MIXED METHODS STUDY ON MARIKINA HIGH SCHOOL TEACHERS' PRACTICES IN IMPOROVING CRITICAL THINKING SKILLS OF LEARNERS

A Mixed Method Study

presented to the Faculty of Senior High School

Marikina High School

F. Torres St., Concepcion Uno, Marikina City

In partial fulfillment of the requirements in

Inquires, Investigations, and Immersion

Presented By:

Arguelles, Jhomar T.

Florencio, Jewel Anne E.

Domingo, Lea Mae N.

Galfo, Lloyd Colins S.

Masion, Eliezer Claire S.

Mercolita, Mae Kyla O.

Peñano, Ashley Marie O.

Rebusquillo, Princess Nirvana B.

Veloso, Prince Genesis J.

Grade 12 - HUMSS HUMANE

Rodney Q. Necesito, LPT

Research Adviser

January 2025

ABSTRACT

Critical thinking skills are essential for learners to effectively analyze information, solve problems, and make informed decisions in today's academic environment. This study investigated the teaching practices of Marikina High School teachers in improving the critical thinking skills of Senior High School learners. Specifically, it aimed to identify the instructional strategies, classroom activities, and assessment techniques used by teachers, determine their level of effectiveness, and examine the relationship between teachers' practices and learners' critical thinking skills. The study employed a convergent mixed-methods research design, combining a descriptive-correlational survey and qualitative data gathered through semi-structured interviews. A total of 22 Grade 12 teachers participated in the study. Quantitative data were analyzed using descriptive statistics and Pearson's Product-Moment Correlation Coefficient, while qualitative data were examined through thematic analysis. Findings revealed that teachers frequently used questioning techniques, class discussions, problem-solving tasks, and performance-based assessments, which were perceived as highly effective in enhancing clarity of instruction, student engagement, and improvement in thinking skills. Results further showed a strong and significant positive relationship between teachers' practices and learners' critical thinking skills. The study concludes that effective teaching practices play a vital role in strengthening learners' critical thinking abilities and recommends continuous professional development to further enhance instructional effectiveness.

Keywords: critical thinking, teaching practices, instructional strategies, student engagement, mixed methods, Marikina High School

TABLE OF CONTENTS

CHAPTER 1
INTRODUCTION

Background of the Study

Critical thinking (CT) refers to the ability to analyze, evaluate, and make reasoned judgments based on evidence (Facione, 2020). Developing students' critical thinking skills has become an essential goal in today's classrooms, as learners are expected to analyze information, make sound decisions, and solve complex problems. Among the factors that influence the development of these skills, the role of the teacher is particularly significant. The way teachers design lessons, ask questions, facilitate discussions, and encourage reflection can greatly shape how students engage in higher-order thinking. This study examines how instructional practice such as inquiry-based tasks, open-ended questioning, and real-world problem solving, contribute to strengthening learners' critical thinking skills.

Although critical thinking is widely recognized as important, research shows that teachers often vary in how they understand and apply it in the classroom. International studies highlight that many educators value critical thinking but may not always have clear guidance, consistent training, or enough time within the curriculum to fully integrate CT-focused strategies. For example, van der Zanden et al. (2020) found that while secondary teachers attempt to promote critical thinking, they frequently face challenges such as limited time, rigid lesson structures, and a lack of professional development. These concerns are highly relevant in the Philippine secondary school context, where teachers often manage large classes, heavy workloads, and standardized curricular requirements that may restrict opportunities for deeper cognitive engagement.

Local studies confirm these challenges. Romero (2020), in the MEXTESOL Journal, reported that Filipino teachers often rely on surface-level questioning and traditional lesson routines, even when they recognize the importance of critical thinking. The study showed that teachers frequently struggle to consistently implement higher-order questioning, structured feedback, and student-centered activities, practices essential for developing critical thinking. Furthermore, most research to date focuses on teacher perceptions or classroom behavior rather than the direct impact of instructional practices on students' critical thinking performance. International studies provide valuable insights, but the realities of Philippine public schools—such as larger class sizes, stricter curriculum pacing, and limited professional development opportunities—highlight the need for localized research.

Because of these gaps, there is a need for empirical studies that examine both what teachers do in the classroom and how these practices influence learners' actual critical thinking abilities. This study seeks to address this need by investigating the instructional strategies, classroom activities, and assessment techniques employed by teachers at Marikina High School and evaluating their effectiveness in improving students' critical thinking skills.

Statement of the Problem

This study aims to examine the practices of Marikina High School teachers in improving the critical thinking skills of learners.

Specifically, this study aims to answer the following research question:

1.What teaching practices do Marikina High School teachers use to develop learners' critical thinking skills in terms of:

a. Instructional Strategies

b. Classroom Activities

c. Assessment Techniques

2. What is the level of effectiveness of these teaching practices as perceived by teachers in terms of:

a. Clarity of instruction

b. Student engagement

c. Improvement in thinking skills

3. Is there a significant relationship between teachers' frequency of using critical-thinking-centered practices and their perceived effectiveness?

4. What are the teachers' best and worst experiences in implementing practices aimed at improving learners' critical thinking skills?

5. What actions or interventions can be recommended to further enhance teaching practices that strengthen learners' critical thinking skills in Marikina High School?

Teachers' Practices

H1 (Ha) There is a positive and significant relationship between Teachers' Practices and Learners' Critical Thinking Skills.

H2 (Ho) There is no positive and significant relationship between Teachers' Practices and Learners' Critical Thinking Skills.

The correlation that is calculated using Pearson's r is 0.888, with a degrees of freedom (df) of 21 at the 0.05 alpha level of significance. The computed value did not exceed the critical value from the table. Therefore, the null hypothesis (Ho) is rejected, and Ha is accepted. This confirms a positive and statistically significant relationship between Teachers' Practices and Learners' Critical Thinking Skills.

Significance of the Study

Should Marikina High School consider research-based data on the teaching practices that enhance learners' critical thinking skills, society at large may gain a deeper understanding of how instructional approaches can shape students' ability to analyze, reason, and solve problems. This study is expected to provide evidence that can guide instructional improvements, supporting the goal of developing learners who are better equipped for academic success and real-world decision-making.

Teachers may also find value in the study's findings, as these can help them identify which strategies, activities, and assessment methods are most effective in fostering critical thinking. This understanding may encourage them to refine their classroom practices,

integrate more higher-order thinking activities, and create learning experiences that challenge students to think deeply and independently.

School administrators can employ the findings to strengthen professional development programs, implement school-wide teaching frameworks, and support teachers through training and resources that promote critical thinking in the classroom. By doing so, they can help ensure that students are engaged in intellectually stimulating learning environments that enhance their cognitive abilities and overall academic performance.

Government agencies and local government units may use this research as a basis for improving teacher training policies, instructional standards, and curriculum initiatives that emphasize critical thinking. Demonstrating the link between teaching practices and students' critical thinking development can help reinforce efforts to elevate the quality of education nationwide.

Lastly, future researchers can refer to this study as a guide and foundation for exploring related topics on critical thinking skills and instructional practices. The findings, methodology, and insights provided may serve as valuable references for further studies aiming to deepen understanding in this important educational area.

Scope and Delimitation

This mixed method study focuses on examining Marikina High School teachers' practices in improving the critical thinking skills of learners, specifically, the study seeks to determine the instructional strategies, classroom activities, and assessment techniques teachers use, as well as the perceived effectiveness of these practices based on clarity of

instruction, student engagement, and improvement in thinking skills. The study will focus on Senior High School teachers of Marikina High School, particularly their experiences and classroom practices related to promoting critical thinking among learners. A researcher-made questionnaire will be administered to selected teacher-respondents for the quantitative phase, and semi-structured interviews will be conducted for the qualitative phase. The result of the study will be used to assess the correlation of each sub-variable under this study.

Furthermore, this study is limited since descriptive-correlations research will be conducted on 22 out of 29 teachers of Grade 12 Senior High School teachers in Marikina High School only. Other schools or year levels will not be included. A researcher-made questionnaire will be administered to the respondents who will be selected through random sampling. The scope is confined to teaching practices and effectiveness of these teaching practices as perceived by teachers. Quantitative data will be analyzed using Pearson's r to determine the relationship between frequency of practice and perceived effectiveness. Results will be used to describe teaching practices, evaluate their effectiveness, and identify experiences that may guide improvements in fostering critical thinking skills among learners.

