

FACTORS INFLUENCING THE ACADEMIC PERFORMANCE IN FILIPINO OF GRADE VI PUPILS



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Factors Influencing the Academic Performance in Filipino of Grade VI Pupils

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Abstract

This research study investigates the factors that contribute to the academic performance of Grade VI students in Filipino subjects within the Southern part of Eastern Samar Division. The study employed a descriptive-correlational research design, utilizing a questionnaire administered to 42 Grade VI teachers. The study examined the relationship between six factors: teachers' language ego, teaching strategies, instructional materials, educational attainment, participation in Filipino-related trainings, and IT competence, and the academic performance of the students. The findings revealed that all six factors have a significant positive correlation with the students' academic performance. Teachers with a positive language ego, who employ diverse teaching strategies, utilize technology-based instructional materials, possess higher educational qualifications, actively participate in professional development programs, and demonstrate IT competence, are more likely to have students who perform well in Filipino. The study concludes that these factors are crucial determinants of students' academic success in Filipino. It recommends that teachers in Eastern Samar and beyond continue to explore diverse teaching strategies, leverage technology-based instructional materials, and actively engage in professional development opportunities to enhance their teaching practices and ultimately improve student performance in Filipino.

Keywords: *academic performance, Filipino language, teaching strategies, instructional materials, IT competence*

Introduction

Many issues concerning the acquisition of second language focus on teaching methodologies, little emphasis is given to the contextual factors which are individual, social, and societal that affects students' learning. These contextual elements can be considered from the languages, the learner's, and the learning process's perspectives (Tana, 2021). These factors take up varied perspectives as they relate to learning a second language.

The Philippines is a country with several languages. Research shows that there are 170 languages in the Philippines. Among those commonly used ethno-languages are: Tagalog (22 million speakers), Cebuano (18.5 million), Ilocano (7.7 million), Hiligaynon or Ilonggo (7 million), Bicolano 4.5 million, Waray (3 million), Kapampangan (2.3 million), Pangasinan (1.5), Kinaray-a (1.1 million), Tausug (1.0 million), Maguindanao (1.0 million) and Maranao (1.0 million), Nolasco, 2018.

Among the most commonly spoken language in the Philippines is Filipino or Tagalog, in which some of the subjects in the DepEd uses Tagalog as a medium of instruction such as Araling Panlipunan, Edukasyon sa Pagpapakatao, and Filipino to mention a few. The acquisition of the Filipino language may come easy to students who live in the Tagalog Region. However, in consideration of myriads of dialects being spoken in diverse households in Visayas and Mindanao, students may find difficulty in using the Filipino language. It is vital that teachers examine and understand the different cultural background of students and use diverse strategies in effecting proper language acquisition to improve the Filipino language proficiency of the students (Gonzales, 2015).

Thus, it was emphasized during the administration of President Benigno Aquino that in item number 8, in his ten-point agenda for Educational Reform in the Philippines, that the educational system must adopt the trilingual mode of instruction (Parba, 2021). The Filipino language is stressed in order to establish solidarity among countrymen and in nationwide. According to the former president, retaining the Filipino subject will enable students to connect to one's heritage.

However, it is so disappointing that a Filipino student is having a hard time with Filipino subjects. Whenever they hear the word "Filipino," students are alarmed because of their perception that the Filipino subject is difficult and hard to understand. The students are having a hard time understanding the different topics regarding Filipino subjects. They are getting low scores, they get easily bored, and they don't understand the topic well (Abris et al. 2018).

As Filipino citizens, we usually use the Filipino language for our every conversation. However, there are still many unfamiliar Filipino words that are rarely used these days especially those with deep meanings. In addition, nowadays, many natural Filipinos cannot fluently speak the country's language because of the different languages we adopt from other countries. In fact, Filipinos are known as some of the best when it comes to speaking the English language. This is an achievement for Filipinos, but we still have to give importance to our own language. Another factor affecting the capability of Filipinos to speak Filipino fluently is the evolution of the new generation of language known as street words (Villamor et al. 2014).

Filipinos seem to have less interest in studying Filipino; that's the reason why students are experiencing boredom in learning it. Filipino is the best key to expressing our own perspectives in life also in reaching our goals in life. Also, we can learn from it about the values and importance of education. Also, the teacher who is teaching this subject must have dedication, patience, and flexibility to teach her or his students the importance of the Filipino subject, Songcayawon (2014).

Here in the Division of Eastern Samar, the Test Performance of Students' in Filipino showed a dismal result as reflected in the National Achievement Test (NAT) result with an over-all rating of 50.53% among all the elementary schools tested in the entire division. This shows a satisfactory picture of how students are faring in Filipino. It is basically in this perception that the researcher will explore and examine the grade VI predicament in learning the Filipino subject and delve deeper the factors that influence the level of Filipino language proficiency among the grade VI students in the selected schools in Eastern Samar Division.

