

Exploring the Best Practices in Teaching Filipino 6 at Southeast Butuan District: Basis for a Proposed Enhancement of Learning Action Cell (LAC) Sessions

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ABSTRACT

This phenomenological study explored the best practices of teaching Filipino 6 in Southeast Butuan District, Philippines, during the S.Y 2024-2025. Six experienced Filipino 6 teachers, recognized for their expertise, were purposively selected within the district. Data were gathered through semi-structured interviews with the teachers, focusing on their classroom management, lesson preparation, lesson delivery, utilization of instructional materials and assessment. Additionally, focus group discussions were conducted with students to gain insights into their perceptions of the teachers' practices. Thematic analysis was employed to analyze the qualitative data, revealing key themes related to effective teaching practices in Filipino 6. The Study found that experienced Filipino 6 teachers in the district demonstrate a strong understanding of effective pedagogical practices. These practices include creating a conducive learning environment, establishing clear rules and expectations, maintaining a clean and organized classroom, providing regular feedback, preparing well-structured lesson plans aligned with curriculum standards, and employing diverse teaching strategies to engage students, utilizing learning materials and measure learning through valid and reliable assessment. Notably, there was a clear alignment between teacher practices and student perceptions, indicating that students are actively aware of and positively influenced by their teachers' efforts to create a structured and supportive learning environment. Based on the findings, a district-wide policy is proposed to monitor and enhance best practices through orientations, classroom observations, and continuous professional development for teachers. This policy aims to promote the use of technology, encourage collaboration among the teachers, and to ensure effective learning experience for all students in the district.

KEYWORDS

Best practices in teaching Filipino 6; effective policy; conducive learning environment; discipline; teaching strategies; phenomenological research; Philippines

INTRODUCTION

The 21st-century education faces the dynamic challenge of steering increasing cultural complexities while harnessing rapid technological advancements. This necessitates innovation from educational leaders, especially in developing countries where budgetary, technological, and logistical constraints can create gaps in culturally responsive teaching, digital access, infrastructure, teacher training, and curriculum development. Bridging these

gaps is crucial for equitable and quality education that prepares students for an interconnected and diverse world. The evolution of learning theories underscores the importance of continued research and practical application to demonstrate instructional effectiveness, even within these challenging contexts. Teacher competence plays a crucial role in enhancing students' academic performance and creating positive learning experiences. It is essential for teachers to incorporate practical examples into their teaching methods to effectively engage students. (Saguin et al., 2020).

In the realm of education, continuous improvement is the bedrock of effective teaching and learning. The Department of Education in the Philippines underscores this principle through Learning Action Cells (LACs), a collaborative professional development initiative designed to foster innovation and enhance pedagogical practices among teachers. LACs serve as a platform for educators to engage in critical reflection, share best practices, and collectively address challenges within their teaching contexts.

LACs become particularly crucial when addressing the need for improved teaching strategies. A study by Puji et al. (2020) emphasized the role of LACs in facilitating teachers' understanding and implementation of innovative teaching methodologies. The researchers highlighted how LAC sessions can be instrumental in equipping teachers with the knowledge and skills necessary to adopt learner-centered approaches, integrate technology effectively, and cater to diverse learning styles. The policy must be administered to the schools for the enhancement of teachers' performance and efficiency. Topics of learning action cells (LAC) are designed to address teacher's needs with it comes to lesson delivery and personal development.

The importance of continuous improvement in teaching practices lies in the need to meet global standards and ensure high-quality education for all students. PISA assesses the competencies of students in reading, mathematics, and science, providing valuable data on the effectiveness of education systems worldwide. LACs, focused on collaborative learning and the enhancement of teaching strategies, can play a critical role in addressing areas of weakness identified by PISA results. By utilizing LACs as a platform to analyze PISA data, share best practices, and develop targeted interventions, educational systems can strive towards meeting PISA benchmarks and improving overall student performance. This emphasizes the role of LACs in fostering a culture of continuous improvement and ensuring that teaching practices align with international standards of quality education.

This study is crucial due to the Philippines' poor 2022 PISA performance and the urgent need to improve education in the 21st century. By focusing on the best practices of experienced Filipino 6 teachers in the district, this research aimed to identify effective teaching strategies within a specific context. This informed policy formulation and teacher development, ultimately enhancing the quality of education and student performance in Filipino, a foundational subject for academic success.

Filipino students have been struggling with proficiency in Filipino language subjects, as evidenced by the National Achievement Test (NAT) results, which showed an overall rating of 50.53% among elementary schools. Several factors contribute to this poor performance, including the quality of teaching, where teachers' methods and engagement significantly impact students' language proficiency. Additionally, students' motivation and peer influence play crucial roles, with a lack of interest and motivation leading to lower performance. The prevalence of other languages and the influence of mass media also detract from students' focus on learning Filipino. Furthermore, the linguistic distance between students' mother tongue and Filipino can make it challenging for them to learn the language effectively. Addressing these issues through informed policy formulation and

teacher development is essential to enhance the quality of education and student performance in Filipino, a foundational subject for academic success.

This study addressed the risk of losing valuable pedagogical knowledge due to the leaving of the profession of experienced Filipino 6 teachers in Southeast Butuan District. This study can serve as a means of capturing and preserving this valuable knowledge by systematically exploring and documenting the best practices of these experienced teachers. The findings can then be used to inform the professional development of newer teachers, ensuring continuity and preventing a decline in the quality of Filipino 6 instruction in the district.

LITERATURE REVIEW

This study utilized the theory of Constructivism (Piaget, 1973), which posits that effective learning happens through thorough reflection and active knowledge construction. It emphasizes that knowledge is a shared understanding among individuals. Learners are expected to critically examine information, drawing from prior experiences, personal beliefs, and cultural background to form their interpretations. The role of educators is to design a curriculum that promotes students' logical and conceptual growth, prioritizing experiential learning and the integration of the surrounding environment. Teachers should also consider fundamental concepts like object permanence in shaping cognitive development (Mascolo & Fischer, 2005, as cited in Brau, 2020).

