



MOTHER TONGUE ACTIVITY SHEETS IN ENHANCING LEARNER'S COGNITIVE COMPETENCY AND PERFORMANCE

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ABSTRACT

The main goal of this study was to examine the relationship of components and features of mother tongue activity sheets to student's cognitive competency and performance. This particularly would like to determine the level of validity of components of mother tongue activity sheets; features of learner's cognitive competencies in terms of remembering, understanding, and applying and performance. Moreover, this research would like to test the relationship of components and features of mother tongue activity sheets and student's cognitive competencies and students performance in terms of practical test.

This study used an experimental method in collecting and gathering data based on the mother tongue evaluation of the respondents. To gather data, the researcher utilized a researcher-designed questionnaire that served as the primary tool and used statistical analyses including mean, standard deviation, frequency, percentage, and Pearson correlation coefficient to assess hypotheses.

From the analysis of data of the research, It is evident the respondents are strongly agree about the level of validity of component of mother tongue activity sheets, features of mother tongue activity sheets and their level of cognitive competencies. Furthermore, students were outstanding among the folk-dance presentations as part of the assessment in physical education. There is significant relationship between components of features of mother tongue activity sheets and learner's cognitive competencies, while there is no significant relationship in practical test.

Based on the findings the study, it can be concluded that the components and features of mother tongue activity sheets upon utilization in the physical education showed significant importance on developing students cognitive competency. This mean that cognitive development in physical education subject were influence by the components and features of mother tongue activity sheets as it supported the students understanding of concept with activities, task and content and processed the mastery of competencies., Meanwhile, the components and features of mother tongue activity sheets upon utilization in the physical education showed as not major determinant on developing students' performance in practical examinations. The students have different level of execution based their level of understanding and capacity to perform as well as their learning style. Therefore, the hypothesis stated were rejected and accepted in terms of practical test.

Based on the findings and conclusions made, it is recommended that school may utilize the activity sheets aligned to the step-by-step procedure of lesson delivery with complete components to address student's difficulty and conduct learning action cell in designing activity sheets with complete components and features that includes activities to address students' cognitive competencies. Also, the physical education teachers may use mother tongue-based instruction in presenting steps in performing specific dance among learners to attain mastery. for the future study further investigation on the implementation practices and teacher's preparation in creating mother tongue based instructional materials were recommended.

KEYWORDS: mother tongue; student's cognitive competency; performance

1. INTRODUCTION

Mastery of competency measured through performance task and written work is the primary determinant of student learning and effective implementation of the curriculum. With rampant issues of decline student performance in world ranking regarding the student's performance in reading, mathematics, and sciences, it is also evident that the students also encountered difficulty in maintaining high performance in other Makabayan subject particularly in physical education under MAPEH as they had difficulty in comprehending the lesson content from the module.

Teachers in the department of education (DepEd) utilized the different learning module provided as it is crafted based on the most essential learning competency with minimal content and focus on the competencies. From this, the teacher may be able

to deliver the content and the competency among learners based on the budget of work within the grading.

From the years of utilization of the module, there are still difficulties among learners to understand the content and perform activities. There are numbers of learners who barely understand the language and perform the instruction in assigned performance task in particular topic. This implied that language has a big role in the learning process. There are activities that aligned in the capacity in most learners, but some learner's had difficulty to even read the content of the lesson written in English.

Activity sheets are instructional materials used by the teachers to give a glimpse of the content of the lesson as well as completed package of written and performance tasks with rubrics. With this, the shortage in module compared to the



number of learners were addressed in many schools. The teachers are providing the summary of the lesson and focused on student's ability to respond on different type of activities aligned to the lesson.

Mother tongue was usually a medium of instruction in elementary students from kinder to grade 3 as it is mandated by the department of education. Students on this level had difficulty to read the English language then it is advisable to use their native language for instruction. As a result, the students may easily express their idea and provide their own perspective in the lesson content.

With gradual decline on student performance and learning habits to understand the lesson content particularly in the lesson which are taught in English language, the researcher develops a study that would determine the effectiveness of mother tongue activity sheets for improvement of cognitive competency of struggling learners in Physical Education during face-to-face instruction.

1.1 Statement of the Problem

This study specifically aimed at addressing the following specific research questions:

1. What is the level of validity of the component of mother tongue activity sheet in terms of:
 - 1.1. Objectives;
 - 1.2. Content;
 - 1.3. Demonstration;
 - 1.4. Activity; and
 - 1.4. Valuing?
2. What is the level of validity in the features of mother tongue activity sheets in terms of:
 - 2.1. Design;
 - 2.2. Relevance;
 - 2.3. Usability; and
 - 2.4. Clarity?
3. What is the level of learner's cognitive competency in terms of:
 - 3.1. Remembering;
 - 3.2. Understanding; and
 - 3.3. Applying?
4. What is the level of learner's performance in terms of practical test?
5. Do mother tongue activity sheets significantly affect the learner's cognitive competency?
6. Do mother tongue activity sheets significantly affect the learner's performance?

2. METHODOLOGY

This study used a descriptive method in collecting and gathering data. As it described the distribution of variables. A

descriptive method of research is appropriate whenever the objects of any class vary among themselves, and one knows the extent to which condition altering among the subject. This research would like to describe the occurrence of phenomenon in teaching and learning practice and the existing factor that may affect the result.

According to Aggarwal & Ranganathan (2019). Descriptive studies are quick, cost-effective, and simple to conduct, aiding in resource planning, community assessment, and disease etiology. They can identify temporal and geographic variations in illness incidence and generate hypotheses for more complex designs.

3. RESULTS AND DISCUSSION

This chapter enumerates the different results and discusses the results yielded from treatment of the data gathered in this study. The finding on the effects of action research orientation to teaching practices and student learning.

