



ENHANCING FILIPINO TEACHING PEDAGOGY: A PROPOSED PROGRAM TO IMPROVE TEACHERS' INSTRUCTIONAL COMPETENCE

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Abstract : This study seeks to propose a program to enhance the instructional competence of Grade 2 Filipino teachers of Aguilar District, Schools Division Office I of Pangasinan. Instructional competence is very important for teachers in order to develop effective teaching practices. It aimed to determine and enhance the instructional competence of teachers through a Proposed Program focused on innovative pedagogical strategies. This study further determined the improvements in the teaching performance and classroom delivery of the teachers' instructional competence.

The factors considered in this study are the instruments such as classroom observations, teacher interviews, and the distribution of survey questionnaires. The participants of the study are the Grade 2 Filipino teachers at Aguilar District, Schools Division Office I Pangasinan for S.Y. 2024–2025.

However, observations revealed that some teachers encounter challenges in delivering engaging and learner-centered instruction. The participants agreed that instructional competence is very important for teachers in order to deliver effective lessons in Filipino. However, findings revealed that some teachers still face difficulties in applying innovative pedagogical strategies. The results of the questionnaires also show that knowledge of appropriate teaching methods is essential in strengthening instructional delivery.

Teachers should be willing and motivated to apply diverse strategies in classroom teaching. Thus, from the above illustrations, it is possible to deduce that enhancing teaching pedagogy has a great and positive effect on teachers' competence. Moreover, the use of active strategies such as collaborative learning, contextualized activities, and technology integration was found to be most effective in addressing learner needs. Therefore, even though teachers are fulfilling their roles, they must continue to incorporate varied instructional approaches in Filipino such as interactive reading, creative writing, and discussion-based tasks. They also need to encourage students to participate actively and make them aware of the value of innovative pedagogy for better teaching and learning outcomes.

After collecting and analyzing the data from the research setting by observing the teaching and learning process, interviewing the Filipino teachers, distributing questionnaires to them, and assessing their instructional competence, the findings showed that there were three major problems in the research setting as follows: a) The quality of teaching and learning process in Filipino was unideal. It needed to be strengthened in order to create a more effective and engaging classroom environment for the students. b) The teachers' response in applying innovative teaching strategies was not satisfactory. They demonstrated limited interest, low enthusiasm, and minimal creativity in instructional delivery. They also relied on traditional approaches without fully understanding the potential of modern pedagogical practices.

c) Thus, their instructional competence in facilitating the teaching and learning process needed to be improved in order to develop greater enthusiasm, confidence, creativity, and commitment in applying varied strategies for the Filipino subject.

Based on the discussion of the research, the researcher proposed some conclusions related to the result of the study. The conclusions can be explained as follows:

After conducting the research for two cycles, the researcher concluded that the use of the Enhanced Intervention Program was able to improve the quality of the teaching and learning process in Filipino. The program had created a more engaging classroom atmosphere in which the teachers were guided, supported, and motivated to apply beneficial strategies and techniques in delivering lessons more effectively than before.

The teachers' response in enhancing instructional competence through the Enhanced Intervention Program was very positive. They became more interested and enthusiastic in the teaching and learning process, especially in applying innovative methods. The teachers enjoyed and felt confident in using the strategies provided by the program, and they also demonstrated seriousness and commitment during the activities.

The implementation of teaching and learning activities using the Enhanced Intervention Program successfully improved the instructional competence of Grade 2 Filipino teachers, which in turn contributed to more effective pedagogy and improved classroom outcomes.

Based on the conclusions stated, the following recommendations were made: To the students. Students should seek help from their teachers whenever they encounter challenges in learning Filipino. They should allow their teachers to guide them on the kind of strategies and resources to use. For positive development socially, morally, and academically, students should refrain from engaging in activities that hinder learning and instead develop a positive attitude toward lessons and materials that will add value to their lives.

To the teachers. Teachers should provide guidance to their students by integrating innovative pedagogical strategies and allowing learners to actively participate in the selection of instructional materials. If possible, students should be given the chance to share their opinions on classroom activities. Teachers should avoid taking an overly authoritative role in instruction, as this may create resistance and a negative attitude toward learning Filipino.

To the parents. Parents should encourage their children to strengthen their Filipino language skills by providing supportive resources such as books, digital tools, and other instructional materials. They should also follow up with their children at home to reinforce the skills taught in school, as well as provide a learning environment that supports comprehension and fluency.

To the school heads. The school administration should ensure that the proposed intervention programs and activities are effectively implemented and continuously monitored. They must also provide professional development opportunities that support teachers in improving their instructional competence in Filipino.

To the future researchers. It is recommended to conduct similar studies in other areas to increase the reliability and validity of the findings. It is also suggested to widen the scope of the study and include other grade levels for broader applicability. Future researchers may also explore different research designs and compare results with other variables to enrich the literature on instructional competence and Filipino pedagogy.

INTRODUCTION

Educators across the world continually aspire to deliver quality education that reflects the global demand for innovation, excellence, and lifelong learning. Each country adopts its own educational philosophy to highlight national achievements and strengthen curriculum delivery. In the Philippine setting, the Filipino teacher plays a vital role in shaping learners' cultural identity, communication skills, and appreciation of values. Teachers are positioned as frontliners in guiding learners toward what is meaningful, relevant, and socially responsible. Hence, they must continuously improve their pedagogical skills, instructional competence, and professional growth to ensure that teaching goes beyond knowledge transfer and actively engages students in developing critical thinking and values. The teacher's success is ultimately measured by the ability to design and facilitate meaningful learning experiences that prepare students for productive living (Alegado, 2006).