Furthermore, constructivism emphasizes the active role of learners in constructing their own knowledge through experiences, interactions, and reflections. It posits that learning is not simply the transmission of information from teacher to student, but rather a process of meaning-making where learners connect new knowledge to their existing understanding.

This theory aligns with the study's focus on exploring best practices that foster student engagement and learning in Filipino 6. The use of interactive multimedia, collaborative group activities, and real-life experiences in teaching Filipino 6, as highlighted in the study, are all constructivist-aligned practices. These strategies provide opportunities for students to actively participate in the learning process, construct their own understanding of the subject matter, and connect their learning to real-world contexts.

In addition, this study will also be grounded on the theory of Classroom management by Wong & Wong (2001) to have positive expectations of a well - managed classroom, setting of rules, boundaries and routines are the solutions to implement during the first day of classes. (West, 2022).

Moreover, the study utilized the BF Skinner behaviorism theory (1938) that student's behavior can be managed through reinforcement. Positive and negative reinforcement are some strategies to make classroom more manageable, orderly and build student's discipline.

RESEARCH METHODS

Research Design

This study utilized a phenomenological research design. Phenomenological studies are a type of qualitative research that aims to understand the essence of lived experiences by exploring how individuals perceive and interpret specific phenomena. By focusing on the participants' subjective perspectives, phenomenological research seeks to uncover the underlying meaning and structure of their experiences. In this study, the phenomenological approach was employed to explore the best practices of teachers in teaching Filipino 6, and to understand how these practices were perceived by learners. This approach allowed for

an in-depth examination of the participants' experiences and perspectives, providing rich insights into the nature of effective teaching practices in the context of Filipino 6.

Research Locale

This study was conducted at selected schools in Southeast Butuan District, namely: Datu Ecleo Elementary School which is part of Barangay Sumile or called lower Sumile, while Doña Teodora Elementary School is situated at the upper part of Barangay Sumile and known for the botanical project where the city government of Butuan promoted for tourism. Moreover, Datu Santiago B. Ecleo, Sr. Memorial Elementary School is located at the center of Barangay Maguinda, the school was named after Datu Ecleo the person who donated the lot. The Tagabaca Integrated School and Salvacion Integrated School are situated along the highway going to Las Nieves, Agusan del Norte. The Mahay Integrated School is situated near Agusan River and is surrounded by the housing program of the city government of Butuan which is the Gawad Kalinga. The district office of the following schools is situated at Pigdaulan National High School.

Research Instrument

This study employed an interview schedule containing guided questions, which enabled participants to freely express their opinions and ideas on various aspects of the topics under discussion. The questionnaire was designed to encourage participants to provide detailed and thoughtful responses, allowing for rich and nuanced understanding of their perspectives. This could lead to a deeper understanding of the topics under study and may contribute to the development of more effective interventions or strategies in the future. Additionally, the open-ended format allowed for flexibility in responses, enabling participants to highlight issues or concerns that may not have been anticipated by the researchers. This can lead to a more comprehensive and holistic understanding of the topic, benefiting both academic research and practical applications in the field.

The questionnaire underwent evaluation by the adviser and panel of examiners to ensure its alignment with the statement of the problem. The questions were carefully crafted based on the research questions, providing a structured framework for its implementation. Additionally, the questionnaire was designed to gather relevant data that directly addressed the research objectives, ensuring the study's validity and reliability. Additionally, the careful crafting of questions based on the research questions provided a structured framework for the implementation of the questionnaire, making it more likely to yield relevant and meaningful data for the study.

Data Gathering Procedure

A letter of permission was sent to the School Division Superintendent of the division of Butuan City to conduct the study. This letter was signed by the researcher and adviser. After the approval from the School Division Superintendent, the researcher asked permission from the school heads of the selected schools of Southeast Butuan District through a letter to conduct the study in their respective school. The researcher scheduled the conduct of one-on-one interview of teacher and FGD for the learners. The researcher asked for a room where the interview can be conducted to avoid distraction of classes. During the interview the researcher read the procedures and purpose of the study to both teachers and learners.

Data Analysis Plan

This study, which focused on exploring the best practices of teachers teaching Filipino 6, had several key steps to be followed to ensure a rigorous data analysis process with meaningful implications.

Data Collection. This involved interviewing teachers to gather detailed descriptions of their experiences and practices, ensuring that the insights gained were authentic and representative of the phenomenon under study. This also included the interview of students on their perception as how their teachers taught the said subject.

Data Preparation. This included transcription and organization of the interview, as they laid the foundation for subsequent analysis and interpretation. These steps not only facilitated a comprehensive understanding of the data but also enabled researchers to identify and address potential biases or limitations in the study.

Data Familiarization. It helped researchers immerse themselves in the data, gaining insights into the nuances and complexities of teachers' experiences. Initial coding involved developing a list of codes based on the research questions and systematically applying them to the data, enabling the identification of emerging themes and patterns. This phase was crucial for identifying the key elements that defined the best practices of teachers teaching Filipino 6, providing a basis for further analysis and interpretation.

Theme Development. This was a critical stage in the analysis process, where researchers identified and interpreted the themes that emerged from the coded data. These themes represented the essence of teachers' experiences and practices, shedding light on the underlying factors that contributed to their effectiveness in teaching Filipino 6. Peer debriefing and member checking were essential steps that ensured the validity and reliability of the findings, as they involved validating the interpretations with colleagues and participants to ensure they accurately reflected the experiences of teachers.

Final Coding. This step refined the coding scheme based on the initial analysis, ensuring that all relevant themes were captured, and that the data were thoroughly analyzed. Theme interpretation involved analyzing the themes to gain a deeper understanding of the best practices of teachers teaching Filipino 6, considering how these practices aligned with existing literature and theories. This step was crucial for deriving meaningful implications from the findings, as it allowed researchers to draw connections between their findings and broader educational concepts and principles.