Level of Validity on the Components of Mother Tongue Activity Sheet

In this study, the level of validity on the Components of Mother Tongue Activity Sheet refers to Objective, Content, Demonstration, Activity, and Valuing was statistically determined by mean and standard deviation.

The level of validity on the Components of Mother Tongue Activity Sheet were revealed in the following table, which shows the statement, mean, standard deviation and verbal interpretation.

Level of Validity on the Components of Mother Tongue Activity Sheet in terms of Objective

Table 1 represented the level of validity on the components of mother tongue activity sheets in terms of objectives. This emphasized the objectives characteristics set in every lesson aligned with the students' competency and perception. The table included the statements, standard deviation, and remarks.

Table 1 showed the level of validity on the components of mother tongue activity sheet in terms of objective. It can be gleaned the learners perceived the objectives of Mother Tongue Activity Sheet as strongly agree ($M=4.51$, $SD=0.65$) as the activity sheet consist of learning goals that are clarified among the students which allowed the learners compare their experiences to the lesson content. This implied that the lesson objectives set in the learning activity sheets provide a clear glimpse of the learning expectation that learners must possess after the discussion and series of activities as part of academic requirements.



Table 1 Level of Validity on the Components of Mother Tongue Activity Sheet in terms of Objective

Statement	Mean	Sd	Remarks
<i>The teachers used of mother tongue activity sheets allows learners to...</i>			
Identify the learning expectations among them.	4.52	0.62	Strongly Agree
Aware of different tasks they must perform in the discussion.	4.62	0.57	Strongly Agree
Have a glimpse of learning experiences they will have in the teaching and learning process.	4.53	0.58	Strongly Agree
Align the lesson content with their usual daily practices.	4.36	0.78	Strongly Agree
Compare the lesson experiences to their observation in the community.	4.52	0.64	Strongly Agree
Weighted Mean		4.51	
SD		0.65	
Verbal Interpretation			Strongly Agree

The table expressed that the objectives on the mother tongue activity sheets obtained strongly agree ($M=4.62$, $SD=0.65$) among the respondents as this allows the learners to be aware on the different task they must perform during the teaching-learning process. This means that the lesson objectives included in the activity sheets allowed learners to perceive the different competencies they must attain through different tasks included in the particular topic. The most essential learning competencies were introduced to the learners in the beginning of the lesson and provide clear learning objectives based on blooms taxonomy and competencies of the subject.

High achievers in a course demonstrate improved self-regulation and a solid grasp of the material, leading to better alignment of learning goals and higher grades, while students at the bottom may struggle due to a lack of understanding (Wu, 2023).

Moreover, the learners strongly agree ($M=4.36$, $SD=0.78$) that the lesson objectives set by the teachers in utilization of mother tongue activity sheets were aligned the lesson content to the student's day to day experiences. This denoted that the learning goals proposed in the topics using mother tongue activity sheets permitted the students to compare their daily experiences and previous knowledge to existing discussion making the lesson relevant and useful. The lesson objectives set in the learning activity sheets facilitates the students critical thinking which allowed the students to perceive the discrepancy and similarity of the practices in the community based on their experiences and the lesson content they have discussed.

Table 2 represented the level of validity on the components of mother tongue activity sheets in terms of content. This emphasized the content characteristics presented on the activity sheets based on student's ability to understand and experiences. The table included the statements, standard deviation, and remarks.

Table 2 Level of Validity on the Components of Mother Tongue Activity Sheet in terms of Content

Statement	Mean	Sd	Remarks
<i>The teachers used of mother tongue activity sheets allows learners to...</i>			
Enjoy the lesson content within their level of understanding.	4.63	0.59	Strongly Agree
Use lesson content based on their perceived functions.	4.52	0.58	Strongly Agree
Incorporates student's experiences to accomplish task.	4.44	0.67	Strongly Agree
Enhance students practice of competencies through varied activities.	4.52	0.67	Strongly Agree
Address problems present in the community that encountered.	4.51	0.66	Strongly Agree
Weighted Mean		4.53	
SD		0.64	
Verbal Interpretation			Strongly Agree

Table 2 showed the level of validity on the components of Mother Tongue Activity Sheet in terms of Content. It is evident that the respondents were evaluated the materials as strongly agree ($M=4.36$, $SD=0.78$) on level of validity on the components of mother tongue activity sheets in terms of content proved that the lesson content presented using the activity sheets were aligned to the students' level of experiences as it contains words which are easy to understand and complexity of cognitive development among learners. Mother tongue can also

be used for remediation. Also, the students' expertise and interest were considered in designing the lesson as it composed of learning tasks which are aligned on the student's attention span and motivation level to digest varied information related to the topic.

The table clearly showed that the respondents strongly agree ($M=4.63$, $SD=0.69$) that the lesson content of the mother tongue activity sheets allowed them to enjoy the lesson within



their level of understanding. This indicated that the delivery and presentation of the topic through mother tongue activity sheets were perceived by the students as enjoyable and consider their level of understanding that contributed to their mastery. As it only includes significant information that the students needed to attain mastery of the content and aid them to accomplish academic task like performance task and independent practice test.

Furthermore, the students were also strongly agree ($M=4.51$, $SD=0.66$) that the mother tongue activity sheet contains bits of information that address the problems in the community that they encountered. This implied that the activity sheets contained a set of activities that allowed the students to reflect on the community problems through observation and experience integration among learners. They were able to reflect on the community set up and create solutions through critical thinking and analysis of the situation. The mother tongue activity sheets provide the students with the opportunity to test their perception on community set up as they contain different reading materials and activities that may address the local problems of the students.

