

# PROPOSED INTERVENTION MEASURES TO ENHANCE THE TEACHING COMPETENCY OF FILIPINO 6 TEACHERS

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## CHAPTER 1 THE PROBLEM

### Rationale

“21<sup>st</sup> 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 21<sup>st</sup> century education cited to reinvent curriculum and technology. The demands of 21<sup>st</sup> 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 21<sup>st</sup> 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 Bagbaguin Elementary School North IV District Caloocan City. Hence the conduct of this study.

## 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.

## Conceptual Framework

In the overview of the K-12 Curriculum it was stated that we are living in a world filled with all kinds of information news from far and near places and we act on the basis of that filtering process every day. Our world is increasingly constituted by information and is one in which we have to take many forward-oriented decisions. Contemporary Filipino learners are confronted with an explosion of knowledge and they have to take stock of a daily barrage of data and commentaries from far and near sources.

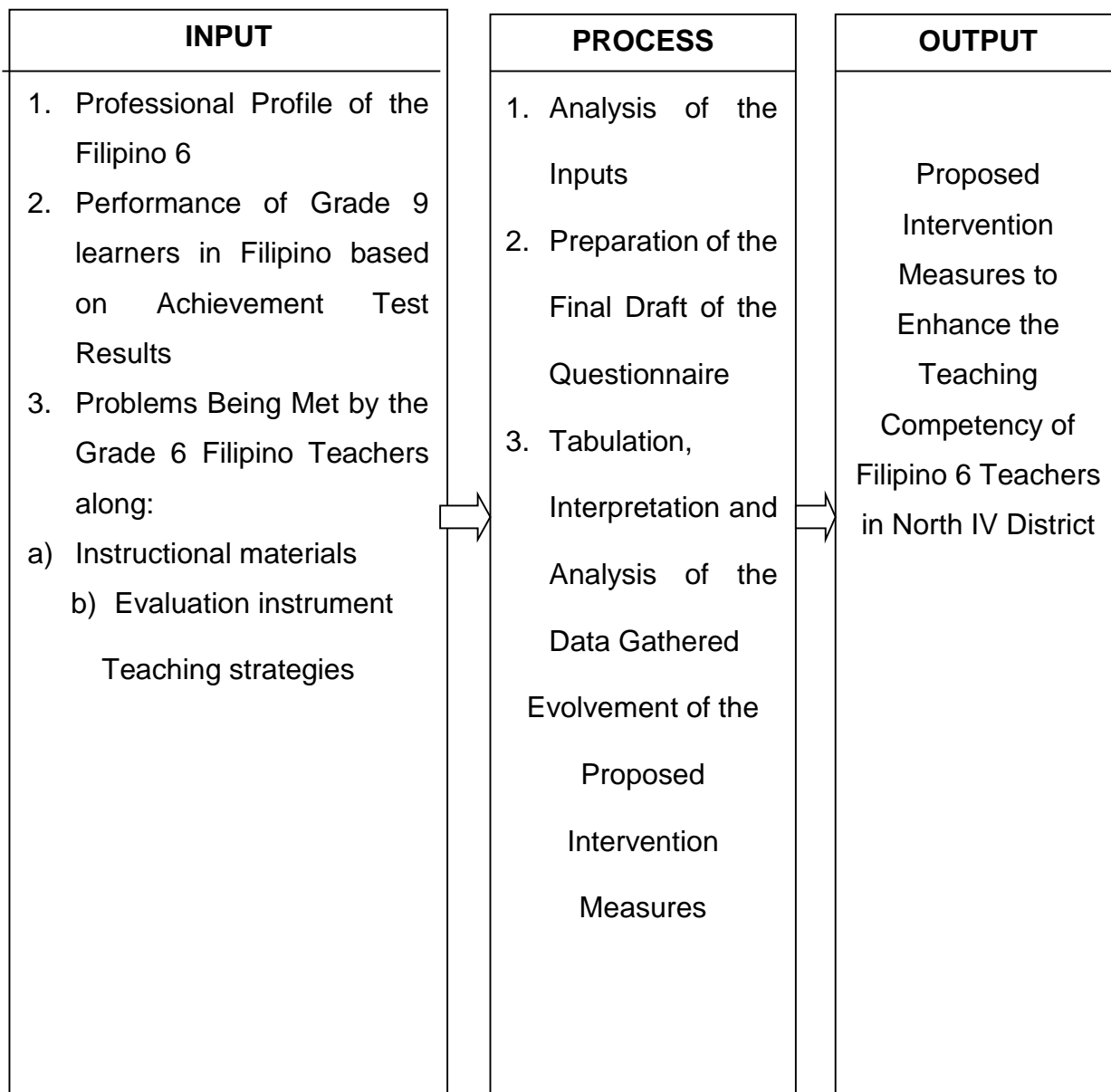
The concept on the implementation in the teaching of science is to educate our Filipino learners to filter information critically, seek credible sources of knowledge, and use data and facts creatively so that they can survive, overcome poverty, raise their self-esteem, develop patriotism and realize a gracious life in our risky new world. Learners must be introduced to the skills they will need in their future workplaces. The skills that we expose our learners, will be the foundation in which they can build a career and continue to grow in the future. Science fosters a dependence, cooperation, communication and the ability to organize, manipulate and evaluate data and to use multiple resources. These are skills that encourage and empower our pupils to become life-long problem solvers.