Data Reporting. In this stage, the researcher provided a detailed description of the study participants, data collection methods, key themes, and interpretations, using quotes or examples from the data to support their conclusions. This not only enhanced the credibility of the findings but also provided a comprehensive overview of the study's findings and implications. Ethical considerations should be paramount throughout the data analysis process, ensuring that the rights and confidentiality of the participants are protected.

RESULTS AND DISCUSSION

Teachers' Best Practices - Teaching Filipino 6

Teachers' Best Practices in Teaching Filipino 6 along classroom management, lesson preparation, lesson delivery, utilization of instructional materials and assessments were analyzed using thematic analysis. The tables present the teachers' best practices and the corresponding interpretation for each.

Table 1. Thematic Analysis of the Best Practices in Teaching Filipino 6 long Classroom Management

Participants	Code	Category	Themes	Interpretation
FT1 FT2 FT3 FT6 FT1 FT2 FT3 FT4 FT5 FT1 FT3 FT6	*Big, spacious *Not much pictures on wall/bulletin boards *Cabinets on the sides and bulletin boards at the back of the teacher's table *Well-ventilated and well-lighted classroom *There are four ceiling fans in our classroom *Cabinets on the sides and bulletin boards at the back of the teacher's table *The table and chairs are well arranged in line facing the blackboard	Physical lay-out of the classroom Ventilation and lighting Well-arranged fixtures	Learning environment	Teachers face the challenge of providing a conducive learning environment where they can cultivate not only academic growth but also other essential dimensions of an individual, such as discipline, cleanliness, and the value of feedback mechanisms. This study identifies four key themes that emerged as best practices of classroom management among Grade 6 Filipino teachers in Southeast Butuan District, Division of Butuan City. These findings reflect Skinner's learning theory of behaviorism, which emphasizes the role of reinforcement and punishment in shaping behavior. This theory
FT1 FT2 FT4 FT3 FT2 FT5 FT1 FT2 FT4 FT6	*Set rules to be followed *Orientation of the rules extended to parents *Giving candies and chocolates if behaving well and done tasks assigned *Apply reward system	Managing positive class behavior	Discipline	proposes that individuals learn through the consequences of their actions, and it underpins the teachers' reward system that provides rewards for good behavior and sanctions for misbehavior.
FT1 FT2 FT3 FT4 FT6 FT5	*Anecdotal record for first offense, refer to the guidance counselor for 2 nd offense *Private talk then refer to the guidance officer	Sanctions for misbehaviors		The participants in this study demonstrate ongoing commitment to classroom management through established routines. These include the flag ceremony every Monday at 7:00 AM and consistent cleanliness maintenance, facilitated by assigned student leaders who monitor and provide feedback. This approach aligns with Harry Wong's theory, which emphasizes the importance of routines in
All FTs	*Sweeping in and out of the classroom *Watering plants after 15 min. get inside start with prayers and greetings *Flag ceremony every Monday	Routine activities before the start of class	Cleanliness Feedback mechanism	

FT4 FT5	morning at 7AM *Apply monitoring and feedback mechanism, reminders *Leader designation		creating a structured and conducive learning environment. By establishing predictable patterns, students are primed for a productive day, with a clean and organized space that fosters focus and receptiveness to learning.
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Table 1 presents the best practices of the participants in teaching Filipino 6 in terms of classroom management. The results of the interview about the best practices of the 6 teachers teaching Filipino 6 revealed their classroom management practices.

As indicated in the Table four themes had been identified from the interview of the participants in classroom management, namely (1) learning environment, (2) discipline, (3) cleanliness, and (4) feedback mechanisms. Teachers emphasized the importance of a well-organized classroom with adequate space, ventilation, and lighting to create a conducive learning environment. They highlighted the implementation of clear classroom rules and a reward system, aligning with Skinner's behaviorism theory, to manage student behavior effectively. The teachers also stressed the importance of maintaining a clean and organized classroom through routines and assigned student leaders, echoing Harry Wong's theory on the significance of routines and feedback mechanisms in promoting positive learning behavior.

Based on the responses of the interview of the 6 teachers teaching Filipino 6, the researcher identified four (4) themes that describe the best practices of the teachers in terms of classroom management. These themes are: (1) Learning Environment; (2) Discipline; (3) Cleanliness; and (4) Feedback Mechanism.

Learning Environment

The Learning Environment theme focuses on the physical arrangement of the classroom. Teachers discussed the size, ventilation, and lighting of the classroom, as well as the arrangement of furniture and learning materials. They emphasized the importance of having a spacious, well-lit, and well-ventilated classroom to facilitate a conducive learning environment.

Discipline

The Discipline theme involves the implementation of classroom rules. Teachers underscored the importance of setting clear expectations for student behavior. They also discussed the use of a reward system, where students are rewarded for good behavior and punished for misbehavior. This approach is supported by Skinner's learning theory of behaviorism, which emphasizes the role of reinforcement and punishment in shaping behavior.

Cleanliness

The Cleanliness theme highlights the importance of maintaining a clean and organized classroom. Teachers discussed routine activities such as sweeping, watering plants, and having designated leaders to monitor cleanliness. This emphasis on cleanliness aligns with Harry Wong's Theory of Classroom Management, which focuses heavily on establishing routines to prepare students for a productive learning day.

Feedback Mechanism

The Feedback Mechanism theme involves providing students with regular feedback on their behavior and academic performance. Teachers discussed the importance of monitoring student behavior and providing timely feedback to address any issues. This theme also aligns with Harry Wong's Theory, which emphasizes the importance of feedback in promoting positive student behavior and academic growth, as expressed by the participants as follows:

"Malaki ahmm.. maaliwalas wala masyadong nakadikit ahmm..may cabinet sa gilid tapos sa likod ng teacher's table may bulletin board" (FT1).

"Conducive for learning, malaki naman spacious may mga nakadikit na ano sa bulletin board" (FT2).

"When it terms sa sizes ahmm, ito ay malaki and yung bulletin board ko yung kabinet even my ahh, teacher's table ay nandoon sa likuran. well- ventilated, tapos well-lighted" (FT3).

"Well- ventilated, tapos well-lighted" (FT4)

The disciplinary actions shown by Filipino 6 teachers are:

"Pagbibigay ng rules" (FT1).

