

# Sustainability Plan for Grade 11 Academic Track Curriculum

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## ABSTRACT

This descriptive-correlational study aimed to assess the attainment of the Most Essential Learning Competencies (MELCs) of Grade 11 Academic Track students in Ilocos Sur National High School for the School Year 2025–2026. Specifically, it examined the students' level of attainment of the MELCs in Pag-aaral ng

Kasaysayan at Lipunang Pilipino, Effective Communication/Mabisang Komunikasyon, and Life and Career Skills. It also determined the significant relationship between the students' profile variables—age, sex, parents' educational attainment, family income, field of interest, number of siblings, place of residence, and parents' occupation and their level of attainment of the MELCs.

The study revealed that majority of the Grade 11 Academic Track students are 16-year-old female students who have two siblings, live in a rural area, and are interested in pursuing a career in teaching. Most of their parents are postgraduates, working as farmers or housewives, and have an income ranging from 20,001 to 30,000. In addition, the level of attainment for the most essential learning competencies in Pag-aaral ng Kasaysayan at Lipunang Pilipino, Effective Communication, and Life and Career Skills are rated as "Outstanding," indicating effective curriculum delivery, sound instructional practices, and meaningful learner engagement. Furthermore, there is a significant relationship between sex, parents' occupation, and family income with the attainment of the essential learning competencies in Effective Communication and Life and Career Skills. However, the number of siblings shows a negative significant correlation with these competencies.

Based on these findings, a Sustainability Plan for Grade 11 Academic Track students was designed and validated, aligned with the Department of Education (DepEd) standards and grounded in the study's findings to sustain and enhance their levels of attainment in various learning competencies.

**Keywords:** Academic Track Curriculum, Most Essential Learning Competencies, Sustainability Plan

## INTRODUCTION

Education has long been viewed as a vital means of promoting social mobility and transforming individual lives within society. It plays a crucial role in personal development, enhancing cognitive skills and expanding the capacity to acquire knowledge. Success in education is often seen as a pathway to future opportunities (Seisa & Galebo, 2023). Furthermore, education enables individuals to contribute positively to a diverse world enriched by various cultures. Many students aspire to advance their education in order to improve their employment prospects. In international studies, both academic and extracurricular achievements can influence readiness for college.

Countries are revamping their education systems to produce graduates who are self-reliant, confident, and capable of addressing the challenges brought about by globalization. The updated curricula now focus on developing functional and technical skills, along with work-related competencies among young individuals (Roxas, M. 2022) The Philippines, in particular, revised its 10-year basic education curriculum following the implementation of Republic Act 10533, known as "The Enhanced Basic Education Act of 2013." This policy emphasizes that a key goal of the State is to provide every student with the opportunity to receive a quality education that is competitive on a global scale. To accomplish this objective, the law mandates that the Department of Education (DepEd) collaborate with the Commission on Higher Education (CHED) to develop



aligned basic and tertiary curricula. This alignment aims to enhance the competitiveness of Filipino graduates, ensure their preparedness for college, and eliminate the need for remedial courses and redundancies in basic education subjects. In addition, this law aimed to improve the curriculum and increase the duration of basic education. As a result of this educational reform, a two-year Senior High School program was added, along with a mandatory kindergarten year. The new curriculum is designed to provide Filipino students with sufficient time to master the skills and concepts necessary for college education, incorporating two exit points: work and entrepreneurship.

The two years of Senior High School (SHS) include Specialized and Applied Subjects aimed at skills development, along with Core Subjects to prepare students for college. The program also offers two career paths: Academic and TechPro (Technical-Professional) track. The objectives of SHS are as follows: (1) to enable learners to be socially active in addressing global challenges; (2) to inculcate to learners' Christian values and patriotism; (3) to mold learners foazr various career opportunities; (4) to facilitate learners' awareness of the environment and sensitivity to cultural diversity; and (5) to empower learners for research and innovation (K to 12 Curriculum Guide, 2013).

The Strengthened Senior High School Curriculum introduced by the Department of Education (DepEd) marks a significant departure from the traditional SHS structure dominated by rigid strands such as STEM, ABM, HUMSS, and GAS. In this new paradigm, the Academic Track is reconceived as a more flexible and inclusive pathway that broadens the scope of learning while adapting to diverse student aspirations.

The Academic Track is one of the strands under the New Strengthened Senior High School Curriculum. This curriculum aims to cultivate critical thinking, social responsibility, and global awareness in students. It focuses on developing essential skills such as communication, problem-solving, creativity, numeracy, and information and communication technology (ICT).

The academic strand immerses its students in various critical thinking and understanding activities throughout the learning process. This exposure enhances their social awareness and provides a valuable perspective on what they will encounter in college. Students are encouraged to develop empathy and understanding, which are essential for building rapport with others. They also have opportunities to explore different vocations in fields such as natural sciences, arts, law, legislation, and business. To support these objectives, the Department of Education (DepEd) has released the Most Essential Learning Competencies (MELCs) for nationwide implementation, responding to the call of Sustainable Development Goal (SDG) 4 to establish resilient education systems that ensure educational continuity within the curriculum framework. The MELCs serve as a guide for teachers, addressing learners' instructional needs while maintaining and achieving curriculum standards. This approach allows the department to concentrate on the most vital and indispensable competencies that students must acquire.

The study conducted by Uy, Kim, and Khuon (2019) reveals that many full-time Southeast Asian American college students in New England face challenges in navigating their transition to higher education and often feel unprepared for their future careers. Even academically strong students express common concerns regarding their pursuit of a better education, such as financial constraints, inconsistent academic advising, and a lack of adequate career and college preparation resources. In the Philippines, despite the expansion of education and the introduction of K-12, the proportion of students pursuing a college degree remains low (Santiago, 2022). Although data indicates that the economic advantages of a college degree significantly surpass those of a high school diploma, completion rates continue to be alarmingly low. This discouraging trend underscores that students often lack the necessary preparation and support to pursue a college degree, influenced by various individual factors. To effectively manage and align tasks for success, students need to become fully prepared for their college education.

This situation compels the researcher to thoroughly evaluate the attainment of the most essential learning competencies of Grade 11 students, specifically within the context of the Academic track. These competencies are very important for students as they will be entering to college and should, therefore, be taught thoroughly by the teachers. The assessment will also focus on determining if there is a significant relationship between the students' profile and the level of attainment of the most essential learning competencies. Furthermore, it seeks

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to address the gap in ensuring sustainable learning outcomes by identifying areas that require strategic intervention. The findings of this study may serve as a benchmark for the researcher in developing a sustainable and responsive career plan that aligns students' academic preparedness with their future educational and professional pathways.

### **Framework of the Study**

The K to 12 curriculum is designed with the primary objective of ensuring that every Filipino learner attains functional literacy. Functional literacy encompasses not only the basic ability to read and write but also the acquisition of essential skills and knowledge that prepare students to thrive in a globalized world.

This curriculum places a strong emphasis on developing competencies that promote lifelong learning, enabling individuals to continuously seek knowledge and adapt to changing circumstances throughout their lives. It also fosters critical thinking skills, which empower students to analyze information effectively, make informed decisions, and solve complex problems. Creative thinking is another vital component, encouraging learners to innovate and approach challenges from different perspectives.

Furthermore, the curriculum integrates lessons on morality and spirituality, guiding students to develop a strong ethical foundation and a sense of social responsibility. As a result, the K to 12 programs not only aims to produce academically competent individuals but also strives to cultivate compassionate, just, and God-loving Filipinos who are prepared to contribute positively to society (K to 12 Toolkit, 2012).

### **The foundations of this study are anchored with the following theories:**

Abraham Maslow's motivation theory, as explored by Sands (2021), identifies several key factors that influence individuals in their pursuit of positive outcomes and personal fulfillment. According to Maslow, human motivation is organized in a hierarchy, beginning with basic physiological needs and progressing through safety, belongingness, esteem, and ultimately self-actualization.