In recent years, concerns have been raised regarding the declining performance of Filipino learners, particularly in their mastery of the Filipino subject at the secondary level. National assessments, such as the National Achievement Test (NAT), have revealed that mean scores in Filipino often fall below expectations, signifying a pressing need to strengthen classroom teaching strategies. Students struggle with comprehension, vocabulary, and analysis, while teachers rely heavily on outdated instructional methods. Compounding these challenges are limited access to textbooks, supplementary materials, and innovative resources. Such gaps hinder the effectiveness of instruction and reduce student motivation. These observations call for an urgent focus on strengthening teachers' instructional competence in Filipino through well-designed pedagogical programs.

Scholarly evidence also supports these concerns. Maligalig and Albert (2008) reported that students' low achievement scores in language subjects are largely attributed to traditional, teacher-centered approaches that limit learner engagement. Research has further emphasized the value of employing innovative strategies such as differentiated instruction, cooperative learning, interactive methods, and technology-based pedagogy to enrich Filipino teaching. These approaches promote higher student participation, foster creativity, and deepen understanding of content. For Filipino teachers, applying modern strategies means breaking away from conventional lecture methods and instead cultivating meaningful and student-centered learning environments.

The Department of Education (DepEd) has responded to these challenges by introducing reforms intended to uplift the quality of education in the Philippines. Among these initiatives is the K to 12 Basic Education Program, which extends the learning cycle and provides a decongested, enriched curriculum. While the program is designed to strengthen instructional delivery, many Filipino teachers struggle to fully implement its reforms due to insufficient training, limited teaching resources, and lack of pedagogical preparation. As mandated by the Enhanced Basic Education Act of 2013, the success of K to 12 largely depends on effective teaching. Thus, professional development and structured programs that enhance teachers' instructional competence are essential to realizing the goals of this reform.

Moreover, teaching Filipino requires unique competencies that go beyond basic instruction. Teachers must be able to instill in learners not only linguistic skills but also cultural pride, nationalism, and appreciation of literary heritage. Yet, many educators lack access to sustained training programs that focus on pedagogy tailored for Filipino. Without proper guidance, teachers often fall back on rote memorization and teacher-centered practices, which weaken the relevance and appeal of the subject to students. Empowering teachers through capacity-building programs that emphasize pedagogy, innovation, and competence is therefore crucial in revitalizing Filipino instruction.

It is also important to note that the global educational landscape has changed rapidly in response to technological advancements and evolving learner needs. Students today demand interactive and engaging approaches that connect lessons to real-life contexts. Filipino teachers must therefore be equipped with digital literacy, creative lesson planning, and adaptive strategies to meet the expectations of 21st-century learners. If these competencies are not prioritized, the Filipino subject risks being undervalued in comparison with other disciplines, further diminishing its role in nation-building and cultural preservation.

Equally pressing is the issue of teacher motivation and professional commitment. Reports from schools reveal that some Filipino teachers exhibit low enthusiasm in conducting lessons, which reflects negatively on students' attitudes toward the subject.

Lack of interest, inadequate preparation, and minimal use of engaging strategies often result in classroom environments that fail to inspire learners. This highlights the need for systematic intervention programs that not only upgrade teachers' instructional competence but also rekindle their passion and dedication to the teaching profession.

The challenges faced by Filipino teachers also extend to classroom management and learner diversity. With students coming from varied linguistic, cultural, and socio-economic backgrounds, teachers must exercise flexibility in their instructional methods. Yet, many teachers are ill-prepared to handle such diversity, which often results in ineffective teaching and widening gaps in student performance. Training programs that promote inclusive pedagogical practices can bridge these gaps by equipping teachers with strategies that address different learning styles and needs.

In addition, the development of strong instructional competence requires the integration of assessment tools that align with student learning outcomes. Research shows that many Filipino teachers still rely on traditional pen-and-paper examinations, which limit the ability to gauge higher-order thinking skills. By incorporating formative assessment, performance-based tasks, and authentic evaluation, teachers can better measure and support student learning. Professional programs aimed at enhancing teachers' competence must therefore emphasize the effective use of modern assessment strategies.

The urgency of this study lies in its potential to contribute to the professional development of Filipino teachers and the academic success of students. By identifying gaps in teaching practices and proposing a structured program to enhance instructional competence, this research seeks to create a pathway toward improved pedagogy. The proposed intervention is not only intended to upgrade the technical skills of teachers but also to nurture their holistic development as facilitators of learning, advocates of culture, and agents of national transformation.

It is within this context that the study, *Enhancing Filipino Teaching Pedagogy: A Proposed Program to Improve Teachers' Instructional Competence*, is conducted. The research recognizes that the effectiveness of Filipino teaching rests heavily on the mastery of pedagogy and competence in instruction. By providing a systematic framework for intervention, this study aims to strengthen the capacity of teachers to deliver quality education, enhance student learning outcomes, and uphold the Filipino subject as a vital foundation of cultural and academic growth in the country.

Teaching competence has always been a foundation of quality education at any level. For many years, Filipino teachers have faced difficulties in developing innovative pedagogical approaches that respond to learners' needs. Studying pedagogy is synonymous with addressing challenges in instructional delivery and classroom engagement. Despite efforts to strengthen teacher training programs, there continues to be gaps in pedagogical skills and competence. In the Philippines, the Department of Education has acknowledged that teachers require continuous professional growth to meet the demands of the K to 12 curriculum.

