

Teaching Practices and Challenges in the Filipino Language Instruction: Insights from Teachers and Students

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Abstract

This study investigated the teaching practices and challenges of secondary Filipino language teachers at Ampayon National High School in the Philippines. Using a descriptive correlational design and simple random sampling, data were gathered from 9 teachers and 60 students through a survey questionnaire. Results revealed effective practices in classroom management, such as setting clear expectations, and in assessment, including alignment with learning objectives and accurate record-keeping (weighted mean of 4.00). However, teachers faced challenges in lesson preparation, delivery, classroom management, and assessment. These included time constraints, localized instruction difficulties, managing inclusivity, and aligning assessment tools. The findings highlight the need for enhanced teacher training, curriculum support, and resource development to improve Filipino language instruction.

Index Terms: Classroom Management, Effective Practices, Filipino Language

I. INTRODUCTION

Teaching practices are critical to curriculum implementation, instructional strategies, and student learning outcomes. In Filipino language instruction, these practices are the foundation for developing students' communication skills, cultural awareness, and academic performance. Teachers employ strategies such as classroom tests, presentations, interactive discussions, projects, and group activities to enhance student engagement and reinforce learning. These approaches support content mastery and promote critical thinking, creativity, and confidence in using the Filipino language, especially among secondary school learners.

Several studies have emphasized the unique role of Filipino teachers in shaping students' linguistic competence and national identity. Valdez (2020) notes that Filipino instruction often involves a blend of grammar, literature, and cultural education to cultivate an appreciation for Philippine heritage. Teachers incorporate classic and contemporary texts, explore regional dialects, and integrate digital tools to make lessons more relevant. However, the dynamic nature of the Filipino language and students' varied exposure to it require teachers' constant adaptation to keep the language meaningful and engaging in a modern context.

Despite the literature on Filipino language education, limited research has directly examined the day-to-day teaching practices and challenges experienced by secondary school teachers, particularly through the combined perspectives of teachers and students. Many existing studies focus on curriculum design or language policy but overlook classroom-level realities such as student perceptions, availability of resources, and assessment difficulties. Moreover, the marginalization of Filipinos in favor of English, coupled with students' diverse linguistic backgrounds, presents ongoing challenges not thoroughly addressed in current research.

This study aimed to fill these gaps by investigating the teaching practices and challenges faced by Filipino language teachers in secondary schools, using insights from both educators and learners. The research provides a comprehensive view of Filipino language instruction by evaluating current instructional methods, identifying persistent obstacles, and understanding students' perceptions. Its findings will inform curriculum enhancement, teacher training programs, and the development of culturally responsive and

pedagogically effective learning materials. Ultimately, this study supports preserving and promoting the Filipino language while reinforcing its importance in national identity and cultural continuity in an increasingly globalized world.

II. RESEARCH ELABORATIONS

This study is grounded in Albert Bandura's Self-Efficacy Theory (1977) and Ryan and Deci's Self-Determination Theory (2000). Bandura's Self-Efficacy Theory emphasizes an individual's belief in their ability to perform tasks effectively. For teachers, this confidence is shaped by prior successes, observing peers, encouragement, and emotional state. It reflects their assurance in achieving the desired teaching outcomes. Ultimately, this theory provided a valuable framework for understanding how teachers' confidence in teaching relates to the instructional approaches and their responses to challenges. Teachers with strong self-efficacy are more likely to embrace innovative teaching methods, adapt their instruction to cater to diverse learning styles, maintain a positive outlook when encountering obstacles, actively pursue professional development to refine their teaching skills, and effectively manage student behavior while fostering a supportive and conducive learning environment. In contrast, teachers with low self-efficacy may grapple with heightened stress, anxiety, and feelings of inadequacy. These experiences can potentially result in less effective teaching practices, increased professional burnout, and even contemplation of leaving the teaching profession.

