

Enhancing Performance in Filipino via Acknowledgment of Students' Psychosocial Functioning

LIZETTE INOCENCIO VALINO¹ and RONALYN SABIO ACUÑA²

¹San Miguel national High School

Scuala St. San Juan, San Miguel, Bulacan

lizettevalino@gmail.com

²Akle High School

Akle, San Ildefonso, Bulacan

ronalynsabio09@gmail.com

A Thesis Presented to

The Faculty of the Graduate School

Dr. Gloria D. Lacson Foundation Colleges, Inc.

Castellano, San Leonardo, Nueva Ecija

Abstract: *Majority of the students are moderate in their psychosocial functioning along the six components; and, a number of students were identified to be low in these functioning. There exist relationships among the six components of students' psychosocial functioning, namely, alertness and mindfulness, ability to recall, ability to convey, doing things in sequence, ingenious cognition, and fostering genial relationship. Students across age differ in their psychosocial functioning along alertness and mindfulness; students across gender differ in psychosocial functioning along alertness and mindfulness and doing things in sequence.*

Keywords: psychosocial functioning, performance, ability to recall, ability to convey alertness and mindfulness

Introduction

There is the saying that the best way to impart learning is through observation and acknowledgment of learners' needs, competencies, and other factors that promote effective learning. Students do not learn effectively just by attending to teachers' lessons. To discern students' needs require significant information on some functioning of their psychosocial functioning. These may include circumstances associated with students' alertness and mindfulness, ability to recall, ability to convey, doing things in sequence, ingenious cognition, and fostering genial relationship. Cognizant of students' psychosocial functioning aids teachers to identify factors, conditions, and situations that promote or impede learning among the students. Teachers must exert efforts to motivate their students and should be informed that they are equipped of potentials that they can fully employ to acquire knowledge rather than counting on others [Newcombe 2010]. Enlightened students are the consequences of their goals to learn and perform coupled with the utilization of the proficiency of students.

Students' psychosocial functioning as part of their traits and attributes are essentials toward effective learning. Teachers are accountable to exert efforts to along these directions as to closely monitor students learn depend, to extent, on the strong points of the learners and the various schemes students employ to enhance their processes of understanding and learning. Students' traits and skills arising from their psychosocial functioning enable them to better comprehend the requisites of lessons and subject matter

[Mussen, 2010]. This allows them to become more aware of the teaching- learning processes which consequently, lead to their advantage.

Students' psychosocial functioning are formidable foundations to understand more the needs of students.

Projections of strengths and weaknesses of students' traits, behaviors, aptitudes, values, interests, and interests in school activities demonstrated. Thus, teachers develop feelings empathy of their students' needs [Mwamwenda, 2009].

The researcher was thus motivated to undertake this study with the desire to come up with valuable data and information related to the skills and competencies students have as they enter college.

Results are very significant data which can serve as baseline information to understand better who the students are. Identified strengths can be reinforced; likewise, weaknesses identified can be extended remedial components. The researcher further believes that it is of one of her duties and responsibilities the provision of opportunities that may help in the emotional, social, and moral development of the students under his tutelage.

Literature Review

Interests in students' psychosocial functioning have given rise to an awareness and concern on the subject. Varied

literature in education and psychology and guidance have also challenged the beliefs about the significance of identifying students' skills by providing information on the causes and forms of expression of those competencies which seem to become heightened in the typical individual as he progresses from one to the higher level.

Hunter [2012] said that ingenious cognition and fostering genial relationship are significant and valuable component of an individual's psychosocial functioning. He found out that adolescent students who lack social acceptance among their peers find companionship and a feeling of security and belonging in the gang. Like their better-accepted peers, they learn that they must conform to the standards of behavior set by the gang if they are to retain their status, even when these standards include antisocial or delinquent behavior.

Evidence regarding the causes of heightened emotionality as foundations of psychosocial functioning were found in several studies conducted abroad. Hollon [2011] found out that while there is ample evidence that the glandular changes which are responsible for the physical changes at puberty do upset body homeostasis temporarily, other physical conditions unrelated to glandular changes are also responsible for heightened emotionality. And, for the most part, these are doing things in sequence.

It has been found by Peckos [2011] that one's psychosocial proficiency to cope with emotional tension, in the form of anxiety or frustration, causes nutritional disturbances and these, in turn, intensify and prolong emotional tension. Improper nutrition predisposes an individual to emotional tension. Unquestionably, poor nutrition is, as Peckos has said, "at the basis of some of the stresses and strains of adolescence."

Psychosocial functioning, according to Mendoza [2013], give the student poise and self-confidence traits that are of great value in any social situation. These traits, added to the good impression he makes because of his social skills, will go far toward assuring his social approval irrespective of any undesirable traits he may have. It is apparent, she added, that the psychosocial functioning of a student requires time and effort for their development. Many students recognize this and try to improve themselves watching and listening to peers who have the reputation of being accepted and sophisticated and studying socially approved patterns of behavior. Likewise, Carpio [2008] joined in the call for increased emphasis on the value of identifying psychosocial functioning among students. Arguing that "the emphasis in academic and research- related areas of knowledge and the neglect to recognize and appreciate learners' psychosocial functioning is leaving the teacher inadequately prepared to offer a variety of experiences to children and adults," He suggested a return to pedagogical commitment of the need to appreciate to whatever psychosocial functioning students may have, adding that "such a mission would facilitate the integration of knowledge from research to practice." This

integration of the theoretical with the practical is a critical mix, as "the reflective teacher, with an adequate knowledge base of learners' psychosocial functioning, is a better teacher than a non-reflective highly skilled one,"

Ferguson [2011] observed that research on the assessment, explanation, and remediation of learning disabilities as consequences of psychosocial functioning among students has generally focused on inconsistent performance, social inadequacies, and information processing deficits. Students with learning disabilities have been found to be inactive, disorganized, and lacking the skills and strategies necessary to prosper in classroom

Prez [2013] considered some difficulties the adolescent undergoes in his social transition which generally affect the individual's psychosocial functioning. He cited the following:

Poor Foundations

Poor training and acknowledgment with poorly adjusted people in the formative years provide poor foundations on which to build adult-appropriate patterns of social behavior in adolescence.

Lack of Guidance

Parents and teachers often believe that the adolescent will automatically become better socialized [Cole, 2009]. Adolescents who "don't like being bossed" often reject adult advice.

Lack of Suitable Models to Imitate

Models from the mass media are often unsuitable because their patterns of behavior do not always conform to approved group standards. Imitating an accepted peer usually means learning patterns of behavior suited to youth standards, not adult standards.

Lack of Opportunities for Social Contacts

The adolescent who lacks social acceptance and time or money for peer activities will be deprived of opportunities to learn to be social.

Lack of Motivation

The adolescent who derived little satisfaction from social contacts as an adolescent will have little motivation to engage in social activities.

Different Social Expectations

Since different social groups have different standards of approved behavior, the adolescent often feels that he must be a chameleon, changing his colors when he faces different people and situations.

The development of psychosocial attributes during adolescence was the focus of the article of Mwale [2010]. She remarked that adolescents carry with them a sense of who they are and what makes them different from everyone else. This

sense of who an individual is and what makes him or her different from others is referred to as self-identity.

Adolescents cling to this identity and develop a sense that the identity is becoming more stable. Real or imagined, an adolescent's developing sense of self and uniqueness is a motivating force in life. The two concepts comprising the word self-identity are self and identity.

The Self

Early in psychology's history, William James [1890] distinguished two intimately intertwined aspects of the self. The self as subject [the I self] and the self as object [the me self] and there are four major distinctions between the two aspects according to Elkind:

- Firstly, the I self is the actor or knower, the me self is the object of what is known or

one's knowledge of oneself [an empirical aggregate of things objectively known].

- Secondly the I self is the active observer, and the me self is the observed [the object of

the observing process].