With the implementation of Science in the K-12 Curriculum or the R.A. 10533 Enhance Basic Education, it is imperative for the teachers to teach to the point of mastery. It is in this pursuit that factors attributable to qualify learning shall be provided adequately. The legal bases of this study is the 1987 Philippine Constitution which states that “the state shall protect and promote the rights of all citizens to quality educational at all levels and shall take appropriate steps to make such education accessible to all”, and another legal basis used in this study is the development of functional literacy which includes essential abilities such as scientific numerical competence.

Hence, this study developed lessons in Filipino for Grade learners in the implementation of K-12 Curriculum in North IV District Caloocan City, Division of Pangasinan I. As seen in Figure 1, in the next page, the researcher used the Input-Process and Output Model, to discuss the paradigm of the study. For input include are the profile of the Filipino Grade 6 teachers and the profile of Science as a subject in North IV District Caloocan City, Division of Pangasinan I in terms of the teaching strategies, instructional materials and assessments of learning. Included also are the problems being met by the Science teachers in the implementation of science as a subject in the K-12 curriculum. The output of this study are proposed science lessons to address the identified needs relative to the teaching of Science in Grade 6.

Figure 1 in the next page presents the paradigm of the conceptual framework of the study using the “Input-Process-Output” model. The input included the professional profile of the Filipino 6 teachers in terms of their highest educational attainment, number of years of teaching Filipino 6 and relevant in-service trainings attended in Filipino, the level of performance of the Grade 6 learners in Filipino based on achievement test results and the output of the study is a proposed intervention measure to enhance the teaching competency of Filipino 6 teachers in Bagbaguin Elementary School North IV District Caloocan City.

**Proposed Intervention Measures to Enhance the Teaching Competency of Filipino 6 Teachers**



**Figure 1**  
**Schematic Diagram on the Conceptual Framework of the Study**

**Statement of the Problem**

This study proposed a strategic intervention plan to enhance the teaching competency of Filipino 6 teachers in Bagbaguin Elementary School during the school year 2024-2025.

Specially, it sought to answer the following sub-problems.

1. What is the professional profile of the Filipino 6 teachers on Bagbaguin Elementary School in terms of the following:
  - a) Highest educational attainment
  - b) Number of years of experience teaching Filipino 6
  - c) Relevant in-service trainings attended?

2. What is the level of performance of the Grade 6 in Filipino based on a teacher made test results?
3. What are the problems being met by the Grade 6 Filipino teachers in terms of the following and how serious are these:
  - a) Instructional materials
  - b) Evaluation instrument
  - c) Teaching strategies?
4. Based on the findings, what strategic intervention plan can be proposed to address the needs of the Grade 6 Filipino Teacher and to enhance their teaching competencies in Filipino in Bagbaguin Elementary School?