Furthermore, this theory offers insights into how their motivation and well-being are influenced by their sense of autonomy, competence, and connection within their workplace. It aids in understanding how nurturing these fundamental psychological needs can result in more effective teaching and increased resilience when facing difficulties. Consequently, Self-determination theory offers a structure for developing supportive settings that encourage teacher motivation and enhance the quality of Filipino language teaching.

Ryan and Deci's Self-Determination Theory (SDT), developed in 2000, centers on human motivation and the psychological needs that drive behavior. It identifies three basic psychological needs: autonomy (the need to feel in control of one's actions), competence (the need to feel effective and capable), and relatedness (the need to feel connected to others). When these needs are met, individuals are more likely to be intrinsically motivated, perform better, and experience greater well-being. SDT distinguishes between intrinsic motivation—doing something because it is inherently rewarding—and extrinsic motivation—doing something for external rewards or pressures. The theory emphasizes that environments which support autonomy, competence, and relatedness enhance motivation, engagement, and persistence.

In the context of this study on the teaching practices and challenges of secondary school teachers in Filipino, SDT is highly relevant. Teachers who feel autonomous in their instructional choices, competent in their abilities, and connected to their students and colleagues are more likely to be motivated and effective in their roles. Understanding these motivational factors can help explain how teachers respond to challenges, adapt their methods, and maintain commitment to promoting the Filipino language. By applying SDT, the study can provide insights into how educational policies, school environments, and support systems can be structured to sustain teacher motivation and improve overall teaching effectiveness. Self-efficacy and self-determination theories are both vital for comprehending teacher motivation, performance, and well-being, especially in the context of teaching Filipino. Self-efficacy theory centers on teachers' confidence in their teaching abilities, impacting their choice of instructional methods, perseverance when facing obstacles, and overall effectiveness. Self-determination theory enhances this understanding by emphasizing the significance of meeting fundamental psychological needs—autonomy, competence, and relatedness—to cultivate intrinsic motivation and well-being, which subsequently leads to more engaged and effective teaching practices. Combined, these theories offer a robust framework for establishing supportive environments that empower teachers, strengthen their motivation and resilience, and ultimately enhance the quality and continued relevance of Filipino language instruction.

III. RESEARCH METHODOLOGY

This study employed a descriptive research design to explore the relationship between teaching practices and the challenges encountered by Filipino language teachers without manipulating any variables. As McCombes (2019) supports, this design allows the researcher to identify relationships between variables without establishing direct cause-and-effect links. The study examined key teaching practices—specifically, lesson preparation, lesson delivery, classroom management, and assessment methods—and how these relate to various challenges teachers encounter.

The research was conducted at Ampayon National High School, a public secondary institution located in Purok 3B, Ampayon, Butuan City, under the East Butuan District 1. The school, located approximately 10 kilometers from the city proper, had a total enrollment of 514 students and a teaching staff of 49 during the academic year 2024–2025. Given its role in providing junior and senior high school education to learners from nearby communities, the school was a relevant and appropriate setting for this study. The study involved nine secondary Filipino language teachers, representing 18.37% of the school's teaching staff and sixty selected students,

totaling sixty-nine respondents. Teachers were chosen based on their active involvement in teaching Filipino. At the same time, the student participants were selected through simple random sampling, ensuring that all had an equal chance of being included in the study. The researcher utilized a validated survey questionnaire to gather the necessary data. Data were then scored, tallied, and categorized. Demographic data were analyzed using frequencies and percentages. At the same time, teachers assessed teaching practices using weighted and open-ended questions asked in the questionnaire regarding the challenges and challenges to identify common trends. This statistical treatment helped reveal patterns that could inform future improvements in Filipino language instruction.

