Integrating Literacy Strategy in Uplifting Competency of Students: A Guide for Comprehensive Learning

Leovigildo Lito D. Mallillin, PHD

Professor, Philippine Normal University
Manila, Philippines

Abstract:
The paper investigates the practice of integration literacy strategies in uplifting competency of students as a guide for comprehensive learning set-up based on the different domains of learning in the area of cognitive learning, affective learning, and psychomotor learning. It also analyzes the extent of the integration of literacy strategies in uplifting competency of students as a guide for comprehensive learning in terms of comprehension level, attitude towards learning, and academic performance.

Quantitative Research Design is employed in the study because it aims at discovering how many people think, act, or feel in a specific way. Likewise, purposive sampling is utilized in the study. The study comprised Eighty (80) respondents only.

Results show that there is an ability to construct meaning from the lesson as to function and activities provided by the lecturer, show that students have the active attention and proper motivation to learn, willing to respond, and feeling of satisfaction, show that students can relate to endurance, flexibility, agility, strength, reaction-response time, show that skills and needs is based on the level of knowledge of students to inspire, motivate and empower to learn and expand critical thinking, show that students express freely their opinion based on the lessons and activities, and show that students pay close attention to the directions and instructions in the lesson setup inside the classroom.

Findings show that there is no significant correlation between the practice of the integration literacy strategies in uplifting competency of students as a guide for comprehensive learning set-up based on the different domains of learning and the extent integration of literacy strategies in uplifting competency of students as a guide for comprehensive learning as observed among the respondents.

Introduction

One of the challenging parts of the teaching integration and literacy among teachers is how to adapt the strategies and techniques in uplifting competency of students as a guide in comprehensive learning. It analyzes the outcome of student performance and competency set-up by the school based on the needs of the learners. It also explores literacy and teaching strategies and assessment for better improvement of the lesson set by the school, Hanemann, & McKay, (2019). This is based on the structural domain of learning which is necessary in the academic performance of students. It guides student learning process, academics and class performance. It is designed for different learning activities to explore student knowledge and in-depth activities inside the classroom. The integration domain of learning involves affective, psychomotor, and cognitive learning (Mallillin, 2020, pp. 1-11). It explores the performance of students' learning skills in literacy and competency as a basis for comprehensive guidance in academic performance and achievement. It carries the ability to motivate students in uplifting competency in learning as to worth and attitude, study habits, preference, commitment and acceptance of learning. It acquires knowledge literacy practice and integration of strategy in uplifting competency of students (Mallillin, et al., 2021).

Moreover, the purpose of this study is to address the gap in the literacy integration of strategies in uplifting the learner's competence on academic performance. This supports the fulfilling mandates of productive and responsible citizens equipped with essential competencies and skills for lifelong learning. To make every learner a proficient learning, school and module teachers are tasked to help learners develop competency skills. However, such initiatives are still not enough for student learning. Aside from having learners who struggle to meet learning standard and literacy Mallillin, et al., (2020) because it integrates knowledge and strategies in teaching for better competency of students. It appears to be caused by gaps in learners' competency and comprehension. This means that there are many low-performing learners who could not comprehend the lesson. Students are unable to demonstrate knowledge in some various content areas. To address these gaps, there is a need to strengthen the proficiency of every learner among others. Inference skill is one of the most important predictors of competency and comprehension because of the effects of inference instruction Hall, et al, (2020). It provides competency skills of students as part of the strategy in uplifting learners competency academic performance. It helps to build skills in collaboration with the teaching strategy inside the classroom. It increases integrity and self-esteem among lecturers and students. It provides interventions in integrating literacy and strategy in uplifting competency of students (Mallillin, & Mallillin, 2019).