- Thirdly the I self-conveys the sense of independence, agency, and volition and the me self-conveys a sense of dependency.
- Fourth some researchers refer to the I self as the existential self and the me self as the

categorical self.

Development of psychosocial functioning proceeds in a sequence from the existential to the categorical self which is considered a duality according to Birch. [2010]. That is from a conception that I am, I exist, and to what or who I am [Birch, A.]. The task of developing the I self that is the self as subject, is to develop the realization that it is 'existential' in that it exists as separate from others. The me self, namely, the self as object, is referred to as 'categorical' in that the developing child must construct categories by which to define himself or herself [e.g., age and gender labels].

[Berger, 2009] further refers to the I self as 'subjective self-awareness' since when attention is directed away from the self to external objects, people, and events one is the subject of consciousness. In contrast, the idea of me' can also be described as 'objective self-awareness' which involves focusing on the self as the object of consciousness. James also identified particular features or functioning of both the I self and the me self. Functioning of the I self-include:

- Self-awareness that is an appreciation for one's internal status, needs, thoughts and

emotions.

- Self-agency that is the sense of the authorship over one's thoughts and actions.

- Self-continuity that is the sense that one remains the same person over time.
- Self-coherence that is a stable sense of the self as a single, coherent, bounded entity.

Functioning of the me self-include the: Material me - the body as flesh; Social me- the self that interacts with others; and, the Spiritual me- what in theology is considered the soul.

Psychosocial Functioning: Self-esteem and Self-concept

An increasing number of clinicians and developmentalists believe that the core of the self-

its basic inner organization, is derived from regularities in experience [Kohut, 2007; Strobe, 2008].

Individuals carry forward a history of experiences with caregivers that provide the adolescent with expectations about whether the world is pleasant or not. And in adolescence, the individual continues to experience the positive or negative affect of social agents. Despite developmental changes and context changes [increased peer contact, a wider social world] an important feature of the self's health development is continuity in care-giving and support, especially in the face of environmental challenges and stresses. Many clinicians stress that difficulties in interpersonal fostering genial relationship derive from low self-esteem, which in turn derives from a lack of nurturance and support.

Carl Rogers views of psychosocial functioning along self-concept and self-esteem.

Carl Rogers view has been instrumental in promoting the importance of self-concept in the adolescent's development and the role of nurturance and support in achieving a health self-concept. Like Sigmund Regers began their inquiry about human nature with troubled personalities.

They explored the human potential for change, In the knotted, anxious, defensive verbal stream of his clients, Rogers for instance concluded that individuals are prevented from becoming who they are. Rogers believed that most individuals have considerable difficulty developing their own true feelings which are innately positive. As children grow up significant others condition them to move away from these positive feelings. Parents, siblings, teachers, and peers place constraints on the adolescent's behavior. Thus, Rogers believed that adolescents are the Filipino of conditional personal/positive regard meaning that love and praise are not given unless the adolescent conforms to parental or social standards. The result, said Rogers, is that the adolescent's self-esteem is lowered. Through the individual's experience with the world, a self emerges, Rogers considered the congruency between the real self, that is, the self as it really is as a result of one's experiences, and the ideal self which is the self an individual would like to be. The greater the discrepancy between the real self and the ideal self, the more maladjusted the individual will be, said Rogers. To improve their adjustment, adolescents can develop more positive perceptions of their real self, not worry so much about what

others want and increase their positive experiences in the world. In such ways, the adolescent's ideal and real self will be more closely aligned. Rogers thought that each adolescent should be valued regardless of the adolescent's behavior. Even when the adolescent's behavior is obnoxious, below standards of acceptance, or inappropriate, adolescents need the respect, comfort and love of others. When these positive behaviors are given without contingency, it is known as unconditional personal/positive regard. Rogers strongly believed that unconditional positive regard elevates the adolescent's self-worth and positive self-regard. Unconditional positive regard is directed at the adolescent as a human being of worth and dignity.

Strength of Perspective

The view sensitized psychologists to the importance of self-perceptions, to the considering of the whole individual and the individual's positive nature, and to the power of self-understanding in improving human relations and ability to convey with others.

Weakness

Critics point out that while it is well and good to have a positive view of development, Rogers's view is almost, too optimistic, possibly overestimating the freedom and rationality of individuals. Critics also argue that the approach encourages self-love or narcissism. A major weakness is that it is extremely difficult to test scientifically. In general, self-concept is the sum total of an individual's feelings and perceptions about one self while self-esteem is an evaluation and effective dimension of one's self concept- an evaluation of one's worth.

Psychosocial Functioning and Identity

Who am I? What am I all about? What is different about me? Not usually considered during childhood, these questions surface as common, virtually universal, concerns during adolescence. Adolescents clamor for solutions to these questions that revolve around the concept of identity. According to Erickson [1997] in *Identity- Youth and Crisis* it is necessary to differentiate between personal identity and ego identity. The conscious feeling of having a personal identity based on two simultaneous abilities to recall- [1] the perception of the self-sameness and continuity of one's existence in time and space and [2] the perception of the fact that others recognize one's sameness and continuity. Ego identity on the other hand concerns more than the mere fact of existence; it is, as it were, the ego quality of this existence.

The ego is the conscious mind of the individual. Ego identity then, in its subjective aspect, is the awareness of the fact that there is a self-sameness and continuity to the ego's synthesizing methods, the 'style of one's individuality, and that this style coincides with the sameness and continuity of one's meaning for significant others.

That today we believe identity is a key concept in understanding the lives of adolescents is a result of Erickson's

masterful thinking and analysis. Erickson [2008] believed identity versus identity/role confusion is the fifth of life's eight stages occurring at about the same time as adolescence. During adolescence, world views become important to the individual, who enters what Erickson calls a psychological moratorium- a gap between childhood security and adult autonomy. Like all stages in Erickson's theory the stage is characterized by a Filipino with the possibility of bipolar outcomes, Erickson suggests that the individual must actually experience both sides of the Filipino and must learn to subsume them into higher synthesis. If the Filipino is worked out in a constructive, satisfactory manner, the syntonic or positive quality becomes the more dominant part of the ego and enhances further healthy development through the subsequent stages. For Erickson, the growth of a positive self-concept is directly linked to the psychosocial stage resolution that constitutes the core of the theory. However, if the Filipino persists past its time, or is resolved unsatisfactorily, the dystonic or negative quality is incorporated into the personality structure. In the case of adolescents, the dystonic or negative attribute will interfere with further development and may manifest itself in impaired self-concept, adjustment problems and possibly psychopathology. In essence this explains the interplay with risk-taking behavior aptly typified by sexual promiscuity and deviance.

Some contemporary thoughts psychosocial functioning and the development of identity Contemporary views of identity development suggest several important considerations.

First, identity development as a psychosocial proficiency is a lengthy process, in many instances a more gradual, less cataclysmic/ violent upheaval/abrupt transition than Erickson's term crisis implies.

Second, identity development as a psychosocial proficiency is extraordinarily complex. Identity formation neither begins nor ends with adolescence. It begins with the appearance of attachment, the development of a sense of self, and the emergence of independence in the family, and reaches its final phase with a life review and integration in old age. Resolution of the identity issue at adolescence does not mean that identity will be stable through the remainder of life. An individual who develops a healthy identity is flexible and adaptive, open to changes in society, in fostering genial relationship and in careers. This openness assures numerous re-organizations of identity's contents throughout the identity-achieved individual's life.

Third identity formation as a psychosocial proficiency does not happen neatly and it usually does not happen abruptly. At the bare minimum, it involves commitment to a vocational direction, an ideological stance, and a sexual orientation. Identity development as a psychosocial proficiency gets done in bits and pieces.