III. RESULTS AND DISCUSSION

Table 1

Extent of the Teaching Practices Implemented in the Classroom along Classroom Management

Indicators		Wtd Mean	SD	Verbal Description	Extent of Teaching Practices
1.	My teacher established clear rules and expectations for our behavior.	4.00	.000	Strongly Agree	Very Good
2.	My teacher ensured that the learning environment was structured, safe, and conducive to learning.	3.95	.218	Strongly Agree	Very Good
3.	My teacher effectively managed student behavior using positive reinforcement strategies.	3.98	.128	Strongly Agree	Very Good
4.	My teacher fostered respect and inclusivity among us, his/her students.	3.97	.180	Strongly Agree	Very Good
5.	My teacher managed his/her time effectively to ensure all lesson components were covered.	3.93	.250	Strongly Agree	Very Good
6.	My teacher encouraged us, his/her students, to take responsibility of our learning and behavior.	3.97	.180	Strongly Agree	Very Good
7.	My teacher addressed disruptions calmly and maintained control of the classroom.	3.95	.218	Strongly Agree	Very Good
8.	My teacher's classroom layout is organized to facilitate easy movement and interaction.	3.97	.180	Strongly Agree	Very Good
9.	My teacher built positive relationships with us, his/her students, creating a supportive learning atmosphere.	4.00	.000	Strongly Agree	Very Good
10.	My teacher has established a good rapport with us- his/her students, while teaching the Filipino subject.	4.00	.000	Strongly Agree	Very Good
Overall Weighted Mean		3.97	.071	Strongly Agree	Very Good

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49-Agree/Good; 3.50-4.00-Strongly Agree/Very Good

and inclusivity, managing time to cover lesson components, encouraging student responsibility, addressing disruptions calmly, and organizing the classroom layout, also received very high ratings (weighted means between 3.93 and 3.98), the perfect scores in establishing rules, building relationships, and fostering rapport are particularly significant. These highlight the teacher's exceptional strengths in creating a well-managed, positive, and supportive classroom environment for learning the Filipino language. The overall weighted mean of 3.97 with a low standard deviation of .071 further confirms the consistently positive student perceptions of the teacher's classroom management skills.

In Table 1 particularly the three indicators with a perfect weighted mean of 4.00, provide strong empirical support for the principles of effective classroom management. The indicator "My teacher established clear rules and expectations for our behavior," with its unanimous strong agreement, directly aligns with Yonas et al.'s (2023) emphasis on the foundational importance of clear

expectations and consistent routines in shaping student behavior and creating a focused learning environment. The students' resounding affirmation underscores the effectiveness of the teachers in Filipino in setting a predictable and structured classroom environment, which the literature suggests is crucial for minimizing disruptions and maximizing learning time.

Similarly, the perfect scores for "My teacher built positive relationships with us, his/her students, creating a supportive learning atmosphere" and "My teacher has established a good rapport with us- his/her students, while teaching the Filipino subject" directly corroborate the significance of positive teacher-student relationships (Yonas et al. (2023). highlights the role of positive reinforcement and constructive feedback in motivating students and reducing classroom disruptions. The students' strong agreement on these indicators suggests that the teachers in Filipino are successful in fostering a supportive and respectful atmosphere, which the literature indicates is essential for student engagement and a conducive learning environment. This positive rapport likely contributes to students feeling more comfortable taking risks, participating actively, and taking responsibility for their learning and behavior, as indicated in another highly rated indicator (3.97).

The indicator "My teacher effectively managed student behavior using positive reinforcement strategies" achieving a weighted mean of 3.98 further supports the findings of Yonas et al. (2023) regarding the effectiveness of positive reinforcement in shaping student behavior. The students' strong agreement suggests that the teachers in Filipino are utilizing positive strategies to encourage desired behaviors and manage the classroom environment effectively. This approach, as highlighted in the literature, is more conducive to fostering a positive learning climate compared to solely relying on punitive measures.

The slightly lower weighted mean of 3.93 for "My teacher managed his/her time effectively to ensure all lesson components were covered," while still indicating strong agreement, presents a more nuanced perspective. While the literature on classroom management doesn't specifically focus on time management as a primary element, effective time management is implicitly linked to creating a structured and conducive learning environment, as emphasized by Yonas et al. (2023). The slight variability in student perception of time management might suggest that while generally proficient, there could be areas for refinement in ensuring all planned lesson components are consistently covered within the allocated time.

