

PROPOSED STRATEGIC INTERVENTION PLAN TO ENHANCE THE TEACHING COMPETENCY OF FILIPINO 7 TEACHERS

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Abstract : This study used the descriptive method of research with the use of the questionnaire as data-gathering instrument in the evolvement of a proposed intervention measures to enhance the teaching competency of FILIPINO 7 teachers in Daniel Maramba National High School during the school year 2024-2025. The study focused on the professional profile of FILIPINO 7 teachers in terms of their highest educational attainment, number of years teaching Filipino, relevant in-service trainings attended; level of performance of the Grade 7 learners and the problems being met in line with instructional materials, evaluation instrument and teaching strategies. The output of the study is a proposed intervention measures to enhance the teaching competency of FILIPINO 7 teachers in Daniel Maramba National High School the forty (40) Grade 7 learners at Daniel Maramba National High School was used as subject respondents and fifty (50) FILIPINO 7 teachers served as respondents who responded to the questionnaire. Frequency, percentage and average weighted means was used to treat the different sub-problems raised in the study.

On the Professional Profile of the Grade 7 Filipino Teachers in Sta. Barbara I District, majority of the Grade 7 Filipino teachers teaching Filipino in Sta. Barbara I District are graduated of BSEED with MA units 10 or 20 percent. In terms of the number of years teaching Filipino, generally they belong to 3-5 years' experience 26 or 52 percent. Along in-service trainings attended in Filipino, majority of them attended various in-service trainings called by DepEd higher authorities. Along the Level of Performance of the Grade 7 learners on Filipino at Daniel Maramba National High School, Sta. Barbara, generally, the level of performance of the Grade 7 learners in Filipino based on a teacher-made test-result was "Fair" 25 or 55.56 percent. On the Problems being met by the Grade 7 Teachers teaching Filipino in Sta. Barbara I District, along instructional materials, the teacher respondents revealed to a "Serious Problem" with an average weighted mean of 3.75. In terms of evaluation instrument, it was rated as "Moderately Serious" process with AWM of 3.0. Along teaching strategies, generally the Filipino teachers rated as "Moderate Serious Problem" 3.1 as the average weighted mean. On the Proposed Intervention Measures to Enhance the Teaching Competency of FILIPINO 7 Teachers in Daniel Maramba National High School, the proposed intervention measures can enhance the teaching competency of FILIPINO 7 teachers in Daniel Maramba National High School.

IndexTerms - Component,formatting,style,styling,insert.

INTRODUCTION

"21st Century learning is not new but represents what educators have been teaching us for several centuries"

Jay Mathew

What's new today is the degree to which economic competitiveness and educational equity means these skills can no longer be the province of the few. State, national, and international assessments show that despite a two-decade-long focus on standards, the schools still are not delivering a content-rich curriculum for all students.

The advocates of the 21st century education cited to reinvent curriculum and technology. The demands of 21st century careers and citizenship are increasingly similar to what the pupils/students need to be prepared for college. Adolescents entering the adult world of the 21st century will read and write more than any other time in human history. They will need advanced levels of literacy to perform these jobs, run these households, act as citizens and conduct their personal lives.

Thus, the bilingual education policy has specifically defined the roles of the two languages. English is the medium for the development of science and technology, while Filipino for the development of national unity and identity and for the expression of our cultural traditions. At the same time, steps are being undertaken towards the further development of Filipino as National Language to be called Filipino.

Thus, the teaching of Filipino as a subject in the curriculum has to keep up with the changes needed in teaching it.

Unfortunately, however, proficiency in Filipino had deteriorated. As reported by the Department of Education (Tan, 2016) the latest National Achievement Test administered to high school seniors showed that average scores decreased from 61.3 percent (meaning "near mastery") in 2001 to 42.5 percent ("below mastery") in 2005. While Filipino students are comfortable with spoken Filipino.