Level of Validity on the Components of Mother Tongue Activity Sheet in terms of Demonstration

Table 3 represented the validity level on the components of mother tongue activity sheets in demonstration. This emphasized the characteristics of mother tongue activity sheets that provided an instruction and opportunity to the students to practice specific skills in physical education. The table included the statements, standard deviation, and remarks.

Table 3 presented the level of validity on the components of Mother Tongue Activity Sheet in terms of Demonstration. It is evident that the respondents were strongly agree that ($M=4.52$, $SD=0.62$) components in terms of demonstrations proved that the activity sheets presented with the use of mother tongue allowed the students to reflect on their own understanding and adjust learning practice based on the encountered problems.

This implied that the activity sheet showed evident content on demonstration activities that execute the student's understanding and measures competencies.

Table 3 Level of Validity on the Components of Mother Tongue Activity Sheet in terms of Demonstration

Statement	Mean	Sd	Remarks
<i>The teachers used of mother tongue activity sheets allows learners to...</i>			
Perform varied levels of cognitive skills.	4.57	0.60	Strongly Agree
Execute reflective learning on the lesson content.	4.48	0.58	Strongly Agree
Applied learn concept from the lesson through performance task.	4.54	0.66	Strongly Agree
Innovate the execution of activities based on understanding.	4.42	0.67	Strongly Agree
Adjust on problem encountered during the execution of the folk dance.	4.61	0.57	Strongly Agree
Weighted Mean		4.52	
SD		0.62	
Verbal Interpretation		Strongly Agree	

The table entailed that the students strongly agreed ($M=4.61$, $SD=0.57$) that the mother tongue activity sheets permitted the students to adjust on the problems encountered during the execution of folk dance. This indicated that the students had the opportunity to perceive problems in the presentation of the folk dance and create alternative solutions to execute the tasks assigned. With the student's exposure on series of performance tasks related to folk dance, they perceived the difficulty in performing it by couple and by group which may affect the execution of the steps as well as the appropriate exhibit of steps. With this the learners create alternative solutions that test their creativity individually or by group to address the perceived problems for the performance task.

Furthermore, students also strongly agree ($M=4.42$, $SD=0.67$) that the students had the opportunity to innovate the execution of activities based on understanding upon utilization of mother tongue activity sheets. This implied that the mother tongue activity sheets provide the contents and activities that process students' innovative skills in performing academic requirement and performance task to execute their understanding of the concept and competencies. Using mother tongue activity sheets

in teaching folk dance among students, they perceived the basic steps and create innovative choreography that both reflects the culture and origin of the dance as well as the student's expertise in performance. Chances are that student's performances will improved because they understand much deeper the content of their lesson.

Engagement, academic motivation, and course design significantly impact student learning outcomes. Improving instruction through project activities, blended learning, and reinforcement systems is crucial. Teachers should actively participate in group projects, encourage communication, and provide timely feedback for better learning outcomes and skill development (Li & Zhu,2023).

Table 4 represented the level of validity on the components of mother tongue activity sheets in terms of Activity. This emphasized the independent practices included in the activity sheets that targeted the student's recall of the concepts. The table included the statements, standard deviation, and remarks.



Table 4 Level of Validity on the Components of Mother Tongue Activity Sheet in terms of Activity

Statement	Mean	Sd	Remarks
<i>The teachers used of mother tongue allows learners to...</i>			
Practice the concept based on varied written works.	4.71	0.57	Strongly Agree
Allows the integration of student's experiences to accomplish task.	4.56	0.60	Strongly Agree
Answer written works as it is based on their level of understanding.	4.60	0.65	Strongly Agree
Accomplish task it considers the attention span of the learners.	4.41	0.67	Strongly Agree
Perform critical thinking and creative thinking.	4.49	0.66	Strongly Agree
Weighted Mean		4.55	
SD		0.64	
Verbal Interpretation		Strongly Agree	

Table 4 showed the level of validity on the components of Mother Tongue Activity Sheet in terms of Activity. It is evident that the strongly agree ($M=4.55$, $SD=0.54$) on the components of mother tongue activity sheets in terms of activity proved that the activity sheets presented with the use of mother tongue used learning task that are within their capacity and level of understanding with assurance on their development of thinking abilities and accomplishment of the academic responsibility. This implied that the activities included in the activities were aligned with the student's level of cognitive development and capacity to execute that may lead to the mastery of the competencies in folk dances.

The table points out that the learners strongly agree ($M=4.71$, $SD=0.57$) that the utilization of mother tongue activity sheet in the lesson delivery allowed the learners to practice the concept into varied written works. This characterized that the students had the opportunity to test their level of mastery in different concepts related to the lesson as they fully understand the instruction and nature of the activities in the materials which allowed the students to practice independently and monitor their own development of competencies and mastery.

In addition, the students also strongly agree ($M=4.41$, $SD=0.67$) that they had the opportunity to accomplish their task as it considers their attention span. This implied that the task presented in the activity sheets were within the attention span of the group of learners as it is written in language that they can understand and use phrases that are concise enough to provide instructions. The activity considered the students' ability to accomplish the task within the given time aligned budget of work.

Level of Validity on the Components of Mother Tongue Activity Sheet in terms of Valuing

Table 5 represented the level of validity on the components of mother tongue activity sheets in terms of valuing. This emphasized the portion of mother tongue activity sheets that allowed learners to relate and reflect the lesson content to their everyday activities. Lessons should affect learners for them to apply it in their daily life. Somehow, applications are important in everyday lessons to ensure if the learners really understand the content of what they have already discuss for. The table included the statements, standard deviation, and remarks.

