learners' reading and literacy competency levels were not statistically related to the demographic and socioeconomic characteristics examined. Other factors, such as home literacy practices, instructional quality, reading exposure, and learner motivation, may contribute more directly to

performance.

Table 13. Test of Significance of the Relationship Between the Learners' Profile and the ERAT Performance of the Learners in Makabansa

| Variables                                             | $\chi^2$ -<br>value | df | P-<br>value | Decision            | Remarks         |
|-------------------------------------------------------|---------------------|----|-------------|---------------------|-----------------|
| Age and Makabansa                                     | 8.869               | 9  | 0.449       | Do not reject $H_0$ | Not Significant |
| Gender and Makabansa                                  | 6.696               | 3  | 0.082       | Do not reject $H_0$ | Not Significant |
| Mother's Highest Educational Attainment and Makabansa | 3.452               | 9  | 0.944       | Do not reject $H_0$ | Not Significant |
| Father's Highest Educational Attainment and Makabansa | 11.980              | 9  | 0.214       | Do not reject $H_0$ | Not Significant |
| Combined Family Monthly Income and Makabansa          | 4.851               | 9  | 0.847       | Do not reject $H_0$ | Not Significant |

Significant at  $p < 0.05$ .

Table 13 presents the relationship between the learners' profile and their ERAT performance in Makabansa. Results show that age ( $p = 0.449$ ), gender ( $p = 0.082$ ), mother's highest educational attainment ( $p = 0.944$ ), father's highest educational attainment ( $p = 0.214$ ), and combined family monthly income ( $p = 0.847$ ) were not significantly associated with Makabansa performance because all p-values exceeded the 0.05 significance level. Therefore, the null hypotheses for all profile variables were not rejected. These findings indicate that variations in learners' Makabansa competency were not statistically related to the demographic and socioeconomic characteristics examined. Other factors, including classroom experiences, community exposure, civic learning opportunities, cultural engagement, and instructional strategies, may contribute to differences in Makabansa performance among Grade One learners.

## Discussion

The descriptive findings reveal that the Grade One learners generally belonged to the expected age range for their grade level, with males slightly outnumbering females. Most parents had attained secondary education, while comparatively fewer had completed college or vocational education. The family-income distribution further indicated that a considerable proportion of learners came from households within the lower income brackets. In terms of learning competencies, performance varied across the five ERAT domains. Learners demonstrated comparatively stronger competencies in GMRC and

Makabansa, suggesting better mastery of concepts related to appropriate behavior, values, social relationships, community, and citizenship. Language and Reading and Literacy performance generally reflected acceptable competency, although substantial groups of learners still required reinforcement. Mathematics emerged as the area requiring the greatest instructional attention, as the overall performance indicated only partial mastery of expected competencies. Collectively, these findings demonstrate differing levels of competency across domains and emphasize the importance of differentiated instruction, remediation, and targeted learning support.

The findings further showed that most demographic and socioeconomic characteristics were not significantly associated with learners' ERAT performance. Mathematics, Reading and Literacy, and Makabansa performance showed no significant relationships with age, gender, parental educational attainment, or family income, suggesting that differences in achievement within these domains could not be statistically attributed to the profile variables examined. Language performance, however, was significantly associated with age, indicating that learners from different age groups demonstrated varying levels of language competency. In GMRC, both age and gender showed significant associations with performance, suggesting that developmental and gender-related differences may correspond with variations in learners' demonstrated values and social-behavioral competencies. Parental educational attainment and family income remained unrelated to performance across the assessed domains. These findings suggest that learner achievement may also be shaped by factors beyond demographic background, including prior learning experiences, classroom instruction, home learning practices, individual readiness, motivation, and opportunities for meaningful engagement.

## Conclusion

Based on the findings, it was concluded that the Grade One learners demonstrated varying levels of competence across the ERAT domains, with stronger performance in GMRC and Makabansa and greater instructional needs in Mathematics, Language, and Reading and Literacy. The results further indicated that learner performance could not be adequately explained by demographic and socioeconomic characteristics alone; therefore, instructional decisions needed to be grounded primarily in actual assessment results, demonstrated competencies, and identified learning gaps. These findings emphasized the need to strengthen professional practice through differentiated instruction, competency-based grouping, targeted remediation, enrichment, continuous assessment, and regular progress monitoring. Consequently, the proposed data-driven instructional intervention program was deemed essential in translating ERAT results into responsive instructional actions that addressed domain-specific and individual learning needs. At the program and policy levels, the findings underscored the importance of institutionalizing the systematic use of assessment data in instructional planning, teacher development, resource allocation, early intervention, and school improvement initiatives to strengthen foundational competencies and

promote sustained learner progress.

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