The strong agreement on managing student behavior through positive reinforcement (weighted mean of 3.98) further validates the principles advocated by Yonas et al. (2023), suggesting that the teachers are employing constructive strategies to guide student conduct. Even the indicator with the relatively lowest score (3.93) for time management, while suggesting some variability in student perception, still indicates an overall positive assessment. This implies that while most teachers are perceived as managing time effectively, attention to consistent and optimal time utilization could further enhance the structured learning environment that the literature deems essential.

In conclusion, the findings from Table 1 strongly align with the principles of effective classroom management outlined in the reviewed literature. The students' overwhelmingly positive perceptions, particularly regarding clear rules, positive relationships, and behavior management through positive reinforcement, underscore the teachers in Filipino success in creating a structured and supportive learning environment. The slight variation in the perception of time management suggests a potential area for consideration, but overall, the data indicate that the classroom management practices employed are highly effective in fostering a positive and productive learning atmosphere for the students of the Filipino subject.

Table 2 on the subsequent page presents student perceptions regarding the assessment practices employed by their Filipino language teacher. The table utilizes ten indicators to evaluate the extent and quality of these assessment practices as perceived by the students.

Table 2

Extent of the Teaching Practices Implemented in the Classroom along Assessment

Indicators	Wtd Mean	SD	Verbal Description	Extent of Teaching Practices
1. My teacher's assessments were aligned with learning objectives and lesson content.	4.00	.000	Strongly Agree	Very Good
2. My teacher has variety of assessment methods (quizzes, projects, oral presentations) that were used to evaluate learning.	3.95	.218	Strongly Agree	Very Good
3. My teacher provided clear instructions and criteria for assessments.	3.97	.180	Strongly Agree	Very Good
4. My teacher's assessments were designed to be fair, unbiased, and appropriate for student levels.	3.98	.128	Strongly Agree	Very Good

5.	My teacher used both formative (ongoing) and summative (final) assessments to measure learning.	3.98	.128	Strongly Agree	Very Good
6.	My teacher provided us with timely and constructive feedback on our performance.	3.98	.128	Strongly Agree	Very Good
7.	My teacher adjusted his/her instruction based on assessment results to address learning gaps and difficulties.	3.95	.218	Strongly Agree	Very Good
8.	My teacher maintained accurate and organized records of our assessments.	4.00	.000	Strongly Agree	Very Good
9.	My teacher's assessments were used as a tool for learning, not just for grading purposes.	3.98	.128	Strongly Agree	Very Good
10.	My teacher's practices in assessing/testing us contributed to my understanding of the Filipino subject.	4.00	.000	Strongly Agree	Very Good
Overall Weighted Mean		3.98	.057	Strongly Agree	Very Good

Legend: 1.00-1.49-Strongly Disagree/Very Poor; 1.50-2.49-Disagree/Poor; 2.50-3.49-Agree/Good; 3.50-4.00-Strongly Agree/Very Good

The data reveals a consistently high level of positive perception among the students. Across all ten indicators, the weighted mean scores range from 3.95 to a perfect 4.00. These scores all fall within the "Strongly Agree" verbal description, corresponding to an "Extent of Teaching Practices" categorized as "Very Good." This indicates a strong consensus among students that their teacher implements effective and well-received assessment strategies.

Specifically, the indicators cover various key aspects of assessment: alignment of assessments with learning objectives and content, use of varied assessment methods, provision of clear instructions and criteria, design of fair and unbiased assessments appropriate for student levels, use of both formative and summative assessments, provision of timely and constructive feedback, adjustment of instruction based on assessment results, maintenance of accurate assessment records, use of assessments for learning purposes beyond just grading, and the overall contribution of assessment practices to understanding the Filipino subject.