Table 5 Level of Validity on the Components of Mother Tongue Activity Sheet in terms of Valuing

Statement	Mean	Sd	Remarks
<i>The teachers used of mother tongue allows learners to...</i>			
learners to compare different dances.	4.39	0.67	Strongly Agree
Ask a question regarding the steps of a particular folk dance.	4.37	0.63	Strongly Agree
Perform folk dance to appreciate its contribution to physical fitness.	4.26	0.65	Strongly Agree
Exercises on basic steps of folk dances steps to value healthy well being	4.22	0.72	Strongly Agree
Steps that may serve as parts of daily exercise.	4.30	0.66	Strongly Agree
Weighted Mean		4.31	
SD		0.66	
Verbal Interpretation		Strongly Agree	

Table 5 showed the level of validity on the components of Mother Tongue Activity Sheet in terms of Valuing. The data entailed that the students were strongly agree ($M=4.31$, $SD=0.66$) on the components of mother tongue activity sheets in terms of valuing which proved that the activity sheets on totality contribute to their understanding of folk-dance application and practices as well as its effect to their well-being.

The table included that the students strongly agree ($M=4.39$, $SD=0.67$) that the learners had the opportunity to compare different dances. This indicated that the activity sheets

contained task that allow the learners to reflect on the concepts discuss regarding the characteristics of different folk dances in the Philippines and compare the steps and values being execute in the dance. There are presented images and steps among lessons that allow the learners to perceive the series of steps and nature of the dances which aid them to follow the lesson.

Moreover, the table indicated the learners were still strongly agree ($M=4.22$, $SD=0.72$) that the students had the chance to exercise basic steps of folk dances to contribute to their health and well-being. This implied that the activity sheets provide



appropriate contents and activities that allows the learners to perceive the importance of performing folk dances of the Philippines. More so, the students also relate the benefits of performing dances in enhancing their well-being in terms of physical, emotional, and psychological well-being.

More so it designs and aligns to the existing program of the department.

Level of validity on the Features of Mother Tongue Activity Sheet in terms of Design

In this study, level of validity on the features of mother tongue-based activity sheet which refers to design, relevance, usability, and clarity and statistically determined by the mean and standard deviation.

The validity on the features of mother tongue-based activity sheet were revealed in the following table, which shows the

Table 6 Level of Validity on the Features of Mother Tongue Activity Sheet in terms of Design

Statement	Mean	Sd	Remarks
The mother tongue activity sheet contains...			
The fonts that are easy to read.	4.68	0.52	Strongly Agree
Layout that is aligned is not overcrowded and congested.	4.46	0.66	Strongly Agree
Minimal pictures that support learning flow.	4.46	0.74	Strongly Agree
Icons that lead the eye of the reader to its flow.	4.52	0.50	Strongly Agree
Color palettes that are not too expressive and not too dull to the student's eye.	4.49	0.67	Strongly Agree
Weighted Mean		4.52	
SD		0.63	
Verbal Interpretation		Strongly Agree	

The table revealed that the learners are strongly agree ($M=4.68$, $SD=0.52$) that the mother tongue activity sheet used fonts that are easy to read. This implied that the students easily perceived the lesson content and activity as it utilized that font to support the emphasis of the lesson and reading activity of the students rather than aesthetic.

With this, the concepts indicated in the lesson were easily understood with enough font size that support the flow of the lesson making it less congested. With this, it processes the perception of short passages of materials on the side of the students.

College and university publications showcase education through their exquisite size, weight, and volume, showcasing contemporary aesthetic expression. Book layout design has become crucial in enhancing artistic and creative aspects. Investigating methods, trends, and artistic expression can help increase awareness and strengthen the artistic and creative aspects of current book layout design, ensuring a sense of flowing beauty and richness on every page (Sun, 2022).

Moreover, the data displayed that the students are strongly agree that the mother tongue activity sheets ($M=4.68$, $SD=0.74$) contains minimal pictures that supported learning flow and ($M=4.68$, $SD=0.66$) used layout that are aligned and

statement, mean, standard deviation and verbal interpretation.

Table 6 represented the level of validity on the features of mother tongue activity sheets in terms of design. This emphasized the characteristics of mother tongue activity sheets in terms of graphics and organization of ideas with respect to typography and images. The table included the statements, standard deviation, and remarks.

Table 6 showed the validity on the features of mother tongue-based activity sheets in terms of design. The data proved that the students are strongly agree ($M=4.52$, $SD=0.63$) on the features of mother tongue activity sheets in terms of design which revealed that the layout used in the activity sheets with considerations to fonts and photographs included made the material appealing and easy to use which aids the learning process of the students in folk dance.

not overcrowded or congested. This denoted that the mother tongue activity sheets used enough spacing of the photographs and text which processed the students' eye to flow. Also, the usage of spacing, photograph and font allowed the learners to understand the content and point the emphasis of the lesson. With supported illustration on concept of the lesson, the learners easy cope with different steps of specific folk dance that emphasize the flow through spacing and proper arrangement.

Level of Validity on the Features of Mother Tongue Activity Sheet in terms of Relevance

Table 7 represented the level of validity on the features of mother tongue activity sheets in terms of relevance. This emphasized the characteristics of mother tongue activity sheets in terms of alignment of the content to the curriculum of the respondents, their level of understanding and ability to accomplish the task. The table included the statements, standard deviation, and remarks.

Table 7 shows the level of validity in the features of mother tongue activity sheets in terms of Relevance. The data implied that the students were strongly agree ($M=4.55$, $SD=0.62$) on the features of mother tongue activity sheets in terms of relevance. This indicated that the students perceived the activity sheets as useful with consideration on students' level of understanding, experiences, and attention.