### Basic Assumptions

This study is anchored on the following basic assumptions.

1. The proposed strategic intervention plan can help Filipino 6 teachers improve their teaching skills and competencies in the teaching of Filipino 6.
2. The professional profile of the Grade 6 teachers can serve as basis in proposing an strategic intervention plan.

### Scope and Delimitation of the Study

This study was limited to a proposed an strategic intervention plan to enhance the teaching competency of Filipino 6 teachers Bagbaguin Elementary School during the school year 2024-2025. The assessment included the professional profile of the Filipino 6 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 6 learners on Filipino based on an achievement test results and the problems being met by the Grade 6 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 6 teachers in Bagbaguin Elementary 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 6 teachers.

**Filipino 6 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 6 Learners.** The results of this study with the implementation of the proposed strategic intervention plan will help them improve their academic performance in Filipino 6.

**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 6 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 6 learners in Filipino based on an achievement test results graded as “Very Good”, “Good”, “Fair” and “Poor”.

**Filipino 6.** This is a core subject in the K to 12 Curriculum offered to the public elementary pupils.

**Filipino 6 Teachers.** They served as respondents of the study presently teaching Filipino 6 during the time of the study.

**Problems.** In this study, these are the identified problems being met by the Filipino 6 teachers in teaching the subjects.

## LITERATURE

### Educational Evaluation

Educational evaluation involves the systematic assessment of educational activities. It is characterizing and appraising some aspects of an educational process. Objects of evaluation include instructional programs, school initiatives and education goals. On the other hand, educational evaluation is the professional the professional activity that individual educators need to embark on if they intend to continuously review and enhance the learning they are endeavoring to facilitate. The growth in national funding for education and policy-makers’ increase calls for school accountability have contributed to the growth of educational evaluation. Many large school districts have personnel responsible for evaluation activities.

It is important to understand the difference between measurement evidence (differentiating degrees of a trait by description or by assigning scores) and evaluation. Essential measurement evidence skills include the ability to understand and interpret the meaning of descriptive statistical procedures, including variability, correlation, percentile, standard scores, growth-scale scores, norming, and principles of combining scores for grading. A conceptual understanding of these techniques is needed (not necessarily knowing how to compute statistics) for such tasks as interpreting student strengths and weaknesses, reliability and validity evidence, grade determination, and making admissions decisions.

Schafer (2011) has indicated that these concepts and techniques comprise part of an essential language for educators. They also provide a common basis for communication about “results” interpretation of evidence, and appropriate use of data. This is increasingly important given the pervasiveness of standards-based, high-stakes, large scale assessments. Evaluation concerns merit and worth of the data as applied to a specific use or context.

It involves what Shepard (2010) has described as the systematic analysis of evidence. Like students, teachers and administrators need analysis skills to effectively evidence and make value judgments about the meaning of the results.

It is an act of judging the learner’s acquisition of all types of learning outcomes based not only on the definitive data of the learner’s subject matter achievement in the learning of the facts, skills and abilities but also on descriptive and qualitative data about his personally change such as social attitudes, interests, ideas, ways of thinking, work habits, and personal, spiritual and social adaptability. Greenberg (1987) asserted that many education often mistake student assessment and teacher appraisals for evaluation. These activities are better described as measurement; the former is an assessment of individual learners rather that of educational phenomena, whereas the latter is a measurement of certain attributes in teachers. Evaluation uses a variety of instrument and techniques. These instruments should be valid, reliable, and practical from stand point of time, effort and facilities.

English and Filipino are to be taught as subjects. English, too is to be used as medium of instruction in Science and Mathematics; while Filipino, in Social Studies, Work Education, Health Education, and Physical Education.

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 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, the envisioned National Language in the 1973 Revised Philippine Constitution which in the words of President Marcos (1974) is “much more liberalized, more flexible and a more representative language.”