Consequently, based on the reviewed literature and studies, there is a need to determine the underlying factors of why learners are performing least in Filipino subjects compare to the other learning areas offered in the grade level where they are currently enrolled. Thus, the findings of this study will provide readers with systematic and evidence-based findings considering that only few studies have been conducted to determine the factors related to learners' low performance in Filipino. Furthermore, this research aims to analyze and identify the different factors affecting the learning of students in Filipino subject. This will help teachers and students solve the problems that students are facing on this subject.

Research Questions

This study aimed to determine the factors that contributes to the low performance of grade VI students in Filipino subjects among the selected elementary schools in the Division of Eastern Samar for the school year 2023-2024. Specifically, this study sought to answer the following questions:

1. What are the factors influencing the academic performance of the Grade VI pupils in Filipino in terms of:
 - 1.1. language ego;
 - 1.2. strategies used in teaching;
 - 1.3. instructional materials used;
 - 1.4. educational background; and
 - 1.5. IT competence?
2. What is the level of academic performance of the grade VI pupils for school year 2023-2024?
3. Is there a significant relationship between the different factors influencing the academic performance of the grade VI pupils in Filipino?

Methodology

Research Design

This study employed the descriptive-correlational method of research. According to Arriola (2006), this method is used to determine whether or not there is a relationship that exists between two or more variables, and if there is, to what extent or degree that relationship is. The researcher used this method because the study aims to describe first the extent or level of each factor influencing the academic performance of the grade VI pupils in Filipino subject, and descriptive research is found to be an appropriate method to use. Meanwhile, this study also determined if there is a relationship between the factors and the academic performance of the grade VI learners in their Filipino subject. Hence, a correlational research method was found to be fitting in this part of the study. Therefore, the researcher used the descriptive-correlational method of research.

Respondents

Table 1. Distribution of the Respondents of the Study by District

<i>Name of Schools</i>	<i>Respondents</i>
Guiuan East Central Elementary School	5
Lupok Central Elementary School	3
Sulangan Central Elementary School	3
Mercedes Central Elementary School	2
Salcedo Central Elementary School	3
Bagtong Central Elementary School	2
Quinapondan Central Elementary School	3
Giporlos Central Elementary School	3
Balangiga Central Elementary School	3
Lawaan Central Elementary School	3
General Mac Arthur Central Elementary School	3
Hernani Central Elementary School	2
Llorente Central Elementary School	3
Balangkayan Central Elementary School	1
Maydolong Central Elementary School	3
Total	42

The respondents of this study were the grade six teachers and their grade six pupils for the school year 2023-2024 who are enrolled in Filipino class. The grade six teachers were the one to provide the necessary data particularly those that are included in the survey questionnaire pertaining to the factors affecting the academic performance of the grade VI pupils in Filipino. Meanwhile, grades of the

learners in Filipino was taken from the school form 9 of the Department of Education, and were provided by the teachers as well. As to the number of respondents, table 1 showed the number of target teachers per district.

This study used a complete enumeration of all the grade VI teachers in the locale of the study. This means that all the grade VI teachers who are handling Filipino subjects either adviser or subject teacher were considered as the respondents of the study. Furthermore, these 42 teachers were the ones given with the questionnaire to provide data pertaining to the factors influencing the academic performance of grade VI pupils in Filipino for the school year 2023-2024.

Instrument

The study utilized a questionnaire which served as a medium in gathering the necessary data that determined the factors influencing the academic performance of the grade VI pupils in Filipino from the six selected districts of the Southern part of Eastern Samar Division. The questionnaire was made up of two parts, which is adapted from different sources including Zahra, Nasrullah, & Rosalina, (2023) on their study about “Investigating Language Ego as an Affective Factor Influencing Second Language Acquisition in the Learning Process” and Badger (2017) on his study title “Content teachers' perceptions of effective language teaching strategies”.

Part I of the research instrument was focused on gathering data on the factors affecting the academic performance of grade VI pupils in Filipino. This part have five determined factors, which include language ego (15 items), teaching strategies (15 items, use of instructional materials (12 items), educational background (e.i highest educational attainment and trainings attended), and IT competence of teachers (12 items). Each factor was measured using a five-point Likert scale, where 1 represent “strongly disagree” and 5 as “strongly agree”.

On the other hand, part II of the questionnaire determine the academic achievement of the grade six pupils in their Filipino subject. The teachers specifically gave the average of the grades in Filipino of the all the pupils under her/his advisory class. The academic grades of the pupils were taken from the School Form 9 or the report card of the students, covering the school year 2023-2024.

Procedure

Before the final administration of the survey questionnaire, a permission was secured first from the schools division office through the current Schools Division Superintendent, Dr. Gorgonio G. Diaz (Appendix A). After which, a permit to administer the study was secured also from the different principals or school heads of all the concerned schools (Appendix B). After permission was approved, the researcher asked consent from the grade six teachers to become respondents of the study. Nonetheless, the teachers were assured that the data that they will be supplying in the research questionnaire were solely kept in utmost confidentiality and were used solely for the purpose of the study. Hence, retrieval of the accomplished research questionnaire was done immediately in preparation for data tabulation, analysis, and interpretation.