Table 7 Level of Validity on the Features of Mother Tongue Activity Sheet in terms of Relevance

Statement	Mean	Sd	Remarks
<i>The mother tongue activity sheet contains...</i>			
Useful topics.	4.64	0.57	Strongly Agree
Consideration of student's environment.	4.48	0.64	Strongly Agree
Activities within the level of student's understanding.	4.64	0.61	Strongly Agree
Learning activities that are aligned within the student's capacity.	4.47	0.64	Strongly Agree
Length of passage that are within the student's level of attention span.	4.51	0.62	Strongly Agree
Weighted Mean		4.55	
SD		0.62	
Verbal Interpretation		Strongly Agree	

Relevance-based teaching strategies improved students' performance on post-lesson quizzes by increasing their interest in the material, making the lesson more useful, and fostering a positive attitude towards their teacher, suggesting that teachers can enhance learning by aligning course material with students' needs and interests (Knoster& Goodboy,2021)

The data revealed that the students strongly agree ($M=4.64$, $SD=0.57$) that the mother tongue activity sheets contained useful topics among learners. It signified that the content of the activity sheets supports the students' perception of its function making the lesson relevant and useful to daily activities of the student. Student will also easily construct their ideas from the lesson. As the topics were presented in the language which were easy to understand by the students, the steps and discussion

were perceived to be useful and functional as they were able to follow instructions and understand concepts for attainment of competencies.

Moreover, it was also evident from the data that the students were strongly agree ($M=4.47$, $SD=0.64$) that the mother tongue activity sheets utilized activities that are aligned with the students' capacity. This revealed that the mother-togue activity sheets were designed based on the students' strengths and weaknesses and ability to comprehend complex ideas. With the consideration on the students' level of language understanding, the students perceived the activity sheet relevant to their learning process as it considered their ability to cope with the lesson and ability to cope with different steps in performing folk dance enabled the learners to perform the basic steps.

Table 8 Level of Validity on the Features of Mother Tongue Activity Sheet in terms of Usability

Statement	Mean	Sd	Remarks
<i>The mother tongue activity sheet is functional as ...</i>			
It aids the lesson discussion based on students' vocabulary.	4.72	0.50	Strongly Agree
It serves as supplementary material for learners.	4.52	0.67	Strongly Agree
It serves as instructional material for self-faced learning.	4.56	0.58	Strongly Agree
It allows the parents to guide their learners in academic requirements.	4.42	0.65	Strongly Agree
Guide of the learners in performing certain folk dances.	4.54	0.72	Strongly Agree
Weighted Mean		4.55	
SD		0.64	
Verbal Interpretation		Strongly Agree	

Table 8 represented the level of validity on the features of mother tongue activity sheets in terms of usability. This emphasized the characteristics of mother tongue activity sheets in terms of the efforts and expertise needed to utilize the module in the day-to-day lesson. The table included the statements, standard deviation, and remarks.

Table 8 shows the level of validity in the features of mother tongue activity sheets in terms of usability. It is evident that the students strongly agree ($M=4.55$, $SD=0.64$) on the features of mother tongue activity sheets in terms of usability. This indicated that the students perceived the activity sheets as useful as supplementary material for learning physical education in a self-faced manner as they contained vocabulary that can easily be understood by students and parents.

The data showed that the students strongly agree ($M=4.72$, $SD=0.50$) that the mother tongue activity sheets aided the lesson discussion based on the students' vocabulary. This

indicated that the activity sheets utilized in teaching physical education utilized range of vocabulary with consideration on the students' level of understanding to promote mastery of the lesson and easy understanding of the lesson discussed. Phrases of the lesson also considered the complexity of students' ability to read and understand vocabulary, making them able to use the material as support references to their learning process.

Furthermore, the students strongly agree ($M=4.42$, $SD=0.65$) that the mother tongue activity sheets allowed the parents to guide learners in their academic requirements. This proved that the lesson complexity and vocabulary is within the understanding of the parents which aided the students and parent's interaction to accomplished academic task. The level of words used in the activity sheets were consist of words which most of the parents were familiar which enabled them to read and understand the lesson to assist their learners in performing academic activities and monitor their progress in the subject.



Level of Validity on the Features of Mother Tongue Activity Sheet in terms of Clarity

Table 9 represented the level of validity on the features of mother tongue activity sheets in terms of clarity. This emphasized the characteristics of mother tongue activity sheets

in terms of concise and clear statements of content and instruction which facilitated the student's utilization of the module as well as their practical performance. The table included the statements, standard deviation, and remarks.

Table 9 Level of Validity on the Features of Mother Tongue Activity Sheet in terms of Clarity

Statement	Mean	Sd	Remarks
<i>The mother tongue activity sheet is clear as...</i>			
Consist of information that is well explained.	4.71	0.50	Strongly Agree
Contains clear contents which are easy to understand.	4.59	0.60	Strongly Agree
Includes instruction that learners in accomplishing task.	4.60	0.61	Strongly Agree
Includes a well definition of unfamiliar words.	4.42	0.60	Strongly Agree
Utilized a well draft presentation of idea that aids learning.	4.57	0.64	Strongly Agree
Weighted Mean		4.58	
SD		0.60	
Verbal Interpretation		Strongly Agree	

Table 9 shows the level of validity in the features of mother tongue activity sheets in terms of Clarity. It can be gleaned that the students strongly agree ($M=4.58, SD=0.60$) on the features of mother tongue activity sheets in terms of clarity. This indicated that the students perceived the activity sheets as clear and easy to understand having the explanation and information presentation. It may help learners to easily acquire information and process it before application.

