

The Teaching Ability of Pre-Service Teachers in Filipino Subject

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ABSTRACT: Learning and the level of teaching ability are two of the very important components in the efficacy of gathering of information especially in the field of education. This research is focused on the general objective, which is to know the level of teaching ability of the Pre-Service Teachers of the Western Mindanao State University and its significant relationship with the learning of their students in Filipino subject. The instrument used the descriptive correlational method through percentages, weighted mean, Pearson R computation and 5-point Likert Scale. The respondents in this study are the critique teachers that serve as mentor in their on/off-campus teaching as Pre-service teachers. The assessment of the teaching ability on Filipino subject of the Pre-Service Teachers used a Likert Scale ranging from no excellence to excellent and the learning of their students on the said subject. According to the results of the data collection, it was found out that the general weighted mean of the teaching ability level in Filipino subject is 4.47 which is "excellent" and all the variables in measuring the students' learning are "excellent". After analyzing the data using Pearson R computation, the two variables used, appeared to have a "Strong Relationship and Significant". This only shows that when the level of teaching ability of a Pre-Service Teacher is high, the learning level of the students is also high.

Keywords—Ability, Filipino, IMRaD, Pre-Service Teachers, Teaching

I. INTRODUCTION

Education is an important way or action in which the giving and receiving of information about things takes place. Infact the word Education comes from the Latin word "educere" which means to teach and give guidance (Cambridge Dictionary). This word is certainly known to every individual because since they were young, the process of education has been taking place in them from the simple teaching of their parents in the field of speaking, reading and many others. It is more widespread and focused on the school where the Formal Education takes place, it also gives wisdom and knowledge to a person that he can use to fulfill his desire in life according to [1] Madre and Marbella,(2021)

For more effective education, a teacher is needed who provides and presents knowledge about a particular subject. Teaching is one of the most difficult roles in school because you have a lot to consider, from planning to what the students or audience will learn. According to [2] R. K. Bhardwaj (2019). Many education commissions have placed different educational policies, accountability, responsibility, high expectations, and challenges on the teaching community. In fact, [3] A. Saavedra et al. (2022), said that all of these cannot equate to a teacher because they dominate all the important things required to achieve the quality of education that the system continues to emphasize. We can really say that the goal that a teacher has to achieve is broad and heavy, in addition to the responsibilities that they must fulfill, but no matter how difficult it is, it is still necessary for them to deliver a meaningful topic that is sure to be learned by anyone most specifically by their students.

Enveloped to a teacher in his teaching is the learning he acquired in his 4 years of education for bachelor's degree. This will become his weapon in teaching contents in variety of subjects. According to Spencer (1993) the competence of a teacher is a character of an individual that can be guessed in the attitude and effective fulfillment in his situation, profession or nature of work. The teaching skills is a skill that is learnt and honed, it is one factor that affects the learning experience of the learners, teaching skills in this content can be divided by teaching strategies, preparedness, mastery of teaching content and classroom management.

Based on Article 14 of the Constitution of the Philippines, as a step towards the development and strengthening of a language, one way to develop our language is to teach it in education curriculum from elementary, secondary and tertiary. In the study of [4]A. Saavedra et al. (2020), mentioned that Formal Education in the country of the Philippines follows two official languages to be used in the transmission of knowledge from the first period of elementary school, as a result most Filipino students have the ability to write and speak in these languages.

In a study of [5] Villafuerte (2020), he emphasized the importance of the language we have known and grown to, because through this language, this is where the child's learning begins. The Filipino language is also a subject taught by teachers who have sufficient knowledge in grammar, literature, orthography and syntax. The teaching and learning of the Filipino subject are very broad and the level of understanding of the contents contained in it depends on the ability and efficiency of the transmitters of knowledge- the teachers.