This theory holds particular significance in the context of education, as it highlights how students seek inspiration and motivation to enhance their understanding of complex concepts and principles throughout their academic journeys. By addressing both their basic needs and higher-level psychological needs, educators can create a supportive learning environment that fosters motivation.

When students feel safe, supported, and connected within their educational settings, they are more likely to engage deeply with their studies and maintain a drive for academic success. Thus, Maslow's framework not only sheds light on the intrinsic and extrinsic motivators affecting student behaviors but also serves as a guide for developing effective teaching strategies that promote sustained learning and achievement. Abraham Maslow's motivation theory, as explored by Sands (2021), identifies several key factors that influence individuals in their pursuit of positive outcomes and personal fulfillment. According to Maslow, human motivation is organized in a hierarchy, beginning with basic physiological needs and progressing through safety, belongingness, esteem, and ultimately self-actualization.

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Lev Vygotsky's collaborative theory posits that learning is significantly enhanced when students work together in groups. According to this theory, the unique educational approaches and perspectives each student brings to

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the group contribute to a richer learning experience. By engaging in collaborative activities, students can share knowledge, offer support, and challenge one another's thinking, leading to deeper understanding and mastery of concepts (Yang, 2023). This dynamic interaction fosters an environment where all participants can learn from one another, ultimately promoting individual growth and collective understanding. The collaboration among students was clearly visible as they engaged in various activities, often working together in pairs or small groups on assignments, projects, and lessons provided by their instructor. This collaborative approach is particularly relevant to the present study because it emphasizes the importance of brainstorming as a preliminary step in completing tasks.

According to De la Croix (2023), the concept of collaboration includes a diverse array of perspectives and ideas that arise from different minds. This concept is frequently described as "transdisciplinary" in other fields, highlighting how drawing from multiple disciplines can enrich the learning experience. The synergy created through collaboration often leads to a more effective pooling of student efforts, resulting in higher-quality outcomes than would typically be achieved through individual work. By leveraging each member's strengths and insights, collaborative efforts can enhance creativity, problem-solving, and overall academic performance.

Finally, reconstructionism (or sometimes referred as social reconstructionism) is a philosophical movement that conceptualizes education as an institution for social transformation. It is rooted in pragmatism. Social reconstructionists assumes that the survival of the society is threatened by many problems and that something can be done to keep the society from destroying itself. Social reconstructionists believe that education can be a means for societal transformation. The leading social reconstructionists are Theodore Brameld (known as the founder of social reconstructionism), George Counts, Ivan Illich, Paulo, Freire and bell hooks among others. Each of them had a fair share of their contributions to the development of social reconstructionism as a philosophical movement.

The five tenets of social reconstructionism suggests that since education is a strategic social institution, a shift of educational orientation will manifest social change. The aims of education of social reconstructionism are to reconstruct the society and to educate change and social reform. The curriculum focus is on social sciences and social research methods, examination of social, economic and political problems, focus on present and future trends as well as on national and international issues (Domanais, M. 2023).

The students are viewed as a critical element in bringing social change, are capable of initiating and adapting to change especially if they are influenced by appropriate adult role models and are future of the society.

According to their perspective, the primary role of the teacher is to act as a resource person or a director of research projects, guiding students in their learning rather than merely delivering information. In this capacity, the teacher engages in a dialogue with students, assisting them in identifying problems, framing hypotheses, gathering data, drawing conclusions, and selecting effective courses of action (praxis)

Reconstructivism is a fundamental aspect of this study, as it empowers students to actively engage with real-life issues and develop social action strategies. By incorporating reconstructionist principles, the curriculum encourages learners to not only analyze societal challenges but also to collaborate on solutions that can lead to meaningful change. This hands-on approach allows students to apply their knowledge in practical contexts, fostering a deeper understanding of the complexities involved in addressing social problems.

This study will revolve around the paradigm presented below. The input-process-output (IPO) model outlines the research framework of this study. The input consists of the respondents' profiles, which include their age, sex, parents' educational attainment, family income, field of interest, number of siblings, place of residence, and parents; occupation.

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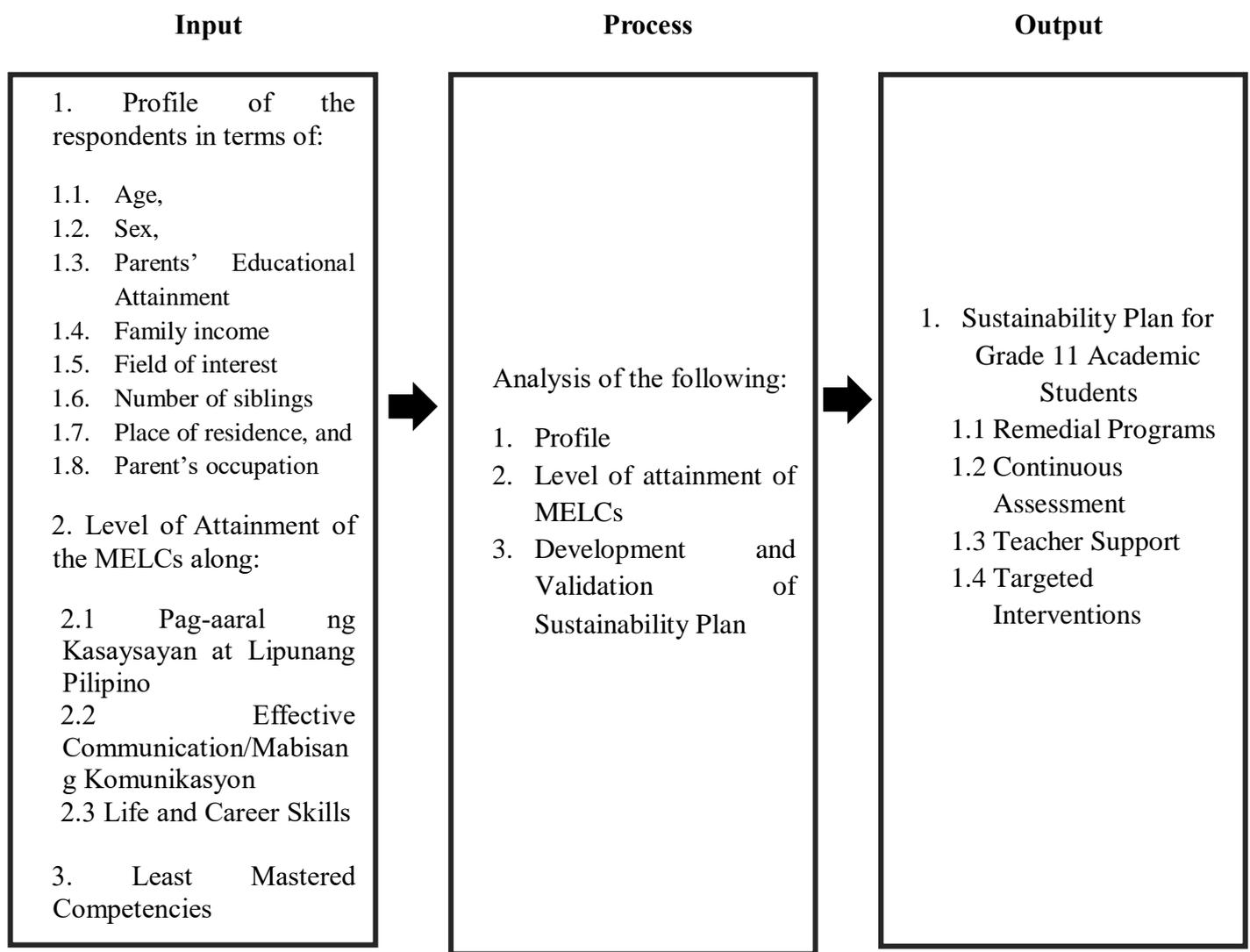


Figure 1. The Research Paradigm

The process involves several key analyses: examining the respondents' profiles, assessing the level of attainment of the MELCs, and exploring the correlation between the respondents' profiles and the level of attainment of the MELCs, and the development and validation of the sustainability plan.

