Empowering Teachers: Enhancing Students' Performance in the Filipino Subject through Teaching Competence

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ABSTRACT

This research study explored the impact of teachers' teaching competence on the performance of junior high school students in their Filipino subject. Conducted with 18 Filipino teachers and randomly selected 368 students from Grades 7 to 10, the study utilized mean and Spearman's Rank Correlation for analysis. The results indicated a positive relationship between teachers' teaching competence and students' performance in the Filipino subject, implying that higher levels of teaching competence lead to improved student performance. Thus, Filipino subject teachers should prioritize workshops and seminars tailored to enhance teaching competence in the Filipino subject, focusing on assessment strategies, curriculum understanding and student support.

INTRODUCTION

In the Philippine setting, the Filipino language subject holds a significant place in the basic education curriculum. Present-day Filipino subject teachers face the predicament of determining effective teaching methods that address the diverse requirements of 21st century learners, enhancing their grasp of fundamental and advanced competencies. Nacis (2014) stated that Filipino subject teachers are exerting additional efforts to enhance their skills to keep up with modern teaching techniques aimed at unlocking students' potential in the Filipino subject.

The K to 12 Program is designed to elevate students' 21st century competencies, extending beyond Science and Mathematics to encompass the Filipino subject. It focuses on nurturing critical thinking, creativity, collaboration, and communication skills to align with national standards and address the demands of a globalization. Rowena (2020) underscored the importance for Filipino subject teachers to enhance their instructional skills to meet the evolving needs of the new normal classroom environment. He emphasized that Filipino subject teachers' effective teaching methods play a crucial role in improving students' performance in the Filipino subject.

Appropriate pedagogy increases critical analysis while decreasing disruptive behavior of students. If teachers in Filipino subject are not innovative in their teaching strategies, their students still have difficulties understanding the lessons. Parba (2018) noted that teaching expertise of Filipino subject teachers directly relates to students' learning performance. He added that teachers knowledgeable in their subject matter and innovative pedagogies are what the Department of Education (DepED) needs to produce lifelong learners imbued with 21st-century skills.

International Journal of Scientific Engineering and Applied Science (IJSEAS) – Volume-10, Issue-7, July 2024
ISSN: 2395-3470
www.ijseas.com

Thus, this study was conducted to examine the relationship between teachers' teaching competence and students' performance in the Filipino subject at Esperanza National High School in order to provide valuable recommendations to elevate students' learning achievements in the Filipino subject.

METHODOLOGY

Research Design

Utilizing a descriptive correlational design with a quantitative approach, the research underscored the crucial importance of this method in determining the relationship between variables. This design utilized measurable phenomena, accentuating noteworthy findings through closed-ended scales and emphasizing its significance in investigating variable relationship.

Locale of the Study

The study took place at Esperanza National High School, located in Mabolo Street Poblacion, Esperanza, Sultan Kudarat. Esperanza National High School is known for its commitment to academic excellence and holistic development. As the largest public secondary school in Sultan Kudarat, it accommodates over 6,000 students.

Respondents of the Study

The study included 18 Filipino subject teachers and randomly selected 368 students from Grades 7 to 10 at Esperanza National High School, irrespective of their chosen academic curricular offerings.

Sampling Technique

In this study, all teachers teaching Filipino subjects were included through complete enumeration. Raosoft's sample calculator was utilized to determine the total number of student samples. The proportional allocation formula was applied to calculate the sample size per Grade Level. Subsequently, individual student respondents were selected through simple random sampling using the fishbowl method.

Data Gathering Methods

This study utilized a research instrument to assess the level of teachers' competence in teaching the Filipino subject. The indicators of teaching competence were derived from Maliga's (2023) study and aligned with the Philippine Professional Standards for Teachers (PPST) classroom observation tool (COT). Additionally, document analysis, involving a review of records, was employed to retrieve students' final grades. The grades were obtained from the students' advisers and validated by the school's registrar.

Statistical Treatment

The study utilized weighted mean to evaluate the teachers' teaching competence (SOP #1), simple mean to assess the students' performance in the Filipino subject (SOP #2), and Spearman's Rank Correlation to establish the correlation between teachers' teaching competence and students' performance in the Filipino subject (SOP #3).

RESULTS AND DISCUSSION

Teachers' Teaching Competence in the Filipino Subject

Table 1. Extent of Teachers' Teaching Competence in the Filipino Subject

	Teachers' Teaching Competence	Mean	CV (%)	Verbal Description
1	Classroom Management	4.39	19.24	Highly Evident
2	Teaching Methods	4.22	20.35	High Evident
3	Classroom Assessment	4.19	21.30	Evident
4	Structure	4.39	19.22	Highly Evident
5	Adaptability	4.27	25.17	Highly Evident
	Overall Mean	**4.29**	**21.06**	**Highly Evident**

Legend:

2.61 – 3.40 – Evident; 3.41 – 4.20; 4.21 – 5.00 – Highly Evident
1.00 – 1.80 – Least Evident; 1.81 – 2.60 – Less Evident

In Table 1, the overall mean of 4.29, marked as "Highly Evident," reveals that Filipino subject teachers demonstrated a deep understanding of teaching competence. This highlights their exceptional effectiveness in lesson delivery, planning, classroom management, community engagement, and professional qualities. Out of the indicators assessed, four received remarkably high ratings, with only one receiving a high rating. This strong evidence underscores the exceptionally high level of teaching competence among Filipino subject teachers at Esperanza National High School.