CHAPTER II
REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the studies and literature related to the correlation of the quality of school facilities and academic motivation, particularly among students in humanities and social sciences. It also contains theoretical framework and conceptual framework. The review also highlights gaps in existing research and establishes the relevance of the current study.

Teaching Practices for Developing Critical Thinking Skills

In the Philippine educational setting, the development of learners' critical thinking skills has become a key priority as schools respond to the demands of 21st-century learning. Critical thinking is commonly defined as the ability to analyze, evaluate, and create ideas based on logical reasoning and evidence. According to Facione (2020), effective critical thinking instruction requires explicit strategies such as questioning techniques, problem-based tasks, and opportunities for reflection. Similarly, Abrami et al. (2015) emphasize that teachers play a central role in shaping students' higher-order thinking through instructional approaches that encourage inquiry, analysis, and independent judgment. These practices often involve integrating real-life scenarios, promoting classroom discussions, and guiding students in evaluating multiple perspectives. As Philippine schools aim to strengthen learners' cognitive skills, growing attention has been placed on how teachers implement classroom strategies that foster deeper and more analytical thinking.

Research also highlights that teaching practices supporting critical thinking must be intentional, structured, and responsive to learners' needs. Halpern (2014) notes that

effective instruction requires aligning learning activities with clear thinking outcomes, such as reasoning, interpretation, and problem-solving. In the local context, studies such as Ocampo (2022) have shown that Filipino teachers frequently use collaborative learning, reflective writing, and inquiry-based activities to help students process information critically. These studies are relevant to the present mixed methods research, "Mixed Methods Study on Marikina High School Teachers' Practices in Improving the Critical Thinking Skills of Learners," as they demonstrate how specific pedagogical approaches contribute to higher-order thinking development. Understanding existing practices and how teachers apply them in real classroom settings will provide insight into the effectiveness of current strategies in Marikina High School, supporting the broader goal of improving learners' critical thinking skills.

Instructional Strategies

Throughout the Philippines, teachers are realizing the importance of teaching the methods and approaches that encourage students to participate actively in the learning process. Alburo and Doronio (2025) conducted a study in Mathematics at Agusan del Sur National High School, where they assessed learners critical thinking skills through five instructional strategies such as Collaborative Learning, Differentiated Instruction, Inquiry-Based Learning, the use of Visual Aids and Manipulatives, and Real-World Applications. Their findings revealed that these strategies positively influence learners' critical thinking, especially when aligned with students' real-life experiences. Among the five strategies two showed significant impact, while the others require further improvement.

According to Bartolume and Miranda (2025) study teachers’situated learning practices in the Southeastern Philippines and confirm that frequent exposure of students to effective teaching strategies significantly impact their critical thinking abilities. Furthermore, their study emphasized that instructional strategies should provide meaningful and practical tasks that enable learners to engage in problem-solving activities within real-life scenarios. These approaches not only strengthen the critical thinking skills of students but also prepares them to apply the knowledge beyond the classroom.

The study of Zhao, Pandian, and Singh (2016), emphasized that instructional strategies such as inquiry-based learning, collaborative discussions, and reflective questioning are essential especially in nurturing critical thinkers among learners in English as a Foreign Language (EFL) classroom. Their research findings suggest that teachers who do these practices create a learning environment that challenges students to analyze and evaluate information they encounter rather than simply memorize its content.

Similarly, a study conducted in Morocco by El-Asri and El Karfa (2024) found that teachers who promote critical thinking through problem-solving activities and facilitate discussion have greatly improved students' ability for reasoning and make their own judgment. Their study emphasizes how important teacher practices are in influencing students' cognitive development and resilience in challenging situations. Furthermore, a study published by YAZIDI (2023) highlighted that teachers who use different strategies such as debates, case studies, and project-based learning tend to nurture stronger critical thinker students compared to those who rely on the traditional lecture-based methods.

Classroom Activities

Classroom activities are structured tasks, engagements, and interactive exercises done during lessons to reinforce learning. Activities aimed at developing critical thinking usually require analysis, evaluation, synthesis, and problem-solving. These may include debates, problem-solving tasks, group work, experiments, and reflective discussions, all of which encourage students to think beyond recall.

Local studies highlight that Philippine teachers increasingly adopt activities that promote higher-order thinking. Nieve (2022) notes that debates, performance tasks, and collaborative projects greatly contribute to the improvement of students' reasoning and evaluation skills. Lopez (2021) found that students show higher engagement and deeper understanding when activities are connected to real-life contexts and require them to justify their ideas. Teachers in public schools frequently use group discussions, case analyses, and problem-solving tasks to help learners develop analytical thinking aligned with DepEd's MELCs.

Foreign literature similarly stresses the importance of active and meaningful activities. Jones (2022) reported that debates, case studies, and project-based activities in U.S. classrooms help learners synthesize information and construct logical arguments. Marks & O'Hara (2020) stated that European classrooms that use real-world scenarios and

inquiry tasks see stronger critical-thinking performance. In Asian contexts, Chen (2021) found that experimentation and inquiry-driven activities sharpen students' ability to evaluate evidence. Together, these findings affirm that global classroom practices center on tasks that promote active cognitive engagement.

Assessment Techniques

Assessment techniques refer to the tools teachers use to measure student performance and guide learning. Assessments that promote critical thinking typically include performance tasks, open-ended questions, portfolios, experiments, reflective journals, and rubric-based evaluations. These assessments require students to analyze, evaluate, justify, and reflect—skills that go beyond simple recall and promote deeper cognitive processing.

Local researchers emphasize the importance of diverse assessment techniques in cultivating critical thinking. Chua (2020), in a qualitative assessment analysis, found that teachers who use reflective writing and portfolio tasks observe improved reasoning and better student awareness of their thinking processes. Meanwhile, Aguilar (2018) conducted a quantitative study with 290 senior high school students and reported that those regularly exposed to performance-based assessments scored significantly higher on critical thinking tests compared to those assessed mainly with multiple-choice tests. These findings demonstrate that Philippine assessment practices strongly influence students' analytical and evaluative abilities.

Foreign studies affirm the effectiveness of authentic and formative assessments for critical thinking. Halpern (2014) conducted a qualitative review and found that open-ended assessments requiring justification strengthened learners' evaluative abilities. Complementing this, Brookhart (2018) performed a quantitative meta-analysis involving over 5,000 students and concluded that rubrics and reflective assessments significantly improved higher-order thinking outcomes. These findings support the idea that assessments requiring analysis and reasoning are globally recognized as essential tools for developing critical thinking.

Clarity of Instruction

Clarity of instruction refers to how well teachers communicate lesson goals, directions, explanations, and grading criteria. Clear instruction helps students understand complex tasks, decreases confusion, and allows learners to concentrate on higher-level thinking. It is a key factor in developing critical thinking skills since students need a clear grasp of expectations to analyze, evaluate, and justify responses effectively (Marzano, 2017).

Local studies show that clear instruction positively impacts students' critical thinking. Del Rosario (2021) conducted a qualitative study in public high schools in Metro Manila. He found that teachers who clearly stated learning objectives and provided step-by-step procedures helped students perform better in analytical tasks and reasoning exercises. Quantitative evidence from Santos (2019) revealed that students whose teachers

offered clear instructions scored 12% higher on critical thinking assessments than those with less structured guidance. These findings suggest that clear instruction in the local context directly supports learners' engagement in demanding tasks.

Foreign research supports these conclusions. Tunstall and Gipps (2019) conducted a mixed-methods study in UK schools and found that clear instruction reduced cognitive overload, enabling students to focus on analysis and evaluation. Halonen et al. (2020) reported that students who received structured, well-explained lessons showed a 15% to 20% improvement in critical-thinking test scores. Interviews also revealed increased student confidence in problem-solving. These findings indicate that clarity of instruction is a universal factor affecting the effectiveness of teaching practices in promoting critical thinking.