Upon completing the analysis and interpretation, the outcome of the study will be a sustainability plan aimed to address existing gaps and enhance and sustain the level of attainment of the MELCs of the Grade 11 Academic students.

### Statement of the Problem

This study aims to assess the level of attainment of the MELCs of the Grade 11 Academic students in Ilocos Sur National High School.

Specifically, it seeks to answer the following questions:

1. What is the profile of the Grade 11 Academic track students in terms of:
  - a. age,
  - b. sex,
  - c. parent's educational attainment
  - d. family income



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- e. field of interest
  - f. number of siblings
  - g. place of residence, and
  - h. parent's occupation
2. What is the level of attainment of the most essential learning competencies of the Grade 11 academic track students on the following as assessed by Grade 11 academic track:
    - a. Pag-aaral ng Kasaysayan at Lipunang Pilipino
    - b. Effective Communication/Mabisang Kommunikasyon
    - c. Life and Career Skills
  3. Is there a significant relationship between the profile and level of attainment of the MELCs?
  4. What plan can be proposed to enhance and sustain the level of mastery of the different learning competencies of the Grade 11 Academic Track students of Ilocos Sur National High School?

### **Hypothesis**

The study is guided by the following hypothesis:

1. There is no significant relationship between the profile and the level of attainment of the MELCs of the Grade 11 Academic Track students.

### **Scope and Delimitation of the Study**

This study is limited to assessing the level of attainment of the MELCs on Pag-aaral ng Kasaysayan at Lipunang Pilipino, Effective Communication, Life and Career Skills of the Grade 11 Academic students of Ilocos Sur National High School for school year 2025 – 2026.

The respondents of this study were the selected Grade 11 Academic track students from Ilocos Sur National High School.

The researcher used a questionnaire to gather the data needed. It is subdivided into two parts. Part I dealt on the demographic profile of the respondents, while Part II measured the level of attainment of the most essential learning competencies of the Grade 11 Academic Track students.

### **Importance of the Study**

This study is conducted to benefit the following:

**Learners.** This research is beneficial to learners because they are the focus of the educational process, and their well-being should be prioritized. Therefore, they should be provided with the best services that meet their needs and prepare them for greater responsibilities in society.

**Teachers.** The findings of this study will provide valuable insights that can lead to a remarkable improvement in their professional performance.

**Administrators.** The administrators receive research-based feedback to help design programs or activities that enhance teachers' proficiency in teaching and improve learners' performance and readiness for college.

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**Curriculum Planners.** The results will be essential for curriculum planners, offering them empirical evidence to inform the development of policies and frameworks that aim to improve learners' performance.

**Department of Education.** This study aims to provide insights to the entire DepEd office about the current status of Grade 11 HUMSS students, as well as the professional needs of their teachers. The goal is to develop a mechanism that will enhance the delivery of instruction and learning for the learners.

**Researcher.** The researcher may share the results with others who have the same interests, which would serve as their basis for finding innovative ways to prepare senior high school students to face a more complicated educational world.

**Future Researchers.** This study may serve as a foundation for conducting related research.

## Definition of Terms

The following terms are clearly defined as they are used in the study for further understanding and analysis of the variables:

**Profile of the Respondents.** This concerns the valuable personal information obtained from respondents through the questionnaire.

**Age.** This term refers to how old the respondents are when they filled up the questionnaire form.

**Sex.** This pertains to whether the respondents are male or female.

**Parents' Educational Attainment.** This pertains to the highest level of education attained by both parents.

**Parents' socio-economic status.** This includes the primary job of the respondents' parents.

**Family income.** This term refers to the total amount of money earned by all members of the family over a specific period.

**Field of interest.** This pertains to the specific area that a person is most interested in, especially related to education and career.

**Number of siblings.** Refers to how many brothers and sisters a person has, whether older or younger.

**Place of residence.** This pertains to the location or area where a person or family currently lives.

**Parent's occupation.** This refers to the type of work or job that the mother and/or father (or guardians) do to earn a living.

**Level of Attainment.** This refers to the degree of achievement of the learning competencies set by the Department of Education for Grade 11 HUMSS students.

**Most Essential Learning Competencies.** This refers to the skills that students need to acquire to progress to the next grade level

**Pag-aaral ng Kasaysayan at Lipunang Pilipino.** This subject focuses on the study of Philippine history, society, and culture, promoting national identity and civic engagement.

**Effective Communication.** This subject focuses on developing students' abilities to communicate clearly and effectively in various contexts, both orally and in writing.

**Life and Career Skills.** This subject aims to equip students with practical skills for everyday life, including problem-solving, decision-making, and interpersonal skills.

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**Sustainability Plan.** It pertains to a crucial list of steps to ensure a successful professional future.

## **Review of Related Literature**

The following studies are believed to be related and relevant to the present study. The following studies were carefully and analytically examined to suit the concepts enveloped in this research work.

### **Profile of the Respondents**

The profile of the respondents includes age, sex, parents' educational attainment, parents' socioeconomic status.

**Age.** There have been many studies conducted to find out the effect of various demographic variables like age on student achievement. Aransi (2018) found that there is no significant interactive influence of gender attribute and chronological age of students on academic performance in Economics among High School students.

**Sex.** Multiple studies indicate that gender significantly influences students' academic achievement. Some researchers assert that male students tend to achieve better than female students, while others reveal that females often outperform males academically. Seisa and Galabo (2023) revealed in their study that majority of the respondents were female.

Additionally, there are studies suggesting that gender has no substantial effect on students' academic performance. However, Santiago, R., 2022 found out that males had a better academic performance than the females.

**Parents' Educational Attainment.** Escalona (2015), as cited by Garcia & Dela Rosa (2021), states that a parent's educational level is a significant factor in their children's academic achievement. Parents act as role models and guides, encouraging their children to pursue ambitious educational goals. They do this by providing educational resources at home and fostering specific attitudes and values toward learning. In this context, the educational attainment of parents serves as an indicator of the attitudes and values they instill, which ultimately shape the home environment and influence their children's learning and success.

**Parents' Socio-economic Status.** Socioeconomic status is one of the most significant factors influencing adolescents' academic achievement and future job prospects (X. Xing et al., 2019). The study emphasizes that young individuals from families with higher socioeconomic status are more likely to aspire to advanced education and prestigious careers. They also tend to explore and plan to reach their goals systematically. In contrast, youth from lower socioeconomic status families often face financial pressures, which leads them to consider economic factors when setting their educational and career objectives and making commitments to their plans. This was seconded by Santiago (2022) that socioeconomic status and parents' education have significant effects on students' overall academic achievement and achievement in Mathematics and English.

**Level of Attainment.** The effective implementation of MELCs in both public and private schools reflect a robust dedication from teachers to meet educational objectives even in the face of unprecedented challenges (Gaddi, 2024). He further emphasized that there is no significant correlation between the status of MELCs implementation and various teacher profile variables, such as years of teaching experience, class size, teaching modality, or school type. This lack of correlation suggests that these factors did not significantly influence the overall execution of the MELCs.

## **METHODOLOGY**

This chapter presents the research design, population and locale, research instrument, data gathering procedure, statistical treatment of data, and data categorization used during the conduct of the study.

### **Research Design**

This study made used of a quantitative research approach employing the descriptive-correlational design. Descriptive research design is a scientific method that involves observing and describing the existing

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phenomenon (Calmorin, L. P. et al., (2007). Furthermore, McCombes (2019) stressed that descriptive research is appropriate when the study aims to identify characteristics, frequencies, trends, and categories. Thus, the profile of the respondents in terms of sex, age, parents' educational attainment, family income, field of interest, number of siblings, place of residence and parents' occupation were analyzed. In addition, the level of attainment of the MELCS was also described.

Furthermore, the study also used correlational method to determine the significant relationship of variables. Cherry (2023) explained that researchers use correlations to see if a relationship between two or more variables exists, but the variables themselves are not under the control of the researchers. In particular, the researcher looked into the profile of the respondents and the level of attainment of the MELCS of the Grade 11 Academic students.