Its impact is not only limited to classroom teaching outcomes because studies have shown that teachers with limited instructional competence also encounter issues in motivating learners, sustaining classroom discipline, and ensuring high academic performance. There are specific characteristics that determine how successfully a teacher can facilitate learning, including mastery of content, ability to employ strategies effectively, creativity in designing activities, and skill in assessing comprehension and performance.

Every teacher ultimately has the same goal for their students: to help them succeed and excel not only academically but also in their values and life skills. In order to achieve this, teachers must strengthen their instructional competence by integrating innovative teaching strategies, active learning approaches, and formative assessments that ensure students understand and apply what is taught.

All teachers develop their pedagogy at varying levels and need differing amounts of guidance to improve their competence. Some teachers already possess strong skills in instructional delivery, while others struggle with classroom management, use of resources, or integration of technology. As educators, it is necessary to provide continuous interventions that help all teachers grow in their professional practice and instructional competence (Blickenstaff, Hallquist, & Kopel, 2015).

Many teachers find difficulty in applying innovative teaching strategies due to lack of resources, limited training, or absence of structured support systems. Schools need to provide professional development programs to help teachers enhance their instructional practices. Instructional competence is the foundation of effective teaching, and the earlier teachers receive interventions, the greater the impact on learners' achievement and long-term academic growth (Klinger, Vaughn & Boardman, 2012). If schools are able to provide what teachers need, there will be more success for both educators and students.

Research shows that there are several underlying causes for limited instructional competence among teachers. Among the reasons are insufficient professional development, reliance on outdated strategies, lack of resources, minimal exposure to innovative pedagogy, and heavy teaching loads (Caposey & Heider, 2013). Furthermore, their study also shows that teachers who lack instructional competence often struggle with low confidence, reduced motivation, and difficulty in addressing diverse learner needs, which affect classroom outcomes.

Since many teachers are not introduced to appropriate teaching strategies and pedagogical innovations, their instructional approaches often fail to engage learners effectively. For example, some continue to use repetitive, teacher-centered methods, neglect the integration of technology, or miss opportunities to design collaborative activities. As a result, learners may not fully develop critical thinking, creativity, and comprehension skills. Hence, the instructional competence of Filipino teachers plays a vital role in ensuring academic success and overall student performance.