Marcia on identity

In an extension of work James Marcia [2012] proposed four statuses of adolescent identity formation, which characterize the search for an identity- identity achievement, foreclosure, identity diffusion, and moratorium. The four kinds of identities are possible combinations of yes-no answers to two questions:

- Has the person engaged in an active search for identity?
- Has the person made commitments? [for example, to values, to school, to a job or career path, to who he or she wants to be as a person, or to other aspects of his or her identity]

Psychosocial Proficiency, Sexuality, and Achievement

Among the many developmental events that characterize puberty and the onset of adolescence, none is more dramatic, or more challenging to the young person's emerging sense of identity, than the changes associated with sexual development. Bodily functioning of boys and girls become increasingly differentiated, as boys develop broader shoulders and show a greater overall gain in muscle development, and girls undergo breast development and develop more rounded hips [Conger, 2014]. Girls experience their first menstruation and boys their first ejaculation. In both sexes' genital organs- the penis and scrotum in boys, the clitoris, vagina, and labia in girls- increase in size, and pubic hair develops. All of these physical changes require new adjustments on the part of the young person and lead to a changing self-image.

Furthermore, although sexuality in the broadest sense is a lifelong part of being human, the hormonal changes that accompany puberty lead to stronger sexual feelings, although there may be considerable diversity in the ways these feelings are expressed in different individuals and in the same individual at different times. Adolescents may find themselves 'thinking more about sex, getting sexually aroused more easily, even at times feeling preoccupied with sex'. Or they may find themselves excited by and involved in other interests, and not be particularly aware of sexual feelings. At the same age, one adolescent may be involved in sexual experimentation, another may not; one may be in love and going steady, another may feel that it is much too early for such commitments and may prefer to play the field.

Despite such individual variations, integrating sexuality meaningfully, and with as little disruption as possible, with other aspects of the young person's developing sense of self and of relations with others is a major developmental task for both boys and girls. How adequately this task is ultimately handled- the extent to which it becomes a source of joy or despair, of challenge and success, or failure and defeat- depends on many factors, ranging from the complexities of early parent-child fostering genial relationship to contemporary social standards and values [Conger, 2014]. In terms of a cross-cultural perspective, in a recent investigation by Daniel Offer and his colleagues [2007], the sexual attitudes of adolescents in 10 countries were sampled: Australia, Bangladesh, Hungary, Israel, Italy,

Japan, Taiwan, Turkey, and the United States. Adolescents in two countries- Turkey and Taiwan- showed extremely conservative attitudes toward sex. In traditional cultures such as Turkey and Taiwan, adolescents feel very uncomfortable about sex and feel extremely anxious about it. Nonetheless, in all of the countries studied, having a boyfriend or a girlfriend was viewed as important by the adolescents, especially in West Germany [where 82% rated this important compared to only 73% of the United States adolescents].

According to psychoanalytic theory, individuals at any age may experience an inability to handle impulses, subdue anxiety or to delay gratification, but the maturation of sexual impulses, makes adolescence especially stressful. A review of research [Dembo, 2013] suggests that adolescent girls experience more emotional disturbances about sexuality than boys. However, Dembo believes boys are more emotional and female less emotional than commonly believed. Boys are moodier, more intense, and more mystical almost.

The following foreign studies focused on the attributes of students' behaviors which are essentials towards effective learning.

Hojat [2011] studied the fostering genial relationship between perceived satisfaction with early fostering genial relationship with parents and adults' psychosocial attributes were addressed in this study. The participants were 928 medical students [37% women] who completed personality functioning. The results are discussed in a set of personality questionnaires. The results indicated that perceived satisfaction with the mother in childhood was significantly associated with less intensity and chronicity of loneliness, less depression, less anxiety, a less negative view of stressful life events, higher self-esteem, and more satisfaction with peer fostering genial relationship. No significant association was found between perceived satisfaction with the father and these the context of attachment theory and internal working models.

Weiner [2010] showed in his study that students' behavior is most often environmental and social in origin. It results from the necessity of breaking off old habits of thought and action and establishing new ones. While the adjustment is taking place, the student is emotionally upset. After the adjustment has been made, he settles down, and excessive emotionality usually disappears. During the period of adjustment, the adolescent may have strong feelings of insecurity.

The study of Bronsft (2011) on adolescent students revealed that not all, by any means, experience sufficient storm and stress to disturb either themselves or the adults in their lives. While all experience emotional instability from time to time, this is characteristic of all people of all ages. Paulg (2011) conducted a study on adolescents' perceptions of acceptance as an element of psychosocial proficiency. His respondents public secondary students whose ages ranged from twelve to 16 years old. His study yielded significant information as to the adolescents' concepts that contribute to

the acceptability of and adolescent. He found out that: Girls, as a group, enjoy greater acceptance that do boys. Most accepted adolescents come from homes that are superior in a cultural, social, and economic conditions. The unaccepted adolescent comes from an inferior or economic group. Bright adolescents and those who are successful in their school work are more accepted than those who are less bright. A vigorously healthy adolescent is more accepted than these unhealthy adolescents. Those who are in complete accord with the group norms in dress, grooming, and manners are the most accepted adolescents at all ages.

The influence of the family in the development of psychosocial functioning in terms of social fostering genial relationship cannot be underestimated [Quincey, 2009]. The family's behavior acts as a model for the adolescents who imitated what they observed in others. By the use of approval, disapproval, reward, punishment, the family teaches the adolescent behave in a socially desirable manner. By planning the punishment to fit the severity of their wrongdoing. Parents do much to motivate their adolescents to do right. When the relationship between parents and children is good, the general morale of the adolescents improves. Likewise, wholesome religious experience parents provide have a marked influence on the values of their adolescents and helped them to learn to behave in a moral way.

Conceptual Framework

Students' psychosocial functioning as part of their traits and attributes are essentials toward effective learning. Teachers are accountable to exert efforts to closely monitor their students along these directions as to learn depend, to extent, on the strong points of the learners.

Inputs of the study are students' self-appraisal of their psychosocial functioning along six functioning: alertness and mindfulness, ability to recall, sequential skill, ability to convey, ingenious cognition, and fostering genial relationship. [Gross, 2011] Profile variables for correlations are on age and gender.

Checklist was the main tool to gather data. Interviews and observations were utilized to validate findings. The aid of SPSS will be resorted to.

Ultimate outputs will aid teachers identify the potentials and weaknesses of their students; thus, strengths can be used by the teachers of Filipino to reinforce learning and appropriate strategies can be developed to fortify areas needing augmentation specifically on weaknesses that were recognized.

Research Paradigm

The IPO model was used for the research paradigm.

INPUTS

Students' self-appraisal of their psychosocial functioning along six functioning: alertness and mindfulness, ability to recall, sequential skill, ability to convey, ingenious cognition, and fostering genial relationship. Profile variables for correlation are on age and gender.

PROCESS

Checklist was the main tool to gather data. Interviews and observations were utilized to validate findings. SPSS was utilized for the statistical treatment of data.

OUTPUTS

Acknowledgment of students' potentials and weaknesses; thus, strengths can be used by the teachers of Filipino to reinforce learning and appropriate strategies can be

Figure 1

Objectives of the Study

The researcher explored and assessed students' psychosocial functioning along six functioning with the end in view to come up with baseline data and information to enhance instruction of Filipino.

Specifically, the study was designed to come up with valuable data and information on the following:

1. Psychosocial functioning of students along the following components:
 - 1.1. alertness and mindfulness
 - 1.2. ability to recall
 - 1.3. ability to convey
 - 1.4. doing things in sequence
 - 1.5. ingenious cognition
 - 1.6. fostering genial relationship.
2. Interrelationship of the six functioning of students' psychosocial functioning.
3. Variance among the students' psychosocial functioning when grouped into age and gender.

Hypotheses

The following hypotheses were tested at the .05 level:

1. Students across age and gender do not vary in their psychosocial functioning along the six functioning.
2. The six components of students' psychosocial functioning are not interrelated.