Notably, three indicators achieved a perfect weighted mean of 4.00, Indicator 1: My teacher's assessments were aligned with learning objectives and lesson content which highlights the students' strong perception that assessments accurately measure what they were intended to learn; Indicator 8: My teacher maintained accurate and organized records of our assessments which suggests efficient and transparent record-keeping of student performance; and Indicator 10: My teacher's practices in assessing/testing us contributed to my understanding of the Filipino subject which underscores the perceived value of the assessments in enhancing student comprehension.

The remaining indicators also received very high ratings (weighted means of 3.95 to 3.98), indicating strong agreement on aspects such as varied assessment methods, clear instructions, fairness, use of both formative and summative approaches, timely feedback, instructional adjustments based on assessment, and the use of assessment as a tool for learning.

The overall weighted mean for assessment practices is 3.98, with a very low standard deviation of .057. This exceptionally low standard deviation indicates a remarkable consistency in the students' positive ratings across all aspects of assessment, signifying a highly uniform and positive experience.

Alonzo et al. (2023) emphasized the importance of assessments measuring academic performance and fostering deeper engagement. The perfect score for maintaining accurate records suggests a level of professionalism and organization in the assessment process, which, while not explicitly detailed by the authors, underpins the fairness and reliability of evaluations. Most significantly, the students' strong agreement that assessment contributes to their understanding underscores the formative potential of these practices, moving beyond mere grading to become tools for learning, a concept subtly implied in Alonzo et al.'s discussion of assessments fostering deeper engagement.

Conversely, the two indicators with the lowest weighted mean of 3.95, "My teacher has variety of assessment methods (quizzes, projects, oral presentations) that were used to evaluate learning" and "My teacher adjusted his/her instruction based on assessment results to address learning gaps and difficulties," still indicate strong agreement but with slightly less consensus. The call for a variety of assessment methods echoes Alonzo et al.'s (2023) advocacy for diverse approaches beyond traditional exams to capture a broader range of student competencies, including creative expression and critical thinking. While the 3.95 suggests that some variety exists, students may perceive room for further diversification. Similarly, the rating for adjusting instruction based on assessment results, while positive, might indicate a desire for these adaptations to be more visible or consistently implemented to directly address identified learning gaps, a crucial aspect of formative assessment aimed at improving student outcomes.

In summary, Table 3.4 provides strong evidence that students have a very favorable perception of their Filipino language teacher's assessment practices. The consistently high ratings across all indicators demonstrate that the teacher employs assessment

methods that are perceived as aligned, varied, fair, informative, and ultimately contribute to the students' understanding of the Filipino subject.

Challenges Encountered in Teaching Filipino

Open-ended questions were asked in the questionnaire from teachers regarding the challenges that they encountered in the teaching of the Filipino subject. These questions were answered in narrative form and were asked along the four areas of classroom practices: lesson preparation, lesson delivery, classroom management, and assessment.

Along with the area of lesson preparation, the challenges identified are time allocation to maximize learning opportunities and designing supplemental tasks. One of the teachers also mentioned to encounter a challenge to use a protective approach to enhance the lesson plan in the teaching of Filipino.

Yonas et al (2023) emphasized that the challenges identified by teachers in lesson preparation, such as time allocation and designing supplemental tasks, resonate with broader discussions in educational literature regarding the demands placed on educators in curriculum implementation. The need to maximize learning opportunities within limited timeframes is a persistent concern, often requiring teachers to be adept at prioritizing content and employing efficient instructional strategies. Furthermore, the challenge of designing effective supplemental tasks highlights the effort required to cater to diverse learning needs and provide opportunities for enrichment and reinforcement beyond the core curriculum. The mention of using a "protective approach to enhance the lesson plan" could imply a need to shield instructional time from interruptions or to carefully structure activities to ensure focused learning, aligning with the ongoing efforts in educational settings to create conducive and uninterrupted learning environments.