II. REVIEW OF RELATED LITERATURE

1. Teaching

School education serves as the key to awareness of social issues that we surely be an avenue to acquire knowledge. According to Aristotle, it is a human nature to desire to learn. Just like here in the Philippines, Formal Education is no longer simply ignored because it greatly helps in the development of their wisdom and knowledge. In fact, it is stated in the research of [6] S. Maligalig, et al, (2010) that there are ways that the government is doing to educate every child in the Philippines, according to them one of the implementations that DepEd is implementing, is through the Drop-out Intervention Program for Elementary and Secondary, the former is a combination of self-learning materials and in-school and off-school modes for children who have difficulty going to school. This is just one of the measures to increase the enrollment rates of elementary and secondary schools. We cannot hide the fact that education does not only provide an opportunity to learn. More than that, it has a big impact on the person if he/she is going to look for a job because this will be his/her edge to the other applicant. In the conclusion of the research of [7] Ali, and Jalal, (2018) if a person is highly educated there is also a high probability of getting a job. In order for them to cultivate their wisdom, they need education so that it will not only flourish their learning but it also serves as a place for them to get used and be prepared to the reality of life in the future.

In order to achieve academic education more effectively, it is also necessary to have a good teacher, according to the study of [8] R. A. Dar (2021) The effective teacher is professional and persistent in the development and cultivation of his students and society. In addition to the interpretation of their paper, the effective teacher is the teacher who wants to develop the characteristics of the students and above all is to be a role model for them. The gathering of knowledge is really complex and difficult because it consists not only of students but also of many other sectors in our community. This requires cooperation and the binding of strength so that we can meet the needs of our youth in order to develop their skills and knowledge using Formal Education. In discussing effective education, the word "teaching" will not disappear because it is anchored in the concept of learning. Teaching is not an easy that a person can do, in the research conducted by [9] J. Ko. et al, (2013) according to them it is important to recognize that teaching is not only an art, otherwise it has a broad base of knowledge from research evidence that will certainly provide relevant guidance to promote effective practice. This only proves that teaching is not a casual profession, it requires extensive study to meet the needs of students.

2. Teaching Ability

A teacher's ability to teach begins with having a relationship with his students. Students' perceptions of teacher effectiveness can be linked to student achievement, [10] M. Akram (2019). Having a connection between the teacher and students serves as an important ingredient in effective learning. According to [11] N.S. Bidabadi's study, (2016) a good teaching method helps students question their preconceptions, and motivates them to learn. In the 21st century, different modes of teaching have emerged, the ability of teachers to deal with them will be better prepared. In the daily life of the teacher in the classroom and with so many topics being discussed, the teacher's ability to teach is really tested, which is why the teacher must be knowledgeable and flexible at any time. This is supported by [10] P.S. Moqaddam, (2016) according to their study the teacher needs to choose the best and most appropriate teaching method based on educational objectives, teaching content, students' interests, available equipment and facilities. This simply means that teachers should not be complacent with a single teaching strategy, because they are the soldiers of education, therefore, it is better for them to cultivate their ability to think of methods and teaching methods according to the subject and conditions they face. There's really no substitute for any technology in teaching practice. The teacher is still the most effective presenter of knowledge to students if the teacher is knowledgeable enough and has cultivated his teaching skills.

3. Effective Teaching and Learning

Our experiences take place everywhere and anywhere, we learn by them in various ways, life lessons may sprout from our mistakes, personal situation, places we've been to and person we encounter, most especially our teachers. Teachers and teaching are known to be the most noble profession, along with this is the teacher's skills in bridging education; Moreover, to ensure a smooth sailing classes and effective teaching that will result a significant learning experience of the students. An excellent teacher always finds time to look for and innovate for the improvement of his student. [13] M. Silva, (2018). An effective teaching is relied on the teacher's mastery in teaching as someone who will deliver the learning competencies, skills and experience to his diverse class. From the previous studies of [14] A. Al-Mutairi (2011) about teaching as a consolidating factor that indicates the academic performance of a learner. The effectiveness of a teacher does not solely circulate the way she talks as she deliver the lessons but, in the study of [15] Cerbin (2020) and [16] Keeley, et al. (2006), states that to see efficiency of a teacher in his profession is through determining his objectives in teaching, in his ways in responding to pedagogical issues at implementing innovations to assess the learning of the learners; particularly is his mastery of content, proper insight and vision in the teaching and the profession.