Furthermore, the study has a significant contribution in teaching to adopt the best techniques and strategies especially in uplifting competency of students. Proper strategies, trends, methods or techniques of teaching must be given emphasis. The knowledge integration of uplifting techniques influences teachers on the strategies to align with the technology that focuses on the learning enhancement of the learners. This examines the different strategies, trends, methods, and techniques of teaching the learning perspective of students. It captures the model and process of teaching and learning complex. The model theory of teaching adapts the application of learning among students. It changes the teachers' experiences and student's pedagogy and knowledge competency in boosting the academic performance of the learners. It improves the critical involvement and understanding of a lecturer's professionalism (Mallillin, 2021). The strategy in teaching lays the foundation of why and how to conduct class and helps set expectations, creating a shared class culture where students take more responsibility for accomplishment. The trend in teaching shows that blended learning in the classroom structure provides teachers instruction in more directed activities of students. Method of teaching shows a composing learning process from various stages, acquiring knowledge, asking questions that lead to a growing complexity and pedagogical approach. Modern technologies are introduced for educational materials by students. Technique in teaching shows how to bring the academic concept to life with visual and practical learning experiences, helping students to understand the lesson into real-life situations and poses thought-provoking questions which inspire students to think for themselves and become more independent learners, Mallillin et al., (2021).

Research Questions
1. What is practice of the integration literacy strategies in uplifting competency of students as guide for comprehensive learning set-up based on the different domains of learning in the area of
  a. cognitive learning,
  b. affective learning, and
  c. psychomotor learning?

2. To what extent do the integration of literacy strategies in uplifting competency of students as guide for comprehensive learning in terms of
  a. comprehension level,
  b. attitude towards learning,
  c. academic performance?

3. Is there a significant correlation between the practice of the integration literacy strategies in uplifting competency of students as a guide for comprehensive learning set-up based on the different domains of

learning and the extent to which the integration of literacy strategies in uplifting competency of students as a guide for comprehensive learning among the respondents?

Hypothesis:
There is no significant correlation between the practice of the integration literacy strategies in uplifting competency of students as a guide for comprehensive learning set-up based on the different domains of learning and the extent of the integration of literacy strategies in uplifting competency of students as a guide for comprehensive learning among the respondents.

Research Design
Quantitative Research Design is employed in the study because it aims at discovering how many people think, act, or feel in a specific way. Quantitative research design concentrates on the number of responses. The standard format in quantitative research design is for each respondent to be asked the same questions, which ensures that the entire data sample can be analyzed fairly. The data is supplied in a numerical format and can be analyzed in a quantifiable way using statistical methods. Surveys can, however, be tailored to branch off if the respondent answers in a certain way for instance people who agree or disagree with a service may be asked different questions subsequently on the practice and integration literacy strategies in uplifting student comprehension based on the different domains of learning in the area of cognitive learning, affective learning, and psychomotor learning to include the extent on the integration of literacy strategies in uplifting the learners in terms of comprehension level, attitude towards learning, and academic performance of the respondents (Neitzel, et al., 2020).

Respondent of the Study
The respondents of the study are the various lecturers or professors in both public and private Higher Education Institutions (HEIs) in the National Capital Region (NCR). The study comprised Eighty (80) respondents only.

Sampling Method
Purposive sampling is utilized in the study because it is judgment, selective or subjective sampling where the technique of the researcher relies on his own judgment when choosing members of the population to participate in the study. Purposive sampling is a non-probability sampling method, and it occurs when elements of the selected samples are chosen by the judgment of the researcher. Researchers often believe that it can obtain a representative sample by using sound judgment which will result in saving time and money. It is simple and straightforward about its complexity. The reason for purposive sampling is better matching of the sample that aims to improve the rigor of the study and the trustworthiness of the data and results. Four aspects of this concept are described such as credibility, transferability, dependability, and confirmability, Campbell, et al., (2020).