Student Engagement

It means the level of attentiveness, interest, participation, and motivation that learners display during the classroom activities. Engaged students are more likely to take part in discussions, ask questions, and apply reasoning, all of which directly enhances their critical-thinking development. (Fredricks, Blumenfeld, & Paris, 2004). Local studies corroborate the aspect of engagement in critical thinking development. Borja & Villanueva (2018) showed, through qualitative observations, that interactive teaching methods-such as collaborative tasks and integration of multimedia-further enhance students' participation and encourage deeper thinking. Quantitatively, Mendoza (2020) reported that students involved in active learning exercises scored 17% higher on HOTS assessments than those

in traditional lecture-based classes, which implies that engagement is strongly linked to critical-thinking improvement in Filipino schools.

International literature supports these observations. Jones (2022) reported results from a mixed-method study in U.S. high schools where students who took part in discussions in groups, learning based on projects, and inquiry tasks demonstrated a higher level of critical-thinking scores by 20%. Interviews revealed that learners were motivated and confident since they actively participated in lessons. In similar fashion, Marks & O'Hara (2020) found that student engagement in European classrooms contributed positively to problem-solving, evaluative reasoning, and application of knowledge. These studies have shown that ensuring engagement will be critical in designing effective teaching practices within diverse educational settings.

Improvement in Thinking Skills

Improvement in thinking skills refers to measurable growth in students' abilities to analyze, evaluate, and solve problems, serving as the ultimate indicator of effective teaching practices. Critical thinking is enhanced when learners are consistently challenged to engage in higher-order cognitive tasks and reflect on their learning.

Local evidence indicates that indeed, structured teaching practices bear marks of improvement in thinking skills. For instance, Ocampo (2019) discovered in her qualitative study how Filipino students who had been exposed to debates, argumentation, and

problem-solving tasks showed improved reasoning and decision-making capabilities. Reyes (2021) also reported a 16% increase in critical-thinking test scores after continuous exposure to performance tasks in quantitative data; this can be taken as proof that one's cognitive skills can improve significantly with the proper instructional intervention.

Foreign research confirms these findings. In a mixed-methods study conducted by Halonen et al. (2020) in Scandinavian schools, it was reported that students exposed to inquiry-based and problem-solving activities showed measurable gains in analytical reasoning and evaluation, as indicated by an 18% increase in post-test scores. Interviews also showed that learners gained confidence in being able to justify answers and apply logical reasoning. Therefore, local and foreign evidence combines to show that the consistent application of effective teaching practices results in substantial improvements within students' critical-thinking skills.

Conceptual Framework

Figure 1.0

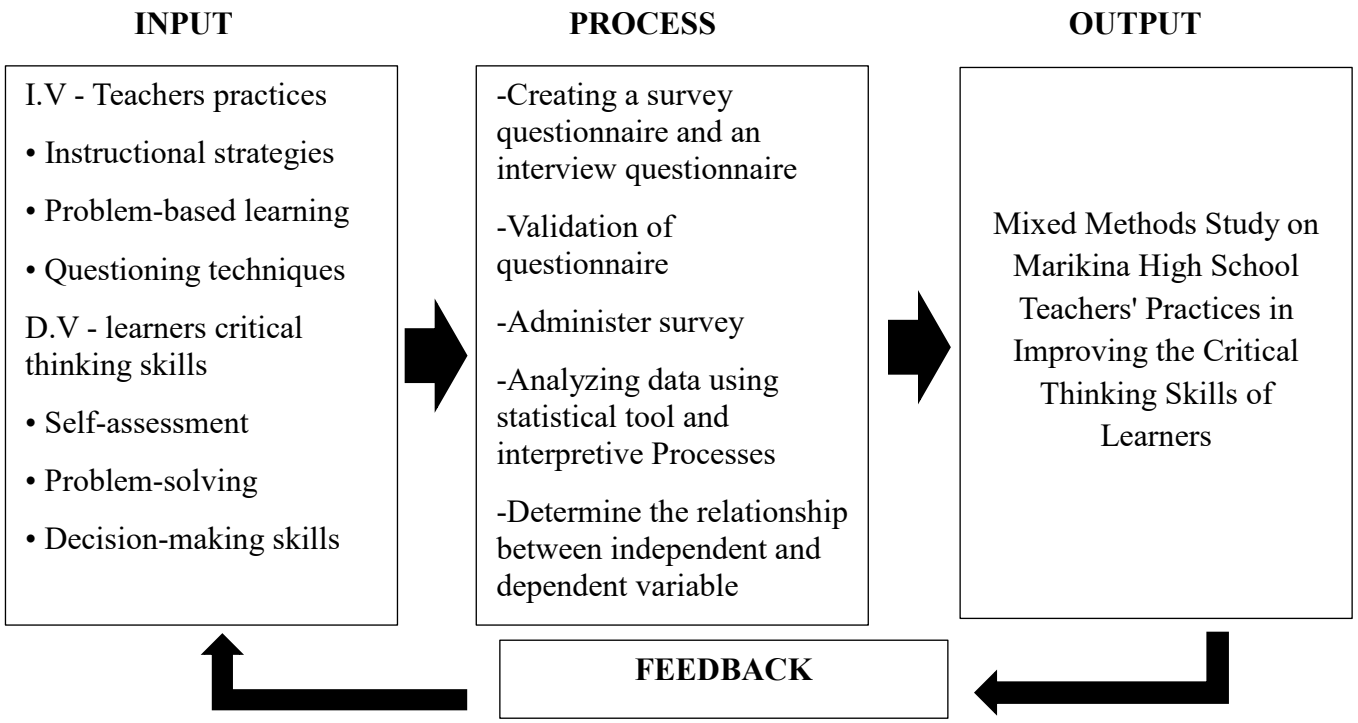


Figure 1. Conceptual model/Research Paradiagram

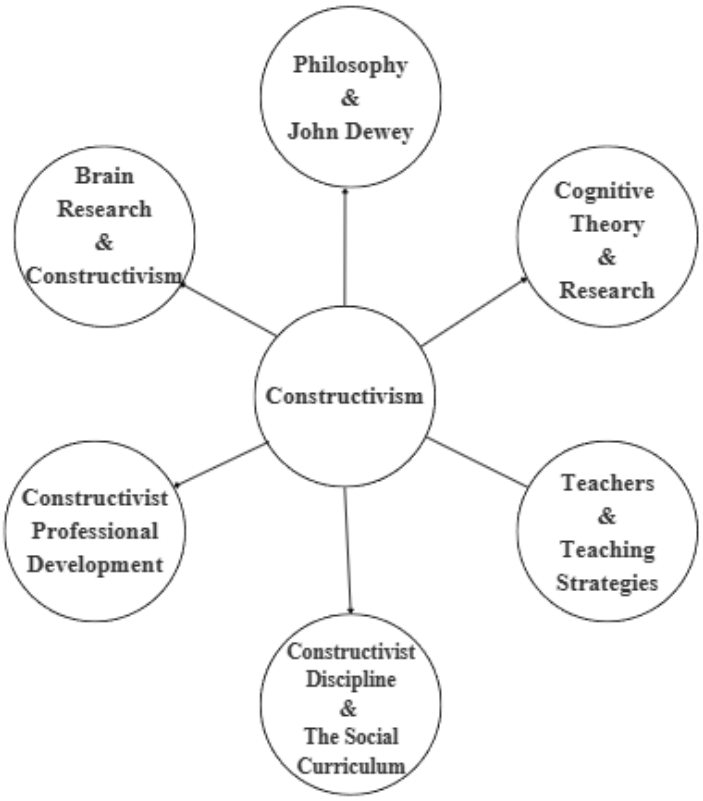
Figure 1 presents the Input-Process-Output (IPO) model of the study. The input section contains the two main variables of the research: the teachers' practices, which includes instructional strategies, problem - based learning and questioning techniques; and learners' critical thinking skills, which is composed of self - assessment, problem - solving skills and decision - making skills.

Therefore, the output of the study depends on both the input and process stages. As shown in the diagram, the output represents a mixed-methods study on the practices of Marikina high school teachers in enhancing learners' critical thinking skills.

The feedback loop enables continuous improvement, ensuring that the relationship between the variables can be reassessed and validated for accuracy and reliability.