Scope and Delimitation

The participants of the study were the students of Akle High School, San Ildefonso, Division of Bulacan during the school year 2019-2020. Focus was on six functioning of students' psychosocial functioning in Filipino.

Profile correlation was limited age and gender. Psychosocial functioning was limited to size: alertness and mindfulness, ability to recall, doing things in sequence, ability to convey, ingenious cognition, and fostering genial relationship.

Statistical treatment of data was confined to the weighted mean, analysis of variance, and Pearson r.

Significance of the Study

Findings will aid teachers of Filipino identify the potentials and weaknesses of their students; thus, strengths can be used by the teachers to reinforce learning and appropriate strategies can be developed to fortify areas needing augmentation specifically on weaknesses that were recognized. Proficiency and productivity of teachers as facilitator, motivator, and director of classroom activities will be enhanced with their awareness of the components of their students' psychosocial functioning. Cognizant of whatever inadequacies students have can be rectified by the teachers.

The study is expected to come up with very important information about the students which may be utilized by teachers to enhance their instructional delivery. The teaching-learning processes become more worthwhile when teachers utilize in their instruction the identified skills of students. Meaningful strategies can be planned by the teachers which will redound to the efficient delivery of instruction and the attainment of goals and objectives.

Further, teachers of Filipino will be properly guided of what to accomplish, encourage academic success, safeguard students against distress and uneasiness, and become more interested in the plight of their students. Teachers will, thus, be encouraged to employ teaching schemes that may focus on assisting students acquire more psychosocial functioning as much as their potentials warrant.

Definition of Terms

The following major terms to be used are defined operationally:

Ability to Recall. The term refers to the students' efficacy to recollect and remember past situations, etc.

Alertness and Mindfulness. The term refers to the attentiveness of a student to situations, circumstances, and situations associated with learning.

Doing Things in Sequence. The term refers to a student's efficacy to locate places and events, follow instructions, and to remember things in sequence.

Fostering Genial Relationship. As used in the study, it refers to the discernment and awareness of a student for gregarious relationships with other individuals.

Ingenious Cognition. As used in the study, the term refers to the student's ability at solving problems in other ways, arriving at generalizations, utilization of imagination, and efficacy to elucidate.

Psychosocial Functioning. The term refers to the competence, ability, and adeptness of students in learning which include alertness and mindfulness, ability to recall, language, doing things in sequence, ingenious cognition, and fostering genial relationship.

Chapter 2

RESEARCH METHODOLOGY

This chapter presents the research method to be used, the participants, data gathering tool, administration of instruments, and the procedure of analysis.

Method of Study

The descriptive method of research will be employed utilizing the techniques of interviews. The descriptive method emphasizes the present status of a phenomena, describes a current situation, determines the nature of prevailing conditions or practices and seeks accurate description of activities, objects, persons and processes. In short, the method describes and interprets what is". Descriptive research involves collection of data concerning the status of the subjects of the study. The principal aims in descriptive research are to explain the nature of a situation as it exists at the time of the study and to explore causes of the particular phenomena.

Distribution of Participants

The respondents were grades 8 and 9 students of the Akle High School during the school year 2019-2020.

Grade Level	Participants	Total
-------------	--------------	-------

	Males	Females	
Grade 9	102	82	184
Grade 10	85	80	165
Total	187	162	349

Data Gathering Tools

Psychosocial Functioning Checklist. The checklist was adopted from Todd-Leigh [2010]. It

consists of six [6] functioning with five [5] item- statements. The checklist was designed to component six functioning of psychosocial functioning: alertness and mindfulness, ability to recall, ability to convey, doing things in sequence, ingenious cognition, and fostering genial relationship.

Five options are offered for an answer: 5 always; 4 - often; 3 - sometimes; 2 - rarely; and, 1

never. Verbal ratings of item-statements will be based on the following arbitrary numerical guide: 4.3 – 5.0 -always; 3.5 - 4.2- often; 2.7 - 3.4 - sometimes; 1.9 - 2.6 - rarely; 1.0 - 1.8 – almost never.

Limits to be used to categorize students' degree of the six functioning of psychosocial functioning are: 5-8 [very low]; 9-12 [low]; 13-17 [moderate]; 18- 21 [high]; and, 22-25 [very high].

Reliability and Validity

To ensure the reliability and validity of the checklist within local conditions, specifically in the research environment, the reliability of the check [25 females; 25 males] drawn from the research locale who were considered as participants. The interval of the administration of the test was one month. The scores obtained in the first administration were compared with the scores obtained in the second administration using the Pearson Moment of Correlation.

The test-retest yielded a significant correlation of .69 which implied a high reliability index of the instrument. The validation of the checklist was no longer subjected to testing in as much as the high reliability indices are manifestations of high validity content.

Administration of Instruments

Permission was sought from the Schools Division Superintendent, coursed through the school principal to allow the researcher to administer the data gathering students. The researcher personally tool to the administered the checklist to the participants during their free time. Assistance of fellow teachers was sought to ensure effective administration and retrieval. Participants were clarified of the purpose of the

activity and were motivated to ask questions on items not clear to them.

Procedure of Analysis

The frequency, percentage distribution, and weighted was used to arrive at verbal rating of item-statements in the Likert-type checklist. The analysis of variance was used to test the hypothesis "Students across age and gender do not differ along the six functioning of psychosocial functioning."

The Pearson Product Moment Coefficient Correlation was utilized to test the hypotheses: "The six components of psychosocial functioning are not interrelated."

Chapter 3

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the interpretation and analysis of data relative to the psychosocial functioning of the students.

1. Components of Students' Psychosocial Functioning Alertness and Mindfulness

Table 1 presents the degree, frequency, and percentage distribution of the psychosocial functioning of the students along alertness and mindfulness.

Limits	Degree	f	%	Cum %
5-8	Very low	0	0.00	0.00
9-12	Low	41	11.74	11.74
13-17	Moderate*	203	58.16	69.90
18-21	High	66	18.91	88.81
22-25	Very high	39	11.19	100.00
total		349	100.00	

Majority of the students, 203 or 58.16 percent, were observed to be moderate in their psychosocial functioning along alertness and mindfulness.

Majority of the students are high in their psychosocial functioning in terms of alertness and mindfulness which suggests that the students are very much

alert and mindful to situations, circumstances, and conditions associated with the instruction. Learning theories and concepts in the subject become effective when students' attention is focused on matters that pertain to the subject matter. The students are cognizant of what are expected towards the successful completion of the subject. Success in learning emerges as alertness and mindfulness of students prevails. Alertness and mindfulness among the students, likewise, hints at the presence of enthusiasm among the students. Distressing to note though are students fared low in this component of psychosocial proficiency.

Table 2 presents the obtained weighted means and the verbal rating of item-statements relative to the psychosocial functioning of students in terms of alertness and mindfulness.

Table 2		
<i>Obtained Weighted Means and the Verbal Rating of Item-statements Relative to the Psychosocial Functioning of Students in terms of Alertness and Mindfulness</i>		
Alertness and Mindfulness	WM	Verbal Rating
They get tired when they sit and listen to their teachers.	2.74	Sometimes
They feel uncomfortable in class and, likewise, find it hard to sit still in class	2.48	Rarely
They keep on looking at other things while their teachers are explaining the lessons.	2.70	Sometimes
They find it easy to concentrate when they study their lessons.	3.55	Often
They find it hard to concentrate when they study.	3.06	Sometimes
Overall Weighted Mean	2.91	Sometimes
Legend: 4.3 - 5.0-always; 3.5 4.2-often; 2.7 -3.4 sometimes; 1.9 - 2.6 -rarely; 1.0 - 1.8 -almost never		

The students remark that they often find it easy to concentrate when they study their lessons.