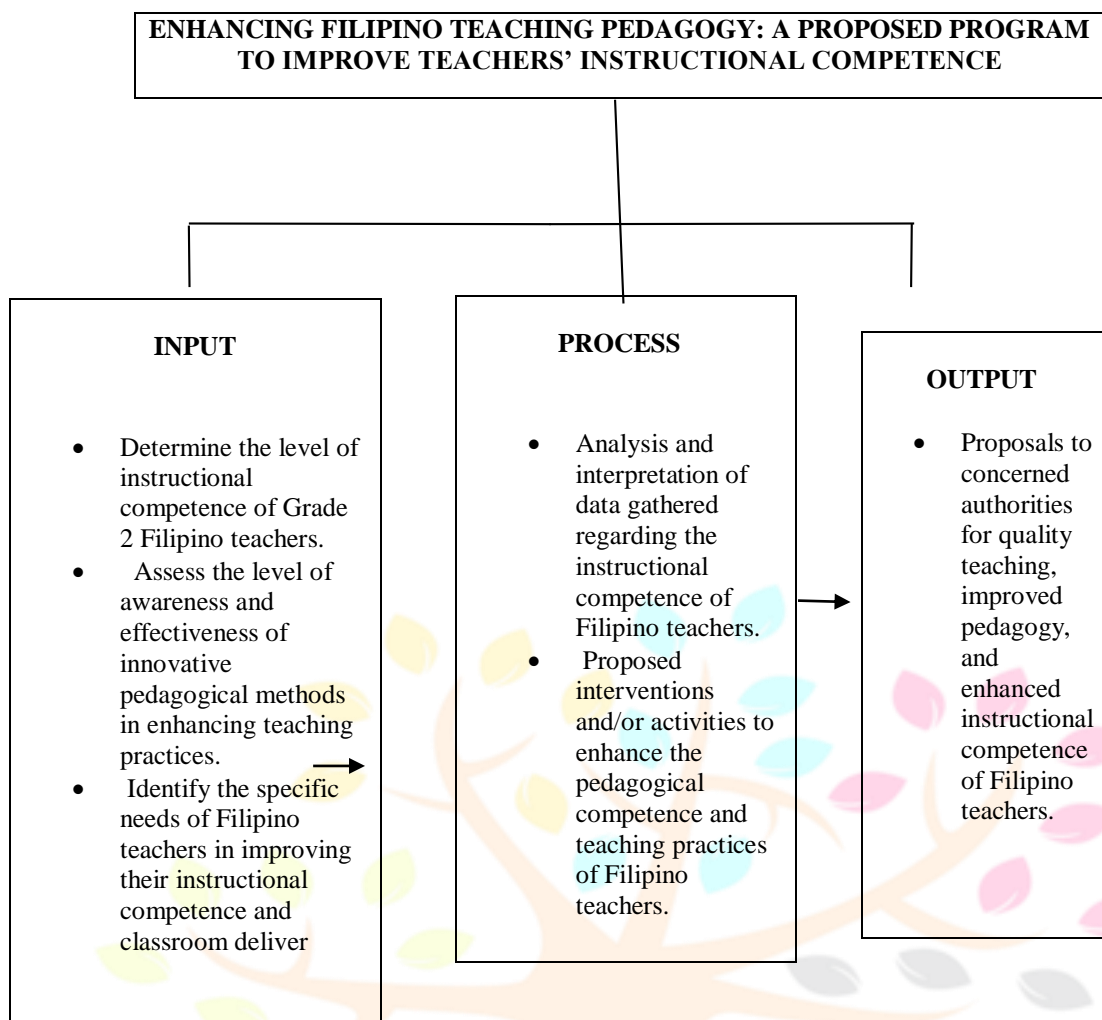


Figure 1

The Paradigm of the Conceptual Framework of the Study

It is necessary to establish a suitable program to address the existing challenges and prevent them from worsening in the future. By minimizing or eliminating these issues, it is expected that the instructional competence of teachers can be enhanced to ensure more effective learning outcomes. Based on the explanation above, the researcher proposes a solution by introducing the *Proposed Program on Enhancing Filipino Teaching Pedagogy* as the primary “tool” to strengthen teachers’ instructional competence of Aguilar District in teaching Filipino at the Grade 2 level. This aims to improve the overall quality of teaching and learning processes in Filipino through innovative strategies and structured pedagogical support.

Statement of the Problem

This study is aimed to enhance the instructional competence of Grade 2 Filipino teachers through a Proposed Program at Aguilar District, Schools Division Office I Pangasinan for School Year 2024-2025. Specifically, this study will answer the following:

1. What is the current level of instructional competence of Grade 2 Filipino teachers in Aguilar District?
2. How effective are the innovative pedagogical strategies in improving the teaching and learning process in Filipino?
3. What challenges do Grade 2 Filipino teachers encounter in enhancing their instructional competence?
4. What will be the proposed program to improve the instructional competence of Grade 2 Filipino teachers to be recommended to higher authorities?

Assumptions

There is no significant relationship between the use of innovative pedagogical strategies and the improvement of instructional competence of Grade 2 Filipino teachers at Aguilar District, Schools Division Office I Pangasinan.

Scope and Delimitation

This study is aimed to determine and enhance the instructional competence of teachers through a Proposed Program focused on innovative pedagogical strategies. This study further determined the improvements in the teaching performance and classroom delivery of the teachers' instructional competence.

The factors considered in this study are the instruments such as classroom observations, teacher interviews, and the distribution of survey questionnaires. The participants of the study are the Grade 2 Filipino teachers at Aguilar District, Schools Division Office I Pangasinan for S.Y. 2024–2025.

Significance of the Study

This study benefits the students, teachers, parents, school administrators, and the teaching profession by providing knowledge on what are the effective strategies in enhancing the instructional competence of teachers, particularly in the teaching of the Filipino subject.

To the **Students**, who are the primary recipients of instruction and the lifeblood of society who will shape and determine the future of the nation; this study will help them recognize the importance of effective teaching pedagogy in improving their academic performance in Filipino as a learning area. The information gathered in this study will help students cope with challenges and improve comprehension and application skills. It will also give them a clearer perspective on how effective instructional practices can contribute to their academic success.

To the **Teachers**, who serve as mentors and role models in guiding and imparting knowledge to learners (Ministry of Education, Guyana, 2017), this study will benefit them by offering insights on how to strengthen their instructional competence and utilize innovative pedagogical methods. It will serve as a tool in improving their teaching by applying the proposed program designed to enhance pedagogy. This will also guide them to become more effective, productive, and efficient facilitators of learning, ensuring that students gain meaningful knowledge and skills in Filipino.

To the **Parents**, this study will help them understand what instructional approaches can effectively support their children's learning. With this information in mind, parents may become more engaged in motivating their children and boosting academic confidence. As Dalton (2013) emphasizes, parents play a vital role in nurturing their children's interests and learning styles. Moreover, this study will provide parents with ideas on how to support their children in developing positive study habits and academic resilience at home.

To the **School Administrators**, this study will serve as a basis for strengthening supervisory and training programs that address teachers' professional needs. It will help them evaluate classroom practices and implement school-based initiatives that promote innovative pedagogy. Furthermore, it will enable administrators to create a more supportive environment that fosters teacher growth and improves overall school performance.

To the **Teaching Profession**, this study will provide valuable information to policymakers and educational leaders that could guide them in developing new initiatives to strengthen teaching and learning practices. It will serve as a resource for designing professional development programs, thereby contributing to the overall improvement of instructional competence. This will also aid future educators by equipping them with effective strategies that can be applied in classroom settings to enhance student learning outcomes.

Definition of Terms

For a clearer understanding of terms used in this study, the following are defined operationally in the context of their usage.

Appropriate Teaching Strategies. It refers to the awareness of public high school teachers, particularly those handling Grade 2 Filipino, in utilizing different pedagogical approaches, methods, and styles to improve classroom delivery.

Appropriate Tools for Assessment of Student Learning. In this study, it refers to the various assessment instruments used to measure levels of learning such as knowledge, process, skills, understanding, and performance in the Filipino subject.

Diversity of Learners. This pertains to strategies, activities, and techniques employed to address the needs of different types of learners, including those at risk, fast learners, and those with special learning needs in Filipino classes.

Features of the K to 12 Curriculum. It refers to the awareness of Grade 2 Filipino teachers and learners of the curriculum's design, including spiral progression, integration of values, and development of critical thinking, creativity, and research-based practices.

K to 12 Curriculum. It refers to the Enhanced Basic Education Curriculum, which covers Kindergarten and 12 years of basic education (six years of primary education, four years of junior high school, and two years of senior high school).