4. Filipino as Subject

The Filipino subject mirrors the rich culture, colorful tradition, wonderful history and variety of dialects in the country. In simple context, Filipino subject mirrors the Philippines. From being a hostage in our own country from the foreign blood of Spanish and American people, we are forced to study their origin and principles including their language that opt to forget to enhance and study our own native language. The Decree of Education of 1863 founded the first education system in the Philippines. It is needed for the administration to grant educational institution for boys and girls in every region, cities and municipalities. This was the kick start of having formal curriculum in the country and this includes Teaching Filipino as subject. If being a teacher is already a noble job, what more it is to become a Filipino Teacher? Specifically as this subject is focused on teaching and learning our language, tradition, culture most especially as a community known to be honed beautifully and bloody at the same time by the history. It is right and just that every Filipino citizen must know the importance of teaching Filipino and being a teacher who teaches Filipino as this is one honorable job in the country [17] Alejo et al. (2015). To be a Filipino teacher is a job that does not equate to any teaching subjects as this centered in instilling the culture of his fatherland, it flows along with time, from then until now.

The Filipino Subject is not only focused on the study of culture, characteristics of the people, beautiful scenery, food and clothing. But, the History of Language, Grammar, and Literature are also strongly discussed and given importance that's why it is an extra challenge for teachers to present and instill in the hearts and minds of their students each lesson and the importance of studying it.

The teacher will be the one to teach everything that is included in the wide scope of the Filipino subject, so it is only appropriate that he has teaching skills to achieve quality education [18] De Guzman and Abagon, (2021) just like proper choice of words and his personality in teaching. Being a teacher, especially in the Filipino subject, should pay more attention to the native language and self-identity that is the mark as a Filipino race [19] Silva, (2018) The study of [18] J. De Guzman et al. (2021) titled "Teachers' Ability to Teach and Learn Students in the Filipino Subject of Senior High School" served as a guide and inspiration for the development of research. Based on the results of the study, the teaching ability of the Filipino subject of the teachers is good in teaching skills and very good in knowledge of the subject, proper attitude, perspective on teaching and the teacher's profession and personality and the students' ability to learn the Filipino subject is very good in choosing the right words, the right use of words, sentence formation and in literature. In this study by [18] J. De Guzman (2021), the selected factors that affected the teaching and learning of teachers and students were wide, it is divided into different parts and variables such as the dialect spoken by the teacher at home and the course they completed in college but it was found that there is no significant difference in the Filipino subject ability of the teachers in course completed, number of years in teaching, and dialect spoken at home. As for the students, it was discovered that there is a significant difference in their ability in the Filipino Language and in their track, favorite reading material and dialect spoken at home.

From the aforementioned study, the researchers used the same instrument Survey Questionnaire to collect data. The difference of the previous study, Except for the selection of the participant, is that it focuses more on discovering if there is a significant difference between the selected factors. On the other hand, this study pays attention to the ability of Pre-Service Teachers in teaching and the Learning Ability of Students in their Filipino Subject lesson and if these two variables have a significant difference. In the development of this study, the researchers also focused on studies related to the teaching and learning of students in the Filipino subject. Just like the study conducted by [20] R.M. Ibay (2021), titled "Teachers' Skills in Filipino: Key to Enriching Students' Grammar Knowledge." According to the results of their study, the level of ability of the teachers in Grammar is moderate. We can see that in Ibay's study the variable used to measure the ability of Filipino teachers is grammar but in this study the researchers focused on other variables as well in obtaining the level of the ability of Pre service teachers, because according to [21] A. Sekinat et al. (2019), Teachers should know the importance of student individuality and try to include in their lessons different teaching methods, materials, subjects and promote different learning strategies that will meet the needs of all student in class. It simply means that being an effective teacher is a teacher who is good and efficient in overall teaching not only in grammar but also in other aspects.

III. THEORETICAL FRAMEWORK

The researchers focused on the Content Based Instruction Theory of Saint Augustine (1980) where the theory is centered in learning and studying language. According to Villalobos (2014), The CBI Theory is one of the most important strategies in teaching language as this responds to the need of the students more particular in topics that involve language. This became one strong basis of the study as the researchers aims to know the level of Pre-Service Teachers in teaching Filipino subject and language which needs to be honed, and this theory aims to practice the language skills of students where they can apply it not only in school setting but also other social settings.