## STUDIES

Agbayani (2022) assessed the needs of sophomore high school students in composition writing in the five school divisions of Pangasinan as basis for the development of supplementary instructional materials for the enhancement of their writing skills. The needs assessment was carried out through the analysis of the sophomore students' written compositions based on six priority concerns for diagnosing student writing. Based on the identified needs, this study produced the proposed supplementary materials, the adequacy of which were evaluated based on a set of criteria along priority concerns in composition writing.

The study made use of the descriptive-evaluative method of research with a composition writing test administered to the student respondents as the data-gathering instrument. This study also used the developmental method of research the output of which was a set of proposed supplementary instructional materials in composition writing that cater to the students' needs.

The preparation of the materials included their validation through a review by the researcher's adviser and a try-out in the researcher's English II class. Further validation of the materials was done through the evaluation made by English supervisors, English department heads and English II teachers.

A related study on the preparation of instructional materials was made by Agsalon (2009). She proposed instructional materials on the development of critical thinking skills of gifted learners.

The researcher made use of a Reading Comprehension Test to determine the strengths and weaknesses in critical thinking. From the results of the test, instructional materials were produced, following the seven steps in the preparation and development of instructional materials.

The research subjects were 140 Grade III and IV identified gifted learners of Malasiqui District I and Bayambang District I, during the school year 2008-2009. The study revealed that the reading comprehension of Grades III and IV gifted learners in nothing details, finding the main idea, sequencing events, and predicting outcomes were found wanting as supported by a mastery level below 75 percent. Based on the findings, the researcher recommended that: 1) More comprehension exercises be provide to improve the learners' reading skills, 2) Teachers for gifted learners must embark on the preparation of instructional materials to enhance the development of comprehension skills; and 3) In the preparation of instructional materials, teachers should see to it that they are adequate in terms of skills development congruency to instructional objectives and interest appeal.

Based on the foregoing results, the following conclusions were drawn:

1. Generally, the sophomore high school students were weak on the six areas of priority concerns in composition writing which rhetorical concerns, rhetorical structure, paragraph structure, sentence style and structure, writing errors and mechanics.
2. The results of the analysis of the sophomore high school students' composition can be used as basis for the development of supplementary instructional materials.
3. The developed instructional materials can enhance the students' writing skills in as much as these were validated to meet their needs along the priority concerns for diagnosing student writing.

Arenas (2015) proposed an achievement student test in reading in Filipino for Grade V pupils of Binmaley I District.

It used the descriptive-developmental method of research as it followed the process in scientific test construction. Thus, it was concerned with the determination of the skills in reading in Filipino for Grade 6 that can be measured by an achievement test based on the Philippine Elementary Competencies. It was also concerned with establishing the validity of the said test in terms of face validity, index and level of difficulty and the index and level of discrimination. The study also established the reliability of the test in terms of inter-item consistency.

The proposed test was tried to 150 Grade 6 learners in selected schools in Binmaley District I.

To answer the research problems, it computed the indices of difficulty and discrimination using the formula of acknowledged authorities. It also used the Kuder-Richardson Formula 20 to test reliability.

Based on the findings of the study, the following conclusions were drawn:

1. The proposed achievement test in reading in Filipino for Grade 6 learners meet the criterion of appropriateness since it was well-planned with the use of a table of specification that showed an adequate representation of the skills in the Philippine Elementary Learning Competencies.
2. The proposed achievement test is valid in terms of the index and level of difficulty and index and level of discrimination.
3. The proposed achievement test is also reliable because the items have inter-item consistency.

The study of Escorpizo (2007) aimed at preparing modules and assessing their adequacy and effectiveness in developing the critical thinking skills of the fourth year teacher education students of the Pangasinan State University, College of Arts and Technology, Asingan, Pangasinan during the school year 2006-2007.