Learning Environment. It pertains to the classroom conditions that promote effective learning, such as courtesy, respect for diversity, equal opportunities, and activities that create a supportive and motivating environment for Filipino learners.

SDO I Pangasinan. This is one of the division offices in the province of Pangasinan located in the northern part. In this study, it refers to the place where the Grade 2 teacher-respondents of Aguilar District are presently employed.

Proposal. This is the final output of the study, which recommends a structured program to enhance Filipino teaching pedagogy and improve the instructional competence of teachers in line with the K to 12 Curriculum.

Status of Implementation. In this study, it refers to the level of teachers' knowledge and practices with respect to the objectives, importance, and implementation of innovative teaching strategies in the Filipino subject.

Extensive Pedagogical Approaches. These involve teachers' use of a wide range of methods and strategies to improve instruction, engage learners, and develop higher-order thinking skills in Filipino.

Intensive Pedagogical Practices. These involve detailed and focused teaching methods with specific aims and tasks to strengthen student comprehension, application, and mastery of Filipino concepts.

Learning Competence. It is the ability of students to process, understand, and apply lessons in Filipino, integrating new knowledge with what they already know.

Learning. The process of acquiring new or modifying existing knowledge, behaviors, skills, and values through structured teaching and learning experiences.

Instructional Competence. This is the key component of the study; it refers to teachers' knowledge, professional preparation, and efficiency in teaching the Filipino subject, particularly to Grade 2 learners.

Enhanced Intervention Program. This is the proposed program designed to strengthen Filipino teaching pedagogy and improve the instructional competence of Grade 2 teachers at Aguilar District.

RESEARCH METHODOLOGY

Approval and permit to conduct the investigation was obtained by the researcher from the authorities concerned prior to the conduct of the study.

I began my study by collecting background data about the teachers. It includes their teaching experience, approaches used in teaching Filipino, and their awareness of innovative pedagogical methods. After collecting background data, I gathered the first set of information from them.

Based on the initial teacher's feedback, it reveals that the participants agree that instructional competence is very important in order to ensure effective teaching and learning in Filipino. However, teachers admitted that they face difficulties in fully applying innovative strategies. The findings of the questionnaire also show that continuous professional growth is essential to access better teaching practices. Teachers should be willing and motivated to apply strategies both for classroom instruction and for professional development.

Source of Data

The study was conducted in Aguilar District, Schools Division Office I of Pangasinan. The researcher believes that every teacher encounters challenges in applying innovative pedagogy to meet diverse learner needs. The researcher chose this school since she has the convenience to conduct the research because she is currently teaching within the institution.

The subjects of this study were the 27 Grade 2 Filipino teachers of Aguilar District, Schools Division Office I Pangasinan. The purpose of the study was to assess and enhance the instructional competence of Grade 2 teachers in Filipino through the proposed program on teaching pedagogy.

There were a total of 16 male and 11 female teachers who participated in this research. Evidence was documented through the use of structured questionnaires, interviews, and classroom observations to gather reliable data.

Table 1 shows the distribution of respondents in this study.

Table 1
Distribution of Respondents N=12

Breakdown of Respondents	No. of Grade 2 Filipino Teachers
Male	16
Female	11
Total	27

Instrumental and Data Collection

The study began by collecting background data about the teachers. This included their professional experience, training, and instructional practices in teaching Filipino to Grade 2 learners. After gathering background information, the researcher collected the first set of responses using survey questionnaires and interviews.

Based on the initial teacher feedback, it was revealed that participants agree that enhancing instructional competence is vital in improving student learning outcomes. However, they also indicated challenges in adopting varied pedagogical approaches in the classroom. The results of the survey further showed that mastery of teaching strategies is essential in addressing learner needs. Teachers should be willing and motivated to apply innovative methods both in formal instruction and in enrichment activities.

Tools for Data Analysis

The data were gathered using several instruments such as classroom observations, structured interviews, survey questionnaires, and documentation of instructional practices, as Arikunto (2006:149) emphasized. These tools provided insights into the teaching strategies employed by Grade 2 Filipino teachers and the challenges they encountered in instruction.

The researcher used descriptive qualitative techniques to analyze the data gathered from observations, interviews, and questionnaires. Descriptive quantitative methods were also applied to interpret the results of rating scales and teacher responses, allowing the study to determine the level of instructional competence and the effectiveness of pedagogical approaches.

RESULTS AND DISCUSSIONS

This chapter presents the data gathered, analyzed, and interpreted relative to the sub-problems of the study. It highlights the assessment of Grade 2 teachers in their instructional competence and the effects of the Enhanced Intervention Program on teaching Filipino.

Assessment of Grade 2 Teachers in their Instructional Competence

At the beginning of the implementation process, the researcher sought approval from the school principal through a formal letter of request. Upon receiving permission, the purpose of the study was explained to both parents and students to ensure awareness and transparency. This process guaranteed support and cooperation from the school community.

In the implementation plan, the researcher employed the triangulation method in gathering data from participants. Following Wallace (2007:36), triangulation combined results from the observation checklist, feedback discussions with Filipino teachers, and information gathered from them. This method ensured validity and reliability in assessing improvements in teachers' instructional competence during two cycles of the Enhanced Intervention Program.