Of particular note is the top mean of 4.39, labeled as "Highly Evident," for "Classroom Management" and "Structure." This signifies that Filipino teachers excelled in student behavior management for optimal learning and in translating curriculum content into engaging learning experiences. They successfully maintained suitable student conduct in class and designed well-structured lessons individually or collaboratively.

On the other hand, the lowest mean of 4.19, described as "Evident," implies that Filipino teachers proficiently assessed student progress using available modules and online platforms, offering necessary feedback on learning outcomes. Reflection on the use of these resources for enhancing literacy and numeracy skills is encouraged.

The overall coefficient of variation (CV) of 21.06% highlights differences in how Filipino teachers applied their teaching skills. Despite using various teaching methods during the pandemic, their ability to adapt varied from one teacher to other teachers, as shown by a CV exceeding 20%. This differences were also noticeable in their classroom assessment approaches, with a CV of 21.30%, exceeding the 20% baseline.

In different manner, Filipino subject teachers exhibited consistent responses in classroom management and structure, as indicated by the CVs of 19.24% and 19.22%, reflecting uniformity

International Journal of Scientific Engineering and Applied Science (IJSEAS) – Volume-10, Issue-7, July 2024
ISSN: 2395-3470
www.ijseas.com

in their approaches. This suggests that they employed similar strategies in classroom management and structure to enhance learning outcomes in the Filipino subject.

In line with these findings, Buduan (2023) stressed the importance of considering physical, psychological, and instructional factors in addressing individual student needs. Additionally, Maliga (2023) emphasizes the diverse skills and techniques teachers are using for effective classroom management, ensuring an organized, focused, and productive learning environment. Abdullah added that (2020) while each teacher may adopt a unique management style, core elements like classroom design, rules, discipline, and instructional strategies remain constant.

Resada et al. (2024) underscored ongoing assessment in the Filipino subject as integral to daily classroom practice, focusing on students' critical and creative thinking skills. Abdullah (2020) advocates for comprehensive integration of assessment into teaching practices to inform decisions that enhance student learning outcomes.

Students' Performance in the Filipino Subject

Table 2. Students' Performance in the Filipino Subject

	Schools	MPS (%)	CV (%)	Verbal Description
1	Grade 7	88.25	29.27	Very Satisfactory
2	Grade 8	87.75	26.00	Very Satisfactory
3	Grade 9	86.85	21.80	Very Satisfactory
4	Grade 10	86.50	24.07	Very Satisfactory
	Overall Mean	**87.34**	**25.29**	Very Satisfactory

Legend:

80 – 84 – Satisfactory; 85 – 89 – Very Satisfactory; 90 – 100 – Outstanding
Below 75 – Di No Meet Expectations; 75 – 79 – Fairly Satisfactory

In Table 2, the overall mean of 87.34%, designated as "Very Satisfactory," implies that students excelled in the Filipino subject, showcasing a strong understanding of the lessons. Essentially, majority of students displayed very satisfactory performance, classifying them as highly proficient learners in the Filipino subject. This research outcome is strongly reinforced by all indicators, with every Grade Level achieving very satisfactory grades in the Filipino subject.

Notably, Grade 7 obtained the highest mean of 88.25%, marked as "Very Satisfactory," showcasing their exceptional academic performance compared to other Grade Levels. Their proficiency in the Filipino subject was impressive, indicating a trajectory towards outstanding achievements. It is evident that student grades decrease as they progress to higher Grade Levels. Nacis (2014) emphasized in his study that Filipino subjects become progressively more challenging and demanding as students advance through the Grade Levels or Year Levels, involving more rigorous activities to enhance comprehension of the lessons.

International Journal of Scientific Engineering and Applied Science (IJSEAS) – Volume-10, Issue-7, July 2024
ISSN: 2395-3470
www.ijseas.com

In different manner, Grade 10 obtained the lowest mean of 86.50%, labeled as "Very Satisfactory" also. This indicates that Grade 10 students slightly lagged behind in their performance in the Filipino subject compared to other Grade Levels. In other words, they demonstrated a slightly lower level of mastery compared to lower grades. It is recommended that Grade 10 Filipino subject teachers reassess their teaching methods and explore alternative instructional strategies tailored to the learning abilities of their students.