Language is the first and most elaborate tool for human interactions. And the most common language being used in the country is Filipino. As an integral part of everyday life of every Filipino citizen, he uses the Filipino language to communicate with others in society. Outside his home, he uses the language in his social, intellectual and political expressions to keep abreast with the trends in humanity and the general benefits of a greater social prestige. Developing communicative competence using the Filipino language and its symbols shows the richness of the Philippine culture.

Filipino is a core subject in the 2010 K to 12 Curriculum offered in the elementary education. It is a subject which must be taught with methods, approaches and strategies just like the other subjects, for better understanding as well as better acquisition and development of the skills that comes with it, the learning process must be equal importance.

Learning Filipino language as a subject in school is entirely different. The rules that have been observed in producing a strictly grammatically-correct paragraph can prove to be a challenge on the part of the pupils. This due to the fact that Filipino

language taught in school is formal and has to conform with the policies and guidelines of the DepED and in relation to its status as the national language of the country.

With the above cited thoughts and concepts, the researcher was motivated to conduct this research in line with the proposed strategic intervention plan to enhance the teaching competency of Filipino teachers in Daniel Maramba National High School, Schools Division. Hence the conduct of this study.

NEED OF THE STUDY.

This study was limited to a proposed an strategic intervention plan to enhance the teaching competency of Filipino 7 teachers Daniel Maramba National High School during the school year 2024-2025. The assessment included the professional profile of the Filipino 7 teachers 20 terms of their highest educational attainment, number of years of experience as Filipino teachers and relevant in-service trainings attended. Likewise, included in the study is the level of performance of the Grade 7 learners on Filipino based on an achievement test results and the problems being met by the Grade 7 Filipino teachers in terms of instructional materials, evaluation instruments, and teaching strategies. The output of this study is a proposed strategic intervention planned to enhance the teaching competency of Filipino 7 teachers in Daniel Maramba National High School.

Significance of the Study

Filipino is an important subject in the K to 12 Curriculum offered in the elementary schools. This study will benefit the following:

DepEd Administrators. The study is expected to improve school administrators and other key personnel with administrative and supervisory functions particularly in the Filipino 7 teachers.

Filipino 7 Teachers. The results of this study will improve their teaching skills and competencies in the teaching of Filipino as a subject in the K to 12 Curriculum.

Grade 7 Learners. The results of this study with the implementation of the proposed strategic intervention plan will help them improve their academic performance in Filipino 7.

The Researcher Herself. This research work will open new directions towards improving classroom instruction in Filipino through the application of the different teaching strategies and prepare instructional materials.

Other Researcher. The result of this study will serve as frame of reference to conduct other research along Filipino in a wider scope.

Definition of Terms

The following terms are operationally defined or used in the study.

Profile. This refers to the professional profile or the Grade 7 teachers in terms of their highest educational attainment, number of years teaching Filipino and relevant in-service trainings attended.

Level of Performance. This refers to academic performance of the Grade 7 learners in Filipino based on an achievement test results graded as “Very Good”, “Good”, “Fair” and “Poor”.

Filipino 7. This is a core subject in the K to 12 Curriculum offered to the public elementary pupils.

Filipino 7 Teachers. They served as respondents of the study presently teaching Filipino 7 during the time of the study.

Problems. In this study, these are the identified problems being met by the Filipino 7 teachers in teaching the subjects.

3.3 Theoretical framework

This study is premised on the fact that Filipino is a second language to native speakers of Pangasinan, the locale of this study. This is because Filipino is Tagalog-based and is still in the process of development and elaboration. In line with this, all Filipinos have proficiency in Filipino it being the national language and the language for national unity and identity. It is thus that in the implementation of the bilingual education policy, Filipino is taught as a subject in all levels of education as a medium of instruction in the teaching of Social Studies and certain other subjects.

It is thus, that this study is anchored on the theories of language and of language learning as expounded by Richards and Rodgers (2012).