Theoretical Framework

Figure 2.0



Constructivist Learning Theory, rooted in the works of Piaget (1972) and Vygotsky (1978), posits that learners actively construct knowledge through experiences, interactions, and reflection rather than passively receiving information. This theory emphasizes that learning is a dynamic process where students build new understanding by connecting prior knowledge with new concepts. Teachers play a crucial role as facilitators, guiding learners through meaningful tasks, providing scaffolding, and encouraging inquiry. In modern

educational research, constructivism has been widely applied to explain how instructional practices, particularly those that emphasize clarity of instruction, support the development of higher-order thinking skills such as critical thinking (Fosnot, 2013; Schunk, 2019).

The connection between constructivist principles and teachers' practices in improving critical thinking skills lies in the emphasis on active engagement and guided discovery. According to Vygotsky's concept of the Zone of Proximal Development (1978), learners achieve higher cognitive functions when teachers provide clear guidance and scaffolding that gradually shifts responsibility to the students. In this context, clarity of instruction becomes essential: teachers must articulate learning objectives, model reasoning processes, and provide structured opportunities for learners to analyze, evaluate, and synthesize information. Schunk (2019) explains that constructivist classrooms thrive when teachers design tasks that challenge students to question assumptions and solve problems collaboratively, which directly fosters critical thinking.

Furthermore, Fosnot (2013) highlights that constructivist teaching requires teachers to make cognitive demands explicit, ensuring that learners understand not only what to do but why it matters. This aligns with the study's focus on Marikina High School teachers' practices, as clarity of instruction ensures that learners can navigate complex reasoning tasks without confusion. By integrating constructivist strategies such as inquiry-based learning, reflective questioning, and collaborative problem-solving, teachers create

environments where critical thinking is cultivated through active participation and clear instructional guidance.

Constructivist Learning Theory provides a strong theoretical foundation for examining teachers' practices in improving learners' critical thinking skills. The theory underscores that knowledge is actively constructed when teachers provide clear, scaffolded instruction that encourages inquiry and reflection. As Piaget (1972), Vygotsky (1978), Fosnot (2013), and Schunk (2019) emphasize, clarity of instruction is not merely about simplifying lessons but about guiding learners to engage deeply with cognitive tasks. For the present study, this framework explains how Marikina High School teachers' practices, anchored in constructivist principles, can effectively enhance students' ability to think critically, thereby bridging theory and classroom practice.

CHAPTER III
RESEARCH METHODOLOGY

Research Design

The study will employ a convergent mixed-methods research design, integrating both quantitative and qualitative approaches to obtain a comprehensive understanding of the relationship between teachers' instructional practices and the development of learners' critical thinking skills. In this design, quantitative and qualitative data will be collected and analyzed during the same phase of the research process, and the findings will be merged to provide a more complete interpretation of the results.

The quantitative component, which uses a descriptive-correlational design, will focus on generating measurable data that describe the current instructional practices of Marikina High School teachers and the levels of critical thinking skills demonstrated by their students. Structured survey questionnaires, classroom observations, and statistical analyses will be employed to produce numerical information that captures the instructional environment and students' critical thinking performance. This will help establish a clear profile of the teaching strategies used and the extent to which learners exhibit critical thinking skills.

The correlational analysis will further determine whether a statistically significant relationship exists between teachers' instructional practices and students' critical thinking skills. This approach is appropriate because it examines naturally occurring variables

without manipulation, allowing the researchers to identify the degree and direction of any existing association.

The qualitative component will enhance the quantitative findings by exploring teachers' perspectives and experiences through interviews and focus group discussions. These qualitative methods will provide deeper insights into how instructional practices are conceptualized, implemented, and perceived to influence learners' critical thinking. The narratives and themes that emerge from the qualitative data will enrich the interpretation of the numerical results.

By integrating both quantitative and qualitative findings, the study will provide more comprehensive and validated understanding of the phenomenon. This mixed-methods approach aligns with the study's objective of providing evidence-based insights that can inform school administrators, curriculum developers, and policymakers on how teaching practices contribute to the enhancement of learners' critical thinking skills. The results are expected to inform improvements in teacher training initiatives, instructional methodologies, and student support programs.

Overall, it is expected that the findings will reveal a significant and meaningful correlation between teachers' instructional practices and students' critical thinking skills. Such outcomes underscore the importance of investing in innovative teaching strategies and supportive learning environments that foster higher-order thinking and prepare students for complex problem-solving in both academic and real-world contexts.

Population and Sampling

The target population of this study consists of all high school teachers at Marikina High School. A total of 29 grade 12 teachers are employed across subject departments, and they represent the group most relevant to the research since they directly design and deliver instruction that shapes learners' critical thinking. This population was chosen because teachers' classroom practices, particularly how they clarify learning objectives, model reasoning, and scaffold tasks are central to the development of students' higher-order thinking skills.

The sample size was determined using Slovin's formula with a margin of error of 10%

$$n = \frac{N}{1+Ne^2}$$

$$n = \frac{29}{1+29(0.10)^2}$$

$$n = 22$$

Where:

- n = the sample size
- N = the total population size
- e = the margin of error

Therefore, from the 29 teachers, a total of 22 grade 12 teachers were selected as the sample of the study. The researchers used stratified sampling to make sure that the respondents were fairly chosen from different subject departments and grade-level

assignments to prevent sample bias and improve the accuracy of the findings. Stratification helps divide the population into relevant subgroups and select independent samples from each stratum, enabling unbiased estimation through appropriate weighting of stratum-specific results. This method ensured that the sample represents the larger teaching staff while keeping the number of participants manageable. By studying these 22 teachers, the researchers can gather enough information to examine how clarity of instruction relates to practices that improve learners' critical thinking skills.

Research Instrument

Followed by an interview, which will collect quantitative and qualitative data through close-ended and open-ended questions and Likert-scale items. That measures the variable being investigated, specifically the Teachers strategies and the effectiveness of these techniques.

The questionnaire consists of 18 items divided into two parts.

PART 1: It consists of nine (9) questions focusing on the Teachers' strategies to develop learners critical thinking skills, particularly in terms of instructional Strategies, classroom activities and assessment Techniques.

PART II: It consists of nine (9) questions that assess the effectiveness of the teaching practices of the teacher in terms of clarity of instruction, student engagement, improvement in thinking skills.

To ensure the validity of the research instrument, the researcher will develop a structured questionnaire based on related literature and past studies.

The copies of the questionnaires will be distributed through google sheet form from the researcher to the respondents.

Date Gathering Procedure

The researcher initiates the study by writing a formal letter to Principal IV Dr. Jeffry C. Trinidad of Marikina High School to request approval for data collection. Once permission is granted, the study proceeds using a mixed-methods approach, in which quantitative and qualitative data are collected during the same phase. The quantitative component involves an online descriptive-survey questionnaire distributed through a shared link to all Senior High School teachers using concurrent sampling, with a total of 22 respondents targeted. Before administering the survey, the researcher explains the purpose of the study, clarifies key terms, and assures respondents of confidentiality to ensure honest and informed participation. The 18-item questionnaire, which is pilot-tested for reliability, generates numerical data on the frequency of instructional strategy use, their perceived effectiveness, and learners' responsiveness.

Immediately after completing the quantitative survey, the same teachers receive a follow-up Google Form containing five open-ended, semi-structured questions designed to collect qualitative data. These questions prompt the teachers to describe specific teaching experiences, classroom situations, challenges encountered, and observable indicators of learners' critical thinking. This qualitative component provides deeper insights that

complement and enrich the numerical results obtained from the survey. Once both data sets are collected, the quantitative responses are tallied and analyzed using descriptive statistics, while the qualitative narratives are downloaded verbatim and examined through thematic analysis.

The findings from both phases are then compared and integrated to identify convergence, complementarity, or divergence between the quantitative results and qualitative accounts. This integration allows the study to produce a more comprehensive understanding of how instructional practices influence the development of learners' critical thinking skills. The combined findings serve as the basis for drawing conclusions and formulating recommendations that aim to support teachers and school administrators in enhancing instructional strategies and promoting higher-order thinking among students.