### **Population and Locale of the Study**

The respondents of this study were the selected Grade 11 Academic students of Ilocos Sur National High School for the school year 2025 – 2026. The sample size was computed using the GPower analysis and random sampling was used to identify the student-respondents.

### **Research Instrument**

This study used a questionnaire as its main data gathering tool. The questionnaire was subdivided into two parts. Part I is the profile of the Grade 11 Academic students along age, sex, family income, field of interest, number of siblings, place of residence and parents' occupation. Part II is the level of attainment of the most essential learning competencies of the Grade 11 Academic track students along Pag-aaral ng Kasaysayan at Lipunang Pilipino, Efective Communication and Life and Career Skills. The items were constructed by the researcher based on the recommended Senior High School MELCs by the DepEd. Since there were revisions made, the questionnaire underwent reliability and validity testing from 25 students to ensure the clarity, relevance and comprehensibility of the questionnaire. The validity result calculated was 4.90, indicating that the survey questionnaire was suitable for conducting the study. The survey study went through pilot testing in Tayac National High School, participated by 25 students. The questionnaire achieved a Cronbach's alpha coefficient 0.982, which was considered reliable.

### **Data Gathering Procedure**

Before conducting the study, a request letter was sent to the office of the Schools Division Superintendent of Vigan City. Upon approval, the researcher sought permission from the school head of Ilocos Sur National High School to distribute the questionnaires to the respondents.

The researcher asked the consent of the respondents to accomplish the survey questionnaire. Recruitment materials like the study title, a short description of the study and the purpose, inclusion criteria for the respondents, the time commitment for participation, and brief information on what were asked in the survey were all provided. After which, the questionnaires were retrieved and the results were tallied and treated using the appropriate statistical tools.

### **Ethical Consideration**

In conducting the study, the researcher ensured that all data were kept with utmost confidentiality. The consents of the respondents were obtained before they participated in the study. The purpose of the study was explained before signing the consent form. In addition, the respondents were assured that they can withdraw as respondents of the study any time.

### **Statistical Treatment of Data**

The **Megastat** was utilized in the statistical analysis and treatment of data to be gathered. Specifically,

**Cronbach's alpha coefficient** was used to determine the reliability of the instrument.

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**Frequency counts and Percentage** were used to describe the following: profile of the respondents in terms of age, sex, number of extracurricular activities attended, parents' educational attainment, and parents' economic status

**Mean** was used to describe the level of attainment of the MELCs as perceived by the students.

**Simple Correlation Analysis** was used to determine the significant relationship between the profile of the student- respondents and level of attainment of the MELCs. It was tested at 0.01 and 0.05 level of significance.

### **Data Categorization**

The following scale were used to analyze the following:

#### **A. Level of Attainment of the MELCS**

Items per Topic	Descriptive Rating
60.01 – 75.00	Outstanding
45.01 – 60.00	Very Satisfactory
30.01 – 45.00	Satisfactory
15.01 – 30.00	Fair
0.00 – 15.00	Poor

To validate the career plan, the 5-point Likert scale was used:

#### **B. Level of Validity of the Sustainability Plan**

Statistical Range	Descriptive Equivalent Rating
4.21 – 5.00	Very Highly Acceptable
3.41 – 4.20	Highly Acceptable
2.61 – 3.40	Acceptable
1.81 – 2.60	Slightly Acceptable
1.00 – 1.80	Not Acceptable

## **RESULTS AND DISCUSSION**

This chapter presents and discusses the significant findings of the study along with their implications and interpretations based on the data gathered

### **FINDINGS**

#### **Profile of the Respondents**

Figure 2 shows the profiles of the respondents along age, sex, civil status, employment status, Highest Educational Attainment, and Total Number of Years in Teaching both in public and private.

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## Age

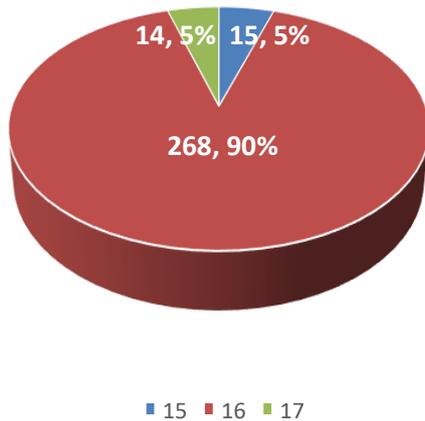


Figure 2. Age of the Respondents

Most of the Grade 11 respondents are 16 years old. The result reveals that 268 or 90.24% are of this age, which implies that the responses are within the expected age range for senior high school, suggesting timely school advancement and low age-grade mismatch. The minimal number of 17-year-old students were 14 or 4.71% may represent delayed school enrollment or minor breaks in schooling. This age distribution means that the learners are at a comparable developmental stage, which helps reduce variability related to maturity, cognitive preparation, and socio-emotional development. Age homogeneity among learners has been demonstrated to increase the validity of academic and engagement-related analyses, as students encounter comparable developmental and instructional challenges (Zawacki-Richter et al., 2019).

## Sex

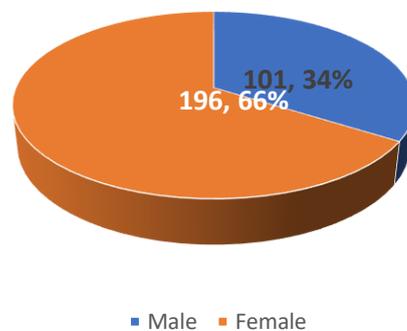


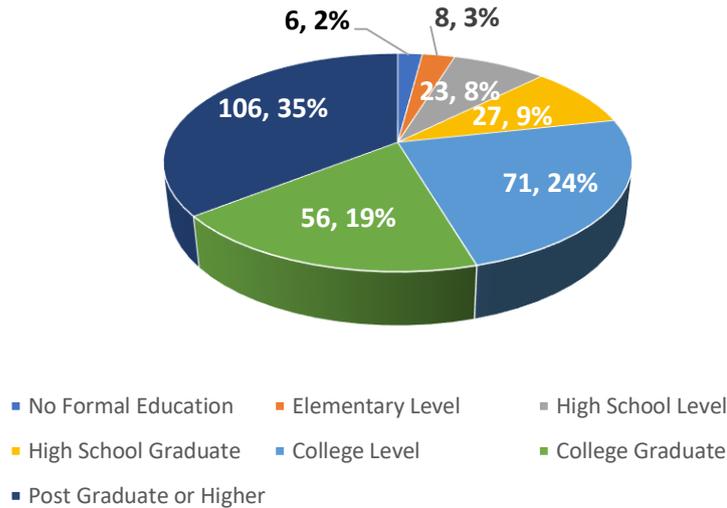
Figure 3. Sex of the Respondents

## Respondents

The findings revealed that female respondents significantly outnumbered male respondents, accounting for 196 or 65.99%, of the sample, while males comprised 101 or 34.01%. This difference may indicate more female involvement or retention in senior high school at the research location. The greater number of female learners has affects for classroom dynamics and engagement patterns, as research indicates that female students often demonstrate stronger academic determination, classroom participation, and compliance with school regulations (Demalata et al., 2024). This research corroborates Philippine and international trends indicating greater female enrollment and completion rates in secondary school, particularly in academic-oriented tracks (Shvedova, 2021).

Figure 4. Father's Educational Attainment

### Father's Educational Attainment



Most respondents claimed that their fathers achieved postgraduate or higher education, accounting for 106 or 35.69%, while only a small percentage had fathers with non-formal education comprising 6 or 2.02%. This shows that many learners have come from households with substantial educational assets which may favorably influence academic support, learning expectations, and educational aspirations. Fathers with higher educational attainment are more likely to provide academic guidance, model achievement-oriented behaviors, and support long-term educational planning (Idris et al., 2020).