Theoretical Framework
The study is anchored on "Teaching and learning intervention in the educational setting: adapting the teacher theory model", as cited by Mallillin, (2022, pp. 99-121). It examines the practice and integration of literacy in uplifting competency of students as a guide for comprehensive learning. It deals with teaching and learning intervention for students in the educational system and setting especially in the Higher Education Institutions. The theory focuses on the implementation of student interest, student performance, learning activities, direct instruction, and learning reflection. It identifies the theory model and its contribution to identify the intervention for teaching and learning who are talented, resourceful, enthusiastic, effective, adaptable, honest, and creative. The theory also encourages integration practice of literacy strategy in uplifting competency of the learners. It encourages open communication and transparency for students and lecturers because learning is a two-way process. It assists students to share knowledge and opinion during the class discussion. It provides students the interest to explore knowledge and confidence in sharing insights on the lesson. It gauges on the learning reflection of students in understanding the lesson. It

modifies the concept of teaching based on the needs of the students as the centers of learning. It provides a better approach in teaching and brainstorming the learning task of the learners.

Results

1. What are the practice integration literacy strategies in uplifting competency of students as a guide for comprehensive learning set-up based on the different domains of learning in the area of cognitive learning, affective learning, and psychomotor learning?

Table 1: Practice and Integration of Literacy Strategies in Uplifting Competency in the Area of Cognitive Domain of Learning Among the Respondents

Indicators	WM	I	R
1. Recognition and recalling knowledge from memory based on the comprehension level of students' activity.	3.37	MO	5
2. Ability to construct meaning from the lesson as to function and activities provided by the lecturer.	4.23	HO	1
3. Ability to carry out lessons through execution and implementation based on the task given.	4.12	O	2.5
4. Ability to determine a lesson through concept, structure and purpose of the lesson.	4.12	O	2.5
5. Ability to judge the lesson based on the criteria and standard set for the performance of students.	3.87	O	4
Average Weighted Mean	**3.94**	**O**	
Standard Deviation	**0.345**		

Table 1 presents the weighted mean and the corresponding interpretation on the practice integration literacy strategies in uplifting competency of students as guide for comprehensive learning set-up based on the different domains of learning in the area of cognitive learning among the respondents.

It shows that rank 1 is "Ability to construct meaning from the lesson as to function and activities provided by the lecturer", with a weighted mean of 4.23 or Highly Observed which means practice of the integration literacy strategies in uplifting competency of students is highly extent. Rank 2 is shared by the two indicators which are "Ability to carry out lesson through execution and implementation based on the task given", and "Ability to determine lesson through concept, structure and purpose", with a weighted mean of 4.12 or Observed which means practice of the integration literacy strategies in uplifting competency of students is extent. Rank 3 is "Ability to judge the lesson based on the criteria and standard set for the performance of students' ', with a weighted mean of 3.87 or Observed which means practice of the integration literacy strategies in uplifting competency of students is extent. The least in rank is "Recognition and recalling knowledge from memory based on comprehension level of student activity", with a weighted mean of 3.37 or Moderately Observed which means practice of the integration literacy strategies in uplifting competency of students is limited. The overall average weighted mean is 3.97 (SD=0.345) or Observed which means practice of the integration literacy strategies in uplifting competency of students as a guide for comprehensive learning set-up based on the different domains of learning in the area of cognitive learning among the respondents is extent.

Table 2: Practice and Integration of Literacy Strategies in Uplifting Competency in the Area of Affective Domain of Learning Among the Respondents

Indicators	WM	I	R
1. Students have the sense of learning, the existence of response, awareness, and willingness.	4.09	O	2
2. Students have the active attention and proper motivation to learn, willing to respond, and feeling of satisfaction.	4.20	HO	1
3. Students have the attitude of worth, beliefs, acceptance, preference and commitment of values.	3.34	MO	5
4. Students internalize values and beliefs according to priority in the activities set by the teacher.	3.72	O	4
5. Students can relate behavior that reflects a set of values in life, practicing and acting on their values and beliefs in the lesson.	4.00	O	3
Average Weighted Mean	**3.87**	**O**	
Standard Deviation	**0.346**		

Table 2 presents the weighted mean and the corresponding interpretation on the practice integration literacy strategies in uplifting competency of students as guide for comprehensive learning set-up based on the different domains of learning in the area of affective learning among the respondents.