The study was conducted in two cycles, beginning in the first grading period. Each cycle consisted of three meetings: the first two were devoted to conducting activities, while the third focused on assessment. The materials covered in Cycle I included descriptive texts, while recount texts were used in Cycle II. Every cycle followed the four basic steps of action research: planning, acting, observing, and reflecting, thereby ensuring a systematic process of evaluation and improvement.

A questionnaire was used to gather data on teachers' instructional competence and their responses to the Enhanced Intervention Program. Written consent was secured from the school after identifying the participants, which ensured the ethical conduct of the study. The agreement emphasized: (a) voluntary participation with the option to withdraw anytime, (b) assurance of anonymity and confidentiality of responses, and (c) absence of unusual risks to participants throughout the study.

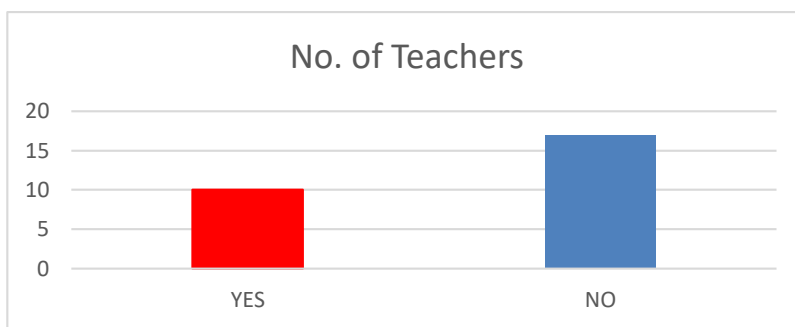
In data collection, the researcher personally distributed the questionnaires to 27 Grade 2 Filipino teachers who served as respondents. Permission was sought from each teacher prior to administration. Retrieval of the questionnaires was accomplished one month before the scheduled final defense. After retrieval, the data were systematically tabulated and processed using appropriate tools for accuracy.

The organized data were analyzed and interpreted to determine the effects of the Enhanced Intervention Program in improving teachers' instructional competence. After conducting the intervention across two cycles, post-tests were administered to measure the level of improvement. The findings revealed the extent to which the program enhanced the quality of teaching strategies and contributed to the development of effective Filipino pedagogy for Grade 2 teachers at Aguilar District.

Presentation and Analysis of Data

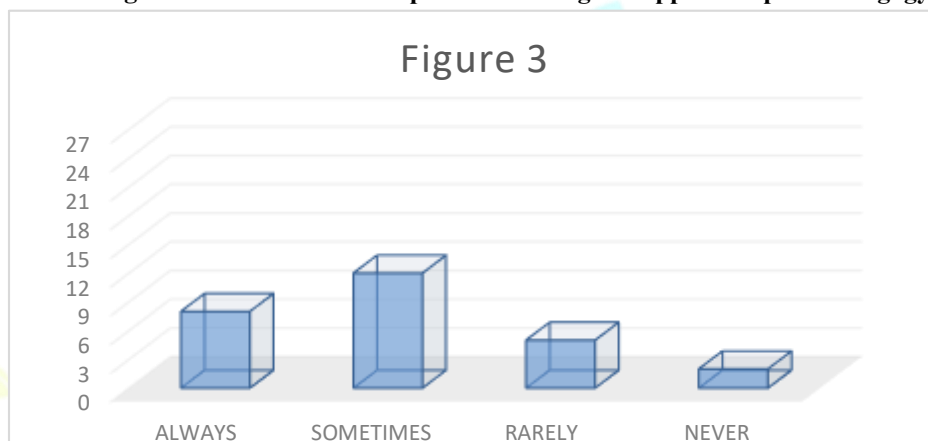
A. Presentation and Analysis of Data

Figure 2. Representation of Teachers as Respondents



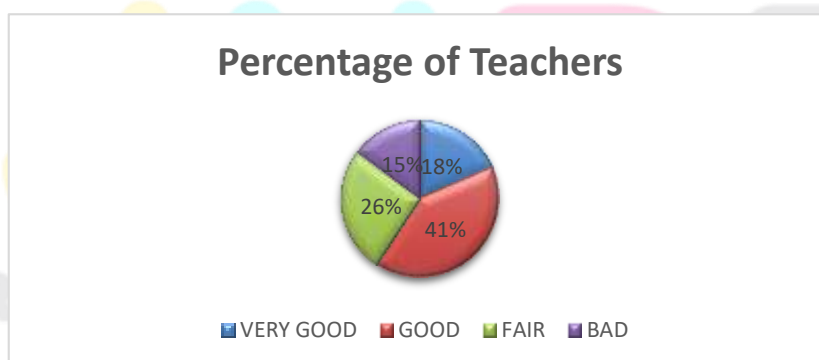
As the table shows, most teachers answered **NO** to the question, “Do you love reading?” Based on the chart, 10 respondents answered **YES** while 17 answered **NO**.

Figure 3. Teachers’ Time Spent in Reading to Support Filipino Pedagogy



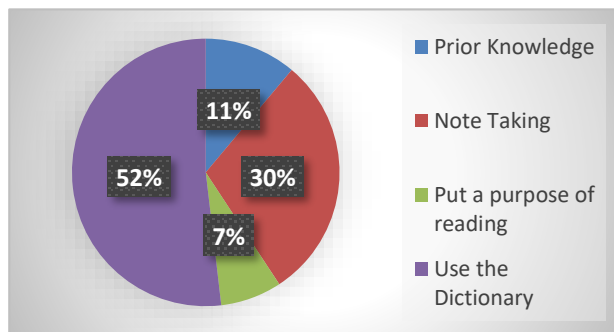
The figure shows that out of 27 respondents, 8 answered **Always**, 12 answered **Sometimes**, 5 answered **Rarely**, and 2 answered **Never**. The majority indicated that they sometimes read, considering it an effective way of enhancing their teaching in Filipino. Five teachers reported that they rarely read, treating it merely as a task given by the school, reflecting lack of motivation. Two teachers answered they never read due to hesitation, anxiety, and lack of confidence in their reading ability.