On the theory of language, they said that at least three different theoretical views and the nature of the language proficiency explicitly or implicitly involve current approaches and methods in language teaching. The first and the most traditional of the three, is a system structurally view, the view that language is a system of structurally related elements for the coding of meaning. The target of language learning is seen to be the mastery of elements of this system, which are generally defined in terms of phonological units (e.g., phonemes), grammatical units (e.g., clauses, phrases, sentences), grammatical operations (e.g., function words and structure words).

The second view of language is the functional view, the view that language is a vehicle for the expansion of functional meaning. The communicative movement in language teaching subscribed to this view of language. This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language and leads to a specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar.

Richards and Rodgers gave the third view of language called the interactional view. It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations. Areas of inquiry being drawn on in the development of instructional approaches to language teaching include interaction analysis, conversation analysis, and ethno-methodology. International theories focus on the patterns of moves, acts, negotiation, and interaction found in conversational exchanges. Language teaching content, according to this views, may be specified and organized by patterns of exchange by the inclination of learners as teachers.

While structural, functional, or interactional mode of language (or variations on them) provide the axioms and theoretical framework that may motivate a particular teaching method, such as Audio lingualism, Richards and Rodgers said that they are incomplete and need to be complemented by theories of language learning (16-17).

It was pointed out by Richards and Rodgers that although specific theories of the nature of language may provide the basis for a particular teaching method, other methods derive primarily from a theory of language learning. A learning theory underlying an approach or method responds to two questions: (a) What are the psycholinguistic and cognitive processes involved in language learning? And (b) What are the conditions that need to be met in order for these learning processes to be activated? Learning theories associated with a method at the level of approach may emphasize either one or both of these dimensions. Process-oriented theories built on learning processes, such as habit formation, induction, inferencing, hypothesis testing, and generalization. Condition-oriented theories emphasize the nature of the human and physical context in which language learning takes place.

RESEARCH METHODOLOGY

This study used the descriptive methods of research using the questionnaire as data gathering instrument in the evolvement of a proposed strategic intervention plan to enhance the teaching competency of Filipino 7 teachers in Daniel Maramba National High School during the school year 2024-2025. This study focused on the professional profile of the Filipino teachers in terms of their highest educational attainment, number of years of experience teaching Filipino, relevant in-service trainings attended; the level of performance of the Grade 7 learners in Filipino based on the achievement test results and the problems being met by the Grade 7 Filipino teachers on terms of instructional materials, evaluation instruments and teaching strategies. The output of this study is a proposed strategic intervention plan to enhance their teaching competency of Filipino 7 teachers in Daniel Maramba National High School.

Sources of Data

The fifty (50) Filipino 7 teachers in Sta. Barbara I District served as the respondents of the study. Table 1 presents the distribution of respondents.

Table 1
N=50

Secondary School	Teachers
1. Banaoang National High School	10
2. Botao National High School	10
3. Daniel Maramba National High School	10
4. Maticmatic National High School	5
5. Minien National High School	5
6. Payas National High School	5
7. Tuliao National High School	5
Total	50

Instrumentation and Data Collection

This study used the questionnaire as the data-gathering instrument in the evolvement of the proposed strategic intervention plan to enhance the teaching competency of Filipino 7 teachers in Sta. Barbara I District during the school year 2024-2025. The study included the professional profile of the Filipino 7 teachers in terms of their highest educational attainment, number of years teaching Filipino, and relevant in-service trainings attended, the level of performance on the achievement test results and the problems being met by the Grade 7 Filipino teachers in terms of instructional materials, evaluation instruments and teaching strategies. The output of this study is a proposed strategic intervention plan to enhance the teaching of Filipino 7 teachers in Sta. Barbara I District.