Data Analysis

All data that were generated from the survey through the tool used in data collection were tallied, tabulated, coded, and analyzed using the Statistical Packages for the Social Sciences (SPSS), a program that organizes data, conducts statistical analyses, and generates tables and graphs that summarizes data. Descriptive and inferential statistics were used, including correlation analysis. Frequency, Percentage and Mean scores were used in analyzing data for descriptive factors, while the Pearson Product-Moment Correlation was used for correlational analysis in order to determine whether there is a significant relationship that exist between and among the factors influencing the academic performance of grade VI pupils in Filipino.

A significant level of 0.05 was set to test the following null hypotheses:

There is no significant relationship between the different factors influencing the academic performance of the grade VI pupils in Filipino.

Results and Discussion

This section provides the presentation of statistical data relative to the problems posted in the statement of problems. The corresponding analysis and interpretation of data are incorporated in this portion of the study.

Factors Influencing Performance of Grade VI Pupils in Filipino

The following tables shows the result of the data gathering pertaining to the extent of the different factors influencing the performance of the grade six pupils in Filipino as perceived by the teachers in terms of language ego, strategies used in teaching Filipino, instructional materials used in teaching Filipino discipline, educational background of teachers as well as their level of IT competence.

Language Ego of Teachers

The data reflected in Table 2 shows the data pertaining to the gathered responses from the respondents of the study, who are grade six teachers among central elementary schools in the Southern part of Eastern Samar Division handling Filipino subject. From the result, it is evident that teachers are mostly hopeful in teaching a more structured curriculum which requires students to follow procedural

lesson than focusing only on the development of a particular language, which was proven through the highest mean of 4.19, rated as commendable for the item “I prefer a clearly structured curriculum.” Meanwhile, the lowest mean at 1.31, rated as not commendable was in item number one which states that “I think I am pretty poor at teaching language such as Filipino.” This means that grade six teachers who are handling Filipino subjects have high level of proficiency when it comes to teaching the discipline. This is because teachers in the elementary level are generalists and that they are capable of using and teaching the subject. The result further deems that teachers in the Southern part of Eastern Samar Division are proficiently delivering their core in teaching Filipino as one of the subjects in the elementary curriculum. Hence, majority of them agrees and accepts that Filipino must be thought as one of the subjects in school.

Table 2. *Level of Teachers' Language Ego among Central Elementary Schools in the Southern Part of Eastern Samar Division*

No.	Statements	Mean	Description	Interpretation
1	I think I am pretty poor at teaching language such as Filipino.	1.31	Strongly Disagree	Not Commendable
2	My language teaching aptitude is probably pretty low.	1.43	Strongly Disagree	Not Commendable
3	I think that I lack the ability to teach any language I put my mind to, even given the right circumstances.	1.55	Strongly Disagree	Not Commendable
4	I don't like mimicking other accents, and when I try people say I don't do it well.	2.33	Disagree	Less Commendable
5	I can never do impressions for famous people.	2.48	Disagree	Less Commendable
6	I fear making mistakes when speaking Filipino.	1.98	Disagree	Less Commendable
7	I enjoy content-based learning.	3.62	Agree	Commendable
8	I tend to enjoy unexpected learning events.	3.26	Somewhat Agree	Moderately Commendable
9	I prefer a clearly structured curriculum.	4.19	Agree	Commendable
10	I feel uncomfortable with role-playing in my class and other similar suspensions of everyday identity.	2.36	Disagree	Less Commendable
11	I find it quite difficult to dispose of my first language accent.	2.26	Disagree	Less Commendable
12	I tend to avoid talking Filipino where possible because I fear being misinterpreted by my students.	1.93	Disagree	Less Commendable
13	I often feel frustrated and ridiculed when attempting to speak Tagalog in Filipino classrooms.	1.90	Disagree	Less Commendable
14	I often feel strong tension when attempting to speak Tagalog in Filipino classrooms.	1.90	Disagree	Less Commendable
15	I feel quite reluctant teaching Filipino.	1.71	Strongly Disagree	Not Commendable
Total Mean Score		2.28	Disagree	Less Commendable

Legend: 4.21-5.00 Strongly Agree / Highly Commendable | 3.41-4.20 Agree / Commendable | 2.61-3.40 Somewhat Agree / Moderately Commendable | 1.81-2.60 Disagree / Less Commendable | 1.00-1.80 Strongly Disagree / Not Commendable

Additionally, majority of the teachers disagree on the negative perception towards the subject, which is evidently proven through the total computed mean score of 2.28, rated as strongly not observed. With this result of the survey, it can be said that teachers' have positive language ego particularly in Filipino subject, which may allow them to innovate and provide kore learning opportunities to the learners during Filipino classes. Likewise, the result implies that teachers are very much aware of the importance of the subject not only as one of the learning areas to be taught in school but of the skills students can develop out of it, which may give learners better learning foundation. This new result of the present study supports the findings of Zahra, Nasrullah, & Rosalina (2023), which permeability shows how the ego can be flexible and adaptable to the second language. According to the result of their study, the higher the teachers' language ego permeability is, the higher the chance of successful second language acquisition is. Finally, in order to boost teachers' language ego in Filipino, teachers must be given with professional development supports such as trainings and seminars focused on Filipino language.