Another theory that was used as basis of this study is the Research Efficacy Theory by the Research and Development from the United States. This theory is rooted to the Rotter's Social Learning Theory of 1966 whereas it tackles the efficiency of the teacher in his teaching. This was used to see and prove if there is a correlation between students' performance and the mastery in teaching of the teachers.

IV. OBJECTIVES

This research aims to answer the following questions:

1. Which of the following factors leads students' learning in the Filipino Subject according to the following components?
 - 1.1. Paggamit ng wastongsalita
 - 1.2. Kakayahansapagbuo ng pangungusap
 - 1.3. Kakayahansapagkatuto ng panitikan
 - 1.4. Paggamit/Pag-unawa ng wikang Filipino
 - 1.5. Pagpapahalagasawikang Filipino
2. Is there a significant-differences in the level of teaching ability of Pre-Service Teachers and the level of learning of students in the Filipino subject.

V. METHODOLOGY

This research paper uses a descriptive correlational method through percentage, weighted mean, Pearson R computation and 5-point Likert Scale. The respondents of this study are the critique/mentors who serves as their guide during off- campus pre-service teaching. In assessing their teaching skills in Teaching Filipino subject, the researcher used 5-point Likert scale that ranges from no excellence to excellent in the following field of teaching (a) Teacher's Preparation (b) usage of appropriate words (c) Teacher's Personality. Assessment of student's learning on Filipino subject is through the following (a) usage of appropriate words (b) ability to form sentences (c) proficiency in learning Filipino literature.

1. Data Gathering

In this part, the researchers carefully select the participants to be researched, in its selection they consider things such as the relationship with the purpose, place, study problem and instrument variables. The researchers first found out the 4th year PST of the College of Teacher Education who teach Filipino Subject and found out that the BSED major in Filipino and BEED teach the Filipino Subject in their On/Off Campus Teaching, and because of that there was a purposive sampling in the selection of participants among the students belonging to the said course and year level, choosing 15 students from BSED (Filipino) and 15 from the BEED program. After the students are selected, their Critique Teachers/Mentors are carefully identified, who will be the respondents/respondents of the survey questionnaire prepared by the researchers.

The data collection was conducted after pilot testing. A letter of consent was sent to the Office of the Dean for the College of Education to request permission for the researchers to conduct a survey on the identified participants in the study, who are from the Integrated Laboratory School of the Western Mindanao State University. Once permission was granted, the researchers visited their participants to provide them with the survey questionnaire to be answered. Along with the questionnaire, an informed consent form was included, which the participants voluntarily signed to participate in the study. The responses of the participants were analyzed and interpreted using the Statistical Package for the Social Sciences tool.

2. Reliability of the Instrument Used

The researchers used a standard instrument, an adapted survey questionnaire that is derived from the study of De Guzman and Abagon (2011), Philippine Professional Standards for teachers and Filipino Curriculum Guide. The first instrument was found out to be lacking and will not justify what is intended to measure. The researchers added up 3 new variables 1(Teacher's Preparation) that is from descriptors Philippine Standard for teaching specifically to help attest the Teacher's skill in Teaching and the other 2 are for the students (Usage and Understanding of Filipino Language and appreciation of the Filipino Subject) that is based

on the Filipino Curriculum Guide. To ensure that this will meet the objective of the study, the additional 3 variables undergone validation from experts in the field of teaching Filipino Subject. After, the comprehensive review, the new instrument went for pilot testing. The data from Pilot Testing was measured through SPSS tool with .95 index which means very reliable.

VI. DISCUSSION

To determine the minimum and maximum length of the 5-point Likert Scale. The range is calculated $(5-1 = 4)$ then divided by five (5) as it is the highest number on the scale $(5+4 = 0.80)$. Next, the first number, the lowest number is added to determine the maximum of this cell. The length of the cell can be determined by the table below.

Table1
Computationng Rangepara sa5-pointLikert Scale

Range	5-point likert scale	Adjectival Interpretasyon
1.0 – 1.80	1	Walang Kahusayan
1.81 – 2.60	2	Kinakailangan ng pagpapabuti
2.61 – 3.40	3	May katamtamanghusay
3.41- 4.20	4	Mahusay
4.21 – 5.0	5	Napakahusay

Table 2

Which of the following factors leads students' learning in the Filipino Subject according to the following components?