Bejano, & Labad (2023) study emphasized that the difficulties encountered in assessment practices, of the limitations of traditional written exams in capturing deeper understanding and essential language skills, directly mirror the challenges faced by the teachers in Filipino. The over-reliance on assessments that primarily test memorization often neglects crucial aspects of language mastery, such as creative expression and critical thinking. Moreover, the constraints of resources and time in designing valid and reliable assessments, coupled with the burden of providing timely and constructive feedback, as highlighted by Yonas et al (2023), are significant hurdles that these teachers likely experience. These challenges underscore the need for exploring and implementing alternative assessment methods that more comprehensively evaluate students' language proficiency and application skills in real-world contexts, while also being practical and manageable within the existing educational framework.

In the area of lesson delivery, some teachers stated that it is a challenge for them to adjust the pacing of the lessons due to variations in student responses, an indication of active class participation. It is also a challenge for them to organize and localize their lesson delivery considering that Filipino is not the common language used at the students' homes. Another challenge is the use of effective questioning techniques that may foster more student engagement and comprehension. Presenting lessons in a structured and engaging manner is also one of the challenges that are also encountered by the teachers in Filipino.

Classroom management challenges seem to be generally encountered by all the teachers in Filipino. This is exacerbated when inclusivity among students is to be managed by the teachers. Addressing disruptive behaviors appropriately in line with classroom expectations is indeed a concern in the teaching of Filipino.

Finally, it is also revealed that the teachers meet challenges in aligning the items in the assessment with the learning objectives. This implies that the teachers are not very adept at constructing their Table of Specifications. Doing appropriate item analysis for effective assessment had been a challenge that is present in the school. Another challenge aired by the teachers is the accurate and organized maintenance of students' assessment records, particularly stressing the many formative assessment results that should be integrated in the final analysis of student achievement. Even giving timely and constructive feedback is considered a challenge among these teachers, probably due to limited time of classroom engagement with the students.

IV. CONCLUSIONS AND RECOMMENDATIONS

Students expressed strong positive perceptions of their teachers' lesson preparation, delivery, and classroom management skills, consistently rating them as "Very Good." In terms of lesson preparation, students appreciated the lessons' structured, clear, relevant, and adaptive nature. While these aspects were highly valued, there was less consistent agreement regarding how teachers communicated learning objectives before the discussion and the degree to which engaging activities were incorporated into the lessons. Regarding classroom management, students strongly agreed that their teachers established clear behavioral expectations, fostered positive teacher-student relationships, and created a supportive and structured learning environment. They also noted the effective use of positive reinforcement, promotion of inclusivity and responsibility, calm responses to disruptions, and organized classroom setups. However, student feedback showed some variability in their perceptions of teachers' time management skills, suggesting this area may require additional attention.

Based on these findings, several recommendations are proposed. While lesson preparation is generally well-regarded, improvements can be made in clearly communicating learning objectives. Teachers might consider stating goals at the start of each lesson, providing written targets, or using student-friendly language to clarify expectations. Expanding the range of engaging, interactive activities tailored to different learning styles may also enhance student participation and understanding. Given the strong feedback on lesson delivery, particularly related to engagement and adaptive pacing, it would be beneficial to maintain and strengthen these strategies. Teachers may share best practices in questioning techniques and classroom discussions to support

dynamic learning further. Emphasizing formative assessment also helps teachers monitor comprehension and adjust instruction in real time to meet students' needs more effectively. The effective classroom management practices observed should be acknowledged and celebrated. To support continued excellence, professional development may focus on sharing successful methods for building rapport and sustaining positive learning environments. Since time management emerged as an area with mixed feedback, training or peer mentoring on allocating lesson time effectively and making the most of instructional periods could be advantageous. To support continuous improvement, it is recommended that schools establish regular feedback mechanisms where students can provide input on teaching practices. Future researchers may conduct similar studies to validate and expand upon these findings.

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