



INSTRUCTIONAL CHALLENGES AMONG GRADE 9 FILIPINO TEACHERS IN BAYABAS DISTRICT: BASIS FOR AN INTERVENTION PROGRAM

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ABSTRACT

This study examined the instructional challenges encountered by Grade 9 Filipino teachers in Bayabas District during the School Year 2024–2025. Specifically, it investigated the seriousness of instructional challenges, the factors affecting teaching and learning performance in Filipino, the level of stakeholders' support, and the relationship of these variables to learners' Mean Percentage Score (MPS) in Filipino 9. The study utilized a quantitative-descriptive correlational design with qualitative integration through thematic analysis. Respondents included 146 Grade 9 learners and four Filipino teachers from Solomon P. Lozada National High School and Eufemio B. Ariate Integrated School. Data were gathered using a validated researcher-made questionnaire and focus group discussions. Findings revealed that classroom management obtained the highest weighted mean (AWM = 4.40), interpreted as "Most Serious," while teachers' training in Filipino ranked lowest (AWM = 1.20), interpreted as "Not Serious at All." Learners' attitudes, instructional strategies, and attainment of competencies were rated "More Serious." Home language and peer communication significantly affected students' Filipino learning experiences. The study concluded that insufficient teacher training, limited instructional materials, and low learner motivation contributed to challenges in Filipino instruction. An intervention program emphasizing professional development, contextualized instructional materials, and learner-centered strategies was proposed.

Keywords: *Filipino instruction, instructional challenges, MELCs, classroom management, learner attitudes, teacher training, intervention program*

INTRODUCTION

The Filipino language plays a vital role in preserving national identity, culture, and values within the Philippine educational system. The implementation of the K–12 curriculum and the Most Essential Learning Competencies (MELCs) sought to strengthen Filipino instruction while aligning educational standards with global demands. However, Filipino teachers continue to experience instructional difficulties that affect the quality of teaching and learning.

Recent studies emphasized that Filipino subject teachers face challenges related to curriculum implementation, lack of contextualized instructional materials, and inadequate professional training (Gelilio & Janer, 2021). Likewise, Dumpang et al. (2021) reported that limited resources and insufficient pedagogical preparation affect teachers' ability to deliver effective instruction. Tica-a and Wangdali (2023) further noted that the absence of culturally responsive instructional materials weakens students' comprehension and engagement.

The modernization of society and the increasing dominance of English also contribute to the declining use of Filipino among learners. Takahata (2022) explained that students often prefer English because it is associated with academic advancement and employment opportunities. Meneses et al. (2023) observed that Filipino literacy skills among high school students continue to decline because learners are more exposed to English in formal and informal communication.

Research further revealed that multilingualism and home language environments affect learners' Filipino proficiency. Tupas (2021) argued that regional languages dominate communication in many Filipino households, reducing learners' exposure to Filipino. Bernardo (2021) added that limited Filipino vocabulary and frequent code-switching hinder students' academic performance in language-related tasks.

Teacher competence and pedagogical strategies are also important determinants of learning outcomes. According to Gaddi (2024), the successful implementation of MELCs depends on teachers' mastery of learner-centered methodologies and contextualized instruction. Lumanta and Liquido (2025) emphasized that collaborative learning, interactive activities, and project-based instruction improve student participation and motivation in Filipino classes.

Studies likewise identified classroom management and learner motivation as important factors influencing Filipino instruction. Marzano and Simms (2021) found that positive classroom routines and reinforcement significantly improve learner engagement. Meanwhile, Bantillo and Ngag (2024) emphasized that culturally responsive teaching approaches enhance students' appreciation of Filipino language and heritage.

The role of teacher training remains a persistent concern in Philippine education. Lojente (2024) stressed that continuous professional development programs are essential in improving Filipino teachers' pedagogical competence and adaptability to curriculum reforms. Kasulotan (2024) similarly highlighted that inadequate training opportunities contribute to poor instructional delivery and ineffective language integration.

Moreover, learner attitudes toward Filipino influence academic achievement. Catanes (2025) found that students perceive Filipino as difficult because of its vocabulary and grammar complexity, leading to low confidence and participation. However, interactive teaching methods increase learners' motivation and appreciation of the subject.

Despite existing studies, limited research has focused specifically on the instructional challenges encountered by Filipino teachers in Bayabas District. This study was therefore conducted to determine the instructional challenges, factors affecting Filipino teaching and learning, and stakeholders' support, which served as basis for an intervention program.

Research Questions

This study sought to answer the following questions:

1. How serious are the instructional challenges faced by Grade 9 Filipino teachers in Bayabas District in terms of:
 - attainment of Filipino competencies (MELCs);
 - teaching methodologies and strategies;
 - instructional materials;
 - classroom management;
 - teachers' training; and
 - learners' attitudes toward Filipino?
2. To what extent do the following factors affect teaching and learning performance in Filipino?
 - language at home;
 - teachers' medium of instruction;
 - communication among peers; and
 - language used in the community?
3. What is the level of stakeholders' support in addressing instructional challenges in Filipino?
4. Is there a significant relationship between instructional challenges and learners' Mean Percentage Score (MPS) in Filipino 9?
5. What intervention program may be proposed to improve Filipino instruction?