The questionnaire was checked by her adviser and panel members during the final defense. Their suggestions were incorporated in the final draft of the questionnaire. The researcher asked permission from the Schools Division Superintendent of Division of Pangasinan 1 through channels to float the questionnaire to the identified respondents in their respective schools. The researcher have an audience to the respondents in order to ensure 100 percent retrieval.

Tools for Data Analysis

The different sub-problems raised in the study was statistically treated.

For sub-problem 1 and 2 in line with the professional profile of the Filipino 6 teachers and the level of performance of the Grade 7 learners, frequency and percentage was used.

For sub-problem 3, on the problems being met by the Grade 7 Filipino teachers, average weighted mean was used.

The formula is:

$$AWM = \frac{\sum Fx}{N}$$

Where:

AWM = Average Weighted Mean

$\sum Fx$ = Frequency

N = Number of respondents

To interpret sub-problem 3 below is the scale used in terms of the degree of seriousness.

Scale	Range	Descriptive Equivalent (D.E)
5	4.50 – 5.00	Very Serious (VS)
4	3.50 – 4.49	Serious (S)
3	2.50 – 3.49	Moderately Serious (MS)
2	1.50 – 2.49	Slightly Serious (SS)
1	1.00 – 1.49	Not Serious (NS)

IV. RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the data gathered through the use of questionnaire to answer the different sub-problems raised in the study.

Professional Profile Of The Grade 7 Filipino Teachers In Sta. Barbara I District

This section presents the professional profile of the Grade 7 Filipino teachers in Sta. Barbara I District, Division Office 1 of Pangasinan in terms of variables. Table 2 presents the data gathered in answer to sub-problem 1.

Table 2
Professional Profile of the Grade 7 Filipino Teachers In Sta. Barbara I District In Terms of Variables
 N=50

A. Highest Educational Attainment		f	percent
BSEED		14	28%
BSEED with MA Units		15	30%
BSEED Academic Requirements in MAED		11	22%
MASTER of Arts in Education		10	20%
Total		50	100%
B. Number of years' experience of a Teacher Filipino 7		f	percent
0 - 2 years		14	28%
3 – 5 years		26	52%
6 years and above		10	20%
Total		50	100%
C. Relevant In-Service Trainings Attended		f	percent
Regional Level		25	50%
Division Level		50	100%
District Level		50	100%

Note: Multiple Responds

Table 2 presents the professional profile of the Filipino 7 teachers in Sta. Barbara I District, Division Office 1 of Pangasinan in terms of their highest educational attainment, number of years in teaching Filipino 7 and relevant in service training. Analyzing the table majority of the Filipino teachers BSEED with MA units 10 or 20 percent in line with the number of years teaching Filipino 7 they belonged to 3-5 years 26 or 52 percent and along the relevant in-service training service attended the Grade 7 Filipino teachers had attended various in-service trainings in Filipino however they were not given the chance to attend national conference called by higher authorities. This implies the need for the Grade 7 Filipino teachers to update their professional profile along their highest educational attainment to met the qualification standards of the DepEd in the future that teachers in the Basic Education should be Master of Arts in Education.

**Level of Performance of the Grade 7 Learners
 In Filipino At The Daniel Maramba National High School
 Based On A Teacher Made-Test**

This section presents the level of performance of the Grade 7 learners in Filipino based on the analysis of a teacher-made test. The data is presented in Table 3 in answer to sub-problem 2.

Table 3
**Level of Performance In Filipino of The
 Grade 7 Learners Based On A Teacher Made Test**
 N= 40

Level of Performance in Filipino	F	percent
Very Good	3	7.5%
Good	8	20%
Fair	20	50%
Poor	9	22.5 %
Total	40	100 %

Table 3 presents the level of performance of the Grade 7 learners in a teacher made test administered to them during the school year 2024-2025. It must be noted that the Grade 7 learners are still “Fair” 25 or 55.56 percent in their performance level based on the analysis of a teacher-made test results on the achievement test. This means that the Grade 7 learners should be given more practice exercises particularly in the four components of Filipino which are writing and reading. In like manner the Grade 7 Filipino teachers should also be more aware of the different teaching strategies to be used in the teaching of Filipino as a subject in the K-12 curriculum.