Furthermore, the overall coefficient of variation (CV) of 25.29%, surpassing the 20% threshold, highlights varied performance among students in the Filipino subject. Scores notably deviated from the overall mean of 87.34%. While some students excelled in classroom interactions, others faced challenges in certain activities. The disparity in student performance across Grade Levels was evident through higher CVs, all exceeding the 20% baseline. Specifically, Grade 7 attained the highest mean of 88.25%. However, it also displayed the highest CV of 29.27%, indicating a wide range of individual scores diverging from the average grade of 88.25%.

In relation to this finding, Rowena (2020) emphasized the significance of fostering interest among students with lower performance in the Filipino subject, as it strongly correlates with their overall academic achievement. Rowena's research revealed a notable disparity in student performance in the Filipino subject as they progressed to higher grade levels, with higher grade levels receiving lower performance compared to lower grade levels.

In addition, Abdullah (2020) noted that many researchers reported that teachers with stronger teaching competence were more likely to respond to students' ideas appropriately and make fewer language errors during instruction. He suggested that teachers proceed to post-graduate education vertical to their field of specialization so that their content knowledge and teaching competence will improve. Filipino subject teachers should also attend professional development opportunities to unlearn obsolete ideas and relearn the old principles applicable to the present environment.

Teachers' Teaching Competence and Students' Performance in the Filipino Subject

Table 3. Correlation Analysis between Teachers' Teaching Competence \and Students' Performance in the Filipino Subject

Variables	Spearman's Rank Order Correlation Coefficient (r_k)	Verbal Description	p-value	Decision	Interpretation
Teaching Competence and Performance	0.81	High Relationship	0.000	Reject H_o	Highly Significant

α = 0.05 level of significance
p-value < 0.05

International Journal of Scientific Engineering and Applied Science (IJSEAS) – Volume-10, Issue-7, July 2024
ISSN: 2395-3470
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In Table 3, the computed correlation coefficient, $r_k = 0.81$, which is verbally described as a "High Relationship," was statistically significant with a p-value of 0.000, which is less than 0.05 (the significance level). The null hypothesis, stating "There is no significant relationship between teachers' teaching competence and students' performance in the Filipino subject," was rejected. This rejection signifies a substantial correlation between teachers' teaching competence and students' performance in the Filipino subject. Essentially, a higher level of teaching competence among teachers correlates with improved student performance. The proficiency of Filipino subject teachers in teaching strategies directly impacts the quality of students, equipping them with high competence in the Filipino language.

This finding is substantiated by Maliga (2023), who highlighted that teachers' teaching competence enable students to improve their performance and identify their preferred learning approaches, gravitate towards specific learning activities and styles, and enhance their ability to develop concepts and mental models for continued learning. Furthermore, Parba (2018) emphasized that teachers of the Filipino subject can engage students effectively through quality content and teaching proficiency. Additionally, Abdullah (2020) articulated that adept teaching strategies employed by teachers result in the cultivation of high-caliber students proficient in the subject matter.

Resada et al. (2024) further supported the aforementioned finding by underscoring the influence of teachers' teaching proficiency on classroom and school practices regarding assessment for learning. They emphasized that improving teachers' skills in planning, teaching, and assessment was pivotal in achieving high performance ratings evaluated by school administrators. Nalcis (2014) supplemented this by highlighting that teachers' formative interactions and summative assessment practices are geared towards fostering and backing student engagement with essential subject concepts to advance student learning.

Conclusions

Filipino subject teachers displayed exceptional effectiveness in various aspects like classroom management, teaching methods, structure, and adaptability, although they showed weakness in classroom assessment. They excelled in handling student behavior to enhance learning opportunities and were skilled in lesson planning, ensuring the delivery of outstanding educational experiences. Students achieved a very satisfactory performance in the Filipino subject, demonstrating a solid grasp of the subject. Notably, a significant correlation was identified between teachers' teaching competence and students' performance in the Filipino subject. The higher the teaching competence of Filipino subject teachers, the greater the performance of their students. Enhanced expertise among Filipino subject teachers is linked to improved student performance in the subject.

Recommendations

Based from the conclusions of the study, the following recommendations were provided.

1. Filipino subject teachers should focus on improving their skills in classroom assessment to align this aspect with their exceptional effectiveness in other areas. Implementing diverse assessment methods and providing timely and constructive feedback can help in accurately gauging student understanding and progress.

2. Filipino subject teachers should engage in continuous professional development to further enhance their teaching competence. Participating in workshops, seminars, and training sessions focused on innovative teaching strategies and assessment practices can contribute to improved student performance in the Filipino subject.

3. Filipino subject teachers should employ collaborative learning environments where students actively engage with the subject matter can further enhance their performance. They should incorporate group activities, discussions, and projects that foster student interaction, critical thinking, and a deeper understanding of the Filipino subject.

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