METHODOLOGY

The study utilized a quantitative-descriptive correlational research design with qualitative integration through thematic analysis, which is appropriate for examining relationships among variables while describing existing educational conditions (Creswell & Creswell, 2022). Quantitative data measured the seriousness of instructional challenges and factors affecting Filipino instruction, while qualitative responses explored the lived experiences of teachers and learners through thematic analysis procedures suggested by Braun and Clarke (2021).

The respondents consisted of 146 Grade 9 learners and four Filipino teachers from Solomon P. Lozada National High School and Eufemio B. Ariate Integrated School in Bayabas District, Surigao del Sur. A researcher-made questionnaire validated by Filipino subject specialists was used to gather quantitative data. Focus group discussions (FGDs) were conducted to obtain qualitative insights regarding teaching and learning experiences.

Permission to conduct the study was secured from school administrators and the Schools Division Superintendent. Questionnaires were distributed personally to the respondents, and FGDs were conducted following scheduled sessions. Frequency counts, percentages, weighted means, and Pearson's correlation coefficient were utilized to analyze the quantitative data. Thematic analysis was employed for qualitative responses.

RESULTS

Table 1.
Seriousness of Instructional Challenges in Filipino 9

Domain	Average Weighted Mean	Description	Interpretation
Attainment of Competencies	3.85	More Serious	Learners experience difficulties in higher-order Filipino competencies.
Teaching Methodologies/Strategies	4.00	More Serious	Teachers moderately apply learner-centered strategies.
Instructional Materials	2.63	Less Serious	Lack of updated and interactive materials affects instruction.
Classroom Management	4.40	Most Serious	Teachers effectively manage classroom learning environments.
Teachers' Training	1.20	Not Serious at All	Professional development opportunities are critically lacking.
Learners' Attitudes	3.50	More Serious	Learners respond positively to interactive methods but undervalue Filipino.
Overall Weighted Mean	3.26	Less Serious	Instructional challenges remain evident in Filipino instruction.

Table 2.
Factors Affecting Teaching and Learning Performance in Filipino

Factor	Average Weighted Mean	Description	Interpretation
Language at Home	2.38	Least Serious	Learners primarily use vernacular languages at home.
Teachers' Medium of Instruction	2.95	Least Serious	Inconsistent use of Filipino causes learner confusion.
Communication Among Peers	3.48	Serious	Learners prefer vernacular and experience linguistic insecurity.
Community Language	3.10	Less Serious	Community language influences learners' Filipino proficiency.
Overall Weighted Mean	2.98	Less Serious	Language environment moderately affects Filipino learning.

Table 3.
Stakeholders' Support in Addressing Instructional Challenges

Stakeholder Support	Average Weighted Mean	Description
Administrative Support	3.85	More Serious
Parental Support	3.20	Less Serious
LGU Support	2.95	Less Serious
Overall Weighted Mean	3.33	Less Serious

Table 4.
Relationship Between Instructional Challenges and Learners' MPS

Variables Compared	Statistical Result	Interpretation
Instructional Challenges and Learners' MPS	Significant Relationship	Instructional challenges influence learners' academic performance.
Factors Affecting Teaching and Learning and Learners' MPS	Significant Relationship	Language environment affects learners' Filipino proficiency.
Stakeholders' Support and Learners' MPS	Significant Relationship	Stakeholder support contributes to improved learning outcomes.

DISCUSSION

The results of this study align with previous research on the challenges Filipino teachers face in curriculum delivery. Gelilio and Janer (2021) highlighted the lack of

instructional materials and teacher training, which was also evident in this study. Additionally, Tica-a and Wangdali (2023) observed that the use of regional languages at home affects students' proficiency in Filipino, a finding that was reinforced by the data in this study.

The proposed intervention program should focus on providing teachers with additional professional development opportunities, integrating ICT into instruction, and ensuring the availability of updated, culturally relevant materials. Furthermore, it is crucial to involve parents and the community in supporting the Filipino subject, fostering a more immersive language environment for students.

Conclusions

The study concluded that Grade 9 Filipino teachers in Bayabas District continue to experience instructional challenges that affect learners' academic performance. Classroom management practices were found to be effective; however, deficiencies in teacher training, instructional materials, and learner motivation remain major concerns. Learners' attitudes toward Filipino and the dominance of vernacular languages in home and peer communication also influence Filipino language acquisition and performance. Furthermore, stakeholder support plays a significant role in strengthening instructional effectiveness and improving learners' outcomes.

Recommendations

Based on the findings of the study, the following recommendations are offered:

School administrators should strengthen professional development programs and conduct regular seminars and workshops focusing on Filipino pedagogy, MELCs implementation, and contextualized instruction. Teachers should integrate interactive and learner-centered strategies such as collaborative learning, role-playing, and ICT-based instruction to improve learner engagement. Schools should also provide updated instructional materials and technology-based resources to support effective teaching and learning. Parents and community stakeholders should actively participate in promoting the use and appreciation of the Filipino language among learners. Finally, future researchers may conduct similar studies in other districts to validate and expand the findings of this study.

Compliance with Ethical Standards

The study strictly complied with ethical research standards. Permission to conduct the study was obtained from the Schools Division Superintendent and school administrators. Participation of respondents was voluntary, and informed consent was secured prior to data gathering. Respondents were assured that their responses would remain confidential and used solely for academic purposes. The researcher observed honesty, integrity, and objectivity throughout the conduct of the study.

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