It shows that rank 1 is "Students have the active attention and proper motivation to learn, willing to respond, and feeling of satisfaction", with a weighted mean of 4.20 or Highly Observed which means practice of the integration literacy strategies in uplifting competency of students is highly extent. Rank 2 is "Students have the sense of learning, the existence of response, awareness, and willingness", with a weighted mean of 4.09 which means practice of the integration literacy strategies in uplifting competency of students is extent. Rank 3 is "Students can relate behavior that reflects a set of values in life, practicing and acting on their values and beliefs in the lesson", with a weighted mean of 4.00 or Observed which means practice of the integration literacy strategies in uplifting competency of students is extent. The least in rank is "Students have the attitude of worth, beliefs, acceptance, preference and commitment of values", with a weighted mean of 3.34 or Moderately Observed which means practice of the integration literacy strategies in uplifting competency of students is limited. The overall average weighted mean is 3.87 (SD=0.346) or Observed which means practice of the integration literacy strategies in uplifting competency of students as guide for comprehensive learning set-up based on the different domains of learning in the area of affective learning among the respondents is extent.

Table 3: Practice and Integration of Literacy Strategies in Uplifting Competency in the Area of Psychomotor Domain of Learning Among the Respondents

Psychomotor Domain of Learning	WM	I	R
1. Students can encode information and activities in expressing and interpreting information or concepts.	3.38	MO	5
2. Students can express learning through gestures, posture, facial expressions and/or creative movement.	4.01	O	2

3. Students can relate to endurance, flexibility, agility, strength, reaction-response time.	4.22	HO	1
4. Students can relate to body movement, visuals, auditory, touch or coordination, and the ability to take information from the environment and reaction.	3.76	O	4
5. Students have skills related to complex action like walking, running, jumping, pulling, pushing, and manipulation based on the standard lesson.	3.92	O	3
Average Weighted Mean	**3.86**	**O**	
Standard Deviation	**0.315**		

Table 3 presents the weighted mean and the corresponding interpretation on the practice integration literacy strategies in uplifting competency of students as guide for comprehensive learning set-up based on the different domains of learning in the area of psychomotor learning among the respondents.

It shows that rank 1 is "Students can relate to endurance, flexibility, agility, strength, reaction-response time", with a weighted mean of 4.22 or Highly Observed which means practice of the integration literacy strategies in uplifting competency of students is highly extent. Rank 2 is "Students can express learning through gestures, posture, facial expressions and/or creative movement", with a weighted mean of 4.01 or Observed which means practice of the integration literacy strategies in uplifting competency of students is extent. Rank 3 is "Students have skills related to complex actions like walking, running, jumping, pulling, pushing, and manipulation based on the standard lesson", with a weighted mean of 3.92 or Observed which means practice of the integration literacy strategies in uplifting competency of students is extent. The least in rank is "Students can encode information and activities in expressing and interpreting information or concept", with a weighted mean of 3.38 or Moderately Observed which means practice of the integration literacy strategies in uplifting competency of students is limited. The overall average weighted mean is 3.86 (SD=0.315) or Observed which means practice of the integration literacy strategies in uplifting competency of students as a guide for comprehensive learning set-up based on the different domains of learning in the area of psychomotor learning among the respondents is extent.

2. To what extent do the integration of literacy strategies in uplifting competency of students as a guide for comprehensive learning in terms of comprehension level, attitude towards their module, and academic performance?

Table 4: Extent of Integration of Literacy Strategies in Uplifting Competency in Terms of Comprehension Level of the Respondents

Comprehension Level	WM	I	R
1. Comprehension level shows innovation, creativity, competitiveness, and can present concepts in the lesson.	4.03	O	2.5
2. The comprehension level of students shows skills in creative thinking, learning and can communicate with passion and ideas.	3.33	MO	5
3. Students possess skills to define problems and design proper solutions in an effective way and comprehension level.	3.70	O	4
4. Comprehension level is based on skills and needs and is based on the level of knowledge of students to inspire, motivate and empower them to learn and expand critical thinking.	4.22	HO	1

5. Comprehension level acquires skills and knowledge for various situations in the activities and lessons.	4.03	O	2.5
Average Weighted Mean	**3.862**		
Standard Deviation	**0.351**		

Table 4 presents the weighted mean and the corresponding interpretation on the extent of integration literacy strategies in uplifting competency of students as a guide for comprehensive learning in terms of comprehension level among the respondents.

