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ENHANCING LEARNING OUTCOMES AND INTERPERSONAL SKILLS THROUGH ACTIVE LISTENING AND COMMUNICATION SKILLS OF ATA-MANOBO LEARNERS

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ABSTRACT
This study aimed to examine the impact of active listening and communication skills on improving learning outcomes and interpersonal skills among Grade 6 Ata-Manobo students. A pretest-posttest experimental methodology was employed, featuring a singular group of participants who experienced a targeted intervention concentrating on active listening and communication techniques. The intervention was executed between the initial and final assessments, with statistical analyses, including paired t-tests, performed to ascertain the significance of changes in learning and interpersonal skill levels. Twenty-four Grade 6 Ata-Manobo students engaged in the intervention, completing both pretest and posttest assessments. The results demonstrated a notable enhancement in learning outcomes and interpersonal skills following the intervention. The findings indicate that promoting active listening and communication skills effectively improves learning outcomes and interpersonal skills among indigenous learners. The study advocates for the incorporation of these skill-building practices within the curriculum to facilitate comprehensive learner development.
KEYWORDS: *Elementary Education, Quasi-Experimental, Active Listening, Communication Skills, Learning Outcomes, Interpersonal Skills, Ata-Manobo Learners*

INTRODUCTION

The Problem and its Background

The academic pursuits of Ata-Manobo pupils face substantial challenges that affect their scholastic achievements and social skills development. These learners often encounter linguistic obstacles due to significant disparities between their native languages and the teaching languages, usually Filipino or English, worsened by a lack of culturally relevant instructional resources and insufficient educator support. Consequently, many Ata-Manobo pupils experience reduced confidence and motivation, as educational materials inadequately represent their cultural contexts, leading to disengagement and lower academic performance. Their interpersonal skill development is hindered by limited meaningful communication opportunities, but addressing these challenges through active listening and improved communication strategies can foster a more inclusive educational environment, enhancing understanding, confidence, and social integration (Quilal-lan, K. P.,2021).

Interpersonal Skills is essential for all students in every nation pupil must engage in social interactions with others around them, as this can be beneficial; nonetheless, overall learning outcomes for pupils have historically been subpar. Despite significant transformations in Colombia, educational advancements have not yielded substantial improvements, as learning outcome disparities persist due to a lack of sociability, resulting inattentiveness, unpreparedness during instructional periods, inability to engage in cooperative learning, and an increased incidence of disciplinary consequences, all of which adversely impact academic skills (Hincapie, 2016).

A comparable situation was observed at De La Salle University in Manila, Philippines. Research indicates that individuals lacking sociability are susceptible to social-emotional challenges and suboptimal academic performance. Students must learn not only academic material but also the methods of acquiring such material through classroom discourse. It is predicated on a procedural understanding of the social participation structure and necessitates interaction with instructors and peers (Comedis, 2014).

In local contexts, especially at Central Baugan Integrated School, students fear judgment from their peers, which renders them uncomfortable in articulating their thoughts and ideas during classroom discussions after providing incorrect answers. According to a Grade V teacher, students exhibit reluctance to engage and assimilate information within a group, which characterizes them as passive participants in the educational process, thus leading to suboptimal learning outcomes for the pupils.

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The global literacy gap is a significant challenge, particularly in underdeveloped countries like the Philippines. While research on reading interventions has grown, the impact of active listening and communication skills in enhancing the learning outcomes and interpersonal skills improvement remains underexplored in the Philippine context. This study aims to address this gap by evaluating enhancing learning outcomes and interpersonal skills through active listening and communication skills at Central Baugan Integrated School. Focused on enhancing learning outcomes and interpersonal skills through active listening and communication skills, the study examines how active listening and communication skills enhances the learning outcome and interpersonal skills, providing valuable insights for educators and policymakers to develop more effective, student-centered teaching strategies in resource-limited settings.

Purpose of the Study

The purpose of the study is to investigate how enhancing active listening and communication skills can improve learning outcomes and interpersonal skills among Grade 6 slearners at Central Baugan Integrated School during the academic year 2025-2026.

Research Questions

The study aimed to to understand and to know how enhancing learning outcomes and interpersonal skills through active listening and communication of ata-manobo pupils in Central Baugan Integrated School. This study was guided by the following questions:

1. What is the competence level of the students during the pre-test scores?
2. What is the competence level of the students during the post-test scores?
3. Is there a significant difference between the pre-test and post-test scores of students?