Figure 4: Teachers’ Proficiency in Reading Comprehension Ability



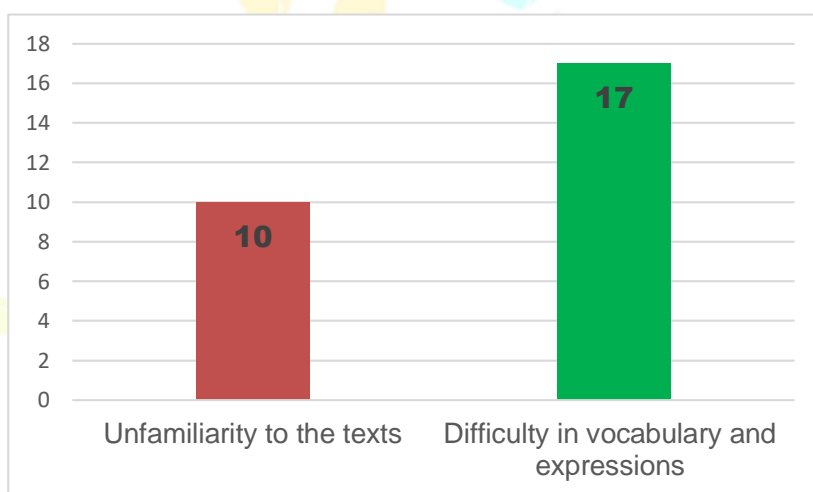
As illustrated, the largest portion of teachers (41%) demonstrated **good** comprehension, likely because of frequent engagement with Filipino texts. Twenty-six percent reported a **fair** level, citing limited vocabulary as a challenge. Eighteen percent showed **very good** comprehension, applying various strategies to improve understanding. Fifteen percent were categorized as having **poor** comprehension, due to lack of interest in reading activities.

Figure 5: Instructional Strategies Used to Access Comprehension



The figure shows that most participants rely heavily on using a dictionary, with 52% reporting this as their primary strategy. Thirty percent stated they take notes to retain ideas, 11% used prior knowledge to aid comprehension, while only 7% identified reading with a set purpose as their strategy.

Figure 6: Problems Encountered in Teachers' Reading Comprehension



The results reveal that the main difficulty faced by 17 teachers was **difficult vocabulary and expressions**, while 10 teachers struggled with **unfamiliar texts**. These findings suggest that lack of vocabulary enrichment hinders their ability to fully understand passages.

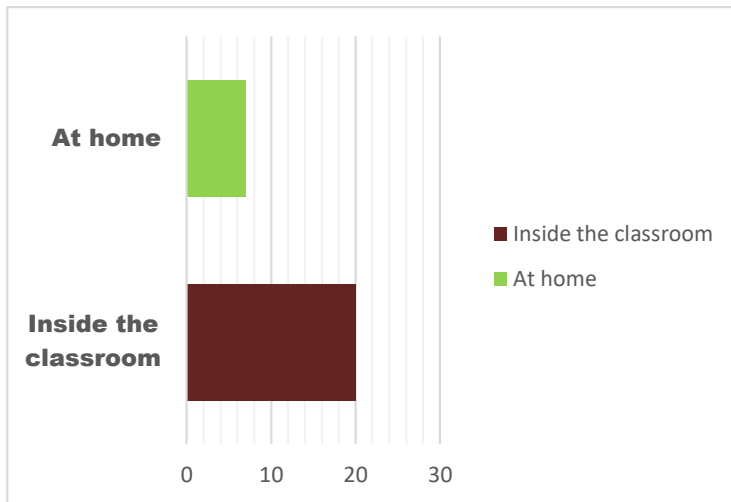
To validate these results, the researcher used the principles of triangulation from Wallace (2007:36), combining data from observation checklists, teacher feedback, and participant responses.

Figure 7: Teachers' Reasons for Engaging in Reading



The figure shows that an equal number of teachers read for **pleasure** and for **exam preparation**, while the majority indicated that they read for **both purposes**, reflecting varied motivations that influence their engagement in Filipino pedagogy.

Figure 8: Teachers' Preferred Place of Reading for Instructional Development



The responses reveal that most teachers preferred reading inside the **classroom**, likely because they can receive peer feedback when encountering unfamiliar words. Meanwhile, 7 teachers indicated they prefer to read at **home**, as it provides comfort and relaxation.

Figure 9: Reading Materials Utilized to Improve Filipino Teaching Competence



The data show that 41% of participants preferred **books**, since these serve as the most accessible and reliable resources. Fairy tales followed at 30%, as some found them enjoyable and engaging. Magazines accounted for 18%, while dictionaries were selected by 11% as reading materials.

Figure 10: Teachers' Perceptions on the Importance of Reading Skill in Pedagogy



The majority of teachers (93%) agreed that reading is important, as it enriches vocabulary, provides knowledge, and improves writing ability. They emphasized that reading contributes to professional growth and stronger pedagogy. Only 7% said reading is not the sole source of knowledge, citing other learning resources as equally helpful.