It shows that rank 1 is "Comprehension level is based on skills and needs and is based on the level of knowledge of students to inspire, motivate and empower to learn and expand critical thinking", with a weighted mean of 4.22 or Highly Observed which means extent of integration literacy strategies in uplifting competency of students is impressive. Rank 2 is shared by the two indicators which are "Comprehension level shows innovation, creativity, competitiveness, and can present concepts in the lesson", and "Comprehension level acquires skills and knowledge for various situations in the activities and lessons", with a weighted mean of 4.03 or Observed which means extent of integration literacy strategies in uplifting competency of students is good. Rank 3 is "Students possess skills to define problems and design proper solutions in an effective way and comprehension level", with a weighted mean of 3.70 or Observed which means extent of integration literacy strategies in uplifting competency of students is good. The least in rank is "The comprehension level of students shows skills in creative thinking, can learn and can communicate with passion and ideas", with a weighted mean of 3.33 or Moderately Observed which means extent of integration literacy strategies in uplifting competency of students is limited. The overall average weighted mean is 3.862 (SD=0.351) or Observed which means the extent of integration literacy strategies in uplifting competency of students as a guide for comprehensive learning in terms of comprehension level among the respondents is good.

Table 5: Extent of Integration of Literacy Strategies in Uplifting Competency in Terms of Attitude Towards Learning of the Respondents

Attitude Toward Learning	WM	I	R
1. Students show enthusiasm in the lesson set up inside the classroom.	3.69	O	4
2. Students display strict compliance towards learning especially on the task provided for competency knowledge.	3.37	MO	5
3. Students comply with the activities intended for submission on time.	3.85	O	3
4. Students clarify lessons that are not clearly understood by them.	3.98	O	2
5. Students express their opinion based on the lessons and activities.	4.21	HO	1
Average Weighted Mean	**3.82**	**O**	
Standard Deviation	**0.315**		

Table 5 presents the weighted mean and the corresponding interpretation on the extent of integration literacy strategies in uplifting competency of students as a guide for comprehensive learning in terms of attitude toward learning among the respondents.

It shows that rank 1 is "Students express freely their opinion based on the lessons and activities", with a weighted mean of 4.21 or Highly Observed which means extent of integration literacy strategies in uplifting competency of students is impressive. Rank 2 is "Students clarify lessons that are not clearly understood by them" with a weighted mean of 3.98 or Observed which means extent of integration literacy strategies in uplifting competency of students is good. Rank 3 is "Students comply on the activities intended for

submission on time", with a weighted mean of 3.85 or Observed which means extent of integration literacy strategies in uplifting competency of students is good. The least in rank is "Students display strict compliance towards learning especially on the task provided for competency knowledge", with a weighted mean of 3.37 or Moderately Observed which means extent of integration literacy strategies in uplifting competency of students is limited. The overall average weighted mean is 3.82 (SD=0.315) or Observed which means the extent of integration literacy strategies in uplifting competency of students as a guide for comprehensive learning in terms of attitude toward learning among the respondents is good.

Table 6: Extent of Integration of Literacy Strategies in Uplifting Competency in Terms of Academic Performance of the Respondents

Academic Performance	WM	I	R
1. Students express freely their opinion and ideas in the lessons and activities.	4.01	O	2
2. Students focus on the lesson and provide output in the learning process.	3.89	O	3.5
3. Students pay close attention to the directions and instructions in lesson setup inside the classroom.	4.23	HO	1
4. Students develop their time management in the activities and lessons for their subjects.	3.89	O	3.5
5. Students establish academic goals to accomplish the task required in the subject.	3.36	O	5
Average Weighted Mean	**3.876**	**O**	
Standard Deviation	**0.320**		