The quasi-experimental method was likewise used to determine the effectiveness of the modular approach as compared to that of the traditional approach. This research method involved experimental group of 20 randomly chosen fourth year teacher education students which were exposed to the developed modules and a control group of the same member of students which went through the traditional approach. The performance of the two groups was then compared. Also used as respondents to a questionnaire were eight professors/instructors.

The instruments that were used to gather the needed data were the following: a questionnaire-checklist, a diagnostic test and achievement test, a progress check-up test, a pre-test, a post-test, and an evaluation questionnaire.

The data gathered for this research were subjected to the following statistical tools, frequency count, percentage, mean, standard deviation, and critical ratio.

Based on the findings made, Escorpizo drew the following conclusions:

1. There is a lack of textbooks and instructional materials relevant to the development of critical thinking skills. Likewise, the instructional materials currently being used by the professors/instructors do not suit the needs of the teacher education students and are inadequate and ineffective in developing their critical thinking skills.
2. The modules being proposed to develop the critical thinking skills of fourth year teacher education students consist of four components of critical thinking, namely: Identifying and Clarifying, Asking Appropriate Questions to Clarify or Change, Problem-solving, and Evaluating a Source.
3. The developed modules met the established criteria for adequacy and effectiveness of modular materials.
4. The modular approach is more effective in developing critical thinking skills than the traditional approach.
- 4.1 There was a significant difference between the achievements of the students who used the developed modules and of those who did not.

A study looking into the status of instructional materials being used in the public elementary schools of the second district of Calasiao, Pangasinan was conducted by Fernandez (2007). Her study revealed the inadequacy of instructional materials in Heograpiya, Kasaysayan at Sibika. Based on her findings, she prepared some enrichment materials following the steps in the preparation of such as cited by Ornstein (2000).

Her proposed materials were further evaluated with the use of Ornstein's criteria. It was through her recommendation for the need of preparing supplementary instructional materials in other subject areas that encouraged the present researcher to endeavor on such a study. Hence, this researcher tried to assess the writing skills of second year students of the public national schools in the divisions of Pangasinan I and Pangasinan II and the City Divisions of Dagupan City, San Carlos City and Urdaneta City.

The researcher made use of a Reading Comprehensive Test in determining the strengths and weaknesses in critical thinking. From the results of the test, instructional materials were produced following the seven steps in the preparation and development of instructional material.

The research subjects were 140 Grades VII and VIII identified gifted learners of Malasiqui District I and Bayambang District I, during the school year 1998-1999. The study revealed that the reading comprehension of Grades VII and VIII gifted learners in noting details, finding the main idea, sequencing events, and predicting outcomes were found wanting as supported by a mystery level below 75 percent.

## **Contributions of the Reviewed**

### **Literature to the Present Study**

Through the literature and studies reviewed this researcher was able to draw such insights on the concepts and related ideas in line with Filipino and its underlying principles. The aforementioned studies revealed similarities and differences in terms of methodology, instruments and statistical measures used but presented the same types of problems observed and actually encountered especially in Filipino as a subject in K to 12. The researcher was guided in the identification of problems of this study and in the various concepts to where she can apply to conduct her study.

## **CHAPTER 2 METHODOLOGY**

This chapter presents the research design, instrumentation and data collection and tools for data analysis to statistically treat the different sub-problems raised in the study.

### **Research Design**

This study used the descriptive methods of research using the questionnaire as data gathering instrument in the evolvment of a proposed strategic intervention plan to enhance the teaching competency of Filipino 6 teachers in Bagbaguin Elementary 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 6 learners in Filipino based on the achievement test results and the problems being met by the Grade 6 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 6 teachers in Bagbaguin Elementary School.

### Sources of Data

The fifty (50) Filipino 6 teachers in North IV District Caloocan City served as the respondents of the study. Table 1 presents the distribution of respondents.

**Table 1**  
**N=50**

Secondary School		Teachers
1.	1. Bagbaguin ES	10
2.	2. Bagumbong ES	10
3.	3. Caybiga ES	10
4.	4. Deparo ES	5
5.	5. Llano ES	5
6.	6. Sampaguita ES	10
<b>Total</b>		<b>50</b>

### 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 6 teachers in North IV District Caloocan City during the school year 2024-2025. The study included the professional profile of the Filipino 6 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 6 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 6 teachers in North IV District Caloocan City.