It is important to contextualize the finding that a substantial proportion of fathers possess postgraduate education while being engaged in farming occupations. In rural Philippine settings, farming may involve agribusiness management, land ownership, or entrepreneurial agricultural operations. Thus, occupation classification does not necessarily reflect limited educational capital but may represent localized economic structures.

### Mother's Educational Attainment

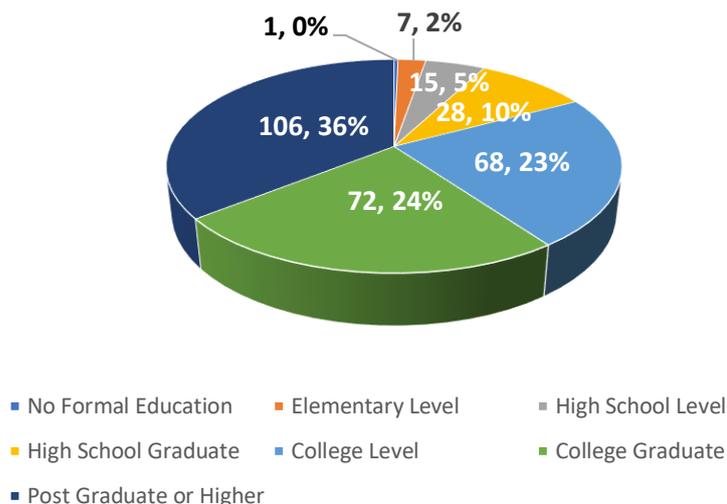
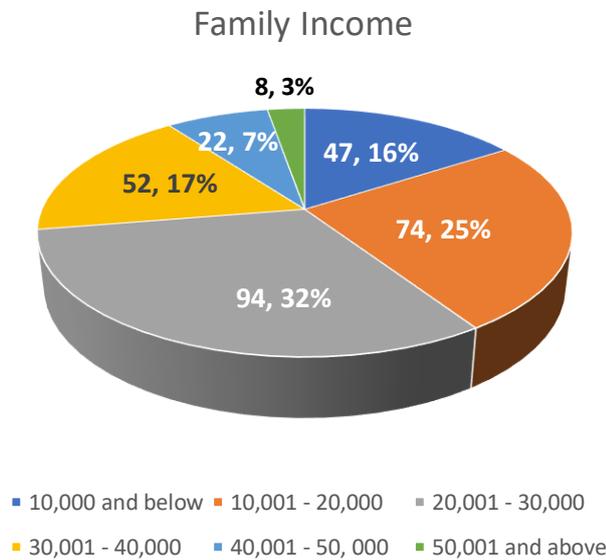


Figure 5. Mother's Educational Attainment

Similarly, the majority of respondents' mothers have postgraduate or higher educational attainment with a total number of 106 or 35.69%, while non-formal education was the least represented with 1 or 0.34%. Maternal education is highly connected with students' study habits, discipline, and learning assistance within the home

setting. Educated moms are more likely to engage in academic monitoring and give intellectually challenging situations for their children (S, 2025).

Figure 6. Family Income



Most respondents belonged to families earning between ₱20,001 and ₱30,000 monthly, with 94 or 31.65%, while very few reported incomes of ₱50,001 and beyond, totaling 8 or 2.69%. This suggests that the majority of learners come from low- to middle-income households. Family income can influence access to learning materials, technology, and enrichment opportunities, which may affect academic achievement (Nur, 2024). However, the presence of respondents across income levels demonstrates socioeconomic diversity within the sample. Studies reveal that families within moderate-income levels often consider education as a main road for upward mobility, sustaining school attendance despite financial limits (Wiborg & Grätz, 2022).

Table 1 Field of Interest

Field of Interest	f	Percentage
Teacher	69	23.23
Psychologist	20	6.73
Lawyer	20	6.73
Writer	3	1.01
Engineer	27	9.09
Nurse	64	21.55
Doctor	28	9.43
Others		
Digital Web Designer	1	0.34



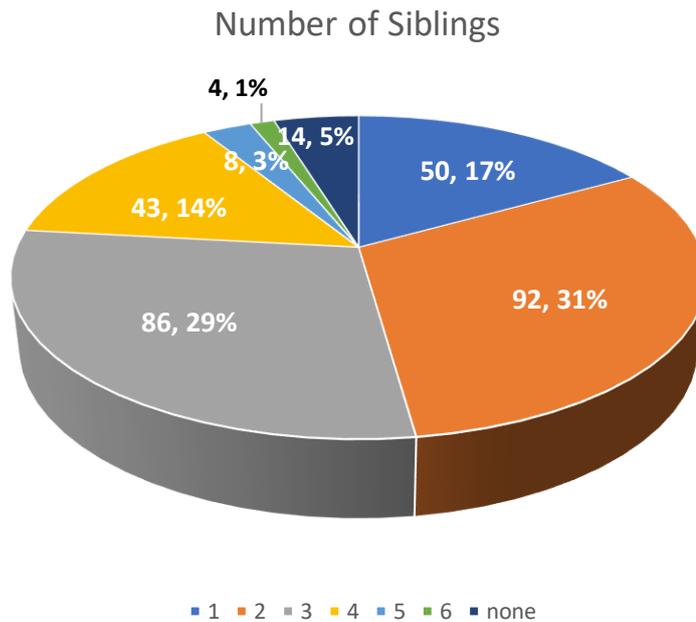
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Electrician	2	0.67
Agriculturist	2	0.67
Architect	2	0.67
Work Abroad (OFW)	2	0.67
Pilot	1	0.34
Manager	1	0.34
Environmental Scientist	1	0.34
Veterinarian	1	0.34
Religious Minister	1	0.34
Police Officer	34	11.45
Fire Officer (BFP)	6	2.02
Jail Officer (BYMP)	7	2.36
Medical Technologist	4	1.35
Real Estate Agent	1	0.34
<b>Total</b>	<b>297</b>	<b>100</b>

Teaching emerged as the most favored career choice among respondents, with 69 or 23.23%, whereas specialized professions such as digital web designer, pilot, and environmental scientist were the least preferred, each chosen by 1 or 0.34%. This preference may be impacted by learners' frequent exposure to teachers as role models and the perceived stability and social worth of the teaching profession, particularly in rural environments (Kastrati & Gjelaj, 2025) insufficient interest in specialized or developing jobs may reflect reduced career awareness and insufficient exposure to varied professional trajectories. This finding corresponds with studies suggesting that students' profession choices are impacted by familiarity, community norms, and available role models (Manalansan et al., 2020).

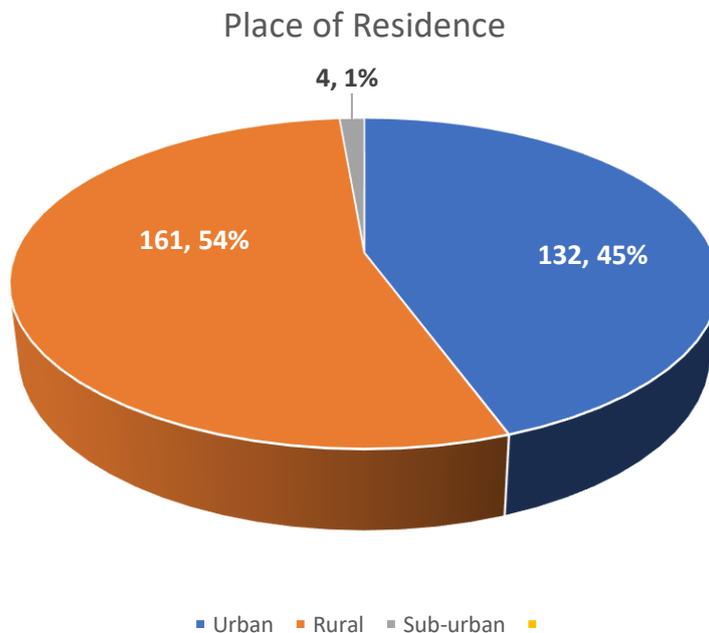
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Figure 7. Number of Siblings



Most respondents claimed to have two siblings, representing 92 or 30.98%, whereas only a few had six siblings, comprising 4 or 1.35%. This shows that learners often come from fairly large families, which may allow more balanced parental attention and resource allocation. Family size might affect learners' academic support, study time, and household obligations. Blaabaek et al. (2019) reveals that adolescents from smaller to moderately sized families frequently have less educational resource restrictions compared to those from bigger households.