Strategies Used in Teaching Filipino

Table 3 presents the data regarding the level of use of the different teaching strategies in teaching Filipino among central elementary schools in the Southern part of Eastern Samar Division. As reflected in the table, it is worth noting that the items “Inform students about the learning objectives at the start of the lesson” and “Scaffold the materials to match the pace and level of my pupils” both obtains the highest mean of 4.60, rated as highly commendable. This result simply means that Filipino teachers acknowledge the need to inform the learners about the learning targets that they need to attain and achieve throughout their instruction, and this will also help learners to be guided about their academic expectations while carrying on the different tasks and activities in their lessons.

Likewise, it is also evident that teachers are concerned on the individual needs of the learners, thus provide them with teaching strategies that suit their academic needs, interest, and preferred style of learning commonly known as differentiated instruction. Meanwhile, based on the result of the study, it was also revealed that teachers are concerned about the time aspect in the instruction to see to it that the learning objectives are attained on time, which is one of the important aspects to consider in crafting SMART lessons. This claim was proven through the lowest mean obtained in the survey, which is 4.24 for the item “Offer extensive wait time for students to respond to questions.” Additionally, it was found that majority of the teachers in the Southern part of Eastern Samar Division implements varied teaching strategies in teaching Filipino and believes that it is a pivotal aspect in the teaching and learning process, as shown in the total computed mean score of 4.46, rated as highly admirable. Finally, this result of the new study, concurs with the

findings of Mainit & De Leon (2022), who disclosed that using various teaching strategies encouraged students to interact with one another, to freely express their thoughts, and to participate in fun and healthy competition. It also encouraged students to think and to unleash their creativity and imagination. At the same time, the use of tools and other resources helped increase student engagement. Lastly, according to Gagne's theory, teachers should be able to design the instruction to include the instruction methods based on the learners' needs.

Table 3. *Level of the Use of Strategies in Teaching Filipino among Central Elementary Schools in the Southern Part of Eastern Samar Division*

No.	Statements	Mean	Description	Interpretation
1	Simplify how I speak so that students can understand every word being said.	4.46	Strongly Agree	Highly Admirable
2	Inform students about the learning objectives at the start of the lesson.	4.60	Strongly Agree	Highly Admirable
3	Ask questions that help link the lesson's concepts and vocabulary to students personal experiences.	4.55	Strongly Agree	Highly Admirable
4	Use predominantly individual work to complete activities in class.	4.48	Strongly Agree	Highly Admirable
5	Offer extensive wait time for students to respond to questions.	4.24	Strongly Agree	Highly Admirable
6	Model activities and tasks before assigning them.	4.45	Strongly Agree	Highly Admirable
7	Teach students how to use cognitive strategies to help students understand the concept (predicting, evaluating, self-assessing).	4.55	Strongly Agree	Highly Admirable
8	Use predominantly small group or pair work to complete activities in class.	4.45	Strongly Agree	Highly Admirable
9	Use mostly worksheets with fill in the blanks and short answer questions so that students can easily demonstrate their knowledge of a subject.	4.33	Strongly Agree	Highly Admirable
10	Use word walls, graphic organizers, and other visuals to support vocabulary learning.	4.33	Strongly Agree	Highly Admirable
11	Ask students to respond with movement to illustrate concepts or check for comprehension.	4.45	Strongly Agree	Highly Admirable
12	Allow students to create their own strategies for retention (students use their own strategies to take notes or listen during class).	4.38	Strongly Agree	Highly Admirable
13	Correct students immediately after they make a mistake in speaking.	4.40	Strongly Agree	Highly Admirable
14	Give commands to students where students can respond with whole body actions.	4.43	Strongly Agree	Highly Admirable
15	Scaffold the materials to match the pace and level of my pupils.	4.60	Strongly Agree	Highly Admirable
Total Mean Score		4.46	Strongly Agree	Highly Admirable

Legend: 4.21-5.00 Strongly Agree / Highly Admirable | 3.41-4.20 Agree / Admirable | 2.61-3.40 Somewhat Agree / Moderately Admirable | 1.81-2.60 Disagree / Less Admirable | 1.00-1.80 Strongly Disagree / Not Admirable

Instructional Materials Used in Teaching Filipino

The data shown in Table 4 reflects the use of instructional materials in teaching Filipino among central schools in the Southern part of Eastern Samar Division. Based on the result of the survey, it was found that majority of the teachers prefer the use of "Pictures, videos, PPTs" in teaching Filipino, which obtained the highest mean of 4.48, rated as highly utilized. Meanwhile, the lowest mean of 2.29, rated as less utilized was found on the item "Traditional IMs such as the use of Manila paper." This result means that Filipino teachers use instructional materials that allows learners to activate their multisensory system through the use of technology such as pictures, videos, and PowerPoint presentation.