Table 6 presents the weighted mean and the corresponding interpretation on the extent of integration literacy strategies in uplifting competency of students as a guide for comprehensive learning in terms of academic performance among the respondents.
It shows that rank 1 is "Students pay close attention to the directions and instructions in lesson setup inside the classroom", with a weighted mean of 4.23 or Highly Observed which means extent of integration literacy strategies in uplifting competency of students is impressive. Rank 2 is "Students express freely their opinion and ideas in the lessons and activities", with a weighted mean of 4.01 or Observed which means extent of integration literacy strategies in uplifting competency of students is good. Rank 3 is shared by the two indicators which are "Students focus on the lesson and provide output in the learning process", and "Students develop their time management in the activities and lessons for their subjects", with a weighted mean of 3.89 or Observed which means extent of integration literacy strategies in uplifting competency of students is good. The least in rank is "Students establish academic goals to accomplish the task required in the subject", with a weighted mean of 3.36 or Moderately Observed which means extent of integration literacy strategies in uplifting competency of students is limited. The overall average weighted mean is 3.876 (SD=0.320) or Observed which means the extent of integration literacy strategies in uplifting competency of students as a guide for comprehensive learning in terms of academic performance among the respondents is good.

3. On the significant correlation between the practice of the integration literacy strategies in uplifting competency of students as guide for comprehensive learning set-up based on the different domains of

learning and the extent do the integration of literacy strategies in uplifting competency of students as guide for comprehensive learning among the respondents

Table 7: Test of Significant Correlation Between the Practice and Extent of Integration of Literacy Strategies in Uplifting Competency of Students

Test of Variables Practice vs. Extent	Computed r values	Relationships *significant *not significant	Hypothesis *accepted *rejected
Cognitive Learning:			
Comprehension Level	0.028842	not significant	accepted
Attitude Towards Learning	0.029001	not significant	accepted
Academic Performance	0.028790	not significant	accepted
Affective Learning:			
Comprehension Level	0.029102	not significant	accepted
Attitude Towards Learning	0.029262	not significant	accepted
Academic Performance	0.029050	not significant	accepted
Psychomotor Learning:			
Comprehension Level	0.029140	not significant	accepted
Attitude Towards Learning	0.029300	not significant	accepted
Academic Performance	0.029087	not significant	accepted
One tailed test, df of 80, at 0.05 level of significant, and with critical r value of 0.217185			

Table 7 presents the test of significant correlation between the practice of the integration literacy strategies in uplifting competency of students as guide for comprehensive learning set-up based on the different domains of learning and the extent of the integration of literacy strategies in uplifting competency of students as guide for comprehensive learning among the respondents.

It shows that when two variables are tested from each other, the computed r value of cognitive learning against comprehension level is 0.028842, attitude toward learning is 0.029001, and academic performance is 0.028790 which is not significant and resulted in non-rejection of the hypothesis.

On the other hand, when practice of affective learning is tested against extent integration literacy comprehensive among students, the computed r value of comprehension level is 0.029102, attitude toward learning is 0.029262, and academic performance is 0.029050 which is also not significant and resulted to acceptance of the hypothesis.

Notably, when two variables are tested between psychomotor learning and comprehension level, the computed r value is 0.029140, attitude toward learning is 0.029300, and academic performance is 0.029087 which is significant and resulted in acceptance of the hypothesis.

It shows that all the computed r values are lower than the critical r value of 0.217185, df of 80, one tailed test, at 0.05 level of significance which resulted in non-significance and resulted in non-rejection of the hypothesis. Therefore, it is safe to say that there is no significant correlation between the practice of the integration literacy strategies in uplifting competency of students as guide for comprehensive learning set-up based on the different domains of learning and the extent do the integration of literacy strategies in uplifting competency of students as guide for comprehensive learning as observed among the respondents.