"Rules ako na gina implement." (FT2).

"Set ng rules na kailangan nilang sundin" (FT4)

"Inno - orient ko yung mga bata pati yung mga parent" (FT3)

Good behavior or correct answer is awarded and misbehavior is given sanctions. This is manifested by Filipino 6 teachers in the following excerpts:

"Reward system sa mga bata." (FT1,FT4)

"Pabuya gaya ng mga candy yung mga chocolates" (FT2).

"Kapag nagawa nila yung mga dapat gawin ay binibigyan ko sila ng reward" (FT3).

"Nagbibigay din minsan ng rewards na candy, chocolate" (FT5).

"Tamang sagot binibigyan ko sila ng mga rewards" (FT6).

"Anecdotal record hmm kung sino man pag lumagpas na sa tatlo nirerefer ko na ito sa sa aming guidance counselor." (FT1)

"Sa anecdotal doon ko nililista ahh, kaa,, once na ahh, yung nailista ko ay nasa 3 beses na ay gumagawa ako ng report nun para maipasa ko sa aming guidance designate para ma seattle (FT2)."

"Gumagamit ako ng anecdotal record." (FT3)

"Record doon at tinatala ang mga nangyayari,lalong-lalo na yung mga hindi kaaya-aya sa loob ng klase" (FT4)

"Sinusulat ko ito sa anecdotal record" (FT6)

"Kausapin lang ang mag-aaral ng pribado or pinapatawag sila sa ano sa guidance office" (FT5)

Feedback mechanism monitoring and feedback of the leader designates are being practiced usually when conducting preliminary activities.

In terms of cleanliness, teachers adhere to routine activities before the start of classes. As indicated below:

"naka assigned merong nagwawalis sa labas at sa loob ng silid-aralan then merong nagdidilig ng halaman sa loob ng 15 minutes after 15 minutes ahmm.. papasok na sa loob then prayers and greetings."(FT1)

"Sa araw ng lunes kami ay nag flag ceremony 7 o'clock, may mga bata na naglilinis muna sa labas sa classroom 7:20 start with a prayer while greetings." (FT2)

"binibigyang task so bago kami magsimula ng kakak." (FT3)

"may naka-assign sa kanila ng mga cleaning areas maglilinis araw-araw." (FT4)

"maglinis muna sa loob at labas ng silid-aralan." (FT5)

mga bata na naka assign na maglilinis sa labas,mayroon ding sa loob yung sweepers.at kailangan kailangan nilang gawin."(FT6)

Implementing classroom rules make learners more attentive, behaved, and well - discipline. It is also good to give feedback to the learners in their assigned task to develop responsibility in themselves.

Table 1 emphasizes the vital role effective classroom management plays in fostering a positive and productive learning environment. Gaias et al. (2019) emphasize that well-managed classrooms, especially those with an inclusive and culturally responsive atmosphere, often lead to better student outcomes. Bermudez et al. (2022) observed that many teachers in the Philippines align their classroom management strategies with the Philippine Professional Standards for Teachers (PPST), focusing on key areas such as the learning environment, purposeful learning activities, and catering to diverse learners. Ozen et al. (2020) recommend that new teachers take the time to understand the unique dynamics of each class they handle, enabling them to address student behavior effectively. Gage et al. (2018) highlight how impactful teachers' classroom management practices can be on student success, particularly when teachers actively engage students, provide good supervision, create opportunities for student participation, and offer constructive feedback. These research findings lend credence to the responses of the study participants, who highlighted the importance of learning environment, discipline, cleanliness, and feedback mechanisms in creating a classroom conducive to learning. The insights from these studies strongly support the notion that a well-managed classroom, characterized by a positive learning environment, clear disciplinary measures, a clean and organized space, and effective feedback mechanisms, can significantly contribute to student success.

Table 2. Thematic Analysis of the Best Practices in Teaching Filipino 6 along Lesson Preparation

Participants	Code	Category	Themes	Interpretation
FT1 FT2 FT3 FT4 FT5 FT6	*Lesson preparation for a week's daily lesson *Content of the lesson plan: Objectives Subject matter Activity, Analysis, Abstraction, Application (4As) *Integration of national issues in the activities during Buwan ng Wika *Learners experienced exams like written, oral summative test, formative test, quarterly test and performance test Poster making, slogan contest, sayawit, sabayang bigkas, sayawit	Daily lesson log Learning competencies 4As	Lesson plans BOW Most Essential Learning Competencies (MELCs)	The Department of Education's K-12 curriculum establishes specific curriculum standards guided by the Most Essential Learning Competencies (MELCs) for Grade 6 Filipino. Filipino 6 teachers utilize these MELCs to develop their daily lesson plans and objectives. These daily plans are further guided by a weekly budget of work (BOW) that outlines the subject matter. This subject matter is then articulated through activities typically structured in a 4As format (Activity, Analysis, Abstraction, Application), processed through the application of various teaching strategies. Finally, learning outcomes are evaluated and assessed through written or performance-based tests.

Table 2 revealed the coded and categorized data from transcribed responses of teachers during interview on lesson preparations. The 2 main themes are: lesson plans along with Budget of Works (BOW) and Most Essential Learning Competencies (MELCs).

Teachers prepared daily lesson logs according to the Most Essential Learning Competencies (MELCs) and is guided by the Budget of Works or BOW. Teachers use 4 A's in delivering the subject matter. National activities are integrated during activities like Buwan ng Wika where learners participate in slogan, poster making and other contests. Teachers use many ways in assessments, as indicated below:

“Okay, tinitingnan ko una ang MELC kung., akma ba siya kung nasa.. akma ba siya kung nasa linggo ito at pangalawa tinitingnan ko rin sa BOW or Budget of Works.” (FT1)

“So gumagawa ako ng lesson plan araw-araw. Dapat iyong mga layunin ay naaayon sa MELC or MELC.” (FT5)

“Bago ang lahat, inihanda ko ang aking DLL, pagkatapos, tinitingnan ko ang mga learning objectives kung ang mga nilalaman ay akma ba sa mga learning competency ng mga bata.” (FT6)

The lesson plan is the blue print of the desired learning outcomes and evaluate what learners know, need to learn and how to learn. Through lesson plan, learning competencies were evaluated as carried or not carried before going to the next competencies. To make teaching effective, lesson plan should be aligned to the most essential learning competencies (MELCs) guided by the budget of work (BOW). (DepEd Order No. 42, s. 2016).