Table 4. *Level of the Use of Instructional Materials in Teaching Filipino among Central Elementary Schools in the Southern Part of Eastern Samar Division*

No.	Statements	Mean	Description	Interpretation
1	Textbooks	2.48	Disagree	Less Utilized
2	Worksheets	3.12	Somewhat Agree	Moderately Utilized
3	Computer software for reading instruction (e.g., CD, DVD)	2.83	Somewhat Agree	Moderately Utilized
4	Reading material on the Internet (Web pages)	3.90	Agree	Utilized
5	Instructions or manuals about how things work	3.33	Somewhat Agree	Moderately Utilized
6	Charts, Diagrams, Graphs, Posters	4.02	Agree	Utilized
7	Pictures, videos, PPTs	4.48	Strongly Agree	Highly Utilized
8	Self-paced modules	2.88	Somewhat Agree	Moderately Utilized
9	Technology-based teaching materials	4.29	Strongly Agree	Highly Utilized
10	Traditional IMs such as the use of Manila paper.	2.29	Disagree	Less Utilized
11	Frequently use computer-based technologies (internet, DVDs, CDs, Smartboard).	4.00	Agree	Utilized
12	Provide students with graphic organizers that help them organize their notes or understand the text/video/etc.	4.21	Strongly Agree	Highly Utilized
Total Mean Score		3.49	Agree	Utilized

Legend: 4.21-5.00 Strongly Agree / Highly Utilized | 3.41-4.20 Agree / Utilized | 2.61-3.40 Somewhat Agree / Moderately Utilized | 1.81-2.60 Disagree / Less Utilized | 1.00-1.80 Strongly Disagree / Not Utilized

Furthermore, according to Bartscha and Cobern (2013) one of the benefits of these technologies is its potential to enhance students' engagement and empower effective learning. This means that learners become more engaged in the lesson when the instructional materials activate more senses compared to the use of traditional materials such as "Manila Paper", where it is only limited to the visual perception of the learners.

This finding also supports the discovery of Osman, Noor, Rouyan, & Hat (2022), which result of the study indicate that materials produced by technology such as PowerPoint help enhance learner understanding. Therefore, its huge potentials can be explored further to produce multimedia-based teaching and learning materials. Likewise, Hendriks (2016) also revealed that children are getting more and more involved with interactive technology during their daily activities, both at home and in classrooms. Subsequently, according to one of the theories cited in this study, instructional material assumes that there is a direct link between the materials that the teachers use, and the students' learning outcomes. These outcomes include higher abilities to learn, quality strategies to learn and perform classroom activities and positive attitude towards learning. Therefore, it is implied that teachers must adopt to the conventional style of teaching and maximize the use of these technologies in order to gain better learning outcomes.

Educational Background of Teachers

Table 5.1 presents the data concerning the professional development engagement of teachers in terms of highest educational attainment

Table 5.1. *Level of Teachers' Highest Educational Attainment among Central Elementary Schools in the Southern Part of Eastern Samar Division*

<i>Level</i>	<i>Frequency</i>	<i>Percentage</i>
Baccalaureate Degree	3	7.14%
Baccalaureate Degree with MA Units	25	59.52%
MA Degree Holder	13	30.95%
MA with Doctoral Units	1	2.38%
Total	42	100.00%

It can be noted based on the data reflected in the table that 25, or 59.52 percent, of the teachers in the Southern part of Eastern Samar Division are baccalaureate degree graduates and with MA Units, which has the highest frequency and percentage counts. On the other hand, 13, or 30.95 percent, of the respondents are graduates of a master's degree, 3, or 7.14 percent, are bachelor's degree graduates, while 1 or 2.38 percent have units in a doctorate degree.

This result therefore implies that majority or half of the teachers in Eastern Samar Division have already pursued education that is beyond the minimum requirement. This supports the statement of the National Education Association (NEA), which says that more than half of all teachers pursue master's degrees.

Teachers' Training in Filipino Teaching

The data presented in Table 5.2 reflects the extent of teachers' participation in trainings that is related to teaching Filipino. Based on the result of the survey, it can be inferred that 29, or 69.05 percent, of the respondents have attended only school level professional development activities in a form of trainings or seminars. Meanwhile, 10 or 23.81 percent participated in division-based trainings or seminars, while 3 or 7.14 percent attended division level trainings and seminars that is related to enhancing teaching delivery in Filipino.

Table 5.2. *Level of Teachers' Training Attended Related to Teaching Filipino among Central Elementary Schools in the Southern Part of Eastern Samar Division*

<i>Level</i>	<i>Frequency</i>	<i>Percentage</i>
School Level	29	69.05%
District Level	10	23.81%
Division Level	3	7.14%
Total	42	100.00%

The result implies that teachers attend only small amount of support from the DepEd when it comes to professional development activities, since most of their trainings are held only in school.

Hence, it is highly recommended that teachers must be given with proper learning needs and development assessment so that proper trainings and seminars in relation to their instructional functions must be given. When teachers attend training programs, it gives them opportunity for continuous professional development. Likewise, the result further urges the need to expose teachers in trainings that is not only held in school level, but more in division and even regional level.

Teachers' IT Competence

The data reflected in Table 6 conveys the extent of the information technology competence of the teachers teaching Filipino subject in the Southern part of Eastern Samar Division.