Figure 8. Place of Residence



More over half of the respondents reside in rural areas accounting for 161 or 54.21%, with very few coming from suburban places comprising 4 or 1.35%. This illustrates the primarily rural environment of the study population. Rural residency may affect access to school buildings, instructional resources, technology, and extracurricular opportunities. Li and Hou (2022) reveal rural–urban differences in educational availability and exposure, which may alter students' academic experiences and professional goals. This highlights the necessity of context-sensitive educational initiatives for rural learners.



Table 2. Father's Occupation

<b>Occupation</b>	<b>F</b>	<b>Percentage</b>
Farmer	86	28.96
Fisherman	25	8.42
Laborer/ Construction Worker	57	19.19
Business Owner	13	4.38
Professionals	63	21.21
Others		
Driver	16	5.39
OFW	10	3.37
Furniture Maker	1	0.34
Self-Employed	2	0.67
Office Worker	1	0.34
Caretaker	1	0.34
Security guard	4	1.35
Insurance Agent	1	0.34
Gasoline Attendant	1	0.34
Delivery Man	1	0.34
Religious Minister	1	0.34
Customer Management Officer	1	0.34
Military	1	0.34
Barangay Official	1	0.34
Traffic Enforcer	1	0.34
None	9	3.03
<b>Total</b>	<b>297</b>	<b>100</b>

The majority of respondents' fathers work in farming, totaling 86 or 28.96%, whereas occupations such as furniture maker, office worker, caretaker, insurance agent, gasoline attendant, delivery man, religious minister, customer management officer, military, barangay official, and traffic enforcer were only slightly represented 1 or 0.34%. This suggests that the community's major source of income is still agriculture. Seasonal variations in

earnings and higher household work expectations for children are frequently associated with agricultural employment, which may have an impact on study time and school involvement (Maró et al., 2025). Similar results from studies on rural education indicate that learners' responsibilities, financial security, and educational goals are influenced by their parents' occupations (Morowane & Marishane, 2024).

Table 3. Mother's Occupation

Occupation	F	Percentage
Housewife	136	45.79
Office Worker	60	20.20
Business Owner	12	4.04
Professionals	49	16.50
Others		
OFW	34	11.45
Real Estate Agent	1	0.34
Vendor	1	0.34
Barangay Secretary	1	0.34
Promo Merchandiser	1	0.34
Cashier	1	0.34
Food Handler	1	0.34
<b>Total</b>	<b>297</b>	<b>100</b>

The majority of respondents' mothers are housewives, constituting 136 or 45.79%, while only a handful working in formal or informal jobs such as real estate agent, vendor, barangay secretary, promotional merchandiser, cashier, and food handler with 1 or 0.34%. This shows that many mothers prioritize household management and childrearing. Maternal presence at home has been related to increased schoolwork supervision, behavioral monitoring, and study plan reinforcement (Gintner, 2017). This finding complements the study of Hongjun et al. (2024), demonstrating that non-working women frequently play an important role in promoting academic discipline and everyday learning practices.

### **Level of Attainment of the Most Essential Learning Competencies of the Grade 11 Academic Track Students**

The succeeding table presents the level of the most essential learning competencies of the Grade 11 Academic Track students.

The table shows that the Grade 11 academic track students attained an Outstanding level of attainment across all identified Most Essential Learning Competencies. This overall performance implies that learners are typically attaining the expected criteria specified by the program, reflecting effective instruction and acceptable learner



engagement despite different learner backgrounds. The constant Outstanding ratings across all competencies demonstrate consistency between curriculum goals, instructional strategies, and learner outcomes. However, these outcomes also reflect an urgent need for continuing refinement to take learners from satisfactory performance toward higher mastery levels. Strengthening instructional quality, incorporating real-life applications, and providing targeted support for skill development could improve student performance. The result confirms current evidence that highlights the need of ongoing instructional improvement in generating deeper learning outcomes (Etop et al., 2023).

Table 4. Level of Attainment of the Most Essential Learning Competencies of the Grade 11 Academic Track Students

<b>Range of Scores</b>	<b>f</b>	<b>Percentage</b>
<b>a. Pag – aaral ng Kasaysayan at Lipunang Pilipino</b>		
61 – 75	236	79.46
46 – 60	50	16.84
31 – 45	0	0
16 – 30	11	3.70
1 – 15	0	0
Total	297	100
<b>Mean = 63.81</b>		
<b>Descriptive Rating = Outstanding</b>		
<b>b. Effective Communication/ Mabisang Komunikasyon</b>		
61 – 75	208	70.03
46 – 60	73	24.58
31 – 45	8	2.69
16 – 30	5	1.68
1 – 15	3	1.01
Total	297	100
<b>Mean = 62.14</b>		
<b>Descriptive Rating = Outstanding</b>		
<b>c. Life and Career Skills</b>		

61 – 75	206	69.36
46 – 60	65	21.89
31 – 45	12	4.04
16 – 30	14	4.71
1 – 15	0	0
Total	297	100
<b>Mean =61.38</b>		
<b>Descriptive Rating= Outstanding</b>		
<b>Total</b>	<b>297</b>	<b>100</b>

**Along Pag-aaral ng Kasaysayan at Lipunang Pilipino.** The competency Pag-aaral ng Kasaysayan at Lipunang Pilipino received a mean score of 63.81, classified as Outstanding. This score suggests that students demonstrate a solid comprehension of historical concepts, national identity, and social awareness. The considerably higher mean shows that learners are able to absorb and internalize culturally grounded knowledge that connects directly to their lived experiences and local contexts. Sambayon et al. (2023) emphasize that culturally relevant and contextualized training promotes learners' comprehension and retention, particularly in social science disciplines. The results further suggest that the continuing use of contextualized teaching methodologies and localized instructional materials might further increase learners' historical understanding and civic consciousness.

**Along Effective Communication.** Effective Communication achieved a mean score of 62.14, also rated as Outstanding. This suggests that students are gaining crucial skills in expressing ideas, comprehending messages, and engaging in meaningful relationships across academic and social settings. Effective communication is a core competence that facilitates learning across topic areas and prepares students for collaborative and professional situations. Setyowati et al. (2025) demonstrate that communication skills are best improved through interactive learning strategies such as group discussions, presentations, and performancebased assignments. This further means that teachers should continue to combine learner-centered and communicative activities to further develop students' expressive confidence and clarity.

**Along Life and Career Skills.** Life & Career Skills earned a mean score of 61.38 and was likewise described as Outstanding. This shows that learners possess a developing capacity for adaptation, accountability, self-management, and goal planning. These abilities are crucial in preparing students for post-secondary education, employment, and lifetime learning. Study shows that life and professional competencies are increased when learners are exposed to authentic tasks, problem-based learning, and real-world (Chueh & Kao, 2024). By implication, schools should sustain and develop experiential learning possibilities such as leadership exercises, project-based tasks, and career exploration programs.

To validate the consistency of findings, self-reported competency attainment scores were correlated with students' actual academic grades. Results revealed a moderate positive correlation ( $r$  ranging from .42 to .58,  $p < .01$ ), indicating alignment between perceived mastery and objective performance outcomes. This convergence strengthens the credibility of the instrument and suggests that learners' perceptions of attainment are generally reflective of their academic achievement.