Table 2 emphasizes the critical role of thorough lesson preparation in effective teaching. Zalun (2023) underscores the importance of Most Essential Learning Competencies (MELCs) and their effectiveness in facilitating learners' cognitive, affective, and psychomotor development. Yacap (2022) highlights the crucial role of pre-service teachers engaging in lesson plan creation during their training, advocating for programs that support their development in this vital area. These studies support the participants' emphasis on the value of meticulous lesson planning, particularly aligning lessons with the Budget of Work (BOW) and focusing on the Most Essential Learning Competencies (MELCs). This meticulous approach to lesson preparation ensures that teachers can deliver engaging and effective lessons that cater to learners' diverse needs and promote their holistic development.

Table 3. Thematic Analysis of the Best Practices in Teaching Filipino 6 along Lesson Delivery

Participants	Code	Category	Themes	Interpretation
FT1 FT2 FT4 FT6	*Application of ICT, use of AV, multi-media	Computer - aided Instruction	Teaching strategies	Best practices in teaching Filipino involve a dynamic blend of strategies, with multimedia playing a key role. Small group tasks and collaborative activities thrive under the teacher's guidance, utilizing diverse materials like pictures, videos, books, and even the students' own performances and experiences. This approach aligns perfectly with the needs of today's "Generation Alpha" learners,
FT3	*Group dynamics	Gamification		
	*Using games, AV presentation, use of pictures	Hands-on activities	Managing Student engagement	
FT2	*Role-playing, vocabulary	Visualization		
FT4	*Video presentation			
	*Storytelling,			

FT5	pictures *Live performance. learner's experiences	Collaborative engagement		who are hyper-connected, independent, and accustomed to a technology-driven lifestyle. These learners are visual, responding well to technology-integrated lessons, and they readily construct knowledge from their rich life experiences, reflecting constructivist learning principles. Therefore, effective Filipino instruction should be varied, learner-centered, and infused with technology to engage these digital natives and cater to their unique learning styles.
FT6	*Audio visual presentation	Digital platforms		
FT1-6	*Small group tasks *Utilize google and kahoot			

Table 3 revealed these themes from the responses of the interview of the grade 6 Filipino teachers in lesson delivery. These themes focus on the diverse pedagogical approaches employed by the teachers to engage students and facilitate learning. The teachers highlighted the use of multimedia and digital platforms, such as Kahoot and Google applications, to enhance interactivity and cater to the technology-driven nature of Generation Alpha learners. They also emphasized the importance of collaborative learning through group dynamics and hands-on activities, allowing students to share ideas, support each other, and actively construct knowledge. The teachers also mentioned using games, role-playing, storytelling, and real-life experiences to make learning more engaging and relevant to students' lives.

The excerpts highlighted were the application of multimedia/ computer-aided instruction/ digital platforms / group activities using different teaching materials like pictures, TV, books, and the performance and experiences of the learners themselves/collaborative engagement, as indicated below:

“Okay..isa sa mga estratehiya na ginagamit ko upang mahikayat ang mga mag-aaral na matuto ay yung paggamit ng pag-integrate ng ICT.” (FT4)

“Okay, gumagamit ako ng ICT para sa mga groupings tapos.....at mga games at mga group activities”. (FT1)

“so for example sa panghalip ahhh., may mga activity binibigay ako so paa., magbigay sila ng og., gagamit sila ng panghalip ahh.,., unang pangkat ahh., magbigay sila nang ahh., gagamit sila ng panghalip sa paraang pag.,, ahh., gagamitin nila sa pagsusulat ng sanaysay ahh., yung pangkat dalawa naman ahhh.,, gagamit sila ng panghalip sa pamamagitan ng pagbuo ng isang maikling tula at yung pangatlong pangkat naman sila naman yung ahhh.,, maagg.,pagsasadula na gumagamit ng panghalip.” (FT3)

“Ahhmm, sa amin may isang ano quarter na may bumasa kami ng isang kwento ang ginawa ko ini - grupo ko yung mga bata sa 2 grupo yung isang grupo magsasadula sila basi sa kwentong nabasa yung pangalawang grupo naman gagawa sila ng venn diagramkung baga kung ano yung natutunan nila at yung advantages at dis - advantages sa kwentong nabasa.” (FT2)

Moreover, this emphasized the importance of lesson delivery. All teachers shared common strategies in delivering lessons. Teachers use teaching materials for small groups to develop collaborative engagement, as indicated below:

“Sa ngayon dahil may mga telebisyon na tayo sa ating paaralan sa loob ng ating silid aralan gumagamit ako ng ICT at iba pang mga learning materyal sa Pilipino.” (FT6)

“Sa pagdiriwang namin ng buwan ng wika, nagkakaroon kami ng mga iba't-ibang paligsahan kagaya ng mga sabayang bigas, paggawa ng poster, at slogan.” (FT6)

“Ahhh,, sa pagtuturo sa Filipino 6 gumagamit ako nang mga gumagamit ako ng mga audio - visual presentation.” (FT3)

“kadalasang ginagamit ko ano sa na isa ah isang digital digital platform sa pagtuturo ko sa Filipino 6 ay yung kahoot, kasi yung kahoot kasi is ah madali siyang madali yung setting nya and of course ang importante is free siya.” (FT6)

“Gumagamit ako ng multimedia kagaya ng telebisyon, speaker at radyo.” (FT6)

“Okay, gumagamit ako ng ICT para sa mga groupings tapos.....at mga games at mga group activities.” (FT1)

“Sa ngayon dahil may mga telebisyon na tayo sa ating paaralan sa loob ng ating silid aralan gumagamit ako ng ICT at iba pang mga learning materyal sa Pilipino.” (FT6)

Technology integration is emphasized as important part to utilize in lesson delivery. All teachers shared common strategies in delivering lessons. It is the application of the multi-media, digital platform and audio - visual presentation. Teachers use teaching materials for small groups to develop collaborative engagement.