Table 6. *Level of the Teachers’ IT Competence among Central Elementary Schools in the Southern Part of Eastern Samar Division*

No.	Statements	Mean	Description	Interpretation
1	I can browse/search the internet to collect information to prepare lessons in Filipino.	4.83	Strongly Agree	Highly Competent
2	I can browse/search the internet to collect resources to be used during lessons in Filipino.	4.76	Strongly Agree	Highly Competent
3	I can use applications to prepare presentations for lessons in Filipino.	4.76	Strongly Agree	Highly Competent
4	I can create my own learning materials in Filipino for students.	4.55	Strongly Agree	Highly Competent
5	I can prepare exercises and tasks for students which can be used during my class in Filipino.	4.71	Strongly Agree	Highly Competent
6	I can post home work for students on the group chat.	4.50	Strongly Agree	Highly Competent
7	I can use ICT to provide feedback and/or assess students’ learning in Filipino.	4.52	Strongly Agree	Highly Competent
8	I can evaluate digital learning resources in Filipino.	4.55	Strongly Agree	Highly Competent
9	I can communicate online with parents.	4.64	Strongly Agree	Highly Competent
10	I can download/upload/browse material from the internet.	4.67	Strongly Agree	Highly Competent
11	I can download/upload/browse material from a learning platform.	4.69	Strongly Agree	Highly Competent
12	I can look for online professional development opportunities to improve my teaching competence in Filipino.	4.64	Strongly Agree	Highly Competent
Total Mean Score		4.65	Strongly Agree	Highly Competent

Legend: 4.21-5.00 Strongly Agree / Highly Competent | 3.41-4.20 Agree / Competent | 2.61-3.40 Somewhat Agree / Moderately Competent | 1.81-2.60 Disagree / Less Competent | 1.00-1.80 Strongly Disagree / Not Competent

Based on the survey, the item “I can browse/search the internet to collect information to prepare lessons” garnered the highest mean of 4.83, rated as highly competent, while the item “I can post homework for students on the school website” earned the lowest mean of 4.50, described as highly competent. Meanwhile, the total computed mean score received for this indicator is 4.65, which is explained as highly competent. Therefore, the result of this study implies that teachers have already started acquiring skills, and perhaps these skills are already being put into practice in promoting education through the integration of technology in teaching Filipino. Furthermore, teachers in Eastern Samar utilized technology as an effective tool for gathering necessary materials that would supplement their lesson preparation. This new finding counters the findings of Alazam, Bakar, Hamzah, and Asmiran (2013), whose study showed that teachers’ ICT skills were at moderate levels and that a vast majority of teachers who participated in their study were moderate users of ICT in classroom teaching. Likewise, in an experimental study authored by Lucaberte & Sanchez (2024), results revealed that in the division of Surigao City learning performance of Grade 9 students in the Experimental Group in which the use of ICT is applied is significantly higher ($p=0.002$) compared to that of the Control Group. Therefore, the use of educational technology in teaching the Filipino subject is highly effective. Students’ learning achievement in Filipino subject is significantly enhanced with the effective use of educational technology in instruction.

Learners’ Academic Performance in Filipino

Table 7 portrays the data referring to the academic performance of the grade VI pupils in Filipino. From the data reflected in the table, it can be concluded that majority of the learners perform well in Filipino where 40 or 95.23 percent of them acquired a very satisfactory rating. Meanwhile, 1 or 2.38 percent from the total number of learner-respondents has a grade in Filipino that is within the range of outstanding and satisfactory, respectively. This new finding goes to show that grade VI students in the selected part of Eastern Samar Division are beyond the average. Furthermore, this means that they perform well in the different task given to them in Filipino class, which increases their understanding towards the subject, thus, impacting their academic performance in terms of their grades.

Table 7. *Learners’ Academic Performance in Filipino among Central Elementary Schools in the Southern Part of Eastern Samar Division*

Level	Frequency	Percentage
Outstanding	1	2.38%
Very Satisfactory	40	95.23%
Satisfactory	1	2.38%
Total	42	100.00%

This result likewise agrees to the findings of the study of Lajonte (2024). In her study, she discovered that in Sultan Kudarat Division, 87.34%, of the students enrolled in Filipino have "Very Satisfactory," grades. This implies that students excelled in the Filipino subject, showcasing a strong understanding of the lessons.

Relationship between Factors Influencing the Academic Performance of Grade VI Pupils in Filipino

Table 8 shows the result of the analyses made to ascertain the extent of relation between and among the different factors to the academic performance of the grade VI pupils in Filipino. The result of the test using Pearson r indicated that all of the factors, which include language ego, use of teaching strategies, utilization of instructional materials, highest educational attainment of the teachers, educators’

participation in trainings and seminars, and IT competence has favorable influence or impact to the academic performance of the grade VI pupils in Filipino class.