Data Analysis and Statistical Treatment

The study analyzes both quantitative and qualitative data using a convergent mixed-methods approach. For the quantitative phase, the responses from the 18-item descriptive-survey questionnaire are encoded, cleaned, and processed using Pearson Product-Moment Correlation Coefficient (Pearson R) to examine the relationship between these variables, the study employs Pearson's Product-Moment Correlation Coefficient, with the level of significance set at 0.05. This technique allows the researcher to identify whether teachers' practices are significantly associated with the development of students' critical thinking abilities.

Pearson's correlation coefficient (r) - a measurement quantifying the strength of the association between two variables.

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

Where:

N	=	number of pairs of scores
Σxy	=	sum of the products of paired scores
Σx	=	sum of x scores
Σy	=	sum of y scores
Σx^2	=	sum of squared x scores
Σy^2	=	sum of squared y scores

Frequency and percentage distribution are used to describe the demographic profile of the teacher-respondents, while weighted mean and standard deviation determine the overall level and consistency of teachers' instructional practices and learners' critical thinking skills.

1. Mean ($\bar{x}$) = the sum of all values in a data set divided by the total count of values, representing the average of the data.

$$\text{Mean} = \sum \frac{X_n}{n}$$

where:

Σ	=	sum
X_n	=	each value in the data set
n	=	the number of values in the data set

2. Percentile (%) - a number denoting the position of a data point within a numeric dataset by indicating the percentage of the dataset with a lesser value.

$$\text{Percentile } (\%) = \frac{f}{N} \times 100$$

Where:

- F= frequency (number of observations in the specific class or group)
- N= Total number of observations (sum of all frequencies)

For the qualitative phase, the narrative responses gathered through the open-ended Google Form are analyzed using thematic analysis. The researcher reads and codes the responses, organizes similar ideas, and develops emerging themes that describe teachers' experiences, challenges, and strategies in promoting critical thinking. These themes provide deeper explanations and contextual insights that complement the numerical results.

After analyzing both sets of data separately, the findings are integrated to identify points of convergence, complementarity, or divergence between quantitative scores and qualitative narratives. This merging of data enables the study to present a comprehensive interpretation of how Marikina High School teachers' instructional practices influence the critical thinking skills of learners, strengthening the validity and depth of the overall findings.

CHAPTER IV

ANALYSIS AND INTERPRETATION

This chapter describes the analysis of data followed by a discussion of research findings. The findings relate to the research question study. Data were analyzed to identify, describe, and explore the connection between the Teachers' Practices in Improving the Critical Thinking Skills of learners in Marikina High School. Data were obtained from self-administered questionnaires, completed by Marikina High School Grade 12 Teachers (n=29), with a 100% response rate.

1.1 Respondents' Profile

The respondents' profiles data gathered to gain insight about the characteristics of the respondents in this study through questionnaires. The data obtained were recorded as follow:

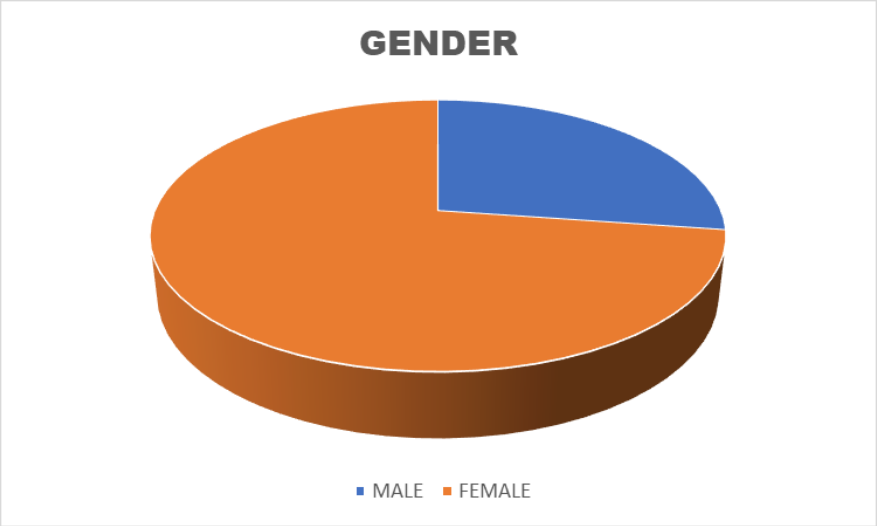
1.2 Gender

Table 1.0: Respondents' Profiles: Gender

GENDER

	F	%
MALE	6	27.27%
FEMALE	16	72.73%
TOTAL:	22	100%

Figure 3.0 Respondents' Profiles: Gender



As it was shown in table 1.0 and figure 1.0 Respondents' Profile of gender in this study, 6 people (27.27%) were male respondents and 16 people (72.73%) were female respondents. Therefore, the majority of respondents on this research were females.

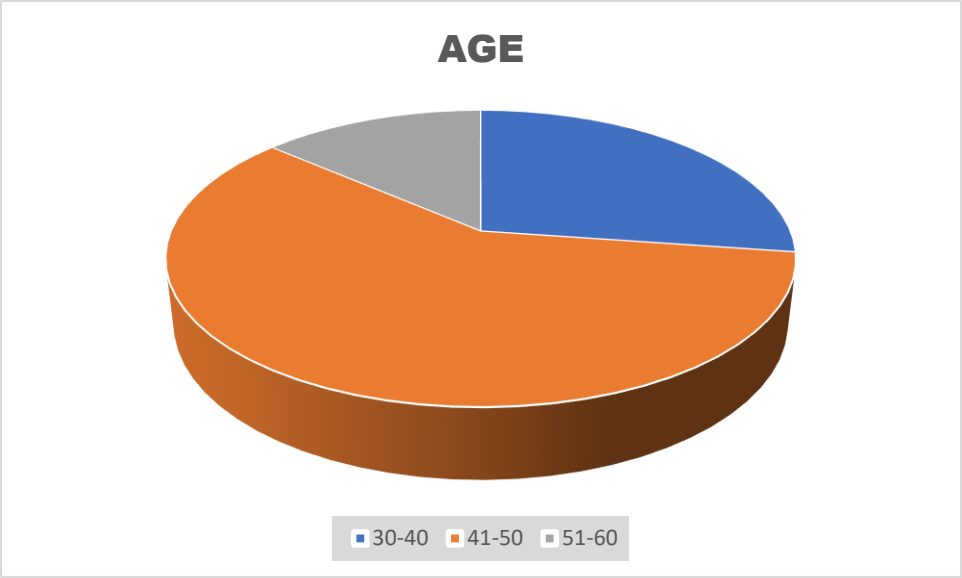
1.3 AGE

Table 1.1: Respondents' Profiles: Age

AGE

	F	%
30-40	6	27.27%
41-50	13	59.09%
51-60	3	13.64%
TOTAL:	22	100%

Figure 3.1: Respondents' Profile: Age



As it was shown in table 1.1 and figure 1.1 Respondents' Profile of age in this study, 6 people (27.27%) were 30-40 years old, 13 people (59.09%) were 41-50 years old, and 3 people (13.64%) were 51-60. Therefore, the majority of respondents on this research were 41-50 years old.