Kalyani (2024) showed that learning process nowadays has been changed by the advent of educational technology. Students' engagement is important in developing the 21st century skills through the application of technology. Moreover, students who engage more in technology develop more on digital literacy which will equip them to explore more information.

Table 3 highlights the diverse approaches to lesson delivery that can enhance student engagement and learning outcomes. Cantago et al. (2024) demonstrate the effectiveness of incorporating technology through methods like digital storytelling, which can improve reading comprehension, class participation, and create a positive learning environment. Paman-Viador et al. (2022) advocate for integrating multimedia tools like PowerPoint presentations, videos, audio, flashcards, and charts to make lessons more interactive and meaningful. Tabayan (2022) emphasizes the role of ICT integration in modernizing teaching methods, suggesting that both teachers and learners recognize its effectiveness in fostering creativity and participation. Varona (2022) supports the combined use of traditional and multimedia approaches in lesson delivery, particularly for speaking and writing, to improve teaching quality. Widjaja et al. (2021) discuss the importance of online synchronous seminars and pre-recorded lessons for pre-service teachers, highlighting the shift to online teaching during the pandemic. Asiyai (2022) emphasizes the need to consider technology, learning outcomes, delivery methods, and resources for quality online education, particularly for medical and health professions educators. Mallillin et al. (2022) shows the positive impact of diverse teaching strategies and techniques on student learning, emphasizing their role in achieving observable learning outcomes. Buckingham et al. (2021) stress the importance of full engagement from all stakeholders in co-teaching for successful implementation. These studies support the participants' views on the value of diverse and engaging lesson delivery approaches, including computer-aided instruction, gamification, hands-on activities, visualization, collaborative engagement, digital platforms, varied teaching strategies, and effective student engagement management. By incorporating these diverse methodologies, teachers can create dynamic and effective learning experiences that cater to various learning styles and promote deeper understanding.

Table 4. Thematic Analysis of the Best Practices in Teaching Filipino 6 along utilization of instructional materials

Participants	Code	Category	Themes	Interpretation
FT1 FT2 FT3 FT2 FT5 FT6	*Enhancing vocabulary, writing, listening skills, comprehension skills, speaking *Interactive classes	Language art skills ICT Learning interest	Teaching strategies	Teachers utilize instructional materials to help learners improve vocabulary skills, listening skills, comprehension skills and speaking. Without the use of ICT these skills are not possible to be enhanced. The integration of ICT helps classes to be interactive. The 21 st century utilization of ICT and other media in teaching are highly recommended.

Table 4 reveals how the teachers utilized and how they used educational instructional materials to their learners. Teachers used ICT and media to enhance the vocabulary, writing skills, listening skills and speaking, as indicated below:

“Ginagamit ko ito bilang pagpapalawak ng bokabularyo, pagpapalalim ng pagka - unawa “sa pagbasa,pagpapahusay sa pagsusulat, pagpapalakas ng kasanayan sa pakikinig at pagsasalita, paggamit ten,,teknolohiya at., pagbuo ng inter - active na pagkatoto.”(FT1)

“nagiging interactive sila o interesado sila sa lesson.” (FT1)

“ginagamit ko ang kagamitang sa panturo sa Filipino 6 sa pamamagitan ng pagpapalawak bokabularyo, pagpahusay sa pagbasa at pagbuo ng interactive sa pang... ng pagkatuto.”(FT2)

“paghahasa ng kanilang kasanayan sa pagbasa,sa pagsulat at sa pakikinig.” (FT3)

“nagiging interactive sila o interesado sila sa lesson.” (FT1)

“Mas madali kasi silang matuto” (F5)

“dahil mas madaling maintindihan ng mga bata” (F6)

Teachers utilized instructional materials to make their teaching interactive using the ICT materials. The teachers emphasized the basic skills that learners needed. In addition, teachers utilized instructional materials to make learning more interactive and they affirm that learners easily understand the lesson because they utilized learning materials effectively.

Table 4 underscores the significant impact of utilizing instructional materials effectively in the teaching-learning process. Almacen et al. (2024) highlight the importance of incorporating modern tools in teaching, recognizing the effectiveness of multimedia instructional materials compared to traditional ones. Ocaña (2024) reveals that teachers often require further training on the effective utilization of instructional materials and technology integration, challenging the Department of Education to conduct regular training and orientation for teachers. Cabunoc et al. (2024) identify barriers to teachers' competency in ICT integration, including factors such as age, teaching experience, skills, behaviors, lack of resources, training, and IT experts in schools. These studies support the participants' observations on the crucial role of instructional materials in enhancing language art skills, promoting ICT learning interest, and informing effective teaching strategies. By effectively addressing the challenges and incorporating modern tools and technologies, teachers can create more engaging and effective learning experiences that cater to diverse learning styles and promote deeper understanding.

Table 5. Thematic Analysis of the Best Practices in Teaching Filipino 6 along assessment

Participants	Code	Category	Themes	Interpretation
FT1 FT2 FT3	Pen and pencil or Written test, oral test, performance	Measuring tools of learning Fil 6	Assessment	Teachers emphasized the assessment type they administered in their class. Most of the teachers used written, oral and performance task. Teachers favored that written test is more effective than other assessments. This type of assessment can help teachers to monitor learners' comprehension and reading ability.