**Proposals Recommended To Concerned Authorities
To Ensure That The Implementation of the
Proposed Program Meets the Demands for Improving
Instructional Competence of Grade 2 Filipino Teachers**

Identified Needs	Proposal Recommended to Concerned Authorities
1. To the Students	✓ Students should seek guidance from their teachers whenever they encounter challenges in learning Filipino. They should allow their teachers to guide them on the kind of strategies to use. For positive development socially, morally, and academically, students should refrain from activities that hinder learning and develop a positive attitude toward lessons that will add value to their lives.
2. To the Teachers Teaching Reading in Filipino Subject	✓ Teachers should provide appropriate guidance to their students on the skills and strategies needed for learning Filipino. Learners should also be given the chance to share their opinions on the approaches that best support them. Teachers should refrain from applying rigid or domineering methods, as this can create negative attitudes toward the subject. Instead, they should foster an environment that motivates and inspires students to learn.
3. To the Parents	✓ Parents should encourage their children to engage positively in Filipino learning by supporting their practice at home. They should provide relevant materials, monitor study habits, and follow up on their children's progress to improve both skills and comprehension.
4. School Leaders and Other Concerned Authorities	✓ The school administration should ensure that Filipino teaching programs and intervention activities are effectively implemented and sustained. They should also provide necessary support to teachers in enhancing their instructional competence, making sure these efforts are aligned with curriculum goals and learner needs.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, the conclusions drawn from the findings and recommendations offered based on the conclusions.

SUMMARY

The participants agreed that instructional competence is very important for teachers in order to deliver effective lessons in Filipino. However, findings revealed that some teachers still face difficulties in applying innovative pedagogical strategies. The results of the questionnaires also show that knowledge of appropriate teaching methods is essential in strengthening instructional delivery.

Teachers should be willing and motivated to apply diverse strategies in classroom teaching. Thus, from the above illustrations, it is possible to deduce that enhancing teaching pedagogy has a great and positive effect on teachers' competence. Moreover, the use of active strategies such as collaborative learning, contextualized activities, and technology integration was found to be most effective in addressing learner needs. Therefore, even though teachers are fulfilling their roles, they must continue to incorporate varied instructional approaches in Filipino such as interactive reading, creative writing, and discussion-based tasks. They also need to encourage students to participate actively and make them aware of the value of innovative pedagogy for better teaching and learning outcomes.

FINDINGS

After collecting and analyzing the data from the research setting by observing the teaching and learning process, interviewing the Filipino teachers, distributing questionnaires to them, and assessing their instructional competence, the findings showed that there were three major problems in the research setting as follows: a) The quality of teaching and learning process in Filipino was unideal. It needed to be strengthened in order to create a more effective and engaging classroom environment for the students. b) The teachers' response in applying innovative teaching strategies was not satisfactory. They demonstrated limited interest, low enthusiasm, and minimal creativity in instructional delivery. They also relied on traditional approaches without fully understanding the potential of modern pedagogical practices. c) Thus, their instructional competence in facilitating the teaching and learning process needed to be improved in order to develop greater enthusiasm, confidence, creativity, and commitment in applying varied strategies for the Filipino subject.

CONCLUSIONS

Based on the discussion of the research, the researcher proposed some conclusions related to the result of the study. The conclusions can be explained as follows:

1. After conducting the research for two cycles, the researcher concluded that the use of the Enhanced Intervention Program was able to improve the quality of the teaching and learning process in Filipino. The program had created a more engaging classroom atmosphere in which the teachers were guided, supported, and motivated to apply beneficial strategies and techniques in delivering lessons more effectively than before.
2. The teachers' response in enhancing instructional competence through the Enhanced Intervention Program was very positive. They became more interested and enthusiastic in the teaching and learning process, especially in applying innovative methods. The teachers enjoyed and felt confident in using the strategies provided by the program, and they also demonstrated seriousness and commitment during the activities.
3. The implementation of teaching and learning activities using the Enhanced Intervention Program successfully improved the instructional competence of Grade 2 Filipino teachers, which in turn contributed to more effective pedagogy and improved classroom outcomes.

RECOMMENDATIONS

Based on the conclusions stated, the following recommendations were made:

1. To the students. Students should seek help from their teachers whenever they encounter challenges in learning Filipino. They should allow their teachers to guide them on the kind of strategies and resources to use. For positive development socially, morally, and academically, students should refrain from engaging in activities that hinder learning and instead develop a positive attitude toward lessons and materials that will add value to their lives.
2. To the teachers. Teachers should provide guidance to their students by integrating innovative pedagogical strategies and allowing learners to actively participate in the selection of instructional materials. If possible, students should be given the chance to share their opinions on classroom activities. Teachers should avoid taking an overly authoritative role in instruction, as this may create resistance and a negative attitude toward learning Filipino.
3. To the parents. Parents should encourage their children to strengthen their Filipino language skills by providing supportive resources such as books, digital tools, and other instructional materials. They should also follow up with their children at home to reinforce the skills taught in school, as well as provide a learning environment that supports comprehension and fluency.
4. To the school heads. The school administration should ensure that the proposed intervention programs and activities are effectively implemented and continuously monitored. They must also provide professional development opportunities that support teachers in improving their instructional competence in Filipino.
5. To the future researchers. It is recommended to conduct similar studies in other areas to increase the reliability and validity of the findings. It is also suggested to widen the scope of the study and include other grade levels for broader applicability. Future researchers may also explore different research designs and compare results with other variables to enrich the literature on instructional competence and Filipino pedagogy.

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