Table 8. *Relationship between Factors Influencing the Academic Performance of Grade VI Pupils in Filipino among Central Elementary Schools in the Southern Part of Eastern Samar Division*

<i>Independent Variable</i>	<i>Dependent Variable</i>	<i>Index of Correlation</i>	<i>Description</i>	<i>p-value</i>	<i>Description</i>
Language Ego	Academic Performance	0.805**	Very High Correlation	0.000	Highly Significant
Teaching Strategies		0.785**	Substantial Correlation	0.000	Highly Significant
Instructional Materials		0.851**	Very High Correlation	0.000	Highly Significant
Educational Attainment		0.867**	Very High Correlation	0.000	Highly Significant
Teachers' Training		0.869**	Very High Correlation	0.000	Highly Significant
Teachers' IT Competence		0.830**	Very High Correlation	0.000	Highly Significant

Language Ego. In terms of the language ego of the teachers and its relationship to the academic performance of the grade VI pupils, result of the data analysis revealed that teachers' language ego established a very high level of correlation and found to be highly significant to the academic performance of the learners. This finding was evidently supported through the index of correlation of 0.805 and p-value of 0.000. This means that language ego of teachers in Filipino affects the academic achievement of the learners in the class. This might be because language acquisition and instruction of the teachers are driven by some affective factors such as motivation and self-confidence (Xiashi & Lin, 2020). These factors towards language ego is most likely evident among the grade six teachers among the central elementary schools in Eastern Samar Division, since based on the result of the data analysis in Table 2, majority of the teachers admits that they do not manifest poor confidence in using Filipino language, which further implies that they are proficient enough in teaching the subject, thereby resulting to a higher academic performance of the pupils.

Teaching Strategies. Teaching strategies plays an important role in classroom instruction. In the aspect of the academic performance of the grade VI pupils among the different central elementary schools in Eastern Samar Division, based on the data analysis, it was clear that teaching strategies employed by the teachers significantly improved the academic performance of the learners. This empirical discovery was supported by the result obtained in the data analysis, which revealed an index of correlation of 0.785 and p-value of 0.000, rated to have substantial correlation and high level of significance, respectively. This result simply means that the more the teacher used and diversified teaching strategies during Filipino class instruction, the better its result to the academic performance of the learners. It is because when the teachers effectively use teaching strategies, it can make the learners more engage in the lesson, thereby bringing positive learning outcome in the students. Conversely, this finding concurs with the discovery of Muelas and Navarro (2015), who investigated the use teaching strategies in the three main subject areas including language (Filipino). In the language subject, teaching strategies were found to be the most significantly related to higher achievement. Hence, it can be argued that teaching strategies can be a remedial solution for low student achievement, which can exploit brain competencies through teaching strategies to improve academic achievement. As teaching techniques improve based on increased knowledge of how students learn, teachers are progressively advancing their teaching strategies in line with evidence-based practices and their student's learning needs. Inherently, no teacher can use all teaching strategies to fit all individual student's needs in a class. Hence, it is important for teachers to always diversify strategies in addressing all the academic needs of the students in the class.

Instructional Materials. In terms of the relationship between the use of instructional materials of teachers and the academic performance of the grade VI pupils in Filipino class, results indicated that these two variables established a high level of correlation and that the use of instructional materials is found to be highly significant factor to the academic performance of the grade VI pupils. This finding was evidently proven through the index of correlation of 0.851 and p-value of 0.000, which implies that teachers' use of instructional materials significantly increases the academic performance of the learners. Therefore, it is imperative to disclose that when teachers used instructional materials in the class such as power point, videos, pictures, and the like, it allows learners to learn more or to fully absorb the lesson rather than opting to a traditional lecture-based lesson. As revealed in Table 4, it was discovered that teachers prefer to use instructional materials that are operated using technology such as power point presentation, videos, and pictures during their instructional class in Filipino, which allows learners to activate their multisensory systems and be engaged more in the lesson (Bartscha and Cobern, 2013). Notably, this result of the current study supports the research findings of Tety (2016), whose study revealed that instructional materials are the key to teachers' and students' performance. Likewise, the study revealed that teachers used different strategies to minimize the challenges of attaining better educational outcomes. Additionally, the result supports the findings of Evermeld & Andala (2023), who study established a statistically significant relationship between instructional materials usage and students' academic performance, indicated by a Pearson coefficient of correlation (r) of 0.729. Hence, this demonstrates that effective utilization of instructional materials in schools can positively influence students' academic performance.

Educational Attainment. Meanwhile, when it comes to the analysis made to ascertain the degree of relationship between teachers' highest educational attainment and grade VI pupils' academic performance in Filipino, it was revealed that these two variables are significantly correlated to each other, which is empirically proven through the result of index of correlation at 0.867 and p-value of 0.000. This means that when teachers pursue higher educational qualification especially those that are related to the subject that they are teaching, it increases their level of competence, likewise their instructional practices, thereby directly or indirectly impacting pupils'

academic performance. This is because, when teachers enrolled to graduate studies, they become more aware of the trends of education, which allows them to apply their learning in the practice of pedagogy. This new finding conforms to that of the discovery of Patrick (2022), whose study looked at the perception of teachers teaching the subject within New Juaben Municipality, Eastern Region on whether the teacher's higher qualification leads to higher students' achievements. The majority of the respondents agreed with the school of thought that says the teacher's higher education or qualification would lead to students' academic achievements. Thus, it is recommended that teachers' must pursue advance studies for them to grow professionally.