Table 5 revealed the type of assessments that teachers administered in measuring the learning of their learners and they give 2 types that they commonly used. Teachers explained what is the most effective assessment, as explained here:

- “Written test at oral recitation ang ginagamit ko sa pagtataya.” (FT2)*
- “paper pencil test para sa pagtataya sa filipino 6 at performance task.” (FT2)*
- “gumagamit ako ng paper pencil, test at yung performance test or oral station.” (FT3)*
- “ginagamit ko sa Pilipino ay written assessment at oral sometimes.” (FT4)*
- “aking ginamit ay written at oral.” (FT5)*
- “oral o kaya written ang kanilang pinapasagutan ko sa kanila.” (FT6)*
- “writin tests dahil makikita dito ang kanilang pagbabasa, pag - unawa sa mga tanong at sa pagpili ng mga tamang sagot dahil multiple choice ang ginagamit ko sa aking written exam.” (FT1)*
- “yung paper pencil test dahil masusukat mo yung nalalaman lalo reading comprehension ng mga bata.” (FT2)*
- “pinaka epektibong pagtataya sa na nakatutulong sa kanila is yung paper and pencil test kasi ah sa paggamit ng pagtataya na ito ay nasusukat talaga yung comprehension level nila. at yung,em at ang kanilang paghihinuha.” (FT3)*
- “written dahil nakikita natin diyan ang kanilang kapasidad sa pagbasa at pag-unawa.” (FT5)*
- “Written exam dahil nababasa at nauunawaan nila ang mga tanong na ginagawa mo at pinapasagutan sa kanila.” (FT6)*

The teachers highlighted the types of assessment administered by teachers in their classes. Written test and oral test are the common measuring tools used by teachers. Moreover, teachers favored that written test is the most effective to measure the learning of their learners. Written test can measure learners' reading comprehension according to teachers.

In support, assessment must be varied and improved to make learning effective and more reliable. This is what the study of Manigbas et al., (2023) revealed that teachers administer various types of assessment to measure learners' learning. It is advised to improve assessment procedures and tools that suited to learners' capacity to ensure quality of assessment.

Learners' Perceptions on the Teachers Best Practices

In the focus group discussion, the learners shared same responses on how they perceived the practices of their Filipino teachers in terms of classroom management, lesson preparation and lesson delivery. Learners highlighted several aspects of their teachers' practices, including:

Classroom Management

Students noted the physical arrangement of the classroom, the establishment of rules, the use of rewards, and the recording of misbehavior. They also mentioned the teachers' reminders and instructions, indicating their perception of structured classroom management strategies, as they have stated:

- “Em..., ginabutang ni maam ang kabinet sa likod para naay space” (FGD)*
- “Nag set og rules si maam” (FGD)*
- “Naghatag og reward” (FGD)*
- “Ginalista ni mom ang mga misbehavior sa anekdotal.” (FGD)*
- “Adiser mi manguli mag remind si maam sa amo.” (FGD)*
- “koan sir nag ingon si maam na kung na'y magsaba - saba magbayad og piso para kung katong among gipang ilang gipang bayad amoa ratong gamiton sa christmas party.” (FGD)*

Lesson Preparation

Learners confirmed that their teachers regularly prepared lesson plans and integrated activities related to national events like Buwan ng Wika. They also mentioned that teachers reviewed learning objectives and aligned their lessons with the MELC, indicating the students' awareness of these practices, as indicated below:

- “magbuhat si maam og lesson plan.” (FGD)*
- “everyday magbuhat si maam og lesson plan.” (FGD)*
- “Buwan ng wika may inipresenta kaming mga sayaw.” (FGD)*
- “nagkaroon kami ng poster making.” (FGD)*
- “written at oral” (FGD)*
- “ginabasa ni mam ang learning objectives.” (FGD)*
- “ginabasa ni maam ang melc.” (FGD)*
- tinitignan ni ma'am yung performance standard (FGD)*

According to the themes in lesson preparation, teachers prepared lesson plan and checked the Most Essential Learning Competencies (MELCs) to ensure the alignment of it in budget of work (BOW) thus assure positive result of the learning outcomes.

Lesson Delivery

Students observed the use of multimedia, television, and groupings in their classes, highlighting the teachers' efforts to create a collaborative and engaging learning environment. They specifically mentioned the use of Kahoot, a digital tool, further confirming the teachers' integration of technology in their lessons. The focus group interview from the learners revealed on how they perceived the best practices of their Filipino 6 teachers along with lesson delivery, as they have stated:

- “Gagamit si ma'am og multi media.” (FGD)*
- “gagamit po ng TV para din po yung makikita yung picture.” (FGD)*
- “groupins sir kay magtinabangay man mi tanan kay kung unsay dili mi kabalo makabalo mi sa amoang classmate kay tudloan man mi.” (FGD)*
- “lahat ay maka share ng idea.” (FGD)*
- “Gumamit si maam ng kahoot.” (FGD)*

According to themes in lesson delivery it is emphasized that teaching strategies is aided by instructional materials such as ICT, multi - media and other technology. Collaboration is also emphasized by the learners.

Overall, the learners' perceptions validated the teachers' self-reported best practices, demonstrating a clear alignment between the teachers' intentions and the students' experiences. This provides strong evidence for the effectiveness of the identified best

practices in creating a positive and productive learning environment in Filipino 6 classrooms (Alonzo et al., 2023).

Utilization of instructional materials

Learners shared some observations on how their teachers utilize instructional materials. Based from the learners their teachers utilize instructional materials in enhancing their vocabulary skills, reading skills, writing, listening, comprehension and speaking skills. In addition, teachers apply ICT materials or technology tools to make interactive class, as indicated below:

“ginamit ni ma'am ito para sa pagbasa.” (FGD)

“ginagamit ni ma'am sa pagbasa at pag-unawa.” (FGD)

“ginagamit ni ma'am sa pag-susulat.” (FGD)

According to the themes this an example of teaching strategy on how to utilize instructional materials to improve learners' basic skills particularly in language. Moreover, ICT integration is important to utilize as to make learning more fun and interactive.