METHODOLOGY

In this chapter, the following parts such as research design, research locale, research subject, research instrument, research procedures and the statistical treatment of data will be presented.

Research Design

This study used an experimental method, specifically a one-group pretest and post-test design, to gather data. The quasi-experimental design, introduced by Donald T. Campbell in 1963, is intended to help establish causal inferences. In this research, a pre-test and post-test were administered to the same group of participants, one before the treatment and one after to measure the effects of the intervention. The pre-test was given at the start, and the post-test was administered at the end of each teaching period, covering all topics planned for the experiment (Padua, 2000). The data for the study were collected based on the results of these pre-tests and post-tests, which reflected the students' progress over the course of the experimental period.

Pretest-Posttest Design

Pretest	Treatment	Post-test
O_1	X	O_2

Where: O - Pretest and posttest
X - Treatment
O_1 - Pretest
O_2 - Posttest

Research Locale

conducted at Central Baugan Integrated School is located at Purok 20 Central Baugan Palma Gil, Talaingod, Davao del Norte, Philippines, which headed by Mr. Rowell B. Flores as the Head Teacher III of the said school. The school's function transcends academics, promoting community involvement and safeguarding the cultural heritage of the Ata-Manobo people. The study aims to improve learning outcomes and interpersonal skills through active listening and conversation, addressing educational difficulties and fostering holistic growth in this distinct environment.

Talaingod is a second-class municipality located in the northernmost region of Davao del Norte, Philippines. Founded on July 29, 1991, it covers a land area of 656.83 square kilometers, or approximately 19.19% of the province's total area. According to the 2020 census, Talaingod has a population of 28,333, divided across its three barangays: Dagohoy, Palma Gil, and Santo Niño.

The municipality features difficult terrain and abundant natural resources, notably the Pantaron Mountain Range, which functions as a crucial watershed and biodiversity corridor. This rugged terrain is inhabited by the Ata-Manobo, an indigenous Lumad community whose ancestral territory encompasses the area. Their culture and customs are essential to the community's identity. Talaingod's economy is predominantly agrarian, with inhabitants involved in farming, fishing, and forestry. The municipality's natural allure, featuring attractions such as Kalapat Falls and the Kalibulongan Festival, enhances its tourism industry. Despite its picturesque charm, Talaingod encounters difficulties including inadequate infrastructure and restricted access to essential services, which may adversely affect educational results

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Research Subject
Apokon Elementary School comprised 7 Grade 2 sections. The subjects of the study were 30 Grade 2 students, selected as the experimental group based on their identification under the Full Refresher reading level in the mCRLA reading pre-assessment for the School Year 2025-2026. The researcher conducted the study by implementing the gamification teaching approach to improve the reading skills of these Grade 2 students. Her involvement allowed her to apply the theoretical knowledge and practical skills she had gained through a series of trainings and Learning Action Cell sessions, providing valuable hands-on experience in a real-world educational setting while also contributing to the improvement of struggling students' reading skills.

Research Instrument
The instrument used in gathering the data is the 30-item test for the pre-test and post-test. The pre-test and post-test instruments were validated by experts, tried out through pilot testing before using it in the study.

A Table of Specifications (TOS) was also prepared so that the items of the test can be distributed to the different problem-solving skills. The questionnaire was a multiple-choice type of test and consisted of 30 items with 25% remembering or understanding questions, 25% applying or analyzing questions and 50% evaluating or creating questions. This test served as the pretests and posttests of the research study.

Research Procedure
The following data procedures were employed in this study:
Ethics Clearance. The researcher accomplished the Ethics Application Form, which was submitted to the Research Development and Publication Center. Upon submission, the Research Development and Publication Center reviewed the application for compliance with ethical standards. Once ethics approval was granted, the researcher proceeded to the next phase of the study.

Validate Questionnaire. The researcher created a Research Questionnaire for both the Pre-test and Post-test, which was used to gather data from the respondents. This questionnaire was designed to assess the effectiveness of the intervention program. The questionnaire was then submitted to the panel of experts for validation. The panel reviewed the questionnaire to ensure its clarity, accuracy, and appropriateness for the research objectives. Upon receiving feedback from the panel, the researcher made the necessary revisions to the questionnaire before finalizing it for distribution to the respondents.