Table 5. Relationship Between the Profile of the Respondents and the Level of Attainment of the Most Essential Learning Competencies

Profile	Competencies		
	Pag-aaral ng Kasaysayan at Lipunang Pilipino	Effective Communication	Life and Career Skills
Age	-.020	.075	.080
Sex	-.114	.178**	.158**
Father's Educational Attainment	-.013	.148*	.092
Mother's Educational Attainment	-.004	.129*	.183**
Family Income	.019	.157**	.181**
Field of Interest	.068	.016	.032
Place of Residence	-.083	-.085	-.111
Number of Siblings	.052	-.115*	-.137*
Father's Occupation	.056	.102	.127
Mother's Occupation	-.017	.149**	.196**

\*Correlation is significant @ the .05 level

\*\*Correlation is significant @the .01 level

It can be gleaned on the table that various profile variables of the respondents had significant correlations with selected Most Essential Learning Competencies, particularly Effective Communication and Life and Career Skills. This shows that learners' personal and family backgrounds have a major role in shaping competencies that are strongly related to social interaction, adaptability, and real-world preparation.

Specifically, sex reveals a highly significant association with both Effective Communication ( $r = 0.178$ ) and Life and Career Skills ( $r = 0.158$ ). This research shows that male and female learners may differ in how they develop and demonstrate communication-related and career-oriented competencies. Feng et al. (2023) have demonstrated that female students often exhibit superior verbal communication skills, collaborative behaviors, and self-regulation, which are essential components of both competencies. The relevance of this finding is that instructional practices should be gender-responsive, ensuring that learning activities give equitable opportunity for all learners to enhance communication confidence and career preparedness.

Additionally, father's occupation is positively and significantly connected to Effective Communication ( $r = 0.148$ ) and Life and Career Skills ( $r = 0.127$ ). This shows that the nature of a father's profession may influence learners' exposure to communication strategies, work values, and problem-solving experiences. Occupations that entail interaction, leadership, or community participation may indirectly model communication and career practices for learners. Insani et al. (2021) supports the premise that parental occupation contributes to children's

acquisition of social capital, work ethics, and practical life skills. This points out the necessity of combining school-based career advice programs to compensate for differential work exposure among learners.

Similarly, Mother's occupation indicates a strong and consistent connection with both Effective Communication ( $r = 0.149$ ) and Life and Career Skills ( $r = 0.196$ ). This shows that mothers' roles, whether in the workforce or at home, greatly impact learners' communication practices, responsibility, and adaptability. Mothers generally function as main socialization agents, encouraging language use, discipline, and interpersonal skills inside the household (Karkashadze et al., 2023). This implies further that schools may benefit from strengthening parent-school collaborations, particularly engaging mothers, to support communication and life skills development beyond the classroom.

Moreover, Family income has a significant relationship to Effective Communication ( $r = 0.157$ ) and Life and Career Skills ( $r = 0.181$ ). This shows that economic resources may alter learners' access to contexts that encourage communication skills and professional readiness, such as exposure to technology, extracurricular activities, and social networks. Langensee et al. (2024) suggest that socioeconomic position determines possibilities for skill development that extend beyond academic content. The result is that schools should provide inclusive learning opportunities, such as leadership activities and communication-centered tasks, especially for learners from lower-income homes.

On the other side, the number of siblings reveals a negative significant link with Effective Communication ( $r = -0.115$ ) and Life and Career Skills ( $r = -0.137$ ). This means that learners from larger families may receive less specialized parental attention and less educational resources, which could hinder the development of communicative confidence and career-oriented abilities. This finding aligns with the resource dilution theory, which explains how parental resources are spread thinner as family size increases (Kalmijn & Van De Werfhorst, 2016). This emphasizes the necessity for schools to provide structured opportunities for mentorship and targeted skill development.

Meanwhile, none of the profile variables indicate any significant association with the competency in Pag-aaral ng Kasaysayan at Lipunang Pilipino. This shows that mastery of this learning area may be less influenced by learners' demographic and family background and more dependent on curriculum content, instructional strategies, and classroom instruction. This complements studies demonstrating that content-heavy and culturally embedded subjects are generally affected more by instructional quality than by socioeconomic or demographic characteristics (Hepburn et al., 2020).

Although several correlations reached statistical significance at the .05 and .01 levels, the magnitude of the correlation coefficients ( $r = .129$  to  $.196$ ) indicates small effect sizes based on Cohen's (1988) guidelines. This suggests that while demographic variables such as sex, parental occupation, and family income are statistically associated with Effective Communication and Life and Career Skills, their practical impact is limited. These findings imply that instructional quality, school-level interventions, and structured sustainability mechanisms likely exert stronger influence on competency attainment than demographic characteristics alone.

## **Proposed Sustainability Plan for Grade 11 Academic Track Students of Ilocos Sur National High School**

### **I. Rationale**

The study revealed that Grade 11 Academic Track students attained an Outstanding level in all assessed Most Essential Learning Competencies (MELCs), indicating effective curriculum delivery, sound instructional practices, and meaningful learner engagement. However, DepEd emphasizes that achievement should serve as

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a springboard for continuous improvement, particularly in developing higher-order thinking, communication proficiency, and career readiness (BEDP 2030).

This Sustainability Plan for Grade 11 Academic Track students is designed to ensure the continuous delivery of quality, relevant, and inclusive education amid evolving curriculum standards, learner needs, and societal demands. Anchored on the Most Essential Learning Competencies (MELCs), the plan recognizes the importance of sustaining instructional alignment while promoting deeper learning, higher-order thinking skills, and realworld applicability of lessons.

The plan also responds to the critical need for teacher capacity building as a cornerstone of educational sustainability. Continuous professional development through Learning Action Cell (LAC) sessions, peer mentoring, and training on formative assessment ensures that teachers remain competent, reflective, and responsive to learner diversity, including gender-responsive and inclusive practices.

Furthermore, the systematic utilization of assessment data strengthens evidence-based decision-making. By regularly monitoring learner progress and analyzing performance per MELC, teachers and school leaders can make timely instructional adjustments that sustain learner mastery and academic performance.

Recognizing that academic success extends beyond content mastery, the plan emphasizes the enhancement of communicative competence, experiential learning, and career readiness. Activities such as debates, presentations, project-based learning, and career simulations are strategically integrated to prepare learners for post-secondary pathways and real-life challenges.

Lastly, the plan underscores the vital role of school-home-community partnerships in sustaining learner development. Active parental involvement and community engagement reinforce learning support systems, promote shared responsibility, and ensure that educational gains are sustained beyond the classroom environment.

Overall, the Sustainability Plan serves as a holistic framework that balances curriculum relevance, instructional excellence, learner development, and stakeholder collaboration to achieve long-term educational quality and student success.

## **General Objectives**

The Proposed Sustainability Plan for the Grade 11 Academic Track Students in Ilocos Sur National High School intends to:

1. Ensure sustained alignment of instruction with MELCs to maintain curriculum relevance and promote meaningful, contextualized learning experiences.
  2. Enhance learners' higher-order thinking skills and communicative competence through inquiry-based, discussion-oriented, and performance-based learning activities.
  3. Continuously strengthen teachers' professional competence through structured professional development, reflective practice, and inclusive teaching strategies.
  4. Institutionalize data-driven instructional decision-making by systematically using assessment results to monitor progress and improve teaching and learning processes.
  5. Promote experiential, career-oriented, and learner-centered education that develops adaptability, responsibility, leadership, and readiness for post-secondary education or employment.
  6. Strengthen school-home-community collaboration to provide holistic learner support and sustain educational outcomes beyond the classroom.
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III. The Sustainability Plan for the Grade 11 Academic Track Students