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 6 learners, frequency and percentage was used.

For sub-problem 3, on the problems being met by the Grade 6 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)

### CHAPTER 3 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

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 6

##### Filipino Teachers In North IV District Caloocan City

This section presents the professional profile of the Grade 6 Filipino teachers in North IV District Caloocan City, 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 6**  
**Filipino Teachers In North IV District Caloocan City**  
**In Terms of Variables**  
**N=50**

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

#### Note: Multiple Responds

Table 2 presents the professional profile of the Filipino 6 teachers in North IV District Caloocan City, Division Office 1 of Pangasinan in terms of their highest educational attainment, number of years in teaching Filipino 6 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 6 they belonged to 3-5 years 26 or 52 percent and along the relevant in-service training service attended the Grade 6 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 6 Filipino teachers to update their

professional profile along their highest educational attainment to meet 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 6 Learners  
 In Filipino At The Bagbaguin Elementary School  
 Based On A Teacher Made-Test**

This section presents the level of performance of the Grade 6 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 6 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 %
<b>Total</b>	<b>40</b>	<b>100 %</b>

Table 3 presents the level of performance of the Grade 6 learners in a teacher made test administered to them during the school year 2024-2025. It must be noted that the Grade 6 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 mean that the Grade 6 learners should be given more practice exercises particularly in the four components of Filipino which are writing and reading. In like manner the Grade 6 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 6 Filipino  
 Teachers In North IV District Caloocan City In Terms Of Variables**

This section presents the problems being met by the Grade 6 Filipino teachers in North IV District Caloocan City 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 6  
 Filipino Teachers In North IV District Caloocan City  
 In Terms of Variables**

<b>A. Instructional Materials</b>	<b>AWM</b>	<b>D.E</b>
Teachers’ Manual	4.20	S
Teachers’ Guide	3.80	S
Textbooks	3.70	S
Modules	3.70	S
Pictures	3.70	MS
<b>AWM</b>	<b>3.72</b>	<b>S</b>
<b>B. Evaluation Instrument</b>	<b>AWM</b>	<b>D.E</b>
Teacher-Made Test	3.40	MS
Oral and Written Test	3.20	MS
Achievement Test	2.70	MS
Summative Test	2.70	MS

<b>AWM</b>	<b>3.0</b>	<b>MS</b>
<b>C. Teaching Strategies</b>	<b>AWM</b>	<b>D.E</b>
Lecture Method	3.20	MS
Demonstrative Method	3.40	MS
Multi-Media Instruction	2.70	MS
<b>AWM</b>	<b>3.1</b>	<b>MS</b>

**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 6 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 6 Filipino teachers in North IV District Caloocan City 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 6 Teachers  
 In North IV District Caloocan City, 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 6 teachers in answer to sub-problem 4.

**Rationale**

The proposed intervention measure to enhance the teaching competency of Filipino teachers in North IV District Caloocan City, 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 6 learners must be improved and there are problems being met by the Grade 6 teachers in the teaching of Filipino 6. It is therefore imperative to propose such measures to enhance the teaching of Filipino 6 in North IV District Caloocan City, Division Office 1 of Pangasinan.

**Proposed Measures to Enhance the Teaching  
 of Competency of Filipino 6 Teachers  
 in North IV District Caloocan City,**

<b>Areas of Concern</b>	<b>Strategic intervention plan</b>
A. Performance Level of Grade 6 learners	A. More drill exercises be given to the Grade 6 learners. — Give home assignments for them to work at the home and check it the following day. — Encourage the Grade 6 learners to participate actively in class discussion.
B. Instructional Materials	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 6 learners.
C. Evaluation Instrument	D. Encourage Filipino 6 teachers to adopt new strategies aside from which was mandated by the DepEd to use in carrying out their lesson.
D. Teaching Strategies	

**CHAPTER 4  
 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary of the findings, the conclusions drawn and the recommendations offered to the different sub-problems raised in the study.