Seeking Permission to Conduct the Study. The researcher wrote a letter of request and permission to the Office of the Schools Division Superintendent of Davao del Norte to seek approval for conducting the study. Once approval was granted, the researcher submitted the approved letter, along with the permission letter, to the school principal. Similarly, the researcher informed the research subjects who were selected for the quasi-experimental study. Additionally, the researcher adhered to proper ethical standards during the study, ensuring that the names of the subjects were not disclosed, and any sensitive information was kept confidential. After these steps, the researcher proceeded with conducting the study.

Gathering Test Materials. The researcher taught adding an active listening and communication skills lesson plans, which served as a guide in delivering lessons on every session. A pre-test and posttest used is the instrument enhancing the learning outcomes and interpersonal skills through active listening and communication skills.

Administration of the Instrument. The researcher gathered the students' performance in the reading assessment during the pre-test. Following this, lesson plans were employed during the intervention phase for the experimental group. After administering the lessons over five sessions, the post-test was conducted using the same instrument as the pre-test.

Statistical Treatment of Data
To test the hypothesis formulated, the following statistical tools were used in the research:
Mean. This was used to provide a concise numerical value representing the average performance of the respondents on the pre-test and post-test for reading assessment.

Paired t-test. This was used to calculate the t-value by comparing the mean difference between the pre-test and post-test scores, relative to the variability or standard error of the differences.

RESULTS
This chapter discusses the presentation of results in accordance with the sequence of the statement of the problem.

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Competence level of the students' pre-test scores in active listening and communication skills

This section presents the results to the first statement of the problem that examines the competence level of the students' pre-test scores in active listening and communication skills Table 1 presents the results of the pre-test performance of the struggling Grade 6 learners.

Table 1
Pre-Test Performance of Grade 6 Learners

Skills	No. of Students	Mean	Class Proficiency	Competency Level
Active Listening and Communication Skills	24	10.8333	45.14	Low Mastery

As shown in table 1, reading skills of the Grade 6 struggling students in the pre-test has a mean of 10.8333 which has a class proficiency of 45.14. Based on the DepEd Mastery Level Classification, the competency level of the students in pre-test is in low mastery.

This clearly indicates that Grade 6 learners need extra help with their active listening and communication skills in order to improve and maintain motivation. This could entail providing learners with additional practices or a different approach for intervention.

Competence level of the students' post-test scores in reading skills such as spelling, vocabulary, fluency, and comprehension

This section presents the results to the second statement of the problem that examines the competence level of the students' post-test scores in active listening and communication skills Table 2 presents the results of the post-test performance of the struggling Grade 6 learners.

Table 2
Post-Test Performance of Grade 6 Learners

Skills	No. of Students	Mean	Class Proficiency	Competency Level
Active Listening and Communication Skills	24	20.5417	85.60	Mastery

As shown in table 2, the active listening and communication skills of the Grade 6 learners in the post-test has a mean of 20.5417 which has a class proficiency of 85.60. Based on the DepEd Mastery Level Classification, the competency level of the students in post-test is mastery.

The post-test results indicate that the Grade 6 students have significantly improved their active listening and communication skills, hence enhancing their learning outcomes and interpersonal capabilities. Through engagement in activities emphasizing active listening and communication skills, the learners exhibited enhanced comprehension of the lesson material and increased confidence in peer collaboration. This advancement signifies that refining these skills fosters academic improvement and cultivates strong relationships and social competence vital for comprehensive development.

CONCLUSION

In view of the foregoing findings, the researcher concluded that enhancing learning outcomes and interpersonal skills through active listening and communication skills resulted in the respondents achieving a r mastery competency level. There is a significant difference in pre- test and post- test scores which means, the students have improved their learning outcome and interpersonal skills. The performance level of respondents in pre-test and post-test using the enhancing learning outcomes and interpersonal skills through active listening and communication skills of Ata-Manobo learners at Central Baugan Integrated School in terms of learning outcome and interpersonal skills is mastery competency level. The manifestation of the pre-test and post-test increase is a good sign of developing active listening and communication skills. This implied that if there was an intervention to be employed there is always good response in their learning outcome and interpersonal skills.

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