1.4 STRAND

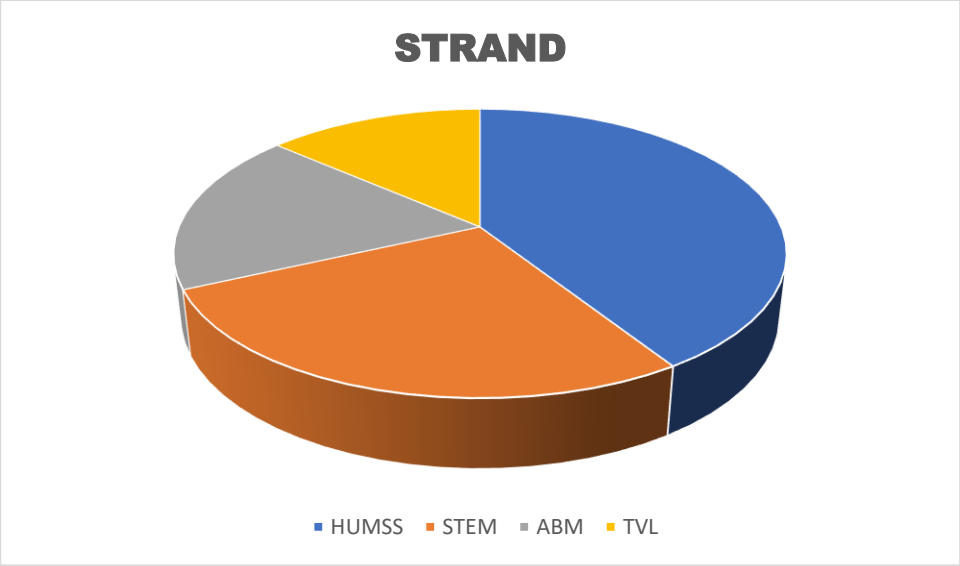
Table 1.2: Respondents' Profiles: Strand

	F	%
HUMSS	9	40.91%
STEM	6	27.27%

ABM	4	18.18%
STEM	3	13.64%
TOTAL:	22	100%

STRAND

Figure 3.2: Respondents' Profile: Strand



As shown in Table 1.2 and Figure 1.2 regarding the respondents' academic strands in this study, 9 respondents (40.91%) were from HUMSS, 6 respondents (27.27%) were from STEM, 4 respondents (18.18%) were from ABM, and 3 respondents (13.64%) were from STEM. Therefore, the majority of the respondents in this research were from the HUMSS strand.

2.1 Respondent Responses

Based on the survey, the respondents' assessment refers to the Instructional strategies, classroom activities, and assessment techniques. To facilitate the assessment of the respondents, answers will be based on the Likers scales as followed:

LIKERT SCALE INTERPRETATION

SCALE	V. INTERPRESTATION	RANGE
5	STRONGLY AGREE	4.21-5.00
4	AGREE	3.41-4.20
3	NEUTRAL	2.61-3.40
2	DISAGREE	1.81-2.60
1	STRONGLY DISAGREE	1.00-1.80

Table 1.3: Respondents' Responses

INDEPENDENT VARIABLE

STATEMENTS	5	4	3	2	1	SUMMATION OF MEAN	VERBAL INTERPRETATION
INSTRUCTIONAL STRATEGIES							
1. I use questioning techniques to monitor student understanding during lessons.	17	5	0	0	0	4.7	Strongly agree
2. I frequently used class discussions to allow students to share ideas and clarify their thinking.	13	9	0	0	0	4.5	Strongly agree
3. provide students with opportunities to solve problems and complete projects that foster critical thinking.	14	6	1	0	1	4.5	Strongly agree
CLASSROOM ACTIVITIES							
4. I provide students with opportunities to solve problems and complete projects that foster critical thinking.	15	5	2	0	0	4.5	Strongly agree
5. I use situational activities (e.g., scenarios, role-play, real-world dilemmas) that require students to decide, justify, or evaluate possible actions.	7	8	4	0	2	3.9	Agree
6. I assign case study analysis tasks where students must explain their reasoning and propose evidence-based solutions.	7	10	5	0	0	4	Agree

ASSESSMENT TECHNIQUES

7. I design written/oral assessments that require explanation of thinking processes rather than memorization.	15	6	1	0	0	4.6	Strongly agree
8. I include rubrics that assess the quality of students' reasoning and justification, not just their final answers.	16	5	1	0	0	4.6	Strongly agree
9. My assessment technique utilizes a quick check of understanding, using either technology or paper-based tools, to assess what my students have learned during the lesson.	14	7	0	0	1	4.5	Strongly agree
Average Summation Mean						**4.42**	**STRONGLY AGREE**

Table 4.9 presents the respondents' level of agreement on the instructional strategies, classroom activities, and assessment techniques used by teachers to develop students' critical thinking skills. The results show a Strongly Agree verbal interpretation for most indicators, particularly in the use of questioning techniques, class discussions, problem-solving activities, and assessments that emphasize explanation of thinking processes, with mean scores ranging from 4.5 to 4.7, indicating that these practices are consistently implemented. Classroom activities such as situational tasks and case study analyses received an Agree interpretation, suggesting that while these strategies are utilized, there is still room for improvement in their frequency or effectiveness. Overall, the findings imply that teachers employ effective instructional and assessment practices that strongly support the enhancement of students' critical thinking skills.

Table 1.4: Respondents' Responses

DEPENDENT VARIABLE

STATEMENT	5	4	3	2	1	Summation Mean	Verbal Interpretation
CLARITY OF INSTRUCTION							
1. Students can clearly follow instructions given for activities that require analysis or evaluation.	7	13	1	2	0	4	Agree
2. Students understand expectations better when rubrics specify reasoning criteria (e.g., evidence, logic, evaluation).	16	5	2	5	0	4.2	Strongly Agree
3. Students follow instructions more clearly when tasks are directly connected to real-life SHS scenarios (e.g., business pitch, community issue analysis).	12	8	2	1	0	4.5	Agree
STUDENT ENGAGEMENT							
4. My students are more engaged and participative when I challenge them with tasks that require critical thinking.	8	12	1	1	0	4.1	Agree
5. Students are more collaborative when they engage in research-based group tasks that require gathering data or conducting field interviews.	11	8	3	1	0	4.1	Strongly Agree
6. Students are more motivated to learn when activities involve solving real-world problems	11	11	1	0	0	4.5	Agree
IMPROVEMENT IN THINKING SKILLS							
7. Students are more capable of giving evidence-based explanations when required to justify decisions in situational activities or case analyses.	8	12	3	0	0	4.1	Agree
8. Students show stronger analytical thinking when they complete performance-based assessments that involve real issues, such as research reports, feasibility studies, or community problem analyses.	8	13	2	0	0	4.2	Strongly Agree
9. Students demonstrate more critical evaluation of information when my assessments require checking source credibility, identifying bias, or interpreting data before forming conclusions.	10	11	2	0	0	4.3	Agree
Average Summation Mean						**4.21**	**STRONGLY AGREE**

Table 1.4 presents the respondents' perceptions of the dependent variable in terms of clarity of instruction, student engagement, and improvement in thinking skills. Under Clarity of Instruction, the results indicate that students generally agree that they can clearly follow instructions for analytical activities ($\bar{x}$ = 4.0) and understand expectations better when rubrics specify reasoning criteria ($\bar{x}$ = 4.2), suggesting that instructional directions are clear and supportive of learning. In terms of **Student Engagement**, the findings show that students are more engaged, collaborative, and motivated when involved in critical thinking, research-based, and real-world problem-solving activities, with mean scores ranging from 4.1 to 4.5, all verbally interpreted as Agree or Strongly Agree. Regarding Improvement in Thinking Skills, the respondents agree that they are more capable of providing evidence-based explanations, demonstrating stronger analytical thinking, and critically evaluating information, with mean scores between 4.1 and 4.3. Overall, the table yielded an average summation mean of 4.21, which is verbally interpreted as Strongly Agree, indicating that the instructional practices positively influence students' understanding, engagement, and development of critical thinking skills.

3.0: Pearson R and T- Test

Table 1.5

The table show that our computation for the correlation is 0.888, that indicates HI (Ho) which is the null hypothesis. It means there is a positive and significant relationship between teacher's practices and learners critical thinking skills, thus, we reject the null hypothesis.

CORRELATION	F	COMPUTED VALUE	TABLE R	CORRELATION2	INTERPRETATION
Teachers Practices	40.23	0.6957	0.888	There's significant differences	We reject the null hypothesis
Learners Critical Thinking Skills	38.45				

Pearson's r is used to measure the degree of linear correlation between two variables. In this study, the goal was to determine how closely the teachers' practices are related to the learners' critical thinking skills, if the value is positively higher, it indicates a stronger relationship. A t-test for partial regression coefficients is used to verify whether the observed correlation is statistically significant. It tests the null hypothesis (Ho) that there is no relationship against the other hypothesis (Ha) that a positive and significant relationship exists.

Interpretation:

The results show a very strong positive correlation between Teachers' Practices and Learners' Critical Thinking Skills, since the calculated Pearson r value did not exceed the critical value or its too small at the 0.05 level, the relationship is statistically significant. The regression analysis further supports this finding, indicating that Teachers' Practices significantly contribute to developing learners' critical thinking abilities. This suggests that effective teaching strategies and classroom practices are vital for enhancing students' analytical and evaluative skills.