	Mean	Adjectival Interpretation
Pagpapahalagasawikang Filipino	4.45	Napakahusay
Paggamit/Pag-unawa ng wikang Filipino	4.36	Napakahusay
Kakayahansapagkatuto ng panitikan	4.26	Napakahusay
Paggamit ng wastongsalita	4.23	Napakahusay
Kakayahansapagbuo ng pangungusap	4.21	Napakahusay

Based on the data gathered in Table 4, It shows that the students are doing great and excelling in Filipino subject. this is a manifestation and reflection in the teaching of Pre-Service Teachers of the aforementioned subject. In the study by [22] R. Ariaso (2020), it was discovered that the self- initiated, voluntary attitude that comes from the natural curiosity and motivation of students inlearning the Filipino subject has a significant relationship with the teacher's motivation in teaching the said subject. This was not agreed with the study of [23] C. Pambid (2002) which states that elementary school students show no proficiency in the Filipino Subject, particularly in writing composition, they have many mistakes in spelling, punctuation and grammar. Because according to [24] Gass et al. (1994) This is a manifestation that students need to express their ideas through their second language because if they can't write it using the second language learned then it only means that they didn't understand the lesson.

Table 3
Significant differences in the level of teaching ability of Pre-Service Teachers and the level of learning of students in the Filipino subject.

	PEARSON R	DESCRIPTION	SIG (2 TAILED)	INTERPRETATION
Antas ng pagtuturo ng PSTs vs. Mag-aaralsang Filipino	+0.684	Strong Relationship	0.001	Significant

It shows the significant difference in the level of teaching ability of the Pre-service teachers and the level of knowledge and learning of the students in the Filipino subject, according to the following results generated from the data collection. Analyzing the data using Pearson R Computation, the result shows that Pearson R is +0.684 indicating a strong relationship among the variables. In addition, the probability value of the Level of teaching of PST's and Students in the Filipino subject is 0.001 which means that there is a significant relationship between the two variables. It is shown here that the PST's teaching level affects the students' learning ability in the Filipino subject. This only means that if the level of skill of the Pre-service teachers in teaching the Filipino subject increases, the learning ability of the students in the Filipino subject also increases. According to the study of Shafi et al. (2014), it was found that the teacher's teaching ability affects the students' learning. It just means that when the teacher is good at meeting his mission in the world of teaching, the level of students' learning ability will definitely increase.

VI. CONCLUSION

After the comprehensive checking and interpreting of data from the survey questionnaire through the use of SPSS tool, the five variables that assessed the Teaching skills of teachers and the other five variable that assessed student's academic performance in Filipino subject have shown a good result with 4.47 over all computed weighted mean that means pre-service teachers are excellent in teaching Filipino, particularly in their preparation, mastery of teaching content and their vision in teaching and the teaching profession. Another conclusion that is drawn from the result of this study is, there is a significant relation/ strong relation between the two independent variables, emphasizing that if a Pre-service Teacher is excellent in teaching, his students show high level of learning too. The results of this study, shows agreement to the Content-Based Instruction Theory because the students gained a meaning experience in learning their second language whereas teachers integrate fun and exciting activities to deliver lesson. It has also been proved that the concept of Teacher's Efficacy Theory is true through the significant correlation of the Pre-Service Teachers teaching skills and the development of a learner in the Filipino subject.

VII. RECOMENDATION

From the obtained conclusions, the researchers humbly suggest the following recommendations:

For the Pre-Service Teachers be a role model in using the Filipino Language so that the students can use and cultivate the said subject more. Second suggestion is that Pre-Service Teachers should develop more and use Literature in teaching because it helps in the development of students' thoughts and understanding. Next is to have a positive teaching personality so that the dealings and relationships of teachers will be good, especially in their profession. Also, for Administrators, the researchers suggest to be thorough in checking and observing the Pre-Service Teachers if they have met the teaching objectives. Finally, it is for future researchers to conduct a similar study regarding the level of knowledge of the Filipino subject of the Pre-Service Teachers and its effect on the students.

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