The data revealed that the students are strongly agree ($M=4.71, SD=0.50$) that the mother tongue activity sheet for physical education consist of information that is well explained. This implied that the explanations of the steps and topic in the activity sheets were well elaborated to facilitate students' understanding of the lesson. The explanation was aligned to the level of student's understanding ability to cope with the topic which are not too long and wordy but concise that facilitate better understanding of the lesson.

It helps teachers create engaging plans, encourages critical thinking, and fosters teamwork. This also acquire 21st century skills, providing advice on efficient multimedia use, multidisciplinary approaches, teamwork, evaluations, time

management, and organizational tools.

In addition, the students were also strongly agree ($M=4.42, SD=0.50$) that the mother tongue activity sheets included the well definition of unfamiliar words. This implied that the activity sheets in physical education provided a clear meaning of unfamiliar words for the students that supported the students' understanding of the lesson. Most of the words which tended to be new in the vocabulary of the students were explained and defined in the activity sheets and provide context clues aided the learners to better understand the concept of discussion and leded the students to master the competency.

Level of Students' Cognitive Competency in terms of Remembering

In this study, the level of student's cognitive competency pertained to remembering, understanding, and applying which was statistically determined by the mean and standard deviation.

The level of student's cognitive competencies were revealed in the following table, which shows the statement, mean, standard deviation and verbal interpretation.

Table 10 Level of Students' Cognitive Competency in terms of Remembering

Statement	Mean	Sd	Remarks
<i>The learners were able to...</i>			
Give the meaning of certain words encountered in the discussion.	4.77	0.45	Strongly Agree
Recall information beneficial to accomplishing tasks.	4.52	0.67	Strongly Agree
Validate gained information through searching support materials.	4.54	0.56	Strongly Agree
Answer lower order thinking skills questions.	4.53	0.60	Strongly Agree
Repeat examples to remember the concept.	4.62	0.61	Strongly Agree
Weighted Mean		4.60	
SD		0.59	
Verbal Interpretation		Strongly Agree	

Table 10 represented the level cognitive competency in terms of remembering. This emphasized the ability of the students to recall information based on the discussed topics. The table

included the statements, standard deviation, and remarks.

Table 10 shows the level of students' cognitive competency in



terms of Remembering. The data revealed that the students are strongly agree ($M=4.60$, $SD=0.59$) on their cognitive competency development in terms of remembering which implied that students observed the improvement in their cognitive competency as they can recall the information presented in the discussion by answering question and repeat examples.

The data showed that the students were strongly agree ($M=4.60$, $SD=0.59$) on their capability to give the meaning of certain words encountered in the discussion. This indicated that the learners could recall the learned meaning from the discussion based on their understanding. The learners develop the ability to define words encountered in the discussion and process understanding as they were able to identify the meaning and context of the folk-dance terminologies by mother tongue

activity sheets.

Moreso, the students were also agree ($M=4.52$, $SD=0.67$) that they develop cognitive competency in the utilization of mother tongue activity sheets as can recall information beneficial to accomplish task. This revealed that the students can use learned concepts from the discussion to accomplish the subject's academic requirements. They were able to answer the independent practices and written works followed by the topic discussion as they could recall the concepts and examples presented and used that as references of their answer.

Table 11 represented the level cognitive competency in terms of remembering. This emphasized the ability of the students to comprehend reading selection and organize ideas. The table included the statements, standard deviation, and remarks.

Table 11 Level of Students' Cognitive Competency in terms of Understanding

Statement	Mean	Sd	Remarks
<i>The learners were able to...</i>			
Give examples from what was read from the content.	4.76	0.53	Strongly Agree
Create a concept map to summarize the lesson content.	4.54	0.58	Strongly Agree
Classify information according to importance.	4.57	0.64	Strongly Agree
Interpret lesson content.	4.49	0.60	Strongly Agree
Weighted Mean		4.57	
SD		0.61	
Verbal Interpretation		Strongly Agree	

Table 11 shows the level of students' cognitive competency in terms of Understanding. The students perceived strongly agree ($M=4.57$, $SD=0.61$) in their cognitive competency development terms of understanding as they develop the ability to comprehend the written lesson and create conclusion based on understanding.

Students could think beyond the text by the conclusion of the treatment and through the teacher's continual corrective feedback, and they could compensate for their lack of comprehension by using whatever knowledge they already had. Critical thinking skills should be developed and practiced.

The data denoted that the students were strongly agree ($M=4.76$, $SD=0.53$) that they develop understanding in the utilization of mother tongue activity sheets as they can give examples from what was read from the lesson content. This implied that the students were able to relate their understanding on their perceived experience and observation as they can share information to support the topic.

They had the chance to compare the lesson content on their experiences with other type of dances and capable of sharing ideas by giving examples and execution of basic steps during learning process that facilitated their mastery of competencies in physical education.

Moreso, the students were also strongly agree ($M=4.49$, $SD=0.60$) on the development of their cognitive competency as

they were able to interpret lesson content.

This implied that the students developed the ability to share ideas and explained the topic well with the use of mother tongue activity sheets as it used easy to understand vocabulary which aid learners to explain the content. The learners can give their own examples and present ideas by imitating the basic steps to clarify the content and master the choreography of given folk dance.

Thus, they should assess first before moving forward to the next topic. Repetition of information can lead them to mastery of subject matter. So, learners will adapt to the educational set up of 21st century.

Level of Students' Cognitive Competency in terms of Applying

Table 12 represented the level cognitive competency in terms of applying. This emphasized the ability of the students to put theories into practice and action through demonstration and execution of the skills. The table included the statements, standard deviation, and remarks.

Table 12 shows the level of students' cognitive competency in terms of Applying. The students were strongly agree ($M=4.57$, $SD=0.62$) in their development of cognitive competencies terms of applying as they develop the ability execute activities that are related to the lesson presented.