The students sometimes get tired when they sit and listen to their teachers; keep on looking at other things while their teachers are explaining the lessons; and find it hard to concentrate when they study.

Rarely do the students feel uncomfortable in their class and, likewise, find it hard to sit still in their class.

It is evident that the students pay attention to what their teachers explain or require them to undertake as assignments. The students claimed they hardly ever find it easy to finish all assignments given by their teachers which projects that the students are at a dilemma in some activities or things they do. There are instances that the students' attention is diverted occasionally to other things occasionally while their teachers are explaining the lessons. It is noteworthy to observe that the students never find it hard to give attention to study their lessons. In no way do the students find it grueling to sit still in their class and get weary and exhausted when they pay attention to their teachers' deliberations of their lessons. The students are ready to act responsively and are conscious of the various situations, information, and requirements associated with their subject.

Ability to Recall

Table 3 presents the degree, frequency and percentage distribution of students' psychosocial functioning along the component of the ability to recall.

Table 3				
<i>Degree, Frequency and Percentage Distribution of Students' Psychosocial Functioning along the Component of the Ability to Recall</i>				
Limits	Degree	f	%	Cum%
5-8	very low	0	0.00	0.00
9-12	Low	42	12.03	12.03
13-17	Moderate	198	56.73	68.76
18-21	High	73	20.91	89.67
22-25	Very high	36	10.33	100.00
Total		349	100.00	

Majority of the students, 198 or 56.73 percent, were identified to be moderate in their psychosocial functioning along ability to recall. Result suggests that majority of the students

can be described to be equipped of the skill to remember, and memorize past lessons and other circumstances associated with the subject matter.

Table 4 presents the obtained means and the verbal rating of item-statements relative to the students' psychosocial functioning along the component of the ability to recall.

Ability to Recall	WM	Verbal Rating
They find it hard to learn by heart what were taught by their teachers.	3.01	Sometimes
They have techniques to memorize things.	3.56	Often
They have trouble remembering past lessons taught by their teachers.	2.58	rarely
It takes them long to remember facts taught by their teachers.	2.64	rarely
They tend to forget what to do during activities in their class.	2.58	rarely
Overall Weighted Mean	2.88	sometimes

Legend: 4.3 - 5.0-always; 3.5 - 4.3-often; 3.7-3.4 sometimes; 1.9 -2.6 -rarely; 1.0-1.8-almost never

The students often have techniques to memorize things. The students disclosed that sometimes they find it hard to learn by heart what were taught by their teachers,

Rarely do the students have trouble by their teachers; rarely do the students forget what to do during activities in my class; and, rarely does it take them long to remember facts taught by their teachers.

The students do easily bear in mind whatever lessons are imparted and discussed by their teachers, with no trouble bringing to mind by students of past instruction, this enables teachers to carry on comfortably introducing new lessons.

The students' efficacy to commit to memory lessons earlier imparted advances fulfillment on the part of the teachers of Filipino as a subject as they would not feel so dejected as a consequence of poor performance of their students. On occasion the students have procedures and systems to gain knowledge of things and activities taught. The students find it simple and effortless to become skilled at of what were taught by their teachers.

The students comfortably retain information and instructions previously imparted for them to accomplish in their class.

Ability to Convey

Table 5 presents the degree, frequency and percentage psychosocial functioning of the distribution of the students along ability to convey.

Limits	Degree	f	%	Cum %
5-8	Very low	0	0.00	0.00
9-12	Low	54	15.47	15.47
13-17	Moderate	211	60.50	75.97
18-21	High	73	20.91	96.88
22-25	Very high	11	3.12	100.00
total		349	100.00	

Majority of the students, 211 or 60.50 percent, are moderate in their psychosocial functioning associated with ability to convey. The students can be Filipino as having the propensity to be able communicate at ease and to understand comfortably whatever discourses and instructions. This suggests that the students understand whatever directions or instructions there are from their teachers. Findings, likewise, hint at that the students can easily follow intricate exercises relative to activities arising from their understanding of guidelines set forth by their teachers' clarity of ability to convey.

Table 6 presents the obtained means and the verbal to students' rating of item-statements

Relative psychosocial functioning along the component of the ability to convey.

Item-statements	WM	Verbal Rating
Words used by their teachers are difficult to understand.	2.63	rarely
They feel their classmates are better than they do.	2.75	sometimes
They understand what their teachers require them to do.	3.77	often
They find it difficult to remember long directions given by their teachers.	2.57	rarely
They have a good vocabulary.	3.49	sometimes
Overall Weighted Mean	3.04	sometimes

Legend: 4.3 - 5.0-always; 3.5 - 4.3-often: 3.7-3.4 sometimes; 1.9 -2.6 -rarely; 1.0-1.8-almost never

The students sometimes feel that their classmates are better than they do; however, they perceive themselves to have a good vocabulary.

The students rarely find it difficult to remember long directions given by my teachers.

It is not a setback among the students to remember long directions given by their teachers. The terminology or terms used by their teachers are easily figured out. The students understand what their teachers instruct them to do.

Doing Things in Sequence

Table 7 presents the degree, frequency and percentage distribution of students' psychosocial functioning along the component of doing things in sequence.

Limits	Degree	f	%	Cum %
5-8	Very low	0	0.00	0.00
9-12	Low	17	4.87	4.87
13-17	Moderate	217	62.17	67.04
18-21	High	115	32.96	100.00

22-25	Very high	0	0.00	
total		349	100.00	

Majority of the students, 217 or 62.17 percent, were identified to be moderate in their psychosocial functioning along doing things in sequence.

Result signifies that a big number of the students have the skills to situate places and events, pursue information, and to commit to memory ideas and concepts in succession are basic skills the students are equipped with. Teachers would not find any difficulty in the lessons they present, and in the activities, they introduce in their classes as the students are prepared and ready as agility and deftness are traits and skills the students possess.

Table 8 presents the obtained means and the verbal rating of item-statements relative to students'

psychosocial functioning along the component of doing things in sequence.

Doing Things in Sequence	WM	Verbal Rating
They learn better with illustrations and drawings.	3.47	sometimes
They have trouble using formulas.	2.69	rarely
They have poor sense of direction.	2.15	rarely
They come late to their class.	1.86	never
They find it hard to remember things in order.	2.53	rarely
Overall Weighted Mean	2.54	Rarely

Legend: 4.3 - 5.0-always; 3.5 - 4.3-often: 3.7-3.4 sometimes; 1.9 -2.6 -rarely; 1.0-1.8-almost never

The students declared that they learn better with illustrations and drawings.

Rarely do the students have trouble using formulas; have poor sense of direction; come late to my class; and find it hard to remember things in order.

The students declared that learn well when activities are properly demonstrated by their teacher.

To some extent, the students are equipped with nimbleness and agility. Filipino as a subject requires students'

alertness. Activities in the subject become more appealing and exciting when teachers exert more efforts to demonstrate more vigorously whatever activities they introduce. This consequently, enhances students' doing things in sequence, More often, teachers should provide activities to students where their doing things in sequence may be manifested.

Ingenious Cognition

Table 9 presents the degree, frequency and percentage distribution of students' psychosocial functioning along the component of ingenious cognition.

Limits	Degree	f	%	Cum %
5-8	Very low	0	0.00	0.00
9-12	Low	11	3.10	3.10
13-17	Moderate	203	58.16	61.26
18-21	High	82	23.49	84.75
22-25	Very high	53	15.25	100.00
Total		349	100.00	

Majority of the students, 203 or 58.16 percent, were identified to be moderate in their psychosocial functioning along ingenious cognition.

Result suggests that majority of the students are moderate in their psychosocial functioning in terms ingenious cognition. Evidently, the students have the ability to work out any intricacy. They can put together complicated matters easier. They have the ability to find solutions to problems in a very unusual but much simpler manner.

Table 10 presents the verbal rating of item-statements relative to students' psychosocial functioning along the component of ingenious cognition.