CHAPTER V
CONCLUSION AND RECOMMENDATION

In this final chapter of the research, the researchers draw the conclusion and findings. This will confirm if the Teachers' Practices affects the Critical Thinking Skills of Learners in Marikina High School. This will also give recommendations for future researchers.

Summary of Findings

The findings of this study have revealed that Senior High School Teachers' Practices helps in Improving Critical Thinking Skills of Learners in Marikina High School. The findings show that most participants are female teachers (72.73%), predominantly aged 41–50 (59.09%), with many belonging to the HUMSS strand which is 40.91% as stated in table 1.2 and figure 1.2. As for the findings in table 1.3 which contains the teaching practices such as Instructional Strategies, Classroom Activities, and Assessment Techniques. While the table 1.4 contains the level of effectiveness of these teaching practices as perceived by teacher such as Clarity of Instruction, Student Engagement, and Improving in Thinking Skills. The overall average summation mean for table 1.3 is 4.42 and table 4's overall average summation mean is 4.21 which interpreted as strongly agree. Findings in table 1.5 also revealed the correlation that is calculated using Pearson's r is 0.888, with a degree of freedom (df) of 21 at the 0.05 alpha level of significance. The computed value did not exceed the critical value from the table. Therefore, the null

hypothesis (Ho) is rejected, and Ha is accepted. This confirms a positive and statistically significant relationship between Teachers' Practices and Learners' Critical Thinking Skills.

Conclusion

Based on the research about the connection of Teachers' Practices in Improving the Critical Thinking Skills of Learners in Marikina High School, the conclusions are obtained as follow:

This mixed method study on Marikina High School teachers' practices in improving learners' critical thinking skills reveals that teachers play a vital role in fostering students' higher-order thinking through effective instructional strategies. This signifies that Teachers' Practices helps to Improve the Critical Thinking Skills of Learners in Marikina High School. Results further indicate that teachers consistently employ effective methods such as questioning, class discussions, problem-solving tasks, assessments, and activities including situational exercises and case studies to enhance learners' critical thinking skills. These practices actively engage students, making them more motivated, participative, and cooperative in the learning process. Moreover, students demonstrate improved abilities to explain ideas clearly, analyze information critically, and apply reasoning in real-life problem-solving situations. Overall, the study establishes that good teaching practices, through well-planned instructional strategies, classroom activities, and assessment techniques, affirming the Teachers' Practices are helpful for students' in improving their critical thinking skills.

Recommendation

Based on the conclusions obtained in this study, the recommendations proposed as a complement to the result of the study as follows:

For Teachers

1. Teachers are encouraged to continue utilizing effective instructional strategies such as questioning techniques, class discussions, and problem-solving activities, as these have shown strong positive impacts on learners' critical thinking skills.
2. Teachers should also diversify classroom activities by incorporating situational tasks, case studies, and real-world problem-solving exercises, which allow students to apply theoretical knowledge in practical contexts.

For School Administrator

1. School administrators are encouraged to implement a development program that trains teachers strategies to further enhance learners' critical thinking skills.
2. School Administrators must also prioritize to provide resources and support teachers through training to encourage them to consistently apply effective strategies.

3. School Administration should also establish monitoring and evaluation systems to ensure that teaching practices are consistently aligned with the goal of fostering

critical thinking among learners. Regular classroom observations and feedback mechanisms will help maintain instructional effectiveness.

4. School Administrators should recognize the significance of enhancing the teachers' practices in order to provide students a good foundation of critical thinking skills for present and future success in life and work.

For Government

1. The government should design and implement continuous professional development programs that focus on teaching strategies that promote critical thinking, such as questioning techniques, class discussions, and problem-solving activities for the development of critical thinking skills across all strands of the senior high school curriculum, ensuring that learners are prepared for higher education and the workforce.
2. The government should fund and encourage further large-scale and longitudinal studies to examine how specific teaching practices affect critical thinking development across different grade levels, regions, and learning contexts, using the findings as a basis for evidence-based educational policies.

For Future Researchers

1. Future researchers are encouraged to expand and look at other factors that may affect students' critical thinking, such as the classroom setting, curriculum, peer interaction, or use of technology. Future Researchers can also repeat the study in different types of schools and grade levels to gain a wider perspective. Additionally,

using mixed methods and personal experience to understand how teaching strategies help enhance learners' thinking skills.

2. Incorporating qualitative methods such as interviews, focus group discussions, and classroom observations will enrich the data, offering deeper perspectives on how instructional practices are experienced by both teachers and learners.

Definition Of Terms

REFERENCES

Henry, N. (2022). A mixed methods study designed to increase academic press and the quality of student discussions to enhance critical thinking [Doctoral dissertation, Johns Hopkins University]. Johns Hopkins University Institutional Repository. https://jscholarship.library.jhu.edu/bitstream/1774.2/66998/1/HENRY-DISSERTATION-2022.pdf

Henderson, K., Jr. (2022). Army senior leaders perceptions of rigor and critical thinking levels in professional military education: A convergent parallel mixed methods studyhttps://search.proquest.com/openview/86bf11249787ec709e92b19926206213/1?pq-origsite=gscholar&cbl=18750&diss=y

Edwards, L. C. (2017). The craftof infusing critical thinking skills: A mixed-method research on implementation and stu-dent outcome. Journal on Centers for Teaching and Learning, 9, 47-7 https://openjournal.lib.miamioh.edu/index.php/jctl/article/view/189

Alburo, G. N., & Doronio, R. G. (2025b). Teachers' instructional strategies in mathematics and critical Thinking Dispositions of Learners. *International Journal of Research and Innovation in Social Science*, *IX*(VII), 1134–1143. https://doi.org/10.47772/ijriss.2025.90700092 (RRS)

Bartolome, R. A., & Miranda, A. T. (2025). *Teachers' situated learning practices on college students' critical thinking*.

Ali, S., Qutoshi, S. B., & Jabeen, Z. (2021). THE PERCEPTIONS AND PRACTICES OF SECONDARY SCHOOL TEACHERS FOR DEVELOPING CRITICAL

THINKING SKILLS IN STUDENTS. *HE PERCEPTIONS AND PRACTICES OF SECONDARY SCHOOL TEACHERS FOR DEVELOPING CRITICAL THINKING SKILLS IN STUDENTS*, *3*(3), 89–98. (RRS) https://pjsr.com.pk/wp-content/uploads/2021/09/9.-Vol-3.-Issue-3.-Ali-Qutoshi-Jabeen-Developing-Critical-Thinking-among-students.pdf

El-Asri, S., & Karfa, A. E. (2024). A Mixed-Method Action Research on Promoting Critical Thinking in the Classroom: Implications for EFL Teachers. *Arab World English Journal*, *15*(2), 288–304. https://doi.org/10.24093/awej/vol15no2.18 (RRS)

Michael, T. D., & Matete, R. E. (2024). Instructional strategies for nurturing critical thinking skills in non-formal secondary education in Tanzania. *Journal of Adult and Continuing Education*, *31*(3), 752–774. https://doi.org/10.1177/14779714241298236 (RRL)

Provenzano, N. (2023, March 23). *Helping students hone their critical thinking skills*. Edutopia. https://www.edutopia.org/article/teaching-critical-thinking-middle-high-school/ (RRL)

View of five factors for effective teaching. (n.d.). https://ojs.aut.ac.nz/teachers-work/article/view/480/576 (RRL)

Yang, Y. C., & Chou, H. (2007). Beyond critical thinking skills: Investigating the relationship between critical thinking skills and dispositions through different online instructional strategies. *British Journal of Educational Technology*, *39*(4), 666–684. https://doi.org/10.1111/j.1467-8535.2007.00767.x (RRL)

Yazidi, R. E. (2023). Strategies for promoting critical thinking in the classroom. *International Journal of English Literature and Social Sciences*, *8*(2), 026–040. https://doi.org/10.22161/ijels.82.5 (RRS)

Zohrabi, M. (2013). Mixed Method research: instruments, validity, reliability and reporting findings. *Theory and Practice in Language Studies*, *3*(2). https://doi.org/10.4304/tpls.3.2.254-262 (RRS)