Table 12 Level of Students' Cognitive Competency in terms of Applying

Statement	Mean	Sd	Remarks
<i>The learners were able to...</i>			
Execute learning activities individually or collaboratively.	4.68	0.58	Strongly Agree
Provide tips and suggestions to innovate the practice of concept.	4.57	0.60	Strongly Agree
Identify problems in performing the related task.	4.50	0.66	Strongly Agree
Take initiative in solving problems encountered during performance task.	4.48	0.67	Strongly Agree
Modify the task and innovate what you have learned in the lesson.	4.62	0.57	Strongly Agree
Weighted Mean		4.57	
SD		0.62	
Verbal Interpretation		Strongly Agree	

The data implied that the students were strongly agree ($M=4.68$, $SD=0.58$) on the development of their cognitive competency as were able to execute learning activities individually or collaboratively.

This clarified that the students are confident on the capacity to exhibit competencies related to the discussion of the topic either individually performed or group activity.

As the students were able to understand the concepts of the topic through mother tongue activity sheets written in Filipino language, learners were able to practice different steps related to folk dance in the topic. They can perform the dance steps individually or by group adjusting on the instruction of the task written in the activity sheets.

Moreover, the students were also strongly agree ($M=4.48$, $SD=0.67$) that they develop cognitive competency in terms of application as they showed initiative in solving problems encountered during performance task. This implied that the students showed development in their ability to understand the topic as they figure out problems related to the execution of the competency and create the alternative solution. With the easy-

to-understand vocabulary used in the learning materials, they learners could assess the possible challenges they might encountered in group performance and predicted possible solution as they understand very well the series of steps to execute and create alternative solutions which fits on the individual capacity of the group members.

Level of Students' Performance in terms of Practical Test

In this study, the level of students' performance refers to a practical test. This implied different performance task requiring the students to execute folk dances in the Philippines by group and graded through the rubrics and was statistically determined through frequency and percentage.

Table 13 represented the level of student's performance in terms of practical test. This emphasized the student's level of mastery as evaluated through four dance performance in each topic particularly the Cariñosa, Tinikling, Itik-itik and Polka sa nayon rated with the same rubrics the targeted the student's steps arrangement, coordination, execution, and appropriateness of the props. The table included the mean, standard deviation, and verbal interpretations.

Table 13 Level of Students' Performance in terms of Practical Test

Criteria	Mean	SD	Verbal Interpretation
Sequence	4.84	0.33	Outstanding
Execution	4.55	0.43	Outstanding
Attire	4.71	0.42	Outstanding
Group Performance	4.56	0.57	Outstanding
Weighted Mean		4.66	
SD		0.43	
Verbal Interpretation		Outstanding	

Table 13 shows the level of student's performance in terms of practical tests. This indicated that the students are outstanding ($M=4.46$, $SD=0.43$) among the four folk dances' presentation as part of the assessment in physical education evaluated with the same rubrics target common competencies among students throughout the utilization of mother tongue activity sheets. This denoted that the students showed exemplary performance presented by group and individually that showed proper body movement that meets the standards in dancing specific type of dance.

It is evident that students showed outstanding performance in sequence ($M=4.84$, $SD=0.33$) of dance steps with correct

arrangement of each step and does not forget any single routine. This implied that students in physical education were outstanding in their performances as they already memorize the sequence of the body movement in four folk dance activities provided and does not forget any single steps that may affect the execution of the routine which contribute to the overall performance individually or by group.

Moreover, the students in physical education were considered outstanding in their performance in particular to execution ($M=4.55$, $SD=0.43$) which implied that every students showed appropriate execution of the steps considering the correct posture, hand movement and foot positions.



This showed that upon utilization of mother tongue-based activity sheets, the student's improve their ability to execute body movement among four folk dance discussed by the teacher and presented the activity well in a group with precision in the dance steps and body movement.

Significant Effect of Mother Tongue Activity Sheet on the Students' Cognitive Competency

The significant effect of mother tongue activity sheet on the students' cognitive competency were revealed in the following table, which shows the independent variable, dependent variable, beta coefficient, t-value, p-value and analysis of data.

Table 14 contained data that clarified the degree of relationship on the level of validity of components and features of mother tongue activity sheets to student's cognitive competency.

Table 14 shows the Significant Effect of Mother Tongue Activity Sheet on the Students' Cognitive Competency. In this study, the Validity of Mother Tongue Activity Sheet refers to components and features. In terms of component, this refers to Objective, Content, Demonstration, Activity, and Valuing, and in terms of features refers to Design; Relevance; Usability; and Clarity while the Students' Cognitive Competency, in this study refers to Remembering; Understanding; and applying.

The table shows the beta coefficient respectively as seen in the table. A positive beta coefficient means that an increase in the predictor variable is associated with an increase in the dependent variable, while a negative beta coefficient means that an increase in the predictor variable is associated with a decrease in the dependent variable.

Based on the computed p-value, it is indicated that the components and features of the mother tongue activity sheets has significant effect Students' Cognitive Competency which is less than the level of significant value of 0.05. This indicated that the students cognitive development in physical education subject were influence by the components and features of mother tongue activity sheets as the mother tongue activity sheets supports the students understanding of concept with activities, task and content.

This denoted that as the teachers used mother tongue activity sheets in discussion of folk dance in Physical education, it increases the development of cognitive competencies among learners as they were able to understand the lesson content and recall the concepts while performing different academic task. Therefore, this activity sheet can contribute to developing learners obtaining failing grades in physical education.

Moreover, among the components of the activity sheets, the valuing considered as not significant on the students' development of cognitive competency as it obtained p-value greater than the alpha level of 0.5 denoted as not significant.