**SUMMARY**

This study used the descriptive method of research with the use of the questionnaire as data-gathering instrument in the evolvment of a proposed strategic intervention plan to enhance the teaching competency of Filipino 6 teachers in North IV District Caloocan City, Division Office 1 of Pangasinan during the school year 2024-2025. The study focused on the professional profile of Filipino 6 teachers in terms of their highest educational attainment, number of years teaching Filipino, relevant in-service trainings attended; level of performance of the Grade 6 learners and the problems being met in line with instructional materials, evaluation instrument and teaching strategies. The output of the study is a proposed strategic intervention plan to enhance the teaching competency of Filipino 6 teachers in North IV District Caloocan City, Division Office 1 of Pangasinan the forty (40) Grade 6 learners at Bagbaguin Elementary School was used as subject respondents and fifty (50) Filipino 6 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.

## Findings:

### 1.0. Professional Profile of the Grade 6 Filipino Teachers in North IV District Caloocan City.

- 1.1. Majority of the Grade 6 Filipino teachers teaching Filipino in North IV District Caloocan City are graduated of BSEED with MA units 10 or 20 percent.
- 1.2. In terms of the number of years teaching Filipino, generally they belong to 3-5 years' experience 26 or 52 percent
- 1.3. Along in-service trainings attended in Filipino, majority of them attended various in-service trainings called by DepEd higher authorities.

### 2.0. Level of Performance of the Grade 6 Learners on Filipino at Bagbaguin Elementary School North IV District Caloocan City.

- 2.1 Generally, the level of performance of the Grade 6 learners in Filipino based on a teacher-made test-result was "Fair" 25 or 55.56 percent.

### 3.0. Problems Being Met by the Grade 6 Teachers Teaching Filipino in North IV District Caloocan City

- 3.1 Along instructional materials, the teacher respondents revealed to a "Serious Problem" with an average weighted mean of 3.75
- 3.2 In terms of evaluation instrument, it was rated as "Moderately Serious" process with AWM of 3.0
- 3.3 Along teaching strategies, generally the Filipino teachers rated as "Moderate Serious Problem" 3.1 as the average weighted mean.

### 4.0. Proposed Strategic intervention plan to Enhance the Teaching Competency of Filipino 6 Teachers in North IV District Caloocan City, Schools Division Office 1 of Pangasinan.

The proposed strategic intervention plan can enhance the teaching competency of Filipino 6 teachers in North IV District Caloocan City, Division Office 1 of Pangasinan.

## CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. The proposed strategic intervention plan can enhance the teaching competencies and skills in the teaching of Filipino 6 in North IV District Caloocan City, Division Office 1 of Pangasinan.
2. The professional profile of the Filipino 6 teachers served as basis to propose an strategic intervention plan.
3. The level of performance of the Grade 6 learners can still improve.
4. The problems being met can address the identified needs of the Filipino 6 teachers.

## RECOMMENDATIONS

Based on the conclusions drawn, the following recommendations are hereby offered.

1. The proposed strategic intervention plan be represented to DepEd higher authorities for implementation and be monitored religiously.
2. Encourage the Grade 6 Filipino teachers to update their professional growth by way of enrolling in the graduate program.
3. The problems being met by the Grade 6 Filipino teachers should be given possible solutions for effective implementation of the K to 12 Curriculum.
4. Similar studies be conducted in wider scope, region, division level to validate the findings of the study.

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Lyceum-Northwestern University  
Dagupan City

The Schools Division Superintendent  
Division of Pangasinan I  
Lingayen, Pangasinan

Madam:

Greetings

Presently I am conducting a research work entitled “Proposed Strategic intervention plan to Enhance the Teaching Competency of Filipino 6 Teachers” in partial fulfillment to the requirements for the degree Master of Arts in Education at the Lyceum-Northwestern University, Dagupan City this academic for 2024-2025.