Ingenious Cognition	WM	Verbal Rating
Find it difficult to explain even simple concepts.	2.57	rarely
Good at thinking up new ideas after presentation of lessons.	3.36	sometimes
Feel they have better imagination than classmates.	3.06	sometimes
Good at solving any kind of problems.	3.05	sometimes
Overall Weighted Mean	2.71	sometimes

Legend: 4.3 - 5.0-always; 3.5 - 4.3-often; 3.7-3.4 sometimes; 1.9 -2.6 -rarely; 1.0-1.8-almost never

The students comment that often they easily understand the values behind any lesson taught by teachers.

Sometimes the students think they are good at thinking up new ideas after presentation of lesson; feel they have better imagination than classmate; and feel good at solving any kind of problems.

Rarely do the students find it difficult to explain even simple concepts.

From time to time the students easily understand the values behind any lesson taught by their teachers. On occasions, the students are good at thinking up new ideas and there are instances, too, that students feel they are not better in imagination than their classmates. The students are good at doing things in other ways aside from what were taught by their teachers.

Fostering Genial Relationship

Table 11 presents the degree, frequency and percentage distribution of students' psychosocial functioning along the component of fostering genial relationship.

Limits	Degree	F	%	Cum %
5-8	Very low	0	0.00	0.00

9-12	Low	12	3.43	3.43
13-17	Moderate	196	56.16	59.59
18-21	High	100	28.65	88.24
22-25	Very high	41	11.76	100.00
Total		349	100.00	

Majority of the students, 196 or 56.16 percent, were identified to be moderate in their psychosocial functioning along fostering genial relationship.

Result suggests that majority of the students are modest, sensible, and restrained in their relationship and fostering genial relationship with other people. Feelings of belonging, self-confidence in relating one's self to others, and self-worth are the consequences of this psychosocial functioning among the students.

Table 12 presents the verbal rating of item-statements relative to students' psychosocial functioning along the component of fostering genial relationship.

Fostering Genial Relationship	WM	Verbal Rating
Feel accepted by classmates.	3.52	often
Some classmates hurt their feelings.	2.80	sometimes
Know how to keep a close friend.	3.97	often
Some classmates ask them to do things.	3.05	sometimes
Feel hard to find someone to sit with in class.	2.57	rarely
Overall Weighted Mean	3.18	sometimes

Legend: 4.3 - 5.0-always; 3.5 - 4.3-often; 3.7-3.4 sometimes; 1.9 -2.6 -rarely; 1.0-1.8-almost never

The students often feel accepted by classmates and often know how to keep a close friend.

Sometimes some classmates hurt their feelings and ask them to do things for them. Rarely do the students feel hard to find someone to sit with in class.

Keeping a close friend is one good trait of the students. Having a close friend enables the students to have sources of emotional support when distress comes along. At least there is someone

they can disclose their dilemma and predicament.

Instances are, classmates seek their assistance. This is a manifestation of others' trust and confidence in their abilities. Seemingly, the students do not desire to be the center of attention. They do not aspire for any recognition. The students do not find any setback or drawback in establishing friendly relations with others. They feel that peers and

classmates look at them favorably and in no way do the students sense that classmates would do harm to spoil their feelings.

Table 13 presents the summary table showing the obtained weighted means of each of the component of students' psychosocial functioning.

Functioning of Psychosocial	Overall Weighted Mean	Verbal Rating
Alertness and Mindfulness	2.01	sometimes
Ability to Recall	2.88	sometimes
Ability to Convey	3.04	sometimes
Doing Things in Sequence	2.54	rarely
Ingenious cognition	3.21	sometimes
Fostering Genial Relationship	3.18	Often

Based on the obtained general weighted means of each component, the following aspects were described as often is fostering genial relationship; sometimes are ability to convey, alertness and mindfulness, and ability to convey; rarely is doing things in sequence.

The over-all Filipino functioning of students' psychosocial project the presence of skills and competencies among the students' which aid can teachers in their day-to-day relationship with

students and in their delivery of instruction. Teaching-learning scenarios become more responsive

when students' psychosocial functioning is adequately present. Despite the similarity of verbal rating for some of the functioning, it is apparent that the students have a hierarchy of psychosocial functioning.

2. Whether Relationships Exist Among the Six Components of Students' Psychosocial Functioning

Table 14 presents the coefficients of relationship in the six functioning of students' psychosocial functioning.

Table 14
Coefficients of Correlation of the Six Components of Students' Psychosocial Functioning

Psychosocial Functioning	Alertness and Mindfulness	Ability to Recall	Ability to Convey	Doing Things in Sequence	Ingenious Cognition	Fostering Genial Relationship
Alertness and Mindfulness	1.00	.227**	.192**	.232**	.153**	.164**
Ability to Recall		1.000	.153**	.191**	.171**	.058
Ability to Convey			1.000	.308**	.287**	.273**
Doing Things in Sequence				1.000	.310**	.192**
Ingenious Cognition					1.000	.270**
Fostering Genial Relationship						1.000

**Correlation is significant at the 01 level [2-tailed]

There exists significant relationship between alertness and mindfulness as a basic competency and the following functioning: ability to recall, ability to convey, doing things in sequence, and ingenious cognition. These were disclosed by the obtained correlation coefficients of .227 for ability to recall; .192 for; .232 for doing things in sequence; and, .153 for ingenious cognition.

Results imply that the more attentive a student is during his class in Filipino - the better the student will be able to recall whatever instructions, lessons, and theories were presented in previous lessons.

Findings hint at that the more alert and mindful a student is to situations, circumstances, and other concerns associated with the instruction the more competent the student is to situate places and events, pursue information, and to commit to memory ideas and concepts in succession.

The quality of a student's alertness and mindfulness determines, too, the student's ability at working out a difficulty in other ways, arriving at simplification, the use of judgment and opinion, and efficiency to explicate matters. The alertness and mindfulness a student devote to activities influences his sensitivity and consideration for convivial and amiable relationship.

The ability to recall was found to significantly interact with ability to convey, doing things in sequence, and ingenious cognition; no significant relationship was observed to exist between ability to recall and fostering genial relationship. These were disclosed by the obtained correlation coefficients of .153 for ability to convey; .191 for skills; and

.171 for ingenious cognition. These prevailing significant relationships allude that or quality of a student's efficacy to remember and memorize past lessons and other circumstances associated with the subject matter influences students' efficacy to situate places and events, pursue information, and to commit to memory ideas concepts in succession; enhances a student's ability at working out a difficult matter in other ways, arriving at simplification, the use of judgment and opinion, and efficiency to explicate matters. Results imply, too, that students' ability for recall does, in no way, heightens a student of the need for favorable fostering genial relationship.

Ability to convey was found to significantly interact with doing things in sequence, ingenious cognition, and fostering genial relationship. These were disclosed by the obtained correlation coefficients of .308 for doing things in sequence; .287 for ingenious cognition; and .273 for peer fostering genial relationship. Information suggests that the more a student is to situate places and events, pursue information, and to commit to memory ideas and concepts in succession, the more the student becomes more enhanced at working out a difficulty in other ways, arriving at simplification, the use of judgment and opinion, and efficiency to explicate matters.

The higher the degree of students' understanding of concepts, the more favorable students are in her relationship with others.

Doing things in sequence was identified to significantly interact with ingenious cognition and fostering genial relationship as disclosed by the obtained correlation coefficients of .310 and .192, respectively. Findings put forward that the more a student could follow instructions, the more the student becomes more skilled at situating places and events, pursuing information, and to committing to memory ideas and concepts in succession and added to these include the student's ability at working out a difficulty in other ways, arriving at simplification, the use of judgment and opinion, and efficiency to explicate matters.