Discussion

It shows that the practice integration literacy strategies in uplifting competency of students as guide for comprehensive learning set-up based on the different domains of learning in the area of cognitive learning among the respondents shows to provide the ability to construct meaning from the lesson as to function and activities provided by the lecturer where it carries out lesson through execution and implementation based on the task given. This includes the ability to determine a lesson through concept, structure and purpose from the lesson. The cognitive learning of students engages in the designated lesson and activities of the

learners. It regulates better learning of students. It stimulates the activities and constructive engagement of students. The task is designed based on the learning needs of students (Lawson, et al., 2023). On the other hand, it shows that cognitive learning provides the ability to judge the lesson based on the criteria and standards set for the performance of students. This can be done through setting an expected learning outcome at the start of the lesson to monitor the performance of students. This can be recognized and can be recalled on the knowledge from memory based on comprehension level of students' activity. It bridges the gaps based on the working memory and vocabulary knowledge and condition of cognitive learning. It provides support and contribution in a form of recognition learning to recall the retention of students (Teng, 2023, pp. 517-531).

Indeed, affective learning among the respondents shows that students have the active attention and proper motivation to learn, willing to respond, and feeling of satisfaction because they know the value of learning in the academic performance. Students also have the sense of learning, the existence of response, awareness, and willingness. It examines student learning influence of the goal learning and culture orientation in the school based policy curriculum for students. It provides better learning and intention in various disciplines for the learners. The affective learning incorporates knowledge and theories in uplifting competency learning of students based on integration of literacy strategy in teaching. It identifies learning strong positive sharing knowledge and the contribution of learning theory. The goal of learning is perceived based on the study habits of students and motivation process (Yoon, & Park, 2023, pp. 231-246). In addition, affective domain of learning shows that students can relate behavior that reflects a set of values in life, practicing and acting on their values and beliefs in the lesson. They can apply the principles of learning based on life experience as students in the society. It also shows that students have the attitude of worth, beliefs, acceptance, preference and commitment of values. It helps in the critical thinking of students, belief, and sense of efficacy based on the preference and teaching style of the lecturers. They can motivate students to learn by example and by demonstration. It explores the success of both lecturers and students in the educational system since learning is a two way process (Amirian, et al., 2023, pp. 745-761).

Furthermore, psychomotor learning among the respondents shows that students can relate to endurance, flexibility, agility, strength, reaction-response time. Students are utilizing the sensory learning process which they believe is necessary for competency learning based on the integration of literacy in uplifting student morale for academic performance. Students can express learning through gestures, posture, facial expression and/or creative movement. This is needed among the learners, to express knowledge and ideas on the lesson presented. They have the freedom to express knowledge as part of the learning process. This can identify a positive learning process and integration of knowledge among students. This can boost morale in studying that can either motivate the study habits of students. This can strengthen the learning process and knowledge on the lesson provided among students' subjects and curriculum. Psychomotor domains of learning can assess the self-confidence, interaction, and assessment of student strength and weakness (Albuquerque, et al., 2022). Consequently, psychomotor domains of learning shows that students have skills related to complex action like walking, running, jumping, pulling, pushing, and manipulation based on the standard lesson which are parts of the learning process. They adapt the sensory motors and skills to express ideas and knowledge in the lesson. Students can encode information and activities in expressing and interpreting information or concepts. It provides proactive learning especially in the advanced technology of learning to facilitate insights and opinions of students. It empowers the learning process and creates challenges for students to utilize critical thinking (Hvalshagen, et al., 2022).

Notably, the extent of integration literacy strategies in uplifting competency of students as a guide for comprehensive learning in terms of comprehension level among the respondents shows that skills and needs are based on the level of knowledge of the learners to inspire, motivate and empower to learn and expand critical thinking. The literacy strategy must be student centered where the learners are given a chance to explore learning among the class for having a small group discussion where they can share knowledge about the lesson. Comprehension level shows innovation, creativity, and competitiveness. It can also present concepts in the lesson. The comprehension level acquires skills and knowledge for various situations in the activities and lessons. This is based on the professional development theory based on quality of teaching and learning that can uplift competency of students. It is focused on the quality teaching setting and approach to

acquire the necessary skills and knowledge. This can be developed based on the concept of the subject to be taught among the learners (Mallillin, & Laurel, 2022). In addition, the comprehension level of students possess skills to define problems and design proper solutions in an effective way based on the needs and learning process. This can be identified by the lecturers since they can set the criteria for the learning process. The comprehension level of students shows skills in creative thinking. They can learn and communicate with passion and ideas considering the knowledge and capacity of students now. They are advanced in the learning process due to the technology of learning at present. This is also based on the literacy strategy being observed in uplifting the competency of students through instructional design for effective classroom teaching and pedagogy (Mallillin, et al., 2023, pp. 41-52).