Key Result Area	Objectives	Strategies	Target/People Involved	Time Frame	Estimated Budget	Expected Outcomes
Continued curriculum relevance and contextualization	<ol style="list-style-type: none"> <li>To sustain alignment of instruction with MELCs.</li> <li>To enhance learners' higher-order thinking skills.</li> </ol>	<ol style="list-style-type: none"> <li>Use localized examples and real-life applications.</li> <li>Integrate HOTS-based tasks.</li> <li>Strengthen inquiry and discussion-based lesson.</li> </ol>	Subject Teachers Department Heads	Whole year round	15,000	Sustained very satisfactory performance and deeper learning
Strengthen professional development	<ol style="list-style-type: none"> <li>To continuously improve teachers' competence.</li> <li>To promote reflective and inclusive teaching practices.</li> </ol>	<ol style="list-style-type: none"> <li>Conduct LAC sessions on differentiated and gender-responsive instruction.</li> <li>Peer mentoring and classroom observations.</li> <li>Training on formative assessment.</li> </ol>	School Head Master Teachers LAC Leaders	Quarterly	20,000	Improved instructional quality aligned with learner diversity
Utilization of assessment data for decisionmaking	<ol style="list-style-type: none"> <li>To monitor learner progress consistently.</li> <li>To use assessment results for instructional improvement.</li> </ol>	<ol style="list-style-type: none"> <li>Regular formative assessments.</li> <li>Performance analysis per MELC.</li> <li>Adjust instruction based on results.</li> </ol>	School Head Teachers	Quarterly	10,000	Data-driven instruction and sustained mastery.
Enhanced communicative competence	<ol style="list-style-type: none"> <li>To further improve learners' oral and written</li> </ol>	<ol style="list-style-type: none"> <li>Speech, debate, and writing activities.</li> </ol>	English Teachers Class Advisers	Whole year round	15,000	Enhanced communication proficiency



	<p>communication skills.</p> <p>2. To increase learners' oral and written communication skills.</p>	<p>2. Group discussions and presentations</p> <p>3. Feedback-oriented tasks.</p>				and confidence.
Sustained experiential and career-oriented learning	<p>1. To strengthen learners' adaptability, responsibility, and career readiness.</p> <p>2. To prepare learners for post-secondary pathways.</p>	<p>1. Project-based learning.</p> <p>2. Career talks and simulations.</p> <p>3. Leadership and teamwork activities.</p>	<p>Teachers</p> <p>Guidance</p> <p>Counselor</p> <p>Community</p> <p>Partners</p>	Whole year round	20,000	Career-ready and self-directed learners.
Strengthened school-homecommunity partnership	<p>1. To strengthen parental involvement in learner development.</p> <p>2. To reinforce learning support beyond the classroom.</p>	<p>1. Parent orientations and seminars.</p> <p>2. Parent participation in career guidance.</p> <p>3. Community-based learning activities.</p>	<p>School Head</p> <p>PTA Officers</p> <p>Teachers</p>	Semiannual	10,000	Increased parental support and community collaboration

### Implementation and Monitoring Framework

The Sustainability Plan shall be implemented through a structured four-phase cycle:

Phase 1: Diagnostic Assessment (Quarter 1) – Conduct baseline competency mapping and identify least mastered skills. Phase 2: Capacity Enhancement (Quarter 1–2) – Implement Learning Action Cell (LAC) sessions, gender-responsive pedagogy workshops, and assessment literacy training.

Phase 3: Instructional Integration (Quarter 2–3) – Integrate project-based learning, career simulations, communication laboratories, and experiential community-based tasks.

Phase 4: Monitoring and Evaluation (Quarter 4) – Conduct competency retesting, comparative grade analysis, stakeholder review sessions, and plan refinement.

## Validity of the Proposed Sustainability Plan for Grade 11 Academic Track Students

Table 6. Validity of the Proposed Sustainability Plan for the Grade 11 Academic Track Students

Criteria		Mean	Descriptive Equivalent Rating
<b>A.</b>	<b>Relevance</b>		
1.	The plan is aligned with MELCs	4.33	VHA
2.	The plan addresses the needs of Grade 11 learners	4.33	VHA
3.	The strategies are relevant to current educational contexts	5.00	VHA
<b>B.</b>	<b>Clarity of Objectives</b>		
1.	Objectives are clearly stated	5.00	VHA
2.	Objectives are specific and measurable	4.33	VHA
3.	Objectives are aligned with key result areas	5.00	VHA
<b>C.</b>	<b>Alignment and Coherence</b>		
1.	Strategies align with the stated objectives	4.33	VHA
2.	Expected outcomes reflect the objectives	4.67	VHA
3.	The plan shows logical flow and consistency	4.67	VHA
<b>D.</b>	<b>Feasibility and Practicality</b>		
1.	Activities are realistic and achievable	4.67	VHA
2.	Time frame is appropriate	4.00	HA
3.	Budget allocation is reasonable	4.00	HA
	<b>Overall Mean</b>	<b>4.53</b>	<b>VHA</b>

**Legend:** 3.41 – 4.20 Highly Acceptable (HA)      4.21 – 5.00 Very Highly Acceptable (VHA)

Table 6 presents the positive assessments of five seasoned educators demonstrate the strong validity of the proposed sustainability plan for the Grade 11 Academic Track Students of Ilocos Sur National High School Sur. Similar to Domingo (2022), these validators carefully examined the plan using criteria adapted, which included relevance, clarity of objectives, alignment and coherence, and feasibility and practicality. Their evaluations confirm the plan's potential as basis for the crafting of a plan for the sustainability of the level of attainment of the MELCs.

With an overall mean of 4.53, the proposed sustainability plan for achieved a very high validity rating across all of its indicators. This result emphasizes the support of the validators to the plan's considerable potential to be a useful guide to maintain or further strengthen the Very Satisfactory level of attainment of the Most Essential



Learning Competencies while progressively enhancing learner mastery through clear objectives, continuous instructional improvement, inclusive support mechanisms, and strengthened stakeholder collaboration.

Inter-rater consistency among the five validators further strengthens the credibility of the sustainability plan. The consistently high ratings across relevance, clarity, alignment, and feasibility suggest strong expert consensus regarding its practical applicability and policy alignment with DepEd standards.

## **CONCLUSION**

Based on the findings, the following conclusions can be made:

1. The majority of respondents are 16-year-old female students who have two siblings, live in a rural area, and are interested in pursuing a career in teaching. Most of their parents are postgraduates, working as farmers or housewives, and have an income ranging from 20,001 to 30,000.
2. The level of attainment for the most essential learning competencies in Pag-aaral ng Kasaysayan at Lipunang Pilipino, Effective Communication, and Life and Career Skills are rated as "Outstanding" which indicates a consistently high level of academic and skills-based performance across key learning domains.
3. There is a significant relationship between sex, parents' occupation, and family income with the attainment of the essential learning competencies in Effective Communication and Life and Career Skills. However, the number of siblings shows a significant negative correlation with these competencies, indicating that an increase in siblings corresponds to a measurable decrease in competency attainment.
4. The researcher developed a Sustainability Plan for Grade 11 Academic Track students, aligned with the Department of Education (DepEd) standards and grounded in the study's findings to sustain, reinforce, and further enhance the students' high levels of attainment in various learning competencies.

## **RECOMMENDATIONS**

Based on the conclusions of the study, the following recommendations are hereby made:

1. Schools should implement context-sensitive and gender-responsive programs that consider learners' rural backgrounds, family situations, and career interests, including strengthened career guidance, mentorship, and localized career talks.
2. Teachers should maintain competency-based instruction while providing advanced and enrichment activities that promote critical thinking, problem-solving, and real-life application, supported by continuous professional development through Learning Action Cells (LACs). Effective instructional practices should be sustained through the continued use of learner-centered, contextualized, and performance-based strategies, with the integration of enrichment and higher-order learning activities to further improve mastery.
3. Inclusive and targeted learner support programs should be strengthened, particularly for learners from larger families and lower-income households, through gender-responsive instruction, parent-school collaboration, mentoring, and equitable access to communication and career readiness activities.
4. The proposed sustainability plan should be formally presented to the school administration for evaluation, possible adoption, and implementation to ensure the continuous improvement and long-term effectiveness of the program. The plan should be institutionalized by integrating it into the School Improvement Plan (SIP) and Annual Implementation Plan (AIP), with regular monitoring and evaluation to ensure alignment with DepEd standards and continuous improvement.

## **Limitations of the Study**

This study was conducted within a single public secondary school, limiting generalizability. The cross-sectional design restricts causal inference. Although objective academic data were included, part of the findings relied on

self-reported measures. Future studies may adopt longitudinal or experimental approaches to strengthen causal validation.

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