Ingenious cognition was found to significantly interact with peer relationship as revealed by the obtained correlation coefficient of .270. Results suggest that how efficacious a student is at working out a difficulty in other ways, arriving at simplification, the use of judgment and opinion, and efficiency to explicate matters intensifies further the student's desires toward warmth, genial and cordial relationship with peers.

The hypothesis "No relationships exist among the six functioning of students' psychosocial functioning" was rejected. Each dimension has a corresponding effect on the other.

3. Whether Students Across Age and Gender Differ in their Psychosocial Functioning

Table 15 presents the computed F-ratio to test the hypothesis "Students across age do not differ in their psychosocial functioning along the six functioning."

Table 15 Summary of Computed F-ratios to Test the Hypothesis: "Students across age do not differ in their psychosocial functioning along the six functioning"					
Alertness and mindfulness	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	52.337	3	13.084	1.789	.130
Within Groups	3620.885	346	7.315		accepted
Total	3673.222	349			
Ability to Recall	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.857	3	7.964	.368	.831
Within Groups	10700	346	21.617		Accepted
Total	10372.438	349			
Ability to Convey	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.890	3	.472	.077	.989
Within Groups	3019.060	346	6.099		Accepted
Total	3020.950	349	18.610		
Doing Things in Sequence	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	74.440	3	18.610	2.800	.025
Within Groups	3289.760	346	6.646		accepted
Total	3364.200	349			
Ingenious Cognition	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	30.763	3	7.691	1.251	.288
Within Groups	3042.709	346	6.147		Accepted
Total	3073.472	349			
Fostering Genial Relationship	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.061	3	3.015	.407	.288
Within Groups	3670.097	346	7.416		Accepted

Students across the various age groups differ in their psychosocial functioning relative to alertness and mindfulness. This was disclosed by the obtained f-ratio 2.800. A closer examination of the obtained mean score of 12.63 pointed out that students who are 15 to 17 years old tend to be more alert and mindful to situations, circumstances, and conditions associated with the instruction. They seemingly manifest more enthusiasm and interest listening to their teachers. As compared to the other obtained mean scores for the other age groups, it is very evident that the older the students are, the more attentive they become to situations and circumstances. This finding is validated by the researcher's ability to recall of his students where the older students gave the impression of their being more conscientious and paying more special attention when lessons or instructions are

presented. This finds reinforcement, too, of what a 17-year-old male student remarked where he commented:

"There are two of us who are 17 years old in our class in Filipino. It is an embarrassment and discomfiture on our part if we cannot grasp immediately what our teacher tells us to do. There are instances, too, that our teacher appoints us leader during group activities; hence, there really is the need to be attentive."

One female teacher of Filipino remarked:

"I have observed that students who are older in my classes are more alert and attentive to their lessons and do easily grasp instructions given associated with the instruction of the subject. They are more skillful to follow instructions."

The derived f-ratios of 1.789 for alertness and mindfulness; .368 for ability to recall; .077 for ability to convey; 1.251 for doing things in sequence; and .407 for fostering genial relationship disclosed no significant differences in these five functioning of psychosocial functioning among the students when grouped according to age. This implies that regardless of age, the students are comparable in their psychosocial functioning along these functioning. They are similar in the degree of having no trouble bringing into their consciousness past instructions and lessons. Regardless of age, the students are just as one in their psychosocial functioning associated with ability to convey dilemma. Despite diversity in age, the students equally have the inclination to be able to communicate at ease and to understand comfortably whatever discourses and instructions there are in their classes. To some extent, the students across the various age groups are pictures of liveliness and agility when it comes to their classes.

Wherefore, the hypothesis that students do not differ in their psychosocial functioning along alertness and mindfulness was rejected; the hypothesis that students do not differ in their psychosocial functioning along ability to recall, ability to convey, skills, ingenious cognition, and fostering genial relationship was accepted.

Gender

Table 16 presents the computed F-ratio to test the hypothesis "Students across gender do not differ in their psychosocial functioning along the six components."

Table 16						
<i>Computed F-ratio to Test the Hypothesis: "Students across gender do not differ in along the six components"</i>						
Alertness and mindfulness	Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	91.649	2	91.649	12.743	.000	
Within Groups	3581.573	347	7.192		Rejected	
Total	3673.222	349				
Ability to Recall	Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	51.202	2	51.202	2.387	.123	
Within Groups	10681.236	347	21.448		accepted	
Total	10732.438	349				
Ability to Convey	Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	7.028E-04	2	7.02804	.000	.991	
Within Groups	3020.949	347	6.066		accepted	
Total	3020.950	349				
Doing Things in Sequence	Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	40.145	2	40.145	6.014	.015	
Within Groups	3324.055	347	6.675		Rejected	
Total	3364.200	349				
Ingenious Cognition	Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	1.729	2	1.729	.280	.597	
Within Groups	3071.743	347	6.168		Accepted	
Total	3073.472	349				
Fostering Genial Relationship	Sum of Squares	df	Mean Square	F	Sig.	
Between Groups	2.807	2	2.807	.380	.538	
Within Groups	3679.951	347	7.389		accepted	
Total	3682.758	349				

Male and female differ in their psychosocial functioning relative to alertness and mindfulness and doing things in sequence. This was disclosed by the obtained f-ratio 12.743 and 6.014, respectively. A closer assessment of the obtained mean scores, it was apparent that male students tend to score higher in terms of alertness and mindfulness and, likewise, along doing things in sequence. These were disclosed by the obtained mean scores of 12.27 for alertness and mindfulness and 12.46 for doing things in sequence. Most activities require students' alertness and mindfulness and agility. Along this, males have the advantage. Males are more physically powerful and endowed giving them the advantage where strength is needed and where stamina needs to be sustained.

The derived f-ratios of 2.837 for ability to recall; .280 for ingenious cognition; and, .380 for fostering genial relationship disclosed no significant differences in these five functioning of psychosocial functioning among the students when grouped according to gender. Male and female students equally discern and understand the values behind any lesson taught by their teachers. Occasionally, both male and female

students are not adept at thinking up new ideas. Male and female are similarly situated in their competencies that focus on working out a complexity and obscurity in other ways. Male and female students are alike in their schemes at arriving at simplification, the use of judgment and opinion, and efficiency to expound and illuminate matters.

Thus, the hypothesis that students do not differ in their psychosocial functioning along alertness and mindfulness and doing things in sequence was rejected; the hypothesis that students do not differ in their psychosocial functioning along ability to recall, ability to convey, ingenious cognition, and social insight was accepted.

Chapter 4

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions drawn, and the recommendations offered.

Information on students' psychosocial functioning aids teachers of Filipino to enhance their instructional efficacy; thus, teaching - learning processes become more worthwhile. Meaningful strategies can be planned by the teachers which will redound to the efficient delivery of instruction and the attainment of goals and objectives. Teachers of will be guided of what to accomplish, encouraged to pursue students' academic success and safeguard students against desolation and apprehension, and become more concerned on whatever academic impediments their students experience. The following hypotheses were tested at the .05 level: [1] The students across age and gender do not differ in psychosocial functioning; and, [2] There is no relationship in the six functioning of students' psychosocial functioning. The respondents were grades 8 and 9 students of the Akle High School during the school year 2019- 2020. The descriptive method was employed. Data were gathered through checklist. The techniques of interviews and observations were utilized to cross-validate findings. Statistical treatment of data was confined to the weighted mean, analysis of variance, and Pearson Product Moment Correlation coefficient.

Summary of Findings

The summary of findings is as follows:

1. Students' Psychosocial Functioning along Six Components

Alertness and Mindfulness

- o Majority of the students were observed to be moderate in their psychosocial functioning along the component along of alertness and mindfulness.
- o The students sometimes get tired when they sit and listen to their teachers; keep on looking at other things while their teachers are explaining the lessons; and, find it hard to concentrate when they study.

- o Rarely do the students feel uncomfortable in their class and, likewise, find it hard to sit still in their class.