Consequently, the extent of integration literacy strategies in uplifting competency of students as a guide for comprehensive learning in terms of attitude toward learning among the respondents shows that students express freely their opinion based on the lessons and activities. This is needed in the teaching process where students can voice opinions and insights to equip better learning among them. The trends of teaching now are student centered or outcome based. This can be done individually, group discussion, or paired work group activity. Students clarify lessons that are not clearly understood by them. This is part of the lesson where teachers can ask clarification from students if any. This is one way of evaluating the learning process and academic performance of students. It assesses the skills and knowledge of student practice and implementation. It provides better assessment and feedback on the task and activities of the student learning process. It promotes an integral part of literacy strategy in uplifting competency of the learners. It highlights and creates learning activity behavior of students (Makovskaya, 2022, pp. 88-103). Hence, it also shows that the attitude toward learning of students complies with the activities intended for submission on time. This is a requirement for students to pass the activities set for them. It is a part of the grading system. Students know that non-submission of the required task can lead to failure. It also shows that students display strict compliance toward learning especially on the task provided for competency knowledge. It reinforces in the lesson proper that students need to comply and submit for the required activities so that performance will not be affected (Köster, et al., 2022).

Lastly, the extent of integration literacy strategies in uplifting competency of students as a guide for comprehensive learning in terms of academic performance among the respondents shows to pay close attention to the directions and instructions in lesson setup inside the classroom. Students are being motivated to be attentive in the lesson to have a smooth transition of the learning process. They can be benefitted when they listen attentively to their lesson. They are being guided properly to achieve better competency of learning because proper strategy in teaching is being emphasized among the learners. It also shows that students express freely their opinion and ideas in the lessons and activities. Students are given freedom to provide insights and opinion based on the topic discussed. This can be done individually, paired work, and group discussion based on the strategy of teaching provided by the lecturers. This is necessary in the transfer of knowledge among students. It provides them the basic skills and knowledge of learning (Salsabilla, et al., 2022, pp. 237-251). Yet, it shows that students focus on the lessons and provides output in the learning process. It also shows that students develop their time management in the activities and lessons for their subjects. It can be observed that most students are doing their very best to participate in the task given. It shows that students establish academic goals to accomplish the task required in the subject. It is an efficient and effective technique of learning among students. It acquires knowledge and success of student information and application. This can motivate the learners and behaviors to influence student management in the learning process especially in the academic performance of students (Al-Abyadh, & Abdel Azeem, 2022).

Conclusions
Cognitive learning among the respondents shows the ability to construct meaning from the lesson as to function and activities provided by the lecturer where it carries out the lesson through execution and implementation based on the task given and determines the lesson through concept, structure and purpose.

Affective learning among the respondents shows that students have the active attention and proper motivation to learn, willing to respond, and feeling of satisfaction where they have the sense of learning, the existence of response, awareness, and willingness.

Psychomotor learning among the respondents shows that students can relate to endurance, flexibility, agility, strength, reaction-response time where they can express learning through gestures, posture, facial expression and/or creative movement.

Comprehension level shows that it is based on skills and needs and the level of knowledge of students to inspire, motivate and empower to learn and expand critical thinking where innovation, creativity, competitiveness, and can present concepts in the lesson to include acquisition skills and knowledge for various situations in the activities and lessons.

Attitude toward learning among the respondents shows that students express freely their opinion based on the lessons and activities where it clarifies lessons that are not clearly understood by them.

Academic performance among the respondents shows that students pay close attention to the directions and instructions in lesson setup inside the classroom where they can express freely their opinion and ideas in the lessons and activities and focus on the lesson output in the learning process.

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