In this connection, may I ask permission from your good office to float my questionnaire to the Grade 6 Filipino Teachers in North IV District Calocan City, Division Office 1 of Pangasinan.

Thank you very much and hoping for your favorable action.

Very truly yours,

**MARILOU F. LLEVA**

Researcher

Noted:

**CHRISTOPHER A. DE VERA, ED. D**

Adviser

Approved

**CECILLE G. CARANDANG, Ed. D., CESO V**

Schools Division Superintendent

**Questionnaire For Grade 6**

**Filipino Teachers In North IV District Calocan City**

Dear Fellow Teachers

I am presently conducting a research work entitled “Proposed Strategic intervention plan To Enhance the Teaching Competency of Filipino 6 Teachers” in partial fulfillment to the requirements for the degree Master of Arts in Education at the Lyceum-Northwestern University, Dagupan City.

Kindly help by way of accomplishing my questionnaire as my data gathering instrument in my study. Rest assures your answers will be kept confidential.

Thank you very much.

Very truly yours,

**MARILOU F. LLEVA**

Researcher

**Part I** - Professional Profile of the Grade 6 learners Teachers In North IV District Caloocan City In Terms of Variables.

**Direction:** Kindly put a check (/) mark on the blank provided for each item.

**A. Highest Educational Attainment**

- BSEED
- BSEED with MA units
- BSEED Academic Requirements in MA
- Master of Arts in Education

**B. Number of Years of Experience Teaching Science**

- 0 - 2 years
- 3 - 5 years
- 6 years or more

**C. Relevant In Service Trainings Attended In Filipino**

- National Level
- Regional Level
- Division Level
- District Level

**Part II** – Problem Being Met By The Grade 6 learners Teachers In North IV District Caloocan City

**Directions:** Kindly put a check (/) mark on the space provided for each column using the scale column in terms of degree of seriousness.

<b>A. Instructional Materials</b>		<b>VS</b>	<b>S</b>	<b>MS</b>	<b>SS</b>	<b>NAP</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.	Teachers' Manual					
2.	Teachers' Guide					
3.	Textbooks					
4.	Modules					
5.	Pictures					
6.	Other (PIS specify)					
<b>B. Evaluation Instrument</b>		<b>VS</b>	<b>S</b>	<b>MS</b>	<b>SS</b>	<b>NAP</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.	Teacher-made Test					
2.	Oral and Written Test					
3.	Achievement Test					
4.	Immature Test					
5.	Others (Pls. specify)					
<b>C. Teaching-strategies</b>		<b>VS</b>	<b>S</b>	<b>MS</b>	<b>SS</b>	<b>NAP</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.	Lecture Method					
2.	Demonstration Method					
3.	Multi-Media Instrument					
4.	Other (PIS specify)					

## CURRICULUM VITAE



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Mobile number: 09336250792

### **Educational Qualification**

Master of Arts in Education Major in School Administration

December 2024 - Present

Complete Academic Requirements

Lyceum - Northwestern University

Tapuac, Dagupan City

November 2010- March 2012

Pamantasan ng Lungsod ng Valenzuela

Maysan, Valenzuela City

### **Licensure Examination for Teachers Passer**

Licensed Teacher

Registration number: 0846912

PRC Manila Philippines

### **Tertiary**

Bachelor in Elementary Education

June 1997- March 2004

University of Caloocan City

Caloocan City

### **Secondary**

June 1993 – March 1997

Caybiga High School

Bagbaguin, Caloocan City

### **Primary**

June 1987 – March 1993

Caybiga Elementary School

Caybiga, Caloocan City

### **Work Experiences**

DepEd Teacher I-III

November 7, 2005 – Present

Bagbaguin Elementary School  
Bagbaguin, Caloocan City  
Philippines 1400

### **Personal Information**

Birthdate: October 16, 1980  
Age: 44 yrs. old  
Civil Status: Married  
Citizenship: Filipino  
Height: 5'2" feet  
Weight: 80 kgs

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