**Problems Being Met By The Grade 7 Filipino
 Teachers In Sta. Barbara I District In Terms Of Variables**

This section presents the problems being met by the Grade 7 Filipino teachers in Sta. Barbara I District in terms of variables. The data is presented in Table 4 in answer to sub-problem 3.

Table 4
**Problems Being Met By The Grade 7
 Filipino Teachers In Sta. Barbara I District**
 In Terms of Variables

A. Instructional Materials	AWM	D.E
Teachers’ Manual	4.20	S
Teachers’ Guide	3.80	S
Textbooks	3.70	S
Modules	3.70	S
Pictures	3.70	MS
AWM	3.72	S
B. Evaluation Instrument	AWM	D.E
Teacher-Made Test	3.40	MS
Oral and Written Test	3.20	MS
Achievement Test	2.70	MS
Summative Test	2.70	MS
AWM	3.0	MS
C. Teaching Strategies	AWM	D.E
Lecture Method	3.20	MS
Demonstrative Method	3.40	MS
Multi-Media Instruction	2.70	MS
AWM	3.1	MS

Legend:

Scale	Range	Descriptive Equivalent (D.E)
5	4.50 – 5.00	Very Serious (VS)
4	3.50 – 4.49	Serious (S)
3	2.50 – 3.49	Moderately Serious (MS)
2	1.50 – 2.49	Slightly Serious (SS)
1	1.00 – 1.49	Not a Problem (NAP)

Table 4 presents the problems being met by the Grade 7 Filipino teacher in the teaching of Filipino as a subject in the K to 12 in terms of instructional materials, evaluation instrument and teaching strategies. Going over the table, along instructional materials, it was rated “serious” problem with 3.75 AWM, while in the evaluation instrument the average weighted mean is 3.0 which means “Moderate Serious” problem and in terms of the teaching strategies the average weighted mean was 3.1 which is “Moderately Serious” problem. This means that the Grade 7 Filipino teachers in Sta. Barbara I District met problems in the teaching of Filipino, and these problems should be addressed by concern authorities.

Proposed Strategic intervention plan To Enhance The Teaching Competency of Filipino 7 Teachers In Sta. Barbara I District, Division Office 1 of Pangasinan

This section presents the output of this study which is a proposed strategic intervention plan to enhance the teaching competency of Filipino 7 teachers in answer to sub-problem 4.

Rationale

The proposed intervention measure to enhance the teaching competency of Filipino teachers in Sta. Barbara I District, Schools Division Office 1 of Pangasinan was based on the analysis of the findings in the different sub-problems raised in the study. It must be noted from the findings that the Filipino teachers still in need to upgrade their professional growth, the level of performance of the Grade 7 learners must be improved and there are problems being met by the Grade 7 teachers in the teaching of Filipino 6. It is therefore imperative to propose such measures to enhance the teaching of Filipino 7 in Sta. Barbara I District, Division Office 1 of Pangasinan.

Proposed Measures to Enhance the Teaching of Competency of Filipino 7 Teachers in Sta. Barbara I District,

Areas of Concern	Strategic intervention plan
A. Performance Level of Grade 7 learners B. Instructional Materials C. Evaluation Instrument D. Teaching Strategies	A. More drill exercises be given to the Grade 7 learners. — Give home assignments for them to work at the home and check it the following day. — Encourage the Grade 7 learners to participate actively in class discussion. B. Procurement of instructional materials through MOOE and solicitation from civic-spirited citizens. — Encourage teachers to use recycled materials. C. Use new evaluative instruments to improve the level of performance of the Grade 7 learners. D. Encourage Filipino 7 teachers to adopt new strategies aside from which was mandated by the DepEd to use in carrying out their lesson.

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