Trainings Attended. This study also looked into the relationship between the number of trainings attended by the teachers that is related to Filipino teaching and its relationship to the academic performance of the grade VI pupils in Filipino subject. From the correlation, results revealed that professional development of the teachers in terms of their participation to trainings and seminars related to Filipino teaching manifested a profound level of correlation and a significant level of relationship to the academic performance of the grade VI pupils in the latter subject. This was proven through the result of correlation coefficient of 0.869 and p-value of 0.000, which implies that teachers' trainings is a significant factor to learners' academic performance. This new discovery of the present study implies that when teachers are actively participating in trainings and seminars in Filipino, it increases the chances of the learners to learn better, since most of the professional development programs initiated by the Department of Education are based on the result of the Individual Plan for Professional Development (IPPD) of teachers, which is a tool used by the organization to determine the professional needs of the teachers. Likewise, the trainings teachers attended ensures the provision of technical assistance, mentoring, and coaching that aims to capacitate them with the skills they needed in order to teach better. Imperatively, this result shows that there is a need for teachers to continuously seek for professional development opportunities through the different learning and development activities initiated by the DepEd as it found to be instrumental in improving the academic gains of the learners. Hence, this new result of the study agrees to that of the findings of other studies, which disclosed that higher levels of student achievement linked to teachers' participation in professional development activities directly related to the area in which they are teaching as cited by (Bonney, 2015).

Teachers' IT Competence. In line with the analysis made to determine the degree of relationship between teachers' IT competence and the academic performance of grade VI pupils in Filipino, results indicated that these variables manifest significant level of correlation. The result of the analysis using Pearson r, showed that teachers' IT competence is a significant factor of learners' academic performance in Filipino, which was evidently manifested through the index of correlation of 0.830 and p-value of 0.000. Therefore, it can be implied that teachers' factors in terms of their competence in IT is a significant contributor to the academic performance of the grade VI pupils in Filipino subject. Thus, the more competent teachers are in the use of IT, the higher or the better the performance of the grade VI pupils in Filipino will be. Notably, in today's education system IT are essential part of the curriculum delivery as it advances informatization and supports learning by helping learners acquire knowledge and skills out of the use of IT devices. Hence, this new finding supports the discovery of Hussain, Suleman, & Shafique (2017), whose findings indicated that information and communication technology positively affects students' academic achievement and retention and ICT was found more compelling, effective and valuable in teaching when contrasted with conventional techniques of teaching.

Conclusions

Based on the result of the study, the following conclusions are drawn:

The majority of teachers in the Southern part of Eastern Samar Division believes that they are proficient in Filipino, which could be a positive indicator towards their language ego in Filipino as a discipline in the curriculum. Likewise, it was found that grade six teachers employ various teaching strategies, including presenting lesson, which allows learners to become more engage in the lesson, thereby increasing the participation and their performance. It was also evident based on the result of the study that teachers prefer using pictures, videos, and PowerPoint presentations over traditional materials like Manila paper for holistic learning. These instructional materials heighten the level of interaction in the classroom and increases the level of learning of the learners by activating multiple senses in the teaching and learning process.

Additionally, the study also discovered that a greater percentage of the teachers have a Baccalaureate Degree with MA units and the majority of them attended Filipino teaching-related trainings at the school level only. These two facets of teachers' professional development allow teachers to gain skills and competencies relevant to increasing the practice of teachers and directly impact learning of the students in Filipino class. Moreover, the study also found that teachers have a high IT competence and are using technology during Filipino class instruction for better learning. Likewise, a greater percentage of grade six Filipino students perform well in the subject whose grades are described to be very satisfactory. The academic performance of the learners in Filipino is basically influenced by the different factors, which is evident in the result of the correlation.

In connection to the latter statement, the study found a high correlation between factors such as teachers' language ego, teaching strategies, educational attainment, participation in Filipino subject trainings, and IT competence with the academic performance of grade six Filipino students. This contradicts the null hypothesis, suggesting these factors are significant determinants and predictors of learners' academic performance. Therefore, this study asserts that teachers' language ego towards the Filipino, their use of strategies and instructional materials during the teaching and learning process, their participation in the different professional development activities such as enrollment in the post graduate studies and attendance to trainings and seminars related to Filipino instruction, as well as their competence in the use of IT is significantly associated and correlated to the increased academic performance of the grade VI

pupils in Filipino.

Based on the result of the study, the following recommendations are drawn:

Teachers not only in the province of Eastern Samar should start exploring the different facets of teaching Filipino subjects through the use of varied teaching strategies that gives emphasis on learners' pace and level.

Likewise, be able to continually use instructional materials that increase the engagement of the learners towards the teaching and learning process. This can be best done by maximizing the utilization of technology, such as the use of computer-integrated instruction, which significantly enhances the motivation and interaction of the learners towards the lesson.

Additionally, school heads must look into the professional needs of the teachers in conceptualizing professional development programs that will upskill teachers' instructional delivery in Filipino. Moreover, teachers must also be given with learning and development opportunities that are initiated in the division, region, and even by the central office so that teachers can received the right support needed to improve the delivery of quality education in the field as a result.

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