Zhao, C., Pandian, A., & Singh, M. K. M. (2016). Instructional Strategies for developing Critical Thinking in EFL Classrooms. *English Language Teaching*, *9*(10), 14. https://doi.org/10.5539/elt.v9n10p14

Marikina High School

Full Name: Leamae N. Domingo
Complete Address: #12 Langka St.Malanday Marikina City
CP No. 09975805536

Personal Information:

Age	**:17**	**Gender**	**: Female**
Date of Birth	**: October 1, 2008**	**Place of Birth**	**: Losa, Daram Samar**
Citizenship	**: Filipino**	**Civil Status**	**: Single**

Mother's Maiden Name: Nelly N. Domingo **Father's Name: Sergio R. Domingo**

Educational Background:

Senior High School	Marikina High School Humanities and Social Science	2025- Present
Junior High School	Marikina High School	Completed 2024
Primary	Losa Elementary School	Completed 2020

Core Skills:

- Communication skills
- Cognitive skills

Achievements:

- Perfect Attendance **(2024-2024)**
- Academic Excellence (With Honors) **2022-2023**
- Academic Excellence(With Honors) **2017-2018**

Signature

Marikina High School

Full Name : Jewel Anne E. Florencio
Complete Address :683 Sshoe Ave. Ext. Concepcion Uno, Marikina City
CP No. :09945688171

Personal Information:

Age	:17	**Gender**	:Female
Date of Birth	:May 30, 2008	**Place of Birth**	:Marikina City
Citizenship	:Filipino	**Civil Status**	:Single
Mother's Maiden Name	:Desiree J. Esguerra	**Father's Name**	:Romeo M. Florencio

Educational Background:

Senior High School	Marikina High School Humanities and Social Sciences	2025-Present
Junior High School	Marikina High School	Completed 2024
Elementary	Hermogenes Bautista Elementary School	Completed 2020

Core Skills:

- **Adaptability and Flexibility**
- **Social Awareness**

Achievements:

- **With Honors SY 2018-2019**
- **With Honors SY 2016-2017**

_____
Signature

Marikina High School

Full Name: Eliezer Caire S. Masion
Complete AddressBlk. 58 Ilaw Street Doña Petra Barangay Tumana, Marikina City
CP No. 099397713137

Personal Information:

Age	**:17**	**Gender**	**: Female**
Date of Birth	**: September 15, 2008**	**Place of Birth**	**: Marikina City**
Citizenship	**: Filipino**	**Civil Status**	**: Single**

Mother's Maiden Name: Lynisa S. Masion **Father's Name: Irenio S. Masion**

Educational Background:

Senior High School	Marikina High School Humanities and Social Science	2025- Present
Junior High School	Marikina High School	2020-2024
Elemen tary	H. Bautista Elementary School	2014-2020

Core Skills:

- Public and Communication Speaking
- Leadership Skills
- Teamwork

Achievements:

- **Academic Excellence Awardee (With High Honors) 2024 – Present**
- **Best in Work Immersion under La Liga Mariquina – 2025**
- **Academic Excellence Awardee (With Honors) 2020-2023**
- **Leadership Awardee (Interact Club Of Marikina High School) 2023**

_____
Signature

MARIKINA HIGH SCHOOL

Full Name: Mae Kyla O. Mercolita
Complete Address: #15 Ilang Ilang Street, Barangay Dona Pepeng, Banaba, San Mateo, Rizal
Cellphone Number: 09461439430

Citizenship : Filipino
Civil Status : Single
Mother's Maiden Name : Wilma Oledan
Father's Name : Renato Mercolita

Educational Background:

Senior High School	Marikina High School (2025 – Present) Humanities and Social Sciences
Junior High School	Nangka High School (2020-223) Excellence Awardee
Primary	Bagong Nayon 2 Elementary School (2020)

Core Skills:

- Teamwork
- Can perform effectively under pressure

Achievements:

- Academic Excellence SY. 2025
- Academic Excellence SY. 2024-2025
- Academic Excellence SY. 2023-2024
- Second place in Cookery Skills Competition S.Y 2023- 2024
- Fifth place in FEU Cooking Competition S.Y 2023- 2024
- Division Champion in Food Processing Contest. S.Y 2023- 2024
- Sixth place for the Regional Contest S.Y 2023- 2024

Marikina High School

Full Name: Princess Nirvana B. Rebusquillo
Complete Address : 12C Magat Salamat St. Concepcion Dos Marikina City
CP No. 09461439430

Personal Information:

Age : 18 **Gender** : Female

Date of Birth : November 16, 2007 **Place of Birth :** Quezon City

Citizenship : Filipino **Civil Status** : Single

Mother's Maiden Name : Emily E. Bernas **Father's Name :** Alvin C. Rebusquillo

Educational Background :

Senior High School	Marikina High School Humanities and Social Sciences	2025 - Present
Junior High School	SSS National High School Academic Excellence Awardee (With Honor)	Completed 2024
Primary	SSS Village Elementary School	Completed 2020

Core Skills:

- Teamwork
- Good communication skill
- Adaptibility (can perform effectively under pressure)

Achievements:

- Academic Excellence (With Honors, first quarter) **SY. 2025**
- Academic Excellence (With Honors) **SY. 2024-2025**
- Best in Research Paper **SY. 2023-2024**
- Academic Excellence (With Honors) **SY. 2023-2024**
- Academic Excellence (With Honors) **SY. 2022-2023**

Marikina High School

RESUME

Full Name: Ashley Marie O Peñano
Complete Address: #145 St.jude, Saint Claire 3, Concepcion Uno, Marikina city
CP No. 09079315884

Personal Information:

Age	:	18	**Gender**	:	Female
Date of Birth	:	July 17,2008	**Place of Birth**	:	Parang, Marikina city
Citizenship	:	Filipino	**Civil Status**	:	Single
Mother's Maiden Name	:	Melanie P. Olinares	**Father's Name**	:	Anthony C. Peñano

Educational Background:

Senior High School	Marikina High School Humanities and Social Science	2025- Present
Junior High School	Marikina high school With honors Awardee	Completed 2020
Primary	Concepcion Elementary School	Completed 2019

Core Skills:

- Good communication skill
- Responsible
- Teamwork
- Front desk service (*Assisting in barangay forms,handling and creating*)
- Encoding(*basic charts and tables, Data organization and formatting*

Achievements:

- Academic Excellence (With Honors, first quarter) SY. 2025
- Academic Excellence (With Honors) SY. 2024-2025
- Academic Excellence (With Honors) SY. 2023-2024

_____
Signature

Marikina High School

Full Name Lloyd Collins S. Galfo
Complete Address Cupang antipolo city, purok 1 zone 8
CP No.09095426097

Personal Information:

Age	**:17**	**Gender**	:Male
Date of Birth	**:10/29/2008**	**Place of Birth**	:Cupang antipolo city
Citizenship	**:Filipino**	**Civil Status**	:Student
Mother's Maiden Name	**:Salarda**	**Father's Name**	:John Villorente

Educational Background:

Senior High School	Marikina High School Humanities And Social Science	2025-Present
Junior High School	Marikina High School	Completed 2025
Primary	Piña Elementary School	Completed 201

Core Skills:

- Good communication skill
- Good multi skill
- Basic Computer skills

_____
Signature

MARIKINA HIGH SCHOOL

Full Name: Prince Genesis J. Veloso
Complete Address: #58 Harvard St. Jesus Dela Peña, Provident, Marikina City
Cellphone Number: 09919917907

Citizenship : Filipino
Civil Status : Single
Mother's Maiden Name : Julie Anne U. Javier
Father's Name : Gene Formanes Veloso

Educational Background:

Senior High School	Marikina High School (2025 – Present) Humanities and Social Sciences
Junior High School	SSS National High School (2020-223) Excellence Awardee
Primary	Mayamot Elementary School (2016-2020)

Core Skills:

- Communication Literacy
- Quick witted
- Independence
- Teamwork
- Adaptability

Achievements:

- Division Meet Bronze Medalist Taekwondo S.Y 2025-2026
- Division Meet Bronze Medalist Taekwondo S.Y 2024-2025
- Division Meet Bronze Medalist Basketball 3x3 S. Y 2019-2020