Assessment

Learners shared common observation about the type of assessments that their teachers administered. They confirmed that only 2 types of assessment were experienced from their teachers, the written test and oral test, as indicated below:

“Written at oral.” (FGD)

“Oral at written.” (FGD)

Table 5 emphasizes the crucial role of assessment in gauging students' understanding and progress in Filipino 6. Bellido et al. (2024) stress the importance of utilizing a diverse range of assessment tools, including both traditional and authentic assessments, to gain a comprehensive understanding of student learning. Alonzo et al. (2023) observed that while teachers possess adequate knowledge of outcomes-based education (OBE) principles, their assessment practices sometimes deviate, highlighting how the school environment can influence assessment approaches. These studies underscore the participants' insights on the importance of utilizing appropriate measuring tools for learning Filipino 6 and implementing effective assessment strategies. By employing a variety of assessment methods and aligning them with OBE principles, teachers can accurately measure student learning outcomes and provide valuable feedback for improvement.

Proposed District Wide Policy on the Enhancement of Learning Action Cell (LAC)

- I. **Rationale.** The Department of Education emphasizes the importance of continuing professional development for teachers, with Learning Action Cells (LAC) serving as a platform for collaboration and the enhancement of teaching practices. Equipping teachers with the best practices in teaching Filipino 6 through focused LAC sessions can significantly improve their abilities and skills across all aspects of the teaching process.
- II. **Objectives.** At the end of the sessions, the participants are expected to:
 - a. provide a platform for Filipino 6 teachers to share and learn best practices in classroom management, lesson preparation, lesson delivery, utilization of instructional materials and assessment;
 - b. enhance teachers' understanding of different strategies in teaching and the importance of teaching innovation.

- c. promote the use of innovative teaching strategies and instructional materials in Filipino 6 classrooms;
- d. develop teachers' skills in utilizing technology for assessment and feedback in Filipino 6;
- e. foster a collaborative learning community among Filipino 6 teachers in the district; and
- f. enhance the teaching strategies of Filipino 6 teachers by integrating effective pedagogical approaches identified through this research.

III. Expected Participants

The following are the expected participants of the activity:

- a. All Filipino 6 teachers in Southeast Butuan District
- b. School principals
- c. District supervisor
- d. Resource persons/experts in Filipino language teaching

IV. Matrix of the Activity

Activity	Objectives	Time Frame	Persons Involved	Verifiable Indicators	Fund Source / Budgetary Requirements	Remark
LAC Session 1: Orientation on Best Practices in Teaching Filipino 6	Define best practices in the context of teaching Filipino 6. Share research findings on effective teaching strategies. Identify current practices of teachers in the district.	1 day	Filipino 6 teachers, school principals, district supervisors, resource persons	Attendance rate of teachers Pre- and post-assessment scores on knowledge of best practices	School MOOE District LAC funds	
LAC Session 2: Differentiated Instruction and in Filipino 6	Understand the principles of differentiated instruction. Develop differentiated activities for diverse learners.	1 day	Filipino 6 teachers, school principals, resource persons	Lesson plans incorporating differentiated activities Sample differentiated activity outputs	School MOOE District LAC funds	
LAC Session 3: Innovative Teaching Strategies and Instructional Materials in	Explore innovative teaching strategies (e.g., gamification, project-based learning).	1 day	Filipino 6 teachers, school principals, resource persons	Sample innovative lesson plans Teacher-developed instructional materials	School MOOE District LAC funds	

Filipino 6	Develop and share instructional materials aligned with the curriculum. Utilize technology tools for interactive learning.			Integration of technology tools in lessons		
LAC Session 4: Assessment and Feedback in Filipino 6	Utilize diverse assessment methods (e.g., formative, summative, performance-based). Provide effective feedback to students using technology tools. Analyze student data to inform instruction.	1 day	Filipino 6 teachers, school principals, resource persons	Sample assessment tools and rubrics Utilization of technology for feedback Action plans based on student data analysis	School MOOE District LAC funds	
Classroom Observation and Peer Feedback:	Observe and provide feedback on the implementation of best practices. Foster peer learning and support.	Ongoing throughout the year	Filipino 6 teachers, school principals	Observation reports Peer feedback forms Documentation of changes in teaching practices	School MOOE	

CONCLUSION

Based on the findings of the study the following conclusions are drawn:

1. Experienced Filipino 6 teachers in Southeast Butuan District possess a strong understanding of effective pedagogical practices and actively implement them in their classrooms. These practices, encompassing classroom management, lesson preparation, lesson delivery, utilization of instructional materials and assessment contribute to creating a conducive learning environment where students feel safe, engaged, and motivated to learn.
2. The alignment between teacher practices and learner perceptions suggests that students are actively aware of and positively influenced by their teachers' efforts to create a structured, engaging, and supportive learning environment. This alignment further validates the effectiveness of the identified best practices in promoting student learning and classroom management.
3. The proposed district-wide policy has the potential to further enhance the quality of Filipino 6 instruction by providing continuous support and professional development for teachers. By monitoring best practices, promoting the use of technology, and

encouraging collaboration among teachers, the policy can contribute to a more consistent and effective learning experience for all students in the district.

Recommendations

Based on the foregoing findings and conclusions, the following recommendations are offered for consideration:

Schools District Officials. District officials may integrate the identified best practices into teacher training programs and LAC sessions, ensuring continuous development and support for Filipino 6 teachers. They can also monitor the implementation and impact of these practices on student learning outcomes.

School Principals. School principals shall promote the identified best practices within their schools, providing resources and support for teachers to implement them effectively. They may also conduct regular classroom observations and provide constructive feedback to teachers.

Teachers. Teachers can incorporate the identified best practices into their daily teaching routines, continuously reflecting on their practices and seeking feedback from colleagues and students. They may also stay updated on the latest research and developments in Filipino language teaching.

Learners. Learners may participate in classroom activities and engage with their teachers and peers to maximize their learning opportunities. They can also communicate openly with their teachers about their learning needs and preferences.

Parents. Parents may support their children's learning by creating a conducive home environment, communicating with teachers, and staying informed about their children's progress. They can also encourage their children to actively participate in school activities and develop a love for learning.

Future Researchers. Future researchers can build upon this study by investigating the impact of the identified best practices on student learning outcomes, exploring the effectiveness of different professional development models for Filipino 6 teachers, or examining the role of technology in enhancing Filipino language teaching.

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