This implied that the students' development of the cognitive competencies was not dependent on the inclusion of valuing portion in activity sheets as they were able to attain mastery of competencies and showed cognitive development based on constant practice and engagements on the lesson. So positive results will attain if the learners understand the content of the lesson that needed for them to masters. It will help them also to improved their skills in terms of their practical test.

Table 14 Significant Effect of Mother Tongue Activity Sheet on the Students' Cognitive Competency

	Validity on the Mother Tongue Activity Sheet	Students' Cognitive Competency	Coefficient	t-value	p-value
Components	Objectives	Remembering;	0.454	6.611	0.000
		Understanding	0.408	5.204	0.000
		Applying	0.556	6.408	0.000
	Content	Remembering;	0.531	6.823	0.000
		Understanding	0.419	4.537	0.000
		Applying	0.498	4.607	0.000
	Demonstration	Remembering;	0.578	7.258	0.000
		Understanding	0.455	4.749	0.000
		Applying	0.527	4.665	0.000
Activity	Remembering;	0.623	8.183	0.000	
	Understanding	0.608	7.061	0.000	
	Applying	0.596	5.464	0.000	
Valuing	Remembering;	-0.111	-1.064	0.290	
	Understanding	-0.135	-1.221	0.225	
	Applying	-0.006	-0.0472	0.962	



Features	Design	Remembering;	0.587	8.378	0.000
		Understanding	0.473	5.457	0.000
		Applying	0.505	4.836	0.000
	Relevance	Remembering;	0.589	7.593	0.000
		Understanding	0.521	5.751	0.000
		Applying	0.609	5.723	0.000
	Usability	Remembering;	0.593	8.811	0.000
		Understanding	0.514	6.288	0.000
		Applying	0.5807	5.951	0.000
	Clarity	Remembering;	0.580	7.891	0.000
		Understanding	0.486	5.513	0.000
		Applying	0.598	5.885	0.000

P<0.05

Significant Effect of Mother Tongue Activity Sheet on the Students’ Performance

The significant effect of mother tongue activity sheet on the Students’ Performance were revealed in the following table, which shows the independent variable, dependent variable, beta coefficient, t-value, p-value and analysis of data.

Table 15 contained data that clarified the degree of relationship on the level of validity of components and features of mother tongue activity sheets to student’s cognitive competency.

Table 15 shows the significant effect of mother tongue activity sheet on the students’ cognitive competency. In this study, the validity of mother tongue activity sheet refers to components and features. In terms of component, this refers to Objective,

Content, Demonstration, Activity, and Valuing, and in terms of features refers to Design; Relevance; Usability; and Clarity while the Students’ Performance, in this study refers to Practical Test.

The table shows the beta coefficient respectively as seen in the table. A positive beta coefficient means that an increase in the predictor variable is associated with an increase in the dependent variable, while a negative beta coefficient means that an increase in the predictor variable is associated with a decrease in the dependent variable.

The t-value indicates that there is No Significant Effect of Mother Tongue Activity Sheet on the Students’ Cognitive Competency which is less than the critical t-value of 1.662.

Table 15 Significant Effect of Mother Tongue Activity Sheet on the Students’ Performance

	Validity on the Mother Tongue Activity Sheet	Students’ Performance	Coefficient	t-value	p-value
Components	Objectives	Practical Test	0.081	0.558	0.579
	Content		-0.069	-0.417	0.678
	Demonstration		0.088	0.5037	0.616
	Activity		-0.078	-0.445	0.658
	Valuing		0.176	0.977	0.331
Features	Design	Practical Test	-0.029	-0.180	0.858
	Relevance		-0.030	-0.172	0.864
	Usability		-0.191	-1.203	0.232
	Clarity		-0.177	-1.073	0.286

Constant 1.662

The primary leaving exam covers only four of the curriculum standards, leaving two high-priority topics out, causing a lack

of instructional consistency that negatively impacts student learning, as teachers often teach a wide range of subject matter



and cognitive requirements.

The p-value also indicates that there is No Significant Effect of Mother Tongue Activity Sheet on the Students' Cognitive Competency which is more than the level of significant value of 0.05. This proved that the components and features of mother tongue activity sheets do not influence the student performance in terms of practical tests as they different learning style that may affect the students' performance and understanding. The learning style of the students must consider in designing the component and features of activity sheets making it significant to different types of learning strengths and weaknesses.

4. CONCLUSION AND RECOMMENDATIONS

Based on the findings, the study claimed that:

In line with the findings of this study, all the indicators in component of mother tongue activity sheet namely objective, content, demonstration, activity, and valuing were evaluated as strongly agree by the students which they perceived to aid their learning experiences in Folk dances.

The components and features of mother tongue activity sheets upon utilization in the physical education discussion showed significant importance on developing students cognitive competency thus signified the rejection of null hypothesis as students' cognitive development in physical education subject were influence by the components and features of mother tongue activity sheets as it supported the students understanding of concept with activities, task and content and processed the mastery of competencies.

Meanwhile, the components and features of mother tongue activity sheets upon utilization in the physical education discussion showed as not major determinant on developing students' performance in practical examinations thus signified acceptance of null hypothesis as students have different level of execution based their level of understanding and capacity to perform as well as their learning style.

Based on the findings and conclusions made, the following recommendations were forwarded.

1. The school may utilize the activity sheets aligned to the step-by-step procedure of lesson delivery with complete components to address student's difficulty.
2. The teachers are advised to ensure the activity sheets design, relevance, usability, and reliability to assure the student's use of materials as references for the discussion.
3. The teachers may design activities that enhance students' different cognitive competencies to assure holistic development.

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