Ability to Recall

- o Majority of the students were identified to be moderate in their psychosocial functioning along the component of alertness and mindfulness.
- o The students often have techniques to memorize things.
- o The students disclosed that sometimes they find it hard to learn by heart what were taught by their teachers.
- o Rarely do the students have trouble by their teachers; rarely do the students forget what to do during activities in my class; and rarely does it take them long to remember facts taught by their teachers.

Ability to Convey

- o Majority of the students are moderate in their psychosocial functioning along the component associated with ability to convey.
- o The students sometimes feel that their classmates are better than they do; however, they perceive themselves to have a good vocabulary.
- o The students rarely find it difficult to remember long directions given by teachers.

Doing Things in Sequence

- o Majority of the students were identified to be moderate in their psychosocial functioning along the component of doing things in sequence.
- o The students declared that they sometimes learn better with illustrations and drawings.
- o Rarely do the students have trouble using formulas; have poor sense of direction; come late to my class; and, find it hard to remember things in order.

Ingenious Cognition

- o Majority of the students were identified to be moderate in their psychosocial functioning along the component of along ingenious cognition.
- o The students often easily understand the values behind any lesson taught by teachers.
- o Sometimes the students think they are good at thinking up new ideas after presentation of lessons; feel they have better imagination than classmate; and feel good at solving any kind of problems.
- o Rarely do the students find it difficult to explain even simple concepts.

Fostering Genial Relationship

- o Majority of the students were identified to be moderate in their psychosocial functioning along the component of fostering genial relationship.
- o The students often feel accepted by classmates and often know how to keep a close friend.
- o Sometimes some classmates hurt their feelings and ask them to do things for them.
- o Rarely do the students feel hard to find someone to sit with in class.
- o Based on the obtained general weighted means of each component, the following aspects were described as often is fostering genial relationship; sometimes are ability to convey, alertness and mindfulness, and ability to convey; rarely is doing things in sequence.

2. Whether Relationships Exist Among the Six Components of Students' Psychosocial Functioning

- o There exists significant relationship between alertness and mindfulness as a basic competency and the following components: ability to recall, ability to convey, doing things in sequence, and ingenious cognition. These were disclosed by the obtained correlation coefficients of .227 for ability to recall; .192 for; .232 for doing things in sequence; and .153 for ingenious cognition.
- o The ability to recall was found to significantly interact with ability for ability to convey, doing things in sequence, and ingenious cognition; no significant relationship was observed to exist between ability to recall and fostering genial relationship.
- o Ability for ability to convey was found to significantly interact with doing things in sequence, ingenious cognition, and fostering genial relationship.
- o Doing things in sequence was identified to significantly interact with ingenious cognition and fostering genial relationship.
- o Ingenious cognition was found to significantly interact with fostering genial relationship. o The hypothesis "No relationships exist among the six functioning of students psychosocial functioning" was rejected. Each dimension has a corresponding effect on the other.

3. Whether Students Across Age and Gender Differ in their Psychosocial Functioning along the Six Components

Age

- o Students across the various age groups differ in their psychosocial functioning relative to alertness and mindfulness.

o Mean score of 12.63 pointed out that students who 15 to 17 years old tend to be more alert and mindful to situations, circumstances, and conditions associated with the instruction.

o Very evident is that the older the students are, the more attentive they become to situations and circumstances.

o The derived f-ratios for alertness and mindfulness, ability to recall, ability to convey, doing things in sequence and fostering genial relationship disclosed significant differences in these five functioning of psychosocial functioning among the students when grouped according to age.

o Wherefore, the hypothesis that students do not differ in their psychosocial functioning along alertness and mindfulness was rejected.

o The hypothesis that students do not differ in their psychosocial functioning along ability to recall, ability to convey, skills, ingenious cognition, and fostering genial relationship was accepted.

Gender

o Male and female differ in their psychosocial functioning relative to alertness and mindfulness and doing things in sequence. This was disclosed by the obtained f-ratio 12.743 and 6.014, respectively.

o Obtained mean scores disclosed that male students tend to score higher in terms of alertness and mindfulness and doing things in sequence.

o Thus, the hypothesis that students do not differ in their psychosocial functioning along alertness and mindfulness and doing things in sequence was rejected.

o The hypothesis that students do not differ in their psychosocial functioning along ability to recall, ability to convey, ingenious cognition, and fostering genial relationship was accepted.

Conclusions

Based on the findings, the following conclusions were arrived at:

1. Majority of the students are moderate in their psychosocial functioning along the six components; and, a number of students were identified to be low in these functioning.
2. There exist relationships among the six components of students' psychosocial functioning, namely, alertness and mindfulness, ability to recall, ability to convey, doing things in sequence, ingenious cognition, and fostering genial relationship.
3. 3. Students across age differ in their psychosocial functioning along alertness and

mindfulness; students across gender differ in psychosocial functioning along alertness and mindfulness and doing things in sequence.

Recommendations

Based on the findings and the conclusions, the following recommendations were offered:

1. The teachers of Filipino should provide more activities and opportunities to the students that may intensify their psychosocial functioning. Specifically, the following pedagogical principles can be utilized:

1.1 Teachers should see to it that before they start to introduce new activities or lessons, students should be very attentive as this will enable the learners to recall with whatever instructions, lessons, and theories were presented previous lessons;

1.2. Reviewing past theories, lessons, and activities should be undertaken by the teachers as these intensifies further students' competencies associated with ability to convey, doing things in sequence, and ingenious cognition; and

1.3 Teachers should always bear in mind to make use of simple language and to demonstrate activities clearly prior to students' actual performance; this intensifies further students' doing things in sequence, ingenious cognition, and social insight.

2. Teachers of Filipino should be more understanding of their students as there are factors that convey differences in the students' psychosocial functioning;

efforts should be undertaken by teachers of Filipino to intensify students' psychosocial functioning

to enable students success in school work. Likewise, teachers of Filipino should consider

individual differences, specifically age and gender, in their to desire generate alertness and mindfulness doing things in sequence.

3. Teachers of Filipino should place equal emphasis on the importance of giving recognition to the six components of students' psychosocial functioning as these will redound to the students' success in schoolwork.

4. An action research study can be undertaken in the research locale to find out the causes of students identified to be low in functioning of psychosocial functioning. Other factors like study students' study habits and their self-esteem can be added variables.

REFERENCES

Berger, K. [2009] *The developing person: Through childhood and adolescence*. New York: Worth Publishers.

Birch, A. [2007] *Developmental psychology: From infancy to adulthood*. Houndsmill: Macmillan.

Bronzaft, A. L. [2011] Test anxiety, *Journal of Social Psychology*, No. 75.

Carpio, Allan S. [2008], Enhancing teaching strategies and approaches, *The Modern Teacher*, Vol. 6, No.

11.

Cole, M. [2009] *Psychology of adolescence*. New York: Reinehart and Holt.

Dembo, M. [2013] *Applying educational psychology*. New York: Longman.

Elkind, D. [2012] Egocentrism in adolescence. *Child Development*, 38, 1025-1034.

Ferguson J. K., [2011] Utilizing students' prospects through basic competencies cited in W. Herrington [2007], Review of Student Development Research, Vol. 6 New York: Russel Sage Foundation.

Gross, R. [2011] *Psychology: The science of mind and behavior*, Kent: Greengate.

Hojat, Mohammadreza, [2011] *Journal of Genetic Psychology*, Vol. 169, No.8.

Hollon Alexander [2011], Teenagers' predicaments, Adolescence, Vol. 1, No. 8, April.

Hunter, Frederick, (2012), Ingenious cognition and fostering genial relationship as functioning of psychosocial functioning, *Journal of Educational Psychology*, Summer.

Marcia, J [2012] Ego identity development; in J. Adelson *Handbook of Adolescent psychology*. Nex York: