

Level of Competence of Teachers in Filipino in the 2013 Filipino Orthography: Basis for Crafting Lesson Exemplars in Teaching Orthographic Rules

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ABSTRACT

The primary goal of the study is to determine the level of competence of teachers in Filipino in the Division of Northern Samar in the 2013 Filipino Orthography as a basis for crafting lesson exemplars on orthographic rules. This study utilized the correlational-developmental method. This method of research creates a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, trends, and relationships to make an adequate and accurate interpretation of data with the aid of statistical methods. Based on the result, a majority of the respondents were mostly in their mid-thirties. This suggests that a majority of the Filipino teachers are composed of competent young adults and adults. It also revealed that a majority of the respondents graduated BSEd-Filipino and acquired a master's degree for their personal and professional development. Moreover, most of them were Teacher I in terms of their current position. A majority of teachers in Filipino were under the intermediate level in terms of teaching experience. Work at this level required less supervision and gave exposure to a wider variety of more complex tasks. Based on the findings, the Filipino teachers lacked seminars/trainings in their field of specialization. It found out that the Filipino teachers were adapting technology innovations in the delivery of classroom instruction. The results showed that most of the teachers watched television news and noontime shows. It further revealed that the teachers in Filipino had an average level of competence in the 2013 Filipino Orthography. They had much practice in intensifying their competence in 2013 Filipino Orthography in terms of their practices in teaching and technical assistance. However, they had practiced level in terms of personal and professional development. It revealed that age, educational attainment, current position, training/seminars and reading materials of Filipino teachers are significantly related to their level of competence in the 2013 Filipino Orthography while there is no significant relationship between the years in teaching and program being watched by the Filipino teachers to their level of competence in the 2013 Filipino Orthography.

It further revealed that program being watched of the respondents are significantly related to the level of teaching practices of teachers in Filipino while there is no significant relationship between the years in teaching and trainings/seminars among teachers in Filipino and their level of practices in terms of technical assistance and personal and professional development. Moreover, age and educational attainment of teachers in Filipino has significant relationship on their level of teaching practices and personal and professional development. However, age and educational attainment of teachers in Filipino and their level of practices in terms of technical assistance are not significantly related. The current position and the practices in personal and professional development of teachers in Filipino are significantly related. While in terms of teaching and technical assistance practices and current position of teachers in Filipino has no correlation. Reading materials and program being watched by teachers in Filipino are correlated with their level of practices in terms of technical assistance and personal and professional development. Moreover, the reading materials utilized by the teachers in Filipino in the delivery of instruction are not significantly related to their level of teaching practices.

Finally, the researcher was able to conceptualize the Banghay-Bata Theory (BBT), which desires to provide a deeper understanding of the teachers' orthographic abilities in Filipino subjects through lesson planning focused on the achievement of learning competencies of learners using 4As strategy anchored to the enhanced MATATAG Curriculum.

Keywords: Competence, Filipino, Orthography, Lesson Exemplars, Orthographic, Rules

INTRODUCTION

The Problem and Its Setting

A few years have passed since this current researcher studied the level of awareness and acceptance of teachers in terms of spelling the words borrowed from a foreign language following the rules of 2013 Filipino Orthography. Although the results are speculative, there are still questions in his mind that seem to be looking for a suitable answer that he thinks can only be answered if he continues and expands his research regarding the 2013 Filipino Orthography following the recommendation of the previous study to continue or expand the study by using a wider scope, locale, and population. Based on the results of the 2013 study of this current researcher, the level of awareness of teachers was moderate. It means that the teachers in Filipino subjects lacked knowledge of the rules in spelling and needed more training on this matter. It also found out that the rules of the 2013 Filipino Orthography were accepted by the Filipino teachers. Although these rules were acceptable, it is not adequate to just accept them, it should be applied.

The teachers must have a high level of competence in orthography to efficiently and effectively deliver their lessons specifically in language teaching. These competencies can be acquired by the teachers through attending training and seminars or having well-prepared teaching material that could supplement the teaching and learning process. The study by Verano (2019) on the 2013 Filipino Orthography revealed that teachers lacked training and seminars and teaching materials. Moreover, the study of Lezondra (2019) revealed that lack of training and seminars on Filipino orthography was one of the problems faced by the teachers. Hence, teachers should attend training and seminars on Filipino Orthography and craft supplementary materials that could help them in the teaching and learning process. Teachers are encouraged to apply the rules in teaching Filipino Orthography as stated in DepEd Memo. No. 34, s. 2013. In the study by Homo (2019) titled "*Lawak ng Kaalaman sa Ortograpiyang Filipino ng mga Guro sa Mataas na Paaralan ng Gubat sa Distrito ng Sorsogon*", it revealed that teachers attended few seminars and trainings in local, regional and national levels. Their extent of knowledge was less efficient in terms of the application of the 2013 Filipino Orthography in teaching. This means that the issue on the low level of competence of teachers teaching Filipino subjects in the 2013 Filipino Orthography was not just in Northern Samar but also in other regions of the Philippines.

As the language lives, it continues to grow and develop. Progress is the challenge of change. To address these changes, this is the right time to have an in-depth study and inform the teachers teaching Filipino subjects about the rules of 2013 Filipino Orthography. The 1987 Philippine Constitution states that the national language of the Philippines is Filipino. As it develops, it will continue to develop based on the existing languages in the Philippines and other languages (Art. XIV, sec.6). Furthermore, the DepEd Order No.34 s, 2013 titled "*Ortograpiyang Pambansa*", mandates the implementation of the updated rules in 2013 Filipino Orthography to all concerned, particularly the primary implementers of the programs and projects of the department. Teaching the rules is not given much attention because it is just integrated in the most essential learning competencies that should be developed among K-12 students, especially in secondary schools. This could be the reason why poor knowledge among students on the 2013 Filipino Orthography is still evident at present. The errors in the writing of students are notable in their written activities.

Since teachers are not well-oriented about the 2013 Filipino Orthography, the tendency is that students are not properly guided in their written activities. The principle states, "we cannot give what we do not have". In an article titled "To read, write" by Michael Tan posted in Inquirer.net in November 2011, he explained the

importance of teaching Filipino orthography. He noted that orthographies are important because they hold the key to written language. It is the system of writing that is so important for keeping a language alive and dynamic. He further stated: “We often forget that many of our Philippine languages are endangered because they are still unwritten, or are underdeveloped when it comes to written literature.” He also added that doing and teaching “spelling” have been a challenge in the Philippines. The *abakada* was between 1940-1976, the *abeseche* was from 1977 to 1986 and now a Filipino alphabet. The latter two systems included English and Spanish letters, so learners can spell out loan words. But a truly Filipino orthography must look, too, into how it might represent the wonderful cacophony of sounds to be found in the local languages so learners might all read more and write more, about Filipino and becoming Filipino.

Students need guidance from teachers and teachers also need guidance from the instructional leaders. It is also necessary for the instructional leaders to provide appropriate technical assistance to the teachers. They should prepare supplementary materials e.g lesson exemplars as teachers’ guide in teaching. The results of this study can be the basis in crafting Teaching Guide in the 2013 Filipino Orthography. The researcher's desire to explore the world of the 2013 Filipino Orthography became even more intense when he took part as language editor of the Alternative Delivery Mode Module for Grade 5 learners in the Division of Northern Samar. He noted that some of the teacher-writers often struggled to follow the rules of the 2013 Filipino Orthography, especially those who have been teaching for a long time because they still applied the old rules of spelling in their teaching. They quite refused to accept the changes in the 2013 Filipino Orthography.

This study focused on the level of competence and practices of teachers in the 2013 Filipino Orthography. The above problem is still experienced by most students, teachers, writers, and publications nowadays. It is only proof that the problem was prevalent in the whole country. Although there is a DO No. 34, s, 2013, only few of the teachers in the Division of Northern Samar are aware of this. It is also not included in the learning competencies that should be taught to the learners. That is why this 2013 Filipino Orthography seems to be neglected. However, the big question remains whether the teachers and students have enough knowledge and awareness of the 2013 Filipino Orthography. This is the question that the researcher wants to elucidate and answer.

Objectives of the Study

This study aimed to determine the level of competence of teachers in Filipino in the 2013 Filipino Orthography as a basis for crafting lesson exemplars on Orthographic rules.

Specifically, it seeks to:

1. identify the profile of teachers in terms of:

- age;
 - highest educational attainment
 - specialization/major;
- current position;
- number of years in teaching Filipino subjects;
- number of training and seminars attended in the 2013 Filipino Orthography;
- specific reading materials used in teaching the subject; and
- types of programs being watched;

2. determine the level of competence of teachers in Filipino in the Division of Northern Samar in the 2013 Filipino Orthography in terms of:

- *Pagbabaybay ng Salitang Hiram at Digrapo;*
- *Palitang E/I at O/U;*
- *Pagpapalit ng D Tungo sa R;*

- *Tamang Gamit ng “NG” at “NANG”;*
- *Grafema at mga Tuldik;*
- *Pantig at Palapantigan;*
- *Mga Gamit ng Bantas;*

3. find out the level of practices of teachers in Filipino in intensifying their competence on 2013 Filipino Orthography in terms of:

- teaching;
- technical assistance;
- personal and professional development;

4. determine if there is a significant relationship between the profile of teachers in Filipino and the level of competence in the 2013 Filipino Orthography;

5. find out if there is a significant relationship between the profile of teachers in Filipino and the level of practices in intensifying their competence on the 2013 Filipino Orthography in terms of:

- teaching;
- technical assistance;
- personal and professional development and;

6. craft a lesson exemplar in teaching Orthographic rules.

Significance of the Study

This study focused on the level of competence of teachers in Filipino in the 2013 Filipino Orthography. The results are important to the major enforcers and advocates of Filipino language and KWF projects and programs in the development of teachers' competence in the 2013 Filipino Orthography, which was the general foundation of language rules.

The results of this study will be a major benefit to the following:

Students. The result of this study will be beneficial to the students by assessing the level of competence of their Filipino teacher as it may reflect their class standing. The output of this study can be useful as a guide in technical writings such as research, journals, articles, and others

Filipino Major Teachers. The result of this study will help the teachers teaching Filipino subjects to update their knowledge of new trends in teaching Filipino and devise innovative ways and means to improve the process of teaching and learning and cope with the 21st-century learning needs of their students.

Non-Filipino Major Teachers. The result of this study will help the non-major Filipino teachers teaching Filipino subjects to enhance their knowledge of the 2013 Filipino Orthography and devise innovative ways and means to improve the process of teaching and learning and cope with the 21st-century learning needs of their students. They can also use the output of this study as a guide in teaching orthographic rules in Filipino.

School Heads. The findings of this research will be a great help to the school heads in giving technical assistance and identifying the training needs of their teachers teaching Filipino subjects.

Education Program Supervisor in Filipino. The result of the study will serve as the main source of information in the Division of Northern Samar It will be of great help in identifying the training needs of the teachers.

National Educators Academy of the Philippines (NEAP), Division of Northern Samar Facilitators. The result of this study will serve as inputs of the organizers in intensification of future training and seminars in teaching Filipino subjects through the guidance of the updated Filipino Orthography.

Curriculum Planners. This study may serve as a guide in formulating and planning a curriculum that is highly attuned to the needs and demands of the 21st-century learners.

Student Teachers. This will be a great help to them especially as they are preparing to become proficient and effective teachers. They can use the output of this study as a guide in teaching orthographic rules in Filipino.

Academic Writers. It will serve as a guide for academic writers. They will know the new rules in the 2013 Filipino Orthography.

Training and Development, Division of Northern Samar. This will enable the division to conduct a re-orientation on the effective use or on the applicability of the 2013 Filipino Orthography and encourage all Filipino teachers to attend. The result also will serve as inputs in the monitoring and evaluation of the performance of Filipino teachers.

Philippine Information Agency. This study will give them insight into new writing guidelines to avoid mistakes. They can use it to write official correspondents and public announcements.

Komisyon sa Wikang Filipino (KWF). It will provide information to the Commission on the level of competence of some Filipino teachers in the 2013 Filipino Orthography to develop a language plan and take the necessary steps to address this problem with the help of the Regional Centers of Filipino Language.

Future Researchers. The results of this study will benefit researchers who may desire to conduct a more intensive study on the competence of teachers in the 2013 Filipino Orthography. Moreover, this particular research work will be a good source or reference material for the researchers.

Scope and Limitation of the Study

This study aimed to determine the level of competence of Junior High School teachers in Filipino in the Division of Northern Samar. It was conducted in the ninety (90) public Secondary High Schools in the Division of Northern Samar. The teachers teaching Filipino subjects in Junior High Schools are the respondents of this study.

The results of the study were the basis for crafting a lesson exemplar on orthographic rules in Filipino to further improve the level of competence among Filipino teachers in the 2013 Filipino Orthography. This study was limited to the regular/permanent teachers handling Filipino subjects in Junior High Schools in the School Year 2023-2024 which composed of 113 teachers. 53 out of 113 regular/permanent teacher respondents were drawn based on the 10% margin of error which was acceptable and considered in social science researches according to Broto (2006).

Furthermore, the level of competence of teachers in Filipino was limited by the rules of the 2013 Filipino Orthography. Specifically, the following orthographic categories: *grafema, pantig at palapantigan, pagbabaybay na pasalita, pagbabaybay na pasulat, kasong kambal-patinig, kambal-katinig at digrapong SK, ST, SH, KT, palitang E/I at O/U, pagpapalit ng D tungo sa R, kailang NG at kailan NANG, pagbabalik ng mga tuldik, and mga bantas*. This study has potential limitations in terms of the teachers' competence validation of answers. Their answers in individual competence will not be validated by the researcher or school through the actual assessments. Thus, the researcher used survey questionnaire that lead the researcher draw conclusions based on the solely gathered data. Also, the result of the study is limited to be the basis for crafting lesson exemplars in Orthographic rules. To craft lesson exemplars in Orthographic rules

was necessary to support the lack of competence of the Filipino teachers. Thus, it will not dependent on one study.

Theoretical Framework

The core theoretical basis of the study is the Theory of Competence which first iterated academically by Robert White (1959). The theory states that the competence was not just the outcome of a task, but the driving factor in engaging in that behavior. The theory believed that people engaged in behaviors in which they were competent because it made them feel good about themselves. Usually, competence enhances the confidence of an individual. In teaching, a teacher should possess a high level of competence in order to efficiently and effectively deliver the lesson. In this study, the ability of Filipino teachers to actively engage in the task to provide and facilitate knowledge of students in understanding Filipino Orthography showed the competence based on the inputs to outputs.

Corollary to this, Structuralism Theory of de Saussure states that the mode of inquiry sought not simply to identify structures or relationships *per se*, but rather to look behind or beneath the visible and conscious designs (beliefs, ideas, behaviors) of active human subjects (surface manifestations) to expose or unearth how those designs are in fact outputs, effects, consequences, products generated by underlying causes, hidden mechanisms, or a limited number of “deep” structures that are universal to the human mind. Typically, in teaching language, it is required to be competent on the structure of language to be able to produce quality output. Also, behavior is regarded as one of the causes of output, with output being one of the means by which the effectiveness of performance may be judged. In other words, judgements are made about the effectiveness of employees with reference to what they accomplish the results they achieve, the output they produce.

In addition, Chomsky’s Theory on Linguistic Competence (1960) explains that competence is the ideal language system that enables speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences from ungrammatical sentences. This is unaffected by “grammatically irrelevant conditions” such as speech errors. It is necessary to acknowledge the level of competence of teachers in terms of rules in grammar to provide them technical assistance if needs arise. The linguistic competence of the teachers to deliver the appropriate rules in Filipino Orthography may contribute to the language achievement of the students. This penetrate deeper engagement among students when it comes to linguistic means.

Another anchorage on this study is the Theory of Achievement Motivation based on a person's feelings of personal competence. According to the theory competence motivation increases when a person successfully masters a task. This encourages the person to master more tasks. In connection to the present study, when the Filipino teachers has enough mastery of the Orthographic rules, the achievement of acquiring the necessary level of understanding may directly impacts the execution. With this lens, the person's feelings of personal competence are secondary, if not tertiary, considerations to understanding variations in competence motivation.

Conceptual Framework

The researcher draws the input-process-output model as paradigm of this study, serving as the study’s conceptual framework in determining the level of competence of junior high school teachers in the 2013 Filipino Orthography in the Division of Northern Samar. Through this, the strengths and weaknesses will be discovered and the problems encountered during teaching has been identified and needed to be addressed to the Department of Education towards the enhancement of their teaching. Thus, effective and efficient delivery of services to the students will be anchored through assessment and evaluation of teacher’s competence in teaching the subject.

The input component consists of the profile of the teacher in Filipino in terms of: age, educational attainment, number of years in teaching Filipino subjects, number of training and seminars attended in 2013

Filipino Orthography, specific reading materials used in teaching the subject, and type of programs being watched. These, variables can affect the level of competence and the practices in intensifying their competence on the 2013 Filipino Orthography. Therefore, these will also be considered as inputs.

The process was the sensitizing route, which paves the way to the assessment of the level of competence and practices on the 2013 Filipino Orthography among teachers in Filipino. It is also important to look into the level of competence of teachers major in Filipino and those who are not, but handling Filipino subjects.

Finally, the concept of the findings of the study has provided insights/inputs needed in crafting Lesson Exemplars in Teaching Orthographic Rules in Filipino to improve the level of competence in the 2013 Filipino Orthography among junior high school teachers in Filipino in the Division of Northern Samar.

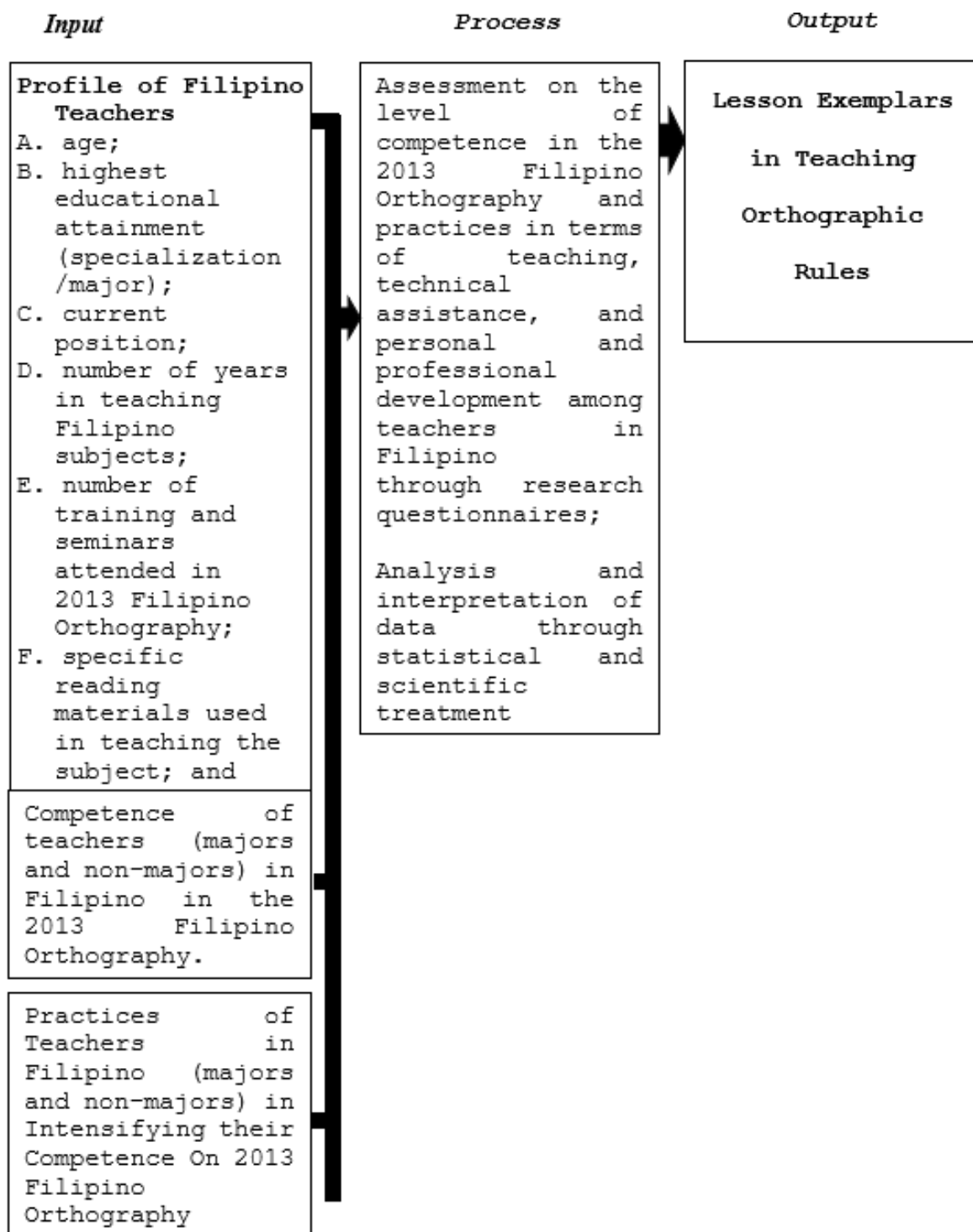


Figure I. A schematic diagram showing the concept of the study

Hypotheses

The following null hypotheses have been tested:

1. There is no significant relationship between the profile of teachers major in Filipino and their level of competence in the 2013 Filipino Orthography.
2. There is no significant relationship between the profile of non-major Filipino teachers and their level of competence in the 2013 Filipino Orthography.
3. There is no significant relationship between the profile of teachers in Filipino and the level of practices in intensifying their competence on the 2013 Filipino Orthography in terms of teaching.
4. There is no significant relationship between the profile of teachers in Filipino and the level of practices in intensifying their competence on the 2013 Filipino Orthography in terms of technical assistance.
5. There is no significant relationship between the profile of teachers in Filipino and the level of practices in intensifying their competence on the 2013 Filipino Orthography in terms of personal and professional development.

Definition of Terms

To provide better understanding and clarity of the text, the following key terms are defined operationally and conceptually.

Digrapo. *Ang dalawang magkadikit na katinig na pinatutunog sa loob ng isang pantig (Manwal sa Masinop na Pagsulat, 2014)*

Filipino Orthography. Conceptually, it refers to the correct use of the writing system of the Filipino language, the national and co-official language of the Philippines (Ortograpiyang Pambansa, 2013). In this study, Filipino Orthography is used as the primary source of reference on the Filipino Orthographic Rules.

Filipino Teachers. In this study, they are the major and non-major Filipino teachers who teach in this subject for several years. They serve as the main participants in the study to further analyze their level of competence and practices in Filipino Orthography.

Grafema. *Ito ay isang pangkat ng mga bahagi ng isang sistema ng pagsulat. Sa praktika ng ortograpiyang Filipino, ito ay binubuo ng tinatawag na titik at di-titik (Manwal sa Masinop na Pagsulat, 2014).*

Highest educational attainment. Conceptually, it refers to the process of acquiring knowledge through formal education (Espedido, 2001). According to the Department of Education (DepEd), it refers to the highest academic degree completed by an individual. In this study, it refers to the highest educational attainment or degree earned by the respondents.

Komisyon sa Wikang Filipino (KWF). Conceptually and operationally, it refers to the the official language planning institution in the Philippines and the only government agency. Anyone can refer to it if there are issues on the Filipino Language (KWF, 2011).

Lesson Exemplars. Conceptually, the term refers to an exceptional example of a teacher's "roadmap" for a lesson. It contains a detailed description of the steps a teacher will take to teach a particular topic. It contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection, (Adams, 2023). Operationally, it refers to the output of the study which can be used as a guide by the teachers in teaching orthographic rules.

Level of Competence. Conceptually, it refers to the person's capacity or ability, or being an expert and knowledgeable enough on a particular field (Preciousclamor, 2020). In this study, it refers to the ability or knowledge of teachers in the 2013 Filipino Orthography.

Level of Practices. Conceptually, it refers to the status, number or position of the person or object. It can be measured and referred to as rank or degree (Danicaparra,2020). Operationally, it refers to the level of practices of teachers in Filipino in intensifying the 2013 Filipino Orthography.

Major in Filipino. Conceptually and operationally, it refers to teachers who graduated Bachelor of Secondary Education- Major in Filipino and practiced it during their actual field of teaching in the assigned schools.

Non-major in Filipino. Conceptually and operationally, it refers to teachers who have different subject of specialization, but they are assigned to teach in Filipino subject in their respective schools.

Pagbabaybay ng Hiram na Salita. It refers to *pagbabaybay ng mga salitang bahagi ng wikang Filipino na kinuha sa wikang dayuhan katulad lamang ng Ingles, Kastila, at iba pa* (Ki, 2020).

Pagpapalit ng D tungo sa R. *Ito ay tumutukoy sa tiyak na pagkakataon ng pagpapalitan ng D at R at mga tuntunin nito* (Manwal sa Masinop na Pagsulat, 2014).

Palitang E/I at O/U. *Ito ay tumutukoy sa mga tuntunin sa nagaganap na pagpapalitan ng E/I at O/U* (Manwal sa Masinop na Pagsulat, 2014).

Palapantigan. *Ito ay binubuo ng isang salita o bahagi ng isang salita na binibigkas sa pamamagitan ng isang walang antalang bugso ng tinig. Bawat pantig sa Filipino ay may pantig na kalimitan ay may kakabit na katinig o mga katinig sa unahan, sa hulihan o sa magkabila* (Iroy, w.p).

Pantig. *Ito ay isang yunit ng tunog na binubuo ng isang patinig o kambal patinig at isa o mahigit pang katinig* (Manwal sa Masinop na Pagsulat, 2014).

Practices. Conceptually, the term refers to an act or method followed with regularity and usually through choice (Meriam Webster-Dictionary). In this study, these are the practices in intensifying competence on the 2013 Filipino Orthography among Junior High School Teachers in the Division of Northern Samar.

Punctuation refers to symbols or markers used in writing. This helps to define and value the sentence. It is easier to understand what the writer means with the use of punctuations. It can be found at the end or middle of the sentence (Cambridge Dictionary).

Seminars/ Trainings attended related to 2013 Filipino Orthography. Conceptually, these are designed and implemented for practicing educators to sharpen and refine their conceptual and technical skills to constantly improve their competencies to be better prepared in their functions (Cui-Infante, 2001). In this study, this refers to the actual number of relevant seminars and trainings that the teacher in Filipino had attended and is related to the 2013 Filipino Orthography.

Tamang Gamit ng Ng at NANG. *Ito ay tumutukoy sa mga tuntunin sa paggamit ng NG at NANG* (Manwal sa Masinop na Pagsulat, 2014).

Teachers. Conceptually, they are persons who provide, assist, guide or help in the process of learning (Kolf, 2002). Operationally, they are the teachers teaching Filipino subject in the Division of Northern Samar. They are also the respondents of the study.

Tuldik. *Ito ay tumutukoy sa gabay ng paraan ng pagbigkas sa mga salita. Sa lingguwistika, ito ay ituturing na simbolo para sa impit na tunog o kaya sa diin o haba ng pagbigkas* (Manwal sa Masinop na Pagsulat, 2014).

Writers. Conceptually, they are those who authored books, stories, or articles as a job or regular occupation, **Oxford Languages.** Operationally, they are the teacher-writers using Filipino language as medium in

writing in the Division of Northern Samar. This includes the Araling Panlipunan, Edukasyon sa Pagpapakatao, and Filipino teacher-writers.

REVIEW OF LITERATURE

Profile of the Respondents

Age

Casaig (2015) pointed out the contribution of teachers to provide quality education. According to him, *“Ang guro ay ang pinakamahalagang sangkap sa tagumpay ng edukasyon; sila ang nagsisilbing daluyan ng kaalaman at ang tagalinang ng kagalingan ng bawat isa sa atin kaya marapat lamang na pahalagahan, hayaang hubugin ang mga mag-aaral matapos ang kanilang pagsasanay kung saan sila ay magiging akma sa tungkulin at bigyan ng panahong magretiro sa tamang edad upang makapagbigay daan sa makabago at puno ng siglang mga kabataang guro.”*

According to the findings of the study of Estellajo (2014), the competence of teachers in teaching a particular subject was attributed to the length of service in teaching because of the fact that there is a relationship between the length of service in teaching and the age of teacher. In connection to this, Fabian (2014) claimed that age is not the basis of the being an effective and efficient teacher. The innate potential and talent of teacher in teaching is the foundation of being a competent teacher with integrity.

The claims of Estellajo and Fabian was contradicting. Estellajo believed that the longer years in service will strengthen teachers' competence in teaching. On the other hand, Fabian believed that the innate potential and talent of the teacher is the basis of becoming a competent teacher and not the length of service in teaching.

The study of Portugues (2015) conformed to the claims of Fabian. It emphasizes the ability of newbie teachers to cope with the challenges of the profession and introduces innovation with regard to the needs of the profession at a young age.

Furthermore, Verano's (2019) study revealed that age of teachers had a significant relationship on the awareness and acceptance of teachers handling Filipino subjects on the 2013 Filipino Orthography. This result confirms the claim of Fabian and Portugues.

Fajardo's study (2015) focused on the level of accreditation of the institutions including the qualifications in the selection of pool of head teachers in connection with their teaching competence. In his study, each institution had the same qualification standards that aimed to balance the leadership ability and the age qualification where it is also found to significantly align the age of the qualifications.

According to Morillo (2016) *“wala sa edad ang antas ng kasanayan ng guro kung hindi sa pagsasakatuparan ng mga nakasaad sa kurikulum at sa aktong propesyonal at emosyonal na katatagang maipupunla ng guro sa kanyang propesyong napili”*.

Mahdi and Al-Dera (2013) affirmed the claims of Morillo in their study on the effect of age, sex, and experience in the utilization of Information and Communication Technology in teaching English as first language. Based on the result of the study from the interview conducted, majority of the teacher respondents believed that age has no significant in the ICT integration in teaching language. On the other hand, one of the teacher respondents believed that age has a big impact on the ICT integration in teaching language. According to Mahdi and Al-Dera *“ang mga gurong nakababata ay higit na magiliw kaysa sa mga nakatatanda”*.

Teachers Educational Attainment

The study of Manning, et al. (2019), revealed that higher teacher qualifications are significantly correlated with higher quality ECEC environments. Specifically, the education level of teachers or caregivers is

positively correlated to overall ECEC qualities, as well as subscale ratings including program structure, language, and reasoning. Moreover, according to Okbay, et al. (2016) educational attainment is strongly influenced by social and other environmental factors, but genetic factors are estimated to account for at least 20% of the variation across individuals. The findings of their study demonstrate that, even for a behavioral phenotype that is mostly environmentally determined, a well-powered GWAS identifies replicable associated genetic variants that suggest biologically relevant pathways. Because educational attainment is measured in large numbers of individuals, it will continue to be useful as a proxy phenotype in efforts to characterize the genetic influences of related phenotypes, including cognition and neuropsychiatric diseases.

Teachers Specialization

Taking up education course is not a joke and teaching as a profession is not easy. It is a big responsibility and accountability on the part of every teacher. It is their responsibility to mold the student to be a whole-rounded individual and become an asset of the society. That is why teachers are expected to possess the necessary knowledge, skills, and attitudes of the profession.

According to Wright (2015), “*Ang kahusayan sa pagtuturo ay maibibigay lamang ng isang gurong nagtapos ng kursong may kinalaman sa kanyang itinuturong asignatura.*” Belvez (2016) affirmed to Wright that the teacher must complete the teaching course or must acquire professional education subjects that bring knowledge of the principles in education, educational psychology and other related courses. This can be associated with the saying: “You cannot teach what you do not know, and you cannot give what you do not have”.

Based on the claims of Wright and Belvez, the effectiveness of teacher in teaching the subject was attributed to the course obtained by the teacher.

Suelo (2015) noted that one of the problems of teachers in teaching the subject was their course which is not in line with the subject being taught. He added that students experienced difficulty in understanding and learning the lesson because of teacher factor.

As noted in the study of Suelo and Verano, this problem is still prevalent in the Division of Northern Samar because of the high demand of teachers in Filipino or lack of qualified applicants that is why the division is forced to hire applicants who are not a graduate of Education course and non-major in Filipino. When it comes to actual teaching, they experienced difficulty in the delivery of the lesson that affects student learning.

Position

Many occupations and all professions offer their recruits the opportunity of pursuing a career, in the sense that individuals can be promoted through a clearly delineated promotions hierarchy (Wong, 2019).

According to Robbins & Coulter (2016) as stated by Wong, promotion can be regarded as the passage to a higher rank. In management, promotion is one of the reinforcers of the rewards system to help motivating employees. Other rewards include pay, recognition, desirable work assignments, autonomy and participation. From a motivation perspective, if rewards are allocated only on non-performance factors, such as seniority, job title, or across-the-board pay raises, employees are likely to reduce their efforts. Based on the Peter Principle (Peter Hull, 1969), in a hierarchy using promotion solely as a reward for good performance, people tend to rise to their level of competence because good performance in one job is no guarantee of good performance in another. That is why the pay-for-performance programs or compensation plans are gaining in popularity.

In addition, the study of Wong revealed that the concepts of job satisfaction and promotion are not strongly related. While explicit and defensible criteria for promotion are important in maintaining and enhancing

teacher morale and effectiveness, the wish to gain promotion does not explain the career behavior of all teachers. Teachers define success and failure in their employment in a variety of ways, and are motivated for different reasons.

According to Maclean (2016) as stipulated in the study of Wong, career patterns and promotion in teaching are designed to provide a deeper understanding of the behavior, perceptions and occupational culture of school teachers as an occupational group. The promotion system is of central importance and concern to many teachers because it is the means by which highly valued phenomena such as money, status, prestige and power are allocated between individuals. As such it can be said to have a powerful influence upon such matters as the way in which teachers direct their energies, perceive their roles, and develop an occupational identity.

In addition, the study of Bala and El-jajah (2019) which aimed to examine the relationship between promotion and classroom teachers' job satisfaction in Senior Secondary Schools in Taraba State, Nigeria revealed that there was a statistical significance and strong relationship between promotion and classroom teachers job satisfaction in Senior Secondary Schools in Taraba State, Nigeria. The study concluded that promotion is high and the classroom teachers' job satisfaction is low.

Years in Teaching

The greatest number of years the teachers acquired in teaching Filipino subject means they have enough experience and desired quality of education being imparted to the students. According to Irven (2019), years of classroom experience and teachers' performance are correlated. Although it is easy to judge a teacher's effectiveness by their readily observable characteristics, such as extensive experience or academic credentials, these are, at most, mediocre indicators of their impact on students' academic progress.

There are factors that affect academic performance of students. The mental ability, habits, and attitudes of students are influenced by teachers' competence with a number of years in experience in teaching (Francisco, 2018).

The number of years in teaching is the strength of every teacher. In this aspect, the relationship between teacher awareness on the educational development can be demonstrated (Datu, 2016). According to him, *“Kasabay ng tagal ng pagtuturo ng guro ay ang pagsasakatuparan ng sinumpaang tungkulin para palawigin ang edukasyon at linangin ang kakayahan niyang malaman at ipatupad ang mga pagbabago sa edukasyon. Maaaring alam ng mga guro ang kanilang responsibilidad sa pagpapayaman sa edukasyon pero ang pagsasakatuparan nito ay nadepende sa maraming salik na sumasaklaw hindi lamang sa guro at mag-aaral kung hindi maging sa mga aspektong sumasaklaw sa patnubay ng Mataas na Kagawaran ng Edukasyon. Tungkol sa pagpapayabong at pagpapayaman ng sistema ng pagbabaybay, ito ay may relasyon sa haba at saklaw ng panahon ng pagtuturo, may posibilidad na nalalaman na ang mga ito at nagamit na sa klase ng guro.”*

Trainings and Seminars

In the selection of teaching staff, it is not enough to consider their professional experience. They must be encouraged and helped them acquire new knowledge and skills in teaching and continue to develop these through self-study and attending seminars and trainings (Casino, 2015). In connection, Maparan (2015) stated, *“Ang educational background at karanasan ay mahalaga sa proseso ng pagpili ng mga magiging guro, salain ang pinakakarapat-dapat sa akademiya; dagdag pa niya, nalalaman ng sinumang nagtuturo na ang kanyang pagiging epektibo bilang isang guro ay maaaring mapanatili sa pamamagitan lamang ng palagiang pag-aaral.”*

According to Verano (2019), it is evident that in attending seminars and trainings, teachers can acquire additional new knowledge and skills. This statement was supported by Varcancel (2015) by stating *“Ang*

mga worksyap at seminar ay mahalaga at kailangang ibigay mismo ng mga paaralang kanilang pinagtuturuan at ng mga propesyonal na mga organisasyon. Ang mga balakid sa kanilang pagdalo, una ay ang geographical dispersion, pangalawa ay ang mahal na pamasahe, at pangatlo ay ang kakulangan sa pondo na masyadong pumipigil sa oportunidad ng guro upang umunlad sa larangan ng propesyong pampagtuturo.”

Ulbase (2016) suggested that teachers should attend in-service trainings and seminars and obtain advance degrees in graduate studies to enrich and develop their teaching competence.

In addition, according to Arrieta (2021), teachers gain a perspective that aids them in developing their own competent awareness as teacher professional development (TPD) turns into a melting pot of tried-and-true techniques. The modern teacher education nature emphasizes efforts to develop professional growth as a key factor in effective teaching and learning. These are considered to be the cornerstones of enhanced teaching effectiveness, which produces positive outcomes in the way of student accomplishment and academic achievement.

Reading Materials

Dumpang, Sedanza, and Caluza (2021) emphasized that the utilization of educational materials and instructional opportunities must be based on valued outcomes and learners; it is the responsibility of the instructor to create the framework for student access. The instruments used to guide students and make the teaching-learning process more efficient and relevant are called learning resources. Students' higher-order, innovative reasoning and problem-solving skills are improved by technology. Using various instructional tools that allow students to utilize all of their educational measurements, the demands of the students at different levels of performance are linked.

Anything can be used as authentic material but for developing reading one of the most useful resources is the Internet, with large amounts of varied material being easily accessible. One of the main reasons for using authentic materials in the classroom is once outside the “safe”, controlled language learning environment, the learner will not encounter the artificial language of the classroom but the real world and language how it is really used. The role of the teacher is not to delude the language learner, but to prepare him, giving the awareness and necessary skills so as to understand how the language is actually used (Berardo, 2016).

Furthermore, based on the result of the study conducted by Valencia, et al. (2016), they found that the teachers with weak knowledge or more restrictive materials and environments learned the least and were least able to adapt instruction to meet the needs of their students. On the other hand, teachers with stronger knowledge access to multiple materials, and support for decision making regarding materials and instructional strategies learned the most, and were most able to adapt instruction. In addition, early experiences with specific curriculum materials had effects 2 years later on these teachers' instructional practices. They suggested that curriculum materials interacted with teachers' knowledge of reading and reading instruction, and with the contexts in which they worked.

Programs Being Watched

According to Tarekegn and Endris (2019), the greatest time-consuming pastime is still watching television, which is also still the main provider of information and news. It is the primary form of pleasure for humans and the most effective sales technique in the world. Politics are handled through it. Television is a tremendously potent instrument since it has the potential to shape or break any civilization because it's a means that can compel viewers to copy activities, they have access to, either in full or in part. TV has thus developed into a very effective medium for advertisement as well as persuasive pitches.

Additionally, the study of Sung, Kang, and Lee (2018) revealed that among a total of seven motivations identified in literature, only the entertainment motivation is a significant predictor of binge watching for

those with a low level of binge watching, while both passing time and entertainment were found to be significant predictors for those with a high level of binge watching.

Moreover, the study of Webb and Rodgers (2019) revealed that knowledge of the most frequent 3,000 words families plus proper nouns and marginal words provided 95.45% coverage, and knowledge of the most frequent 7,000 words families plus proper nouns and marginal words provided 98.27% coverage. The vocabulary size necessary to gain 95% coverage of the different genres ranged from 2,000 to 4,000 words families plus proper nouns and marginal words; 5,000 to 9,000 words families plus proper nouns and marginal words to gain 98% coverage. The analysis also indicated that there was great variation in coverage between episodes. The results showed that there were relatively few encounters with low-frequency vocabulary. However, if learners knew the most frequent 3,000 words families and they watched at least an hour of television a day, there is the potential for significant incidental vocabulary learning.

Al-Zoubi (2018) recommended to continually expose to the English language through watching English movies and program, surfing the internet, listening to radio, reading English books, magazines, newspapers, and practicing English language with native speakers on a daily basis to encourage them overcoming their weaknesses and improving their fluency as well as proficiency in acquiring English language. Moreover, teachers and parents should raise learners' awareness towards the importance of learning English language through exposure to the language daily using different techniques that can enhance second language acquisition

Furthermore, Kandel (2020) mentioned that among millions of individuals working in many fields, internet is a daily tool. In the modern era, it has served as the knowledge superhighway. Anybody with access to the Internet and a computer, smartphone, laptop, or other internet-capable device can utilize it. The conventional methods of learning and instruction have been altered by technology. It has profound ramifications for educational organizations and has influenced pedagogy. Millions of academics, students, and education professionals throughout the world have benefited from the development of various knowledge creation and dissemination tactics; thanks to the Internet. It serves as an inexpensive global communication tool.

The study of Shoufan and Mohamed (2022) revealed the following results (1) There is an increasing concern about content quality on YouTube. (2) Despite versatile production and usage strategies, no relationships were established between such strategies and learning. (3) Most studies on the impact of YouTube on student learning reported positive results in terms of enhanced skills, competencies, interest, motivation, engagement levels, or test performance. They concluded that YouTube is a rich, free, easy-to-use, and enjoyable source of learning content. However, the challenges and risks associated with this platform suggest that it is best suitable for guided learning where teachers make or select the content and include it in a well-defined, pedagogy-driven learning context.

Moreover, another study revealed that teachers' pedagogies built on three instructional strategies with four preferences for the use of social media. Among the social media tools, YouTube was commonly used with other social media and non-social media tools, particularly for teaching in secondary schools. Consequently, three forms of pedagogy—the direct, constructivist and participatory, were identified in the digital-native preservice teachers' instructional strategies of integrating potential social media affordances (Szeto, Cheng, & Hong, 2016).

According to Saykili and Kumtepe (2016), as Social Networking Sites have come to play a greater part in our lives, more and more people interact with each other in these environments. Because social networking tools have managed to attract billions of users worldwide, they have also drawn the attention of educators. As the largest social networking site, Facebook has captured the interest of educators and educational institutions, regardless of its desirable or undesirable effects on education settings.

Smutny and Schreiberova (2020) found that educational chatbots on the Facebook Messenger platform vary from the basic level of sending personalized messages to recommending learning content. The study showed

that chatbots which are part of the instant messaging application are still in its early stages to become artificial intelligence teaching assistants. The findings provide tips for teachers to integrate chatbots into classroom practice and advice what types of chatbots they can try out.

2013 Filipino Orthography

The 2013 Filipino Orthography refers to the updated set of rules and guidelines for writing the Filipino language, which was officially adopted by the Komisyon sa Wikang Filipino (KWF) in 2013. The new orthography was introduced to simplify the rules for writing Filipino, promote consistency and standardization, and reflect the changes in the language over time.

An article titled “Filipino Orthography and the Politics of Language” by Rose Marie San Juan, published in the Philippine Sociological Review in 2018, discusses the historical and political context of the development of the Filipino language and the role of the KWF in promoting language standardization. It also examines the debates and controversies surrounding the adoption of the 2013 Filipino Orthography and its implications for language policy in the Philippines.

According to Zafra (2016) as mentioned that from 1976 to 2013 and in just 37 years, there were five reforms in the Filipino orthography conducted by the national language agency. It excluded the “interference” of the different institutions and language organizations, likewise the Department of Filipino in the different universities and colleges that issued their guides in spelling.

Moreover, a journal titled “The 2013 Komisyon sa Wikang Filipino Orthography: A Linguistic Analysis” by Michael L. Tan, published in the Philippine Journal of Linguistics in 2014. This article provides a linguistic analysis of the changes introduced in the 2013 Filipino Orthography, particularly in terms of spelling, punctuation, and capitalization. It also discusses the rationale behind the changes and their potential impact on language use and literacy.

The KWF crafted the rules on the Guide in Filipino Orthography through DepEd via DepEd Order No. 104, s. 2009 dated October 7, 2009, and CHED through letter from the Chairman of the institution dated December 7, 2010. This DepEd order presented the general reformation of the Filipino Orthography in the Philippine Education System. It specifies all the rules to further strengthen the quality of teaching Filipino language to students as well as innovate the knowledge and skills of teachers in the present trend in Orthography (Department of Education, 2009).

The context on the crafting of 2009 guide was ambiguous. In the Resolution No. 11-29 of KWF that has been agreed on August 14, 2009, states that the reasons on the crafting of the new guide was based on the negative comments from teachers, students, parents, and the language users. However, there were no evidence presented on these negative comments. Allegedly, the review on the 2001 Revision was started in 2006, but then again, there were no result presented about the review.

The primer attached to the 2009 Guide has a detailed explanation on the process in the crafting of the new guidelines on orthography. First, the KWF created a committee to review the 1987 and 2001 orthography. They conducted a series of discussion on the last quarter of 2006. Second, they also conducted a regional conference on Filipino Orthography to the 10 regions of the country from November 2006 until January 2007. This conference was attended by the teachers, supervisors/coordinator in Filipino, principals, scholars, language experts, journalists, and other users of the language. By virtue of this consultation, the “*Panukalang Alpabeto at Patnubay sa Ortograpiya ng Wikang Pambansa*” has been constituted. Third, the proposed orthography was presented to the three groups of regions— DepEd Complex, Pasig City for Luzon delegates; Banilad, Cebu for Visayas; and Lasapan, Cagayan de Oro City for Mindanao delegates. This activity was attended by regional and division supervisors in Filipino, selected representatives from universities and colleges, and curriculum writers. Fourth, the committee crafted a draft through the help of editor consultants, writers, and professors. Fifth, the draft was presented to KWF Officials and the

Commissioners Council. The published 2009 Guide was ratified on September 15, 2009 through Commissioners Council Resolution No. 1129 (Department of Education, 2009).

On the comparison of 2009 Guide to the previous orthography, the 2009 Guide has no contribution despite the extensive consultation throughout the country. Almost all of the rules were adapted from 2004 Guide and 2006 Chronicle. The best feature of the 2009 Guide was only the concept of grapheme that is composed of letters and non-letters (*titik* at *tuldik*). It has been said that the worthy of 2009 Guide stabilized the KWF because of the extensive consultation on the previous concerted processes conducted by the different institutions and organizations.

The 2004 Guide that has only been conducted in UP-SWF for an urgent need. The 2006 Guide is the result of the project for orthography by the PKWS. It was not mandated to the said institutions to craft a guide on national orthography. Therefore, according to Zafra whatever guide on orthography crafted in previous years, e.g. 2004 and 2009 will not be officially recognized and be used in teaching.

The essence of nationally recognized conduct of the 2013 Forum was not just seen by the participants attended from different regions but most specially on the concerted rules. This includes the additional accent mark (*tuldik*) which can be called as “*patuldok*” resemblant to *umlaut*. This additional accent mark represents the *schwa* sound in the native languages in *Mëranaw*, *Pangasinan*, *Ilokano*, and other languages in *Cordillera*. Another concerted rule was the recognition on the gasping sound on the *TH* and *KH* digraphs which feature the other native languages in *Mëranaw*.

In a history book titled “*Modern Philippines*” by *Patricio N. Abinales*, it was stated that the Presidential Decree No. 107, s. 1973 also known as “*Creating the National Economic and Development Authority*” served as an acknowledgment of how far Filipino has come in its development as a national language. The confusion was finally cleared up in Article 14. Section 6 of the 1987 Philippine Constitution, which declared Filipino as the national language because it was not regionalist and continued to develop by incorporating words, phrases, and metaphors from non-*Tagalog* languages. The government did not shoot itself in the foot when the bilingual policy brought back *Pilipino*.

The study of *Cabigao* (2012) emphasized the contents of the 2009 Manual of Orthography in Filipino (*Gabay sa Ortograpiyang Filipino*). The study's conclusions showed that a majority of the teacher respondents are in the baseline/entry position at the time of the study, that they generally strongly agree with the existing orthography's contents, and that there is only a slight difference in their views and opinions regarding the rules governing translation.

Moreover, the study of *Mejia* (2023) showed the results of appropriateness of students' output in Filipino Orthography. The study's findings confirmed that the students' work was suitable for Filipino Orthography. The students' appropriateness in terms of the right use of language, however, was just marginally acceptable. The development of a suggested brochure as supplemental material is done to make it easier to comprehend and teach Filipino Orthography.

In a particular writing system, a set or collection of components is called graphemes (*grafémas*). In Filipino spelling, graphemes consist of both letters (*títik*) and non-letters (*di-títik*). A letter, also known as a *létra* or *títik*, is a sign for a speech sound. This involves consonants (*katínig* or *kónsonánt*) and vowels (*patínig* or *váwel*). At that point, this group of letters is called an alphabet (*alpabéto*). With the exception of *C*, *X*, and *Q*, the 26 letters that make up the contemporary Filipino alphabet represent one sound apiece. With the exception of the Spanish *Ñ*, they are pronounced exactly like in English (*Wix*, 2023).

The Spanish *Ñ* and *Tagalog Ng* digraphs, which are theoretically alphabetized separately are added to the English alphabet to form the Modern Filipino language. The Modern Filipino alphabet is in use today and may be used to write all autochthonous Philippine languages as well as *Chavacano*, a *Zamboanga* creole derived from Spanish. Although the spelling of the contemporary Filipino alphabet follows the spelling in

English conventions, it is pronounced similarly to Spanish. Because of this paradox, learning the alphabet is among the hardest things for natural English speakers who have to modify their pronunciation to fit the English language norms (Alchetron, 2022).

An effective spelling system uses an alphabet, or collection of symbols that symbolizes the important phonemes in the language. The number of major sound units, or phonemes in a language should ideally match the total number of letters in the alphabet. These phonemes show the more general sound variances that correlate to meaning variations in any language. The ability to read and write becomes simple when the number of important sound units matches that of the writing system's symbols. This makes creating an alphabet an easy affair. Beyond language, there are more considerations to take into account while creating a spelling system. Language communities are interdependent and cannot exist in isolation from one another (Padre, 2020).

Teacher's Competence in the 2013 Filipino Orthography

The teaching profession is not a joke. There is a great deal of accountability on each teacher's shoulder. He/she has to mold each learner as a whole human being, so he/she must possess the necessary competence and pedagogical approaches to teaching.

In the study conducted in Sto. Domingo Integrated High School, Division of Santa Rosa City, Laguna by Lezondra (2019) titled "*Antas ng kaalaman sa ortograpiyang Filipino ng mga guro at mag-aaral sa Filipino*", revealed that the knowledge of students on the Filipino orthography was "moderate" while the teachers were "good". There has no significant relationship between the level of knowledge of teachers and students on Filipino orthography. The lack of training and seminars on Filipino orthography was one of the problems faced by the teachers. Based on the findings, it is a must to have training and seminars about the orthographic rules so that teachers will be equipped with the necessary knowledge and skills in teaching Filipino. It is timely and relevant to conduct such a study to develop a guide in teaching orthographic rules that can help teachers in the teaching and learning process.

Based on the study conducted by Homo (2019) titled "*Lawak ng Kaalaman sa Ortograpiyang Filipino ng mga Guro sa Mataas na Paaralan ng Gubat, Distrito ng Sorsogon*", it was found out that there were few seminars and training sessions in the local, regional and national attended by teachers in Filipino on Filipino orthography. The extent of the knowledge on Filipino orthography of teachers in Filipino was less efficient. This could be the result of lack of training for teachers.

Homo's study showed that gender, position, highest education, academic, major, length of teaching Filipino subject, and training had no significant relationship to the scope of knowledge of teachers in Filipino orthography. The result conformed to that study conducted by Verano (2019). This event could be driven by innovative technology where teachers can quickly access the necessary information to help them in teaching the subject.

Homo also noted that there were problems faced by teachers in Filipino on Filipino orthography and he suggested to encourage Filipino teachers to appreciate Filipino orthography to become more concrete, authentic, dynamic, and actual guide for their students. He further suggested that all Filipino teachers be allowed to attend a seminar in Filipino to further develop knowledge in Filipino orthography as well as Filipino as a subject.

An article titled "An Analysis of the Changes in the 2013 *Komisyon sa Wikang Filipino Orthography*" by Emilyn Q. Espiritu was published in the International Journal of Humanities and Social Science Research in 2015. This article examines the changes in the 2013 Filipino Orthography and their implications for language learning and teaching. It also discusses the challenges and opportunities presented by the new orthography, particularly in terms of promoting language standardization and improving literacy.

Furthermore, another article titled “The 2013 Komisyon sa Wikang Filipino Orthography: Implications for Language Teaching and Learning” by Trinidad A. Osteria was published in the Philippine ESL Journal in 2014. This article discusses the pedagogical implications of the 2013 Filipino Orthography for language teachers and learners. It provides suggestions for incorporating the new orthography into language instruction and highlights the importance of promoting language standardization and cultural sensitivity in language education.

Overall, the 2013 Filipino Orthography highlights the importance of language standardization and consistency in promoting effective communication and literacy in the Philippines. It also underscores the need for ongoing research and dialogue on language policy and practice to ensure that the Filipino language continues to evolve and remain relevant in a rapidly changing world.

The term "teacher competence" refers to the knowledge, abilities, and beliefs that an educator processes and applies in the classroom, or it is an ability in the particular form of a talent. The combination of a teacher's competency is the term used in a teaching context. Skills have an impact on a teacher's performance in the classroom. Since an instructor uses a range of teaching approaches to affect changes in students' learning, one may also infer the efficacy of the teacher from a measure of their teaching skills. Stated differently, the capacity structure of a teacher guarantees the success of instruction much hinges on how well they can educate (Kim et al, 2019).

An essential part of the educational system is the teacher. Teachers become compassionate adults for their students, impart knowledge through various techniques and procedures, and act as catalysts to inspire students to become knowledge producers. They offer rewarding and distinctive teaching and learning experiences in addition to lecturing pupils. Teaching competencies consist of learning and exhibiting the composite skills necessary for student teaching, such as lesson introduction, explanation, pace of instruction, reinforcement, comprehension of child psychology, behavior recognition, managing the classroom, and homework distribution (Bagapuro and Delos Santos, 2021).

Pagbabaybay ng Salitang Hiram at Digrapo

Based on the study of Siri et al. (2020), the success of an educator is defined as his/her sense of moral and professional accountability for carrying out the responsibilities of his/her profession. Each of that will be demonstrated by his/her obedience and loyalty when s/he carries out his/her teaching responsibilities in class and his/her academic responsibilities beyond the classroom. Teacher competencies include understanding of learning and human behavior, expertise in the subject matter being taught, a positive attitude toward oneself, one's peers, their school, and the subject matter being promoted, and strong teaching strategies.

Verano (2019) conducted a study on the level of awareness and acceptance of teachers in Filipino in the Central Area of Northern Samar on the new rules of 2013 Filipino Orthography, specifically on the rules on the spelling of borrowed foreign words, revealed that the level of awareness of teachers on the 2013 Filipino orthography was moderate. It means that they lacked knowledge of the new rules and that they needed training and seminars on the 2013 Filipino orthography. They also needed a guide in teaching orthographic rules to effectively deliver the lesson. It also revealed that teachers in Filipino accepted the rules in the 2013 Filipino Orthography but it is not a guarantee that they can teach efficiently and because it should be applied in teaching and learning.

Practices

HR Hanover Research (2017) identified different best practices on profession development: it must be sustained and include ongoing support as teachers implement new skills, it should be collaborative and provide multiple opportunities for active learning, experts recommend use of professional learning communities (PLCs) and coaching partnerships to deliver professional development, its content must be directly relevant and applicable to teachers' classrooms and be differentiated to teachers' individual needs,

and build on teachers' previous knowledge and experiences, District leaders can engage staff members in professional development by promoting choice, creating an environment conducive to experimentation, and modeling a growth mindset, that leaders should use a logic and model to plan the evaluation and examine data from multiple sources.

In the study of Gonzalez and Callueng (2014), classroom assessment was considered as the primary source of information so that teachers will be able to employ an appropriate teaching strategy in teaching. In the initial validation of Classroom Assessment Practices Questionnaire (CAPSQ), it proves that professional development of teachers improved their best practices in classroom assessment as well as their level of performance in teaching. The study revealed that the teacher-student ratio in the classroom was contributory factor in the professional development of teachers.

Englis (2019) conducted a study to identify the learning styles of the students in the first level of tertiary education of Filipino language and to determine the strategies and techniques used by the teachers in teaching Filipino subject at Palompon Institute of Technology – Tabango Campus, it came out that most of the learners were visual learners while the teachers appeal to the bodily kinesthetic aspect of the students. It showed that the learning style of the learners and the strategies used by the teachers had no significant relationship in the students' learning. Based on these results, they developed an enhancement program to link the learners' learning styles towards excellent language learning.

Javier (2021) conducted a study on the practices of Filipino Public High School Teachers on Digital Teaching and Learning Technologies during the COVID-19 Pandemic. It revealed that the practices of teachers in the use of digital teaching and learning tools were evident. They were eager to practice and acknowledge the benefits of using the digital tools and radiating best practices in the workplace. Despite some technical issues, having internet at home necessitates the teacher's role in enhancing teaching and learning while maximizing the potential of varied tools. It was reasonable that the DepEd must continually upscale its technological competencies with the implementation of the proposed learning action cell sessions.

According to Tibus, Ledesma, and Añaves (2018) to help pupils become fluent in another language, teachers employ a variety of methods of instruction and learning. A good teacher can foster learning by using a variety of teaching and learning strategies, techniques, and expertise. In order to guarantee effective and high-quality language instruction and learning, educators are anticipated to possess a skill of teaching and the proper application of various pedagogical techniques. These educational strategies should give different students access to understanding activities and opportunities to develop their abilities in manners that develop on existing knowledge, encourage the concept of "learning how to learn," and provide a solid framework for additional language study.

Significantly, Francisco and Celon (2020) explained that to assist learners learn more independently and strategically, teachers must employ a variety of instructional tactics. When students carefully select the appropriate ones and employ them to finish tasks, these methods become efficient methods of learning. Instructional techniques can encourage kids' ability to focus and combine data to improve retention and comprehension. Even while studies show that instructors are important, it is less clear which qualities of teachers are most effective in improving student accomplishment. The unique methods and techniques employed by teachers in their daily work may have an impact on the academic performance of theirs. The relationships between teaching activities and academic outcomes can be quantified using indices created to characterize how teachers approach challenging teaching tasks.

Moreover, Go, et al. (2020) stated that teachers are important members of the educational system because they impart knowledge on a particular subject, assist students in reaching their full potential, foster good character, and allow students to express their unique personalities. All around the world, teachers are seen as having a universal and consistent value. Additionally, the Code of Ethics for Professional Teachers and the Philippine Professional Standards for Teachers particularly require Filipino teachers to demonstrate high

moral standards, academic and professional proficiency, and dignity. In other words, there are high expectations for Filipino educators.

Ancho and Bongco (2019) further emphasized that one of the top strategies for bringing about beneficial improvements in education that attempt to address the various requirements of children and to successfully solve current educational difficulties is teacher research involvement. Even though teaching is sometimes seen as a noble vocation, it comes with costs, and one of these costs is time. More than any other profession in the world, research from around the world confirms that teachers frequently work past their regular hours of employment. Similar to this, teacher organizations in the Philippines argue that the workload of educators is endangering their health. Nevertheless, it was discovered that teachers were coping with these problems by planning, motivated work, and professional devotion.

The use of various methods in teaching was supported by Kurt and Zesek (2021) which stated that the educator is the leader who actively directs the academic pursuits of his/her charges. In other words, the focus has shifted from a teacher-focused to a student-centered method of education. However, this circumstance drives kids to learn more effectively. Because students learn about the links between scientific ideas. When students are aware of these circumstances, they engage in class activities more actively.

Han (2021) explained that effective teaching techniques may not only motivate students to study but also to enhance teachers' perceptions of their own abilities. The phrase "the key players in the education process" has been used to describe teachers. Research in education with secondary school teachers around the world has experimentally shown that a variety of teacher characteristics may have significant effects on students' academic results.

Sangalang (2018) mentioned that the following constitute some of the tasks and duties of master teachers, some of which include the following: mentoring co-teachers in subjects and challenges; guiding co-teachers in their fulfillment of duties and responsibilities; helping the co-teachers design capacity-building initiatives for teachers; providing technical support to teachers to enhance their abilities; leading the co-teacher in the planning of learning resources to check; implementing capacity growth initiatives for teachers and demonstrate to young or inexperienced teachers.

Based on Oblea (2019) to ensure the execution of programs effectively and ultimately, the accomplishment of greater or better educational results, technical help is regarded important. To be able to deliver the necessary response of the teachers from their present field, technical assistance is a must to further provide what is really important for the knowledge acquisition of the learners. Asking for back-ups or additional support from the school key persons with proper expertise with the subject is an essential attribute that would provide proper information to be discussed during the teaching process.

Postholm (2018) explained that professional growth frequently occurs in structured environments like official mentoring initiatives, educational research teams, and professional development programs. Teachers can also gain knowledge from unstructured interactions such as peer teaching, group planning sessions, and mentoring by peers. By assisting teachers in identifying their professional development requirements, promoting experimentation, locating and providing resources that improve teachers' learning, and facilitating the delivery of new learning, school leadership can foster an atmosphere of learning in their institutions.

According to Hammond, Hyler, and Gardner (2017) in order for learners to acquire the increasingly sophisticated abilities they need to flourish in the 21st century, professional and personal development for teachers is becoming more and more popular. To foster student competencies like in-depth comprehension of difficult material, ability to think critically, complicated solutions to problems, efficient communication and teamwork, and autonomy, advanced teaching methods are required. In turn, teachers must learn and perfect the instructional techniques necessary to impart these abilities, which calls for effective professional development.

Lesson Exemplars

The study conducted by Fulay and Labo (2020) titled “Development and Acceptability of Lesson Exemplars with Differentiated Instruction for Grade 7 Students of J.P. Laurel High School” utilized the descriptive-developmental method to develop lesson exemplars in Mathematics using differentiated instruction in accordance to the varied learning styles of the students. The recommendations to enhance the learning performance of students included the use of differentiated instructions and interventions that are compatible to the students’ learning styles to further enhance students’ achievements; teachers have to formulate appropriate teaching pedagogy and develop understanding of curriculum content with regard to the varied learning styles of the students to improve the mastery level of the students; teachers should assess students’ learning and reconstruct teaching methods to achieve the desired learning outcomes; school administrators and master teachers may continue to conduct class observations among teachers to provide technical assistance in the delivery of the lesson; and future research should also be conducted to validate the effects of using differentiated instruction to address learning gaps.

Another study reflected that teachers showed that lesson study is interesting, beneficial and student centered. However, the process was considered to be tedious and time consuming. Lesson study was found out to be beneficial both for the learners and the teachers. Collaboration, revision and re-teaching are important parts of the lesson study. Moreover, members of the lesson study must have a common schedule, a learning resource center, support from administration and mandate to incorporate lesson study in the curriculum are essential in order to facilitate the implementation of the Lesson Study (Sumido, 2022).

Furthermore, in an article titled “Providing Exemplars in the Learning Environment: the Case for and against” by David Newlyn (2013) explained that there were established literature that suggest a number of concurrent reasons for the use of exemplars in an educational setting. Key reasons for use include that feedback on marked assessment items to provide too late to be of educational benefit for students, student's desire exemplars, exemplars leading to the improvement of understanding of key concepts and the improvement of a student’s grade and the development of consistent application of criteria and standards.

Newlyn (2018) concluded in his study that the use of exemplars in an educational setting is not new. What may be new is the idea of thinking about the use of exemplars in a rigorous scholarly fashion. That is, thinking about the relevant issues such as the inherent educational value of using exemplars to improve student’s performance and, being concerned about the potential stifling of creativity. The provision of exemplars in an education setting should not be seen as a single solution to the issue of quality assessment. Instead it should be seen as a piece of the entire package of tools needed to assist students. Exemplars can provide information, skills, content and messages in a way that no other teaching methodology can. Exemplars are very useful means in which students can be helped to gain a firm understanding, of a concrete, contextual, and non-threatening fashion, of exactly what it is that is required of them in order to succeed in their desired level of achievement within a particular unit or in any particular assessment task. The choice of whether or not to engage with the use of exemplars in any individual area of study should be one which rests with the educators responsible for the teaching of that area. It should not be one which is imposed on any person without a rigorous and genuine discussion of the merits of using an exemplar. An exemplar which is constructed in haste and without proper thought is likely to be ineffectual.

The study conducted by Piper, et al. (2018) titled “Effectiveness of Teachers’ Guides in the Global South: Scripting, Learning Outcomes, and Classroom Utilization” revealed that the teachers’ guides showed significant impacts on learning outcomes, associated with approximately an additional half year of learning. The structured teachers’ guides contributed to improve learning outcomes. The teachers made changes in their classroom instruction from the guides written and showed that the utilization of structured teachers’ guides did not create robotic teachers who were unable to use their professional skills in teaching children. The report included a set of research-based guidelines that material developers can use to develop teachers’ guides that will support effective instructional practices and help improve learning outcomes. The

structured teachers' guides improved learning outcomes, but the overly scripted teachers' guides were less effective than simplified teachers' guides.

The literature on Teacher's Guides combines knowledge of discipline-related content and pedagogy-related content about the objectives and contents of the Ministry of Education curriculum. It serves as a self-study tool that provides guidelines on how to teach in light of the various changing goals and needs of the teacher.

Furthermore, one of the researches conducted by Baratz, et al. (2022) focused on the Teacher's Guide for Hebrew literature. It revealed that the student's expectations of the Teacher's Guide differed from the disciplinary qualities and especially the didactic qualities it contained. The Teacher's Guide was not organized in a manner suited to student-teachers even though they are the primary target audience for it. Thus, the claim negates the result of the study conducted by Piper, et al.

The processes of curricula, textbooks, and student resources development have been broadly surveyed and studied while teachers' guides have received comparatively little consideration throughout recent reforms in Filipino education. Ideal curriculum materials align instruction with the goals of reform. Well-designed teachers' guides contribute to communicating and supporting reform-based teaching.

Lin, et al. (2020) investigated the functions and assistance that guides provided to elementary and junior high school science teachers in Taiwan. The findings indicated a greater benefit to elementary school science teachers than junior high teachers. These groups of teachers perceived the guides' usefulness differently, but they believed that a clear, concise presentation of the purpose, reminders, answer keys, concept maps of the main topics and learning progression provided the most helpful and preferred layout. Teachers felt that the function of a teacher's guide is to provide teaching resources rather than to guide teacher's thinking. It provided design suggestions that will engage teacher thinking.

Al-Maali and Siddiek (2022) stated the significance of the use of teachers' guides in teaching. They pointed out that using the teacher's guide can support teachers with poor knowledge of the subject matter or/and, with less experience. They also explained that their study is going to be of great value to teachers; mainly EFL novice teachers whom the study is addressing in the first place. It is also directed to several categories in an educational community such as textbook writers, designers, supervisors, and publishing houses, as they are all expected to harmonically participate to enhance the success of the educational process. Ministries, directors, and school managers can also be addressed in this study; as they are all responsible to make these documents available and accessible in the school and provided to teachers on their first days at school at the beginning of the school year. Therefore, having a guide in teaching, specifically on the teaching of orthographic rules, has a great help to teachers and other implementers of the curriculum.

They further recommended that the Teachers' Book is an essential document for novice teachers so it must be available and accessible to all teachers from the very beginning of their school activities. English language supervisors should follow it up to see how teachers are keen to use these ideas from TB in their classrooms, School Administration is responsible for providing teachers with these documents from the first day at school, Supervisors and directors of education should make all possible efforts to make TB accessible to teachers with student's textbook as two integrated teaching tools.

METHODOLOGY

Locale of the Study

This study was conducted in the 88 public secondary junior high schools of the Division of Northern Samar. These 88 public secondary junior high schools are distributed in three areas namely: Balicuatro, Central, and Pacific Area including Catubig Valley.

Balicuatro area is composed of 23 public secondary junior high schools which include: Acereda NHS, Alegria NHS, Allen NHS, Basilio B. Chan Memorial Agro-Industrial School, Biri NHS, Buenavista NHS,

Cabacungan NHS, Capul Agro-Industrial High School, Guindaulan HNS, Landusan NHS, Lipata NHS, Maravilla NHS, Maxvilla NHS, Mongolbongol NHS, Rosario NHS, Ruperto S. Sampayan NHS, San Antonio Agricultural and Vocational School, San Antonio NHS, San Isidro Agro-Industrial High School, San Isidro NHS, San Vicente School of Fisheries, Veriato NHS, and Victoria NHS.

Central area is composed of 6 municipalities which include the municipality of Mondragon, Catarman, Lope de Vega, Bobon, San Jose, and Silvino Lubos. There were 4 public secondary school in the Municipality of Mondragon namely: Mondragon Agro-Industrial School, F. Dominice National High School which is located in Bugko Road, Mondragon, Northern Samar, Nenita National High School, Labitag Street, Mondragon, Northern Samar, Leonardo Amigo National High School formerly known as Makiwalo Integrated School; Municipality of Catarman was composed of 6 public secondary school namely: Catarman National High, Catarman IV Central Integrated School formerly known as Cawayan Integrated School, Rosario Lim-Uy National High School formerly registered as Cervantes National High School, Galutan National High School which was formerly an *annex* of Catarman National High School, Polangi National High School, Washington National High School located along the carline of Catarman-Calbayog Road, and the newly recognized Francisco B. Rosales Sr. NHS located in Brgy. Quezon, Catarman, Northern Samar; the Municipality of Lope de Vega has only one public secondary junior high school which is Lope de Vega National High School. There are two (2) public secondary junior high schools in the Municipality of Bobon, the Bobon School for Philippine Craftsmen and Eladio T. Balite Memorial School of Fishery. The municipality of San Jose has only one (1) public secondary junior high school which is the San Jose Technical High School; and Silvino Lubos Vocational School of the Municipality of Silvino Lubos.

Finally, Pacific area is composed of eight (8) municipalities which include the Municipality of San Roque, Pambujan, Catubig, Las Navas, Laoang, Palapag, Mapanas, Gamay, and Lapinig. There are five (5) secondary high schools in the Municipality of San Roque which include Balnasan NHS, Bantayan NHS, Don Juan F. Avalon NHS, Malobago-Pagsang-an NHS, and San Roque-Pambujan Vocational High School. Moreover, the Municipality of Pambujan has five (5) secondary schools namely: Canjumadal NHS, Froctoso B. Regulacion NHS formerly known as Tula NHS, Pambujan NHS, Suba NHS, and Zoilo L. Lobos NHS. There are five (5) secondary public high schools in the Municipality of Catubig which include Catubig Valley NHS, Hibubullao NHS, Romualdo T. Vicencio NHS formerly known as Dapdap NHS, San Vicente NHS, and Poponton NHS. The Municipality of Las Navas has six (6) secondary schools which include Bukid NHS, Bulao NHS, San Isidro NHS, Taylor NHS that offers Junior High School and Las Navas NHS and San Miguel NHS that offers both Junior and Senior High School. The Municipality of Laoang has 11 secondary schools which include Batag NHS, Cahayagan NHS, Catigbi-an NHS, La Perla NHS, Laoang National Technological High School, Laoang NHS, Marubay NHS, Oleras NHS, Rawis NHS, Salvacion NHS, and Vigo NHS. There are six (6) public secondary schools in the Municipality of Palapag which include Cabatuan NHS, Capacujan NHS, EJ Dulay NHS, Jangtud Integrated School, Pangpang NHS, and Sumoroy Agro-Industrial School. The Municipality of Mapanas has four (4) secondary schools namely: Magsaysay NHS, Magtaon NHS, Mapanas Agro-Industrial School, and Siljagon NHS. There are four (4) secondary schools in the Municipality of Gamay which include Anito NHS, Bangon NHS, Gala Vocational School, and Gamay NHS. Finally, Potong NHS and Lorenzo S. Menzon Agro-Industrial School are located in the Municipality of Lapinig.

These schools in the province of Northern Samar are all implementing the projects and programs of the R.A 10533 or known as K to 12 Enhanced Basic Education.

The division office is situated at the provincial capital of Northern Samar, the municipality of Catarman. It was first located at the Gabaldon Building, currently known as Bulwagan ng mga Guro. The Division of Northern Samar was established under the Republic Act No. 2796 or known as the "An Act to Provide for Three School Divisions in the 7788uu Province of Samar," which was adopted without executive permission on June 19, 1960.

During that time, the Division of Northern Samar was composed of the municipality of Lapinig, Gamay, Las Navas, Catubig, Palapag, Laoang, Pambujan, Mondragon, Catarman, Bobon, San Jose, Lavezares, Allen,

San Isidro, San Antonio, and Capul. It started in School Year (S.Y.) 1960 – 1961 when the Director of public schools re-established the office of the Northern Samar Division in the province.

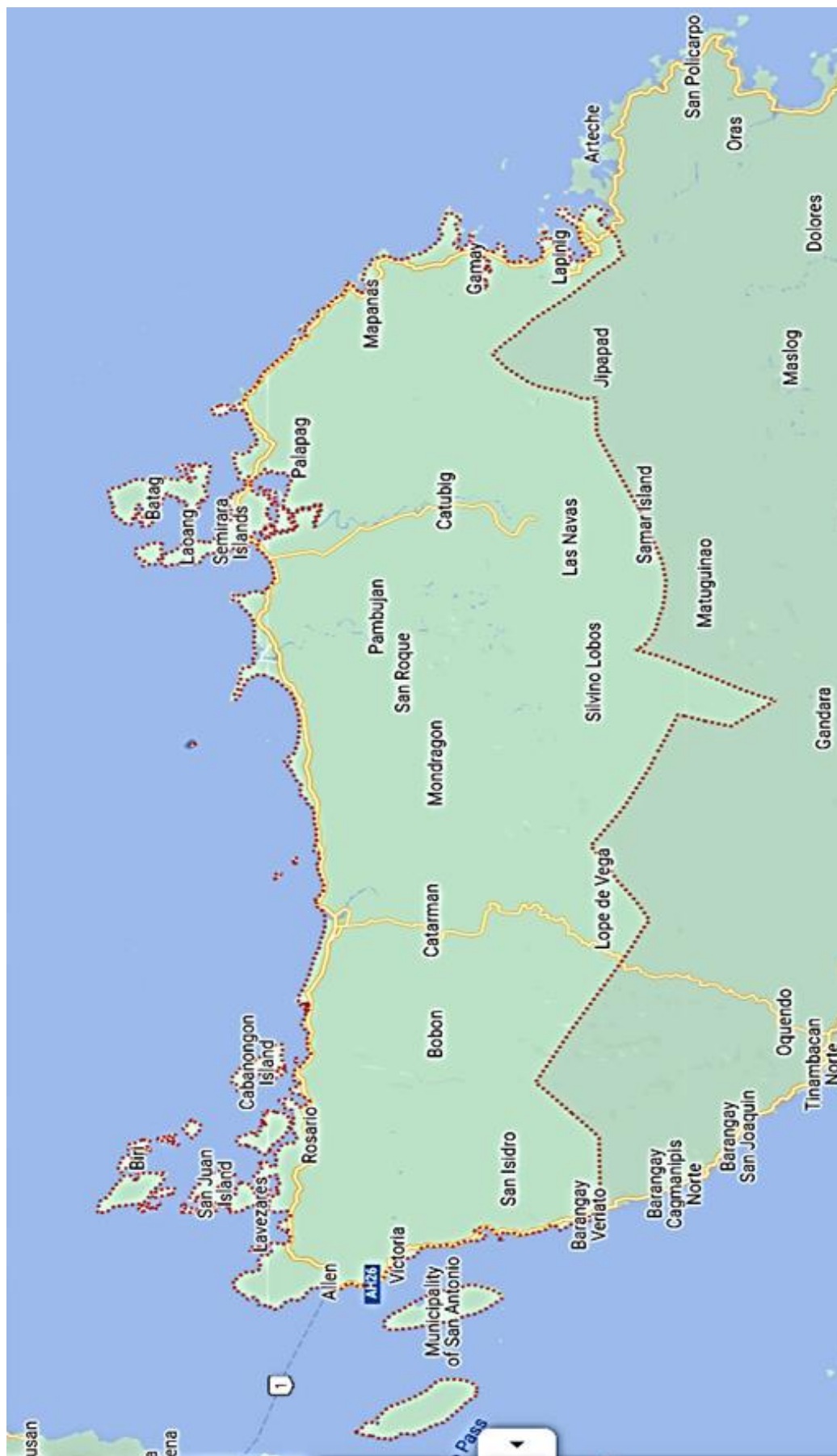


Figure II. Map of Northern Samar

Research Design

The study employed the descriptive and correlational-developmental method. This method is appropriate in the study because it specifically aimed to identify the profile of teachers in terms of age, educational attainment, current position, number of years in teaching Filipino subjects, number of training and seminars attended in 2013 Filipino Orthography, reference materials used in teaching the subject, and types of programs being watched. Further, it tried to test the hypothesis and describe the relationship of the variables. David (2005) emphasized that this kind of method is used to describe the tendency for corresponding observations in two or more series to vary together from the averages of their respective series that is to have relative positions. This method of research creates a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, trends, and relationships to make an adequate and accurate interpretation of data with the aid of statistical methods. It is development method because it tried to craft a lesson exemplar in teaching Filipino Orthographic Rules.

Input Variables

Profile of Teachers in Filipino. The profile of teachers in Filipino in the Division of Northern Samar refers to age, educational attainment, current position, number of years in teaching Filipino subjects, number of training and seminars attended in 2013 Filipino Orthography, specific reading materials used in teaching the subject, and types of programs being watched.

Level of Competence in the 2013 Filipino Orthography. This pertains to the level of knowledge and competence of teachers in Filipino in the Division of Northern Samar in the 2013 Filipino Orthography. This was measured in all the topics included in the new orthographic rules by answering the questionnaire provided, checking, and analyzing the data gathered.

Practices of teachers in Filipino in intensifying their competence in the 2013 Filipino Orthography includes the identified practices in teaching, technical assistance, and personal and professional development of teachers in Filipino in intensifying their competence in the 2013 Filipino Orthography.

Process Variables

The process variables are the assessment on the level of competence in the 2013 Filipino Orthography and practices in terms of teaching, technical assistance, and personal and professional development among teachers in Filipino through research questionnaires and analysis and interpretation of data through statistical and scientific treatment.

Output Variable

Lesson exemplar in teaching Orthographic Rules. This is the output of this study to further improve the quality, desirability, and effectiveness of the performance of the public secondary school teachers handling Filipino subjects in the Division of Northern Samar. Further, it refers to the compilation of lesson plans crafted by the researcher. These plans are anchored to the Enhanced Most Essential Learning Competencies (EMELCS) based on the MATATAG Curriculum Guide in Filipino for secondary.

Population and Sampling

The population of this study was composed of 113 regular, permanent public secondary junior high school teachers (major and non-major in Filipino) handling Filipino subjects in the Division of Northern Samar, (Planning and Research, Northern Samar Division for S.Y. 2023-2024).

According to Broto (2006), if the population of the study is too large to handle and will entail too much time, cost and effort, taking samples is a very good alternative.

In this study, purposive and simple random sampling method was employed to draw the samples. Purposive in the sense that the researcher asked the list of teachers in Filipino in the Division Office. According to Broto (2006), determining the sample size was a problem which is commonly encountered by any researcher. It is not advisable to set a certain percentage; instead, the margin of error which is from 1% to 10% in social science researches should be considered. Furthermore, upon having the list of teachers, the researcher computed the sample size at 10% margin of error to draw the numbers that represents the respondents with the following formula:

Simple random sampling was used to obtain information where every single member of the population was represented. They were chosen randomly, merely by chance using a lottery technique. Each individual had the same probability of being chosen to be a part of a sample. The researcher drew the numbers that represent the respondents. After picking up the number of the respondents, it was listed and the respondents were given the research questionnaire. Based on the sampling results 53 out of 113 regular/permanent public secondary junior high school teachers were identified as samples which include 34 teachers major in Filipino and 19 teachers who were non-major in Filipino.

The Respondents

The respondents of the study were comprised of 53 teachers in Filipino in the Division of Northern Samar teaching in secondary public-schools 34 teachers major in Filipino and 19 non-major in Filipino handling Filipino subjects.

In this study, the respondents were selected based on the subject they are handling this school year 2023-2024— the Filipino subject. They were chosen regardless of their experience or number of years in service. Specifically, major and non-major teachers who are teaching in Filipino subject were the respondents in the study.

Research Instruments

Three parts of instruments were used in this study to gather the needed data.

The first part was a survey questionnaire for the teachers in Filipino. This survey questionnaire determined the profile of the respondents in terms of age, major, current position, name of school and district where the teacher was assigned, educational attainment, number of years in teaching Filipino subjects, number of training and seminars attended in 2013 Filipino Orthography, reference materials used in teaching the subject, and types of programs being watched.

The second part of the instrument was a researcher-made questionnaire to test the level of competence of teachers in Filipino in the 2013 Filipino Orthography.

The last part of the instrument was a survey questionnaire for the teachers in Filipino. This survey questionnaire determined the practices of teachers in Filipino in intensifying their competence on 2013 Filipino Orthography.

Validation of Research Instrument

The research instrument is a researcher-made questionnaire based on the new orthographic rules in Filipino (2013). To evaluate the reliability of the instrument, it underwent first and second administration among 13 teachers in Catarman National High School, Catarman, Northern Samar. The pretesting tested the relationship between the first and second administration of the instrument using the Pearson Product Moment of Correlation.

To evaluate the content validity of the research instrument, the researcher distributed the instrument to the Education Program Supervisor, and four Master Teachers in Catarman National High School.

Based on the result of the validation, the computed value of r which is .931 is greater than the tabular value of .632 at .05 level of significance with 8 degrees of freedom, the null hypothesis disconfirmed in favor of the research hypothesis. This means that there is a significant relationship between the first and second administration of research instrument among 10 Filipino teachers of Catarman National High School. It implies that the research instrument is valid and reliable.

Scoring and Interpretation

The scoring and interpretation was based on the following categorization and quantification:

Profile

Age. The respondents' age was categorized and coded as follows:

52- 60 years old	-	4	Late Adult
43- 51years old	-	3	Adult
34- 42 years old	-	2	Young Adult
25 – 33 years old	-	1	Young

Highest Educational Attainment/Degree Earned. The respondents' highest educational attainment/degree earned was categorized and coded as follows:

Doctor's Degree Holder	-	5
Earned Doctoral Units	-	4
Master's Degree Holder	-	3
Earned Master's Units	-	2
Bachelor's Degree Holder	-	1

Number of Years in Teaching Filipino Subject. The respondents' years in teaching was categorized (Herrity, 2023) and coded as follows:

29-36	-	5	-	Executive
22-28	-	4	-	Mid-level
15-21	-	3	-	1st-level
8-14	-	2	-	Intermediate
1-7	-	1	-	Entry

The number of Seminars/Training Attended Related to the 2013 Filipino Orthography. In presenting the number of seminars/training attended by the respondents was correlated with the length of teaching and the following categorization and coding was used:

5 to 6 seminars/training	-	3	Very much Trained
3 to 4 seminars/training	-	2	Much Trained
1 to 2 seminars/training	-	1	Trained
0 -seminars/training	-	0	Untrained

Specific Reading Materials Used in Teaching Filipino Subjects. The respondents had their own choice of reading materials that they can used in teaching Filipino Subjects. As such, the researcher itemized their responses and recorded the common reading materials used by the teachers in Filipino in teaching the subject.

Types of Programs Being Watched. The respondents had their own choice of programs being watched that can be useful in teaching Filipino Subjects. Thereby, the researcher itemized their responses and put on the record as what programs were being watched by the teachers in Filipino.

Level of Competence in the 2013 Filipino Orthography. To determine the level of competence of teachers in the 2013 Filipino Orthography, the following categorization and coding was followed:

<i>Mean</i>	<i>Code</i>	<i>Interpretation</i>
9-10	5 -	Very High
7-8	4 -	High
5-6	3 -	Average
3-4	2 -	Low
1-2	1 -	Very Low

Practices in Intensifying Competence in the 2013 Filipino Orthography. To determine the best practices in intensifying the 2013 Filipino Orthography among teachers in Filipino, the 5-point Likert Scale scoring was used.

The scoring and interpretation were based on the following categorization and quantification:

Rating Scale	Adjectival Rating	Interpretation
4.20 – 5.00	Always	Very much practiced
3.40 – 4.19	Often	Much practiced
2.60 – 3.39	Sometimes	Practiced
1.80 – 2.59	Rarely	Seldom practiced
1.00 – 1.79	Never	Did not practiced

Data Gathering Procedure

The researcher utilized a request letter asking permission to conduct the study to the Schools Division Superintendent of Northern Samar and the school head of the public secondary schools in the Division of Northern Samar. The researcher also asked permission from the respondents using the Graduate Studies' Informed Consent Form. Upon the approval of the request letters, the researcher retrieved the request letter and prepared the self-made survey questionnaire which underwent validation utilized as the instrument of the study conducted. The instrument was validated by experts (Filipino Master Teachers in Catarman National High School) for content validity and Dr. Antonio S. Broto for reliability using statistical tools upon pre- and post-administration of the instrument. The survey questionnaire was personally distributed by the researcher to the respondents for easy and convenient retrieval of the instrument and it allowed the respondents to ask questions from the researcher whenever they had concerns in answering the questionnaire. The respondents were given adequate time to answer the questionnaires. A week was allotted to gather the necessary data and information for this study. The anonymity of the respondents was considered as well and the information gathered followed the necessary standards in data privacy.

Hence, after gathering all the necessary data and information, these data were properly tabulated for easy reference in the administration of statistical treatment and analysis.

And based on the findings, the researcher crafted Lesson Exemplars as guide of teachers in Filipino especially those who are non-majors in Filipino to further improve the quality and effectiveness of performance among teachers handling Filipino subjects in the Division of Northern Samar.

Statistical Treatment

To come up with the systematic statistical treatment of data, the researcher employed different statistical tools. To identify the profile, level of competence, and the level of practices of the respondents, descriptive statistics was employed. T-test was used to compare the level of competence of majors and non-majors in Filipino.

To test the relationship between the profile of teachers in Filipino and their level of competence in the 2013 Filipino Orthography and the practices in intensifying their competence on the 2013 Filipino Orthography, Multiple Regression Analysis was employed.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Profile of the Respondents

Age

Table 1.1 presents the frequency distribution of teacher respondents in terms of their age. It shows that ages 34-42 and 43-51 had the highest number of responses with the same total of 20 or 37.7% from both major and non-major teachers in Filipino. This means that majority of the respondents were adults and young adults. The second age group is between ages 25-33 with 10 responses and 18.9% of the sample which include 8 teachers major in Filipino and two (2) non-major in Filipino teachers, while the least responses were ages 52-60 with three (3) respondents and only 5.7% from teachers major in Filipino. This signifies that majority of the major and non-major Filipino teachers were composed of competent young adults and adults who can provide quality instruction particularly in Filipino subjects. In contrary, according to Fabian (2014), age is not the basis of being an effective and efficient teacher. The innate potential and talent of teacher in teaching is the foundation of being a competent teacher with integrity. On the other hand, the competence of teachers in teaching a particular subject was attributed to the length of service in teaching because of the fact that there is a relationship between the length of service in teaching and the age of teacher (Estellajo, 2014).

It can be gleaned further that the age of Filipino teachers signifies their competence in teaching the subject. The result suggests that a majority of Filipino major and non-major teachers show maturity of competence in teaching Filipino subjects. This is due to the number of years they have practiced in the field.

Table 1.1 Age of the Respondents

Age	Major	Non-Major	F	%
52- 60	3	0	3	5.7
43- 51	11	9	20	37.7
34- 42	12	8	20	37.7
25- 33	8	2	10	18.9
Total	34	19	53	100.0

Educational Attainment

Table 1.2.1 shows the frequency distribution of educational attainment of Filipino teachers. The highest responses show that 14 majors in Filipino teachers and six (6) non-major teachers in Filipino finished their master's degree with 37.7% of the overall number of respondents. While only one (1) teacher major in Filipino has a PhD degree with 1.9%. According to Manning, et al. (2019), higher teacher qualifications are significantly correlated with higher quality ECEC environments. Okbay, et al. (2016) believed that educational attainment is strongly influenced by social and other environmental factors, but genetic factors are estimated to account for at least 20% of the variation across individuals.

Therefore, the findings indicate that educational attainment of the major and non-major Filipino teachers was characterized by their expertise in teaching Filipino. Those who acquire a master's degree means that they were well aware of the continuous professional development program which is designed to further increase the ability and knowledge of the teachers. The teachers' way of acquiring additional education for self-improvement indicates their goals to develop their skills and competency in the chosen field.

Table 1.2.1 Educational Attainment

Educational Attainment	Major	Non-Major	F	%
PhD Degree	1	0	1	1.9
With PhD Units	2	0	2	3.8
Master's Degree	14	6	20	37.7
MA (CAR)	8	3	11	20.8
With MA Units	2	3	5	9.4
Bachelor's Degree Holder	7	7	14	26.4
Total	34	19	53	100.0

Teachers Specialization

Table 1.2.2 shows the frequency distribution of specialization of Filipino teachers. A majority of the respondents were Filipino Major with a frequency of 33 or 62.3%, while BSEd majors were nine (9) or 13.2%, and non-education courses teaching Filipino subjects were 11 or 16.2%. According to Wright (2015), *“Ang kahusayan sa pagtuturo ay maibibigay lamang ng isang gurong nagtapos ng kursong may kinalaman sa kanyang itinuturong asignatura.”* Belvez (2016) affirmed to Wright that the teacher must complete the teaching course or must have acquired professional education subjects that enhance knowledge of the principles in education, educational psychology and other related courses.

The study further shows that a majority of Teachers in Filipino were graduates of BSEd-Filipino. This means that the schools' priority to teach Filipino subjects are those aligned in their course and major to deliver quality education to the learners.

Furthermore, Suelo (2015), noted that one of the problems of teachers in teaching the subject was their course which is not in line with the subject being taught. He added that students experienced difficulty in understanding and learning the lesson because of teacher factor.

As noted in the study of Verano (2019), this problem is still prevalent in the Division of Northern Samar because of the high demand of teachers in Filipino or lack of qualified applicants. That is why the division is forced to hire applicants who are not a graduate of Education course and non-major in Filipino. When it comes to actual teaching, they experienced difficulty in the delivery of the lesson thereby affecting students learning. Based on the result of the present study there were 11 or 16.2% non-education graduate out of 53 teacher respondent who teach Filipino subject. This result supports the claims of Suelo and Verano.

Table 1.2.2 Specialization/Major

Specialization/Major	F	%
BSEd- Filipino	33	62.3
BSEd- Other Major	9	13.2
Non-Educ. Course	11	16.2
Total	53	100.0

Current Position

Table 1.3 presents the frequency distribution of the respondents in terms of their current position in their respective schools. It shows that a majority of the respondents were Teacher I with a frequency of 20 (37.7%) which includes 11 teachers major in Filipino and nine (9) non-major in Filipino. While the least of them is only 1 or 1.9% Master Teacher II major in Filipino. This means that teachers in Filipino subject did not get any promotion for the past years. The promotion for the position means additional responsibilities

given, but in this manner most of the educators remained at their Teacher I position which may be due to lack of available items for the promotion. It can be noted that teachers' promotion is also dependent on the acquired educational qualification by the teachers.

Many occupations and all professions offer their recruits the opportunity of pursuing a career, in the sense that individuals can be promoted through a clearly delineated promotions hierarchy (Wong, 2019).

According to Robbins & Coulter (2016) as stated by Wong, promotion can be regarded as the passage to a higher rank. In management, promotion is one of the reinforcers of the rewards system to help motivating employees. Other rewards include pay, recognition, desirable work assignments, autonomy and participation. From a motivation perspective, if rewards are allocated only on non-performance factors, such as seniority, job title, or across-the-board pay raises, employees are likely to reduce their efforts. Based on the Peter Principle (Peter Hull, 1969), in a hierarchy using promotion solely as a reward for good performance, people tend to rise to their level of competence because good performance in one job is no guarantee of good performance in another. That is why the pay-for-performance programs or compensation plans are gaining popularity.

In addition, the study of Wong revealed that the concepts of job satisfaction and promotion are not strongly related. While explicit and defensible criteria for promotion are important in maintaining and enhancing teacher morale and effectiveness, the wish to gain promotion does not explain the career behavior of all teachers. Teachers define success and failure in their employment in a variety of ways, and are motivated for different reasons.

According to Maclean (2016), as stipulated in the study of Wong, career patterns and promotion in teaching are designed to provide a deeper understanding of the behavior, perceptions and occupational culture of school teachers as an occupational group. The promotion system is of central importance and concern to many teachers because it is the means by which highly valued phenomena such as money, status, prestige and power are allocated between individuals. As such it can be said to have a powerful influence upon such matters as the way in which teachers direct their energies, perceive their roles, and develop an occupational identity.

In addition, the study of Bala and El-jajah (2019) which aimed to examine the relationship between promotion and classroom teachers' job satisfaction in Senior Secondary Schools in Taraba State, Nigeria revealed that there was a strong relationship between promotion and classroom teachers job satisfaction in Senior Secondary Schools in Taraba State, Nigeria. The study concluded that promotion is high and the classroom teachers' job satisfaction is low.

Table 1.3 Current Position

Current Position	Major	Non-Major	F	%
Master Teacher II	1	0	1	1.9
Master Teacher I	8	3	11	20.8
Teacher III	13	6	19	35.8
Teacher II	1	1	2	3.8
Teacher I	11	9	20	37.7
Total	34	19	53	100.0

Number of Years in Teaching Filipino

Table 1.4 shows the frequency distribution of the respondents in terms of number of years in teaching Filipino. It indicates that the highest responses were on 8-14 years which included 14 teachers major in Filipino and nine (9) non-major Filipino teachers with a total frequency of 23 and 43.4%. Only two (2)

teachers were major in Filipino in 29-36 years in teaching the subject, and 3.8 %; 2 or 3.8% of teachers major in Filipino in 22-28 years in teaching and nine (9) or 16.9% in 15-21 years in teaching which included six (6) teachers major in Filipino and 3 non-major in Filipino teachers. The result implies that a majority of the teachers in Filipino are under intermediate level in terms of teaching experience. Work in this level require less supervision and gives exposure to a wider variety of tasks that are more complex. They can also expect one's work interactions to expand to more colleagues. Their performance is also more visible to senior members of the organization, which can lead to other opportunities for advancement. Therefore, they were competent in teaching the subject and can provide quality instruction to the learners.

The greatest number of years the teachers acquired in teaching Filipino subject means that they have enough experience and desired quality of education being imparted to the students. According to Irven (2019), years of classroom experience and teachers' performance are correlated. Although it is easy to judge a teacher's effectiveness by his/her readily observable characteristics, such as extensive experience or academic credentials, these are, at most, mediocre indicators of their impact on students' academic progress.

There are factors that affect academic performance of students. The mental ability, habits, and attitudes of students are influenced by teachers' competence with a number of years in experience in teaching (Francisco, 2018).

The number of years in teaching is the strength of every teacher. In this aspect, the relationship between teacher awareness on the educational development can be demonstrated (Datu, 2016). According to him, *“kasabay ng tagal ng pagtuturo ng guro ay ang pagsasakatuparan ng sinumpaang tungkulin para palawigin ang edukasyon at linangin ang kakayahan niyang malaman at ipatupad ang mga pagbabago sa edukasyon. Maaaring alam ng mga guro ang kanilang responsibilidad sa pagpapayaman sa edukasyon pero ang pagsasakatuparan nito ay nadepende sa maraming salik na sumasaklaw hindi lamang sa guro at mag-aaral kung hindi maging sa mga aspektong sumasaklaw sa patnubay ng Mataas na Kagawaran ng Edukasyon. Tungkol sa pagpapayabong at pagpapayaman ng sistema ng pagbabaybay, ito ay may relasyon sa haba at saklaw ng panahon ng pagtuturo, may posibilidad na nalalaman na ang mga ito at nagamit na sa klase ng guro.”*

Table 1.4 Number of Years in Teaching Filipino

Number of Years in Teaching Filipino	Major	Non-Major	F	%
29 - 36 Years	2	0	2	3.8
22 – 28 Years	2	0	2	3.8
15 – 21 Years	6	3	9	16.9
8 - 14 Years	14	9	23	43.4
1- 7 Years	10	7	17	32.1
Total	34	19	53	100.0

Seminar and Training Attended

Table 1.5 presents the frequency distribution of respondents in terms of seminar and training attended. It shows that a majority of the respondents have 1-2 seminars/trainings attended with a frequency of 25 and 47.2% which composed of 13 majors in Filipino teachers and 12 non-majors. Two (2) teachers major in Filipino had five (5) and above number of seminars/trainings with 3.8%. Based on the result, a majority of teachers in Filipino had only 1-2 trainings and seminars attended while there were 18 or 34% untrained teachers. This implies that Filipino teachers do not have enough seminars/trainings in their field which may have affected the quality of teaching Filipino Orthography.

In the study conducted in Sto. Domingo Integrated High School, Division of Santa Rosa City, Laguna by Lezondra (2019) titled *“Antas ng kaalaman sa ortograpiyang Filipino ng mga guro at mag-aaral sa*

Filipino”, revealed that the lack of training and seminars on Filipino orthography was one of the problems faced by the teachers. Based on the findings, it is a must to have training and seminars about the orthographic rules so that teachers will be equipped with the necessary knowledge and skills in teaching Filipino.

Based on the study conducted by Homo (2019) titled “*Lawak ng Kaalaman sa Ortograpiyang Filipino ng mga Guro sa Mataas na Paaralan ng Gubat, Distrito ng Sorsogon*”, it was found out that there were few seminars and training sessions in the local, regional and national attended by teachers in Filipino on Filipino orthography. The extent of the knowledge on Filipino orthography of teachers in Filipino was less efficient. This could be the result of lack of training for teachers.

According to Arrieta (2021), teachers gain a perspective that aids them in developing their own competent awareness as teacher professional development (TPD) turns into a melting pot of tried-and-true techniques. The modern teacher education nature emphasizes efforts to develop professional growth as a key factor in effective teaching and learning. These are considered to be the cornerstones of enhanced teaching effectiveness, which produces positive outcomes in the way of student accomplishment and academic achievement.

Moreover, in the selection of teaching staff, it is not enough to consider their professional experience. They must be encouraged and helped them acquire new knowledge and skills in teaching and continue to develop these through self-study and attending seminars and trainings (Casino, 2015). Relative to this, Maparan (2015) stated that “*ang educational background at karanasan ay mahalaga sa proseso ng pagpili ng mga magiging guro, salain ang pinakakarapat-dapat sa akademiya; dagdag pa niya, nalalaman ng sinumang nagtuturo na ang kanyang pagiging epektibo bilang isang guro ay maaaring mapanatili sa pamamagitan lamang ng palagiang pag-aaral.*”

According to Verano (2019), it is evident that in attending seminars and trainings, teachers can acquire additional new knowledge and skills. This statement was supported by Varcarcel (2015) by stating that “*ang mga worksyap at seminar ay mahalaga at kailangang ibigay mismo ng mga paaralang kanilang pinagtuturuan at ng mga propesyonal na mga organisasyon. Ang mga balakid sa kanilang pagdalo, una ay ang geographical dispersion, pangalawa ay ang mahal na pamasaha, at pangatlo ay ang kakulangan sa pondo na masyadong pumipigil sa oportunidad ng guro upang umunlad sa larangan ng propesyong pampagtuturo.*”

Ulbas (2016) suggested that teachers should attend in-service trainings and seminars and obtain advance degrees in graduate studies to enrich and develop their teaching competence.

Table 1.5 Seminar and Training Attended

Number of Seminars and Training Attended	Major	Non-Major	F	%
5-6	2	0	2	3.8
3-4	7	1	8	15.1
1-2	13	12	25	47.2
0	12	6	18	34.0
Total	34	19	53	100.0

Reading Materials in Teaching Filipino

Table 1.6 presents the frequency distribution of respondents in terms of reading materials in teaching Filipino. The highest response are materials from the internet with a frequency of 31 of the total responses. Thus, the least are based on MELCS with only two (2) responses. This means that Filipino teachers were adapting technology innovations to deliver the necessary lessons on learners.

Dumpang, Sedanza, and Caluza (2021) emphasized that the utilization of educational materials and instructional opportunities must be based on valued outcomes and learners; it is the responsibility of the instructor to create the framework for student access. The instruments used to guide students and make the teaching-learning process more efficient and relevant are called learning resources. Students' higher-order, innovative reasoning and problem-solving skills are improved by technology. Using various instructional tools that allow students to utilize all of their educational measurements, the demands of the students at different levels of performance are linked.

Anything can be used as authentic material but for developing reading one of the most useful resources is the Internet, with large amounts of varied material being easily accessible. One of the main reasons for using authentic materials in the classroom is once outside the “safe” controlled language learning environment, the learner will not encounter the artificial language of the classroom but the real world and how language is really used. The role of the teacher is not to delude the language learner but to prepare him, giving the awareness and necessary skills so as to understand how the language is actually used (Berardo, 2016).

Furthermore, based on the result of the study conducted by Valencia, et al. (2016), they found that the teachers with weak knowledge or more restrictive materials and environments learned the least and were least able to adapt instruction to meet the needs of their students. On the other hand, teachers with stronger knowledge, access to multiple materials, and support for decision making regarding materials and instructional strategies learned the most and were most able to adapt instruction. In addition, early experiences with specific curriculum materials had effects 2 years later on these teachers’ instructional practices. They suggested that curriculum materials interacted with teachers’ knowledge of reading and reading instruction, and with the contexts in which they worked.

Table 1.6 Reading Materials in Teaching Filipino

Reading Materials in Teaching Filipino Subjects	Major	Non-Major	F*	Rank
Materials from Internet	17	14	31	1
Filipino Books	22	4	26	2
ADM Module in Filipino	10	10	20	3
MELCS	1	1	2	4
* Multiple response				

Programs Being Watched

Table 1.7 presents the frequency distribution of the respondents in terms of programs being watched in television, internet, and other social media platforms. In terms of programs being watched in television by teachers in Filipino, results show that most of them watched news with a frequency of 37, placed rank 1, which include 22 responses from teachers major in Filipino and 25 responses from non-major in Filipino. While only 1 teacher major in Filipino watched noontime show. This implies that teachers were greatly aware of the latest news daily and may affect their way of delivering lessons in Filipino.

According to Tarekegn and Endris (2019) the greatest time-consuming pastime is still watching television, which is also still the main provider of information and news. It is the primary form of pleasure for humans and the most effective sales technique in the world. Politics is handled through it. Television is a tremendously potent instrument since it has the potential to shape or break any civilization because it is a means that can compel viewers to copy activities, they have access to, either in full or in part. TV has thus developed into a very effective medium for advertisement as well as persuasive pitches.

Furthermore, in terms of programs being watched by Filipino teachers from the internet, YouTube placed the first rank with 36 responses from teachers major in Filipino and 17 from non-major in Filipino. On the other hand, only one (1) Filipino major teacher watched Netflix. This indicates that the teachers were actively

participating into the latest internet trend in the society. Additionally, by the interactions of teachers in the internet era, they may be more aware and influenced by what is really happening nowadays in the society.

Kandel (2020) mentioned that among millions of individuals working in many fields, internet is a daily tool. In the modern era, it has served as the knowledge superhighway. Anybody with access to the Internet and a computer, smartphone, laptop, or other internet-capable device can utilize it. The conventional methods of learning and instruction have been altered by technology. They have profound ramifications for educational organizations and has influenced pedagogy. Millions of academics, students, and education professionals throughout the world have benefited from the development of various knowledge creation and dissemination tactics. Thanks to the Internet. It serves as an inexpensive global communication tool.

Moreover, in terms of programs being watched by Filipino teachers from the other social media platforms, the result shows that Facebook/Messenger placed the highest rank with 40 responses from teachers major in Filipino and 13 from non-major in Filipino. While Twitter placed the last rank with two (2) responses from teachers major in Filipino and five (5) from non-major in Filipino. It indicates that the teachers were greatly exposed to social media that may impact their way of teaching in Filipino subject; also, it can be a channel to provide information to students.

The result was supported by Camas, Valero, and Vendrell (2021) who stated that social network sites (SNSs) have developed into a global phenomenon where individuals interact, share information, and socialize, just like technologies did. SNSs are regarded as online venues where users can create a publicly accessible or private profile and engage with groups around the world. Extending beyond the time and geographic boundaries of conventional social networks. SNSs, which are mostly used by adolescents but are not just used by them, have helped to alter the rules of conventional forms of communication. As a result, people are able to obtain knowledge directly and read the most recent news and information, but also participate actively by publishing and sharing content online.

Table 1.7 Programs Being Watched

Types of Programs Being Watched	Major	Non-Major	F*	Rank
Television				
News	22	15	37	1
K-Drama	9	4	13	2
Teleserye	8	6	14	3
Noontime Show	1	0	1	4
Internet				
YouTube	36	17	53	1
Tiktok	13	40	53	2
Reels	12	8	20	3
Netflix	1	0	1	4
Social Media				
Facebook/Messenger	40	13	53	1
Instagram	32	13	45	2
Twitter	2	5	7	3
* Multiple response				

Level of Competence of Teachers in the 2013 Filipino Orthography

Pagbabaybay ng Salitang Hiram at Digrapo

Table 2. 1 presents the result of the level of competence of the 2013 Filipino Orthography in terms of "*Pagbabaybay ng Salitang Hiram at Digrapo*" among major and non-major in Filipino teachers. Based on the result, the level of their competence on the "*Pagbabaybay ng Salitang Hiram at Digrapo*" sheds light on the distinct differences on result of their answers from the given questionnaire. This nuanced analysis, focusing on individual items, offers valuable insights that can guide targeted improvements in teacher training programs. By identifying and leveraging the strengths observed in major in Filipino teachers, while also addressing specific challenges, it can contribute to a more comprehensive and effective approach to enhancing linguistic competencies within the teaching profession.

One notable finding in the examination of the result of the study was the substantial variation in the performance of major and non-major in Filipino teachers across different items.

Firstly, in the analysis of items, it becomes evident that major in Filipino teachers excelled in "*Pagbabaybay ng Salitang Hiram at Digrapo*." Their proficiency in handling borrowed words and digraphs was notably higher compared to their non-major counterparts. This suggests that the specialized knowledge and training that major in Filipino teachers can contribute significantly to their competence in navigating linguistic intricacies related to borrowed words and digraphs.

To highlight the major differences between major and non-major Filipino teachers, the focus is on the item with the most significant performance gap. Based on the result, it was found that major in Filipino teachers outperformed their non-major counterparts notably in "*Pagbabaybay ng Salitang Hiram at Digrapo*," specifically in items number 5 (4.7 *Eksperimento sa Ingles*) and item number 9 (4.9 *Ingat sa "Siyokoy"*) with 6.77 mean which is interpreted as average. This could be attributed to the educational qualification and advanced linguistic training of major in Filipino teachers emphasizing the importance of specialized knowledge in certain areas of language instruction.

To address these disparities and enhance overall linguistic competencies in the teaching profession, a collaborative and tailored approach to professional development is crucial. Continuous collaboration between major and non-major Filipino teachers can foster knowledge-sharing and create a supportive environment for mutual learning. This collaborative effort can be structured through workshops, seminars, and forums where teachers can exchange experiences, insights, and effective teaching strategies.

Tailored professional development initiatives should be designed to specifically address the identified professional development needs of teachers. Workshops and training modules can be developed to provide targeted exercises and resources to enhance the understanding and application of these rules on the "*Pagbabaybay ng Salitang Hiram at Digrapo*".

The analysis of the level of competencies among major and non-major Filipino teachers on the rules in "*Pagbabaybay ng Salitang Hiram at Digrapo*," highlights both commonalities and differences in their performance. The nuanced analysis of individual items, particularly focusing on the strengths and weaknesses observed, provides valuable insights for targeted improvements in teacher training programs. By acknowledging and leveraging the strengths of major in Filipino teachers and addressing specific challenges, can pave the way for a more comprehensive and effective approach to enhance their level of competencies in the rules on "*Pagbabaybay ng Salitang Hiram at Digrapo*". Continuous collaboration, knowledge-sharing, and tailored professional development initiatives will play a pivotal role in achieving this goal and ensuring a high standard of language instruction across the curriculum.

The 5.82 grand mean of the level of competence of teachers in Filipino on "*Pagbabaybay ng Salitang Hiram at Digrapo*" indicates that their competence in this area was average and needs for improvement.

These results can be linked to the study of Siri et al. (2020) that the success of an educator is defined as his/her sense of moral and professional accountability for carrying out the responsibilities of his/her profession. Each of these responsibilities will be demonstrated by his/her obedience and loyalty when he/she carries out his/her teaching responsibilities in class and his/her academic responsibilities beyond the classroom. Teacher competences include understanding of learning and human behavior, expertise in the subject matter being taught, a positive attitude toward oneself, one's peers, their school, and the subject matter being promoted, and strong teaching strategies.

Table 2.1 *Pagbabaybay ng Salitang Hiram at Digrapo*

<i>Pagbabaybay ng Salitang Hiram at Digrapo</i>	Mean					
	Major in Filipino (34)	Interpretation	Non-major in Filipino (19)	Interpretation	Per item (53)	Interpretation
Item 1	5.88	Average	6.32	Average	6.1	Average
Item 2	5.59	Average	5.79	Average	5.69	Average
Item 3	5.29	Average	5.26	Average	5.28	Average
Item 4	5	Average	5.79	Average	5.4	Average
Item 5	6.77	Average	5.79	Average	6.28	Average
Item 6	6.47	Average	6.32	Average	6.4	Average
Item 7	5.59	Average	5.79	Average	5.69	Average
Item 8	5.29	Average	5.26	Average	5.28	Average
Item 9	6.77	Average	5.26	Average	6.01	Average
Item 10	6.47	Average	5.79	Average	6.13	Average
Grand Mean	5.91	Average	5.74	Average	5.82	Average

Palitang E/I at O/U

Table 2.2 presents a detailed analysis of the mean scores of respondents in their level of competence concerning "*Palitang E/I at O/U*". The results indicate that both major and non-major in Filipino teachers had an average competence in this aspect, with mean scores of 6.44 and 6.05, respectively. The overall mean, 6.25, suggests that teachers, in general, possess average competence in dealing with *palitang E/I at O/U*, signifying awareness but limited knowledge of the rules in the 2013 Filipino orthography particularly in *palitang E/I at O/U*.

The individual items in the table provide insights into specific areas of strength and weakness within the topic. The performance across various items varies, contributing to the overall average scores. It is important to highlight the major differences in performance and identify areas that require attention for both major and non-major in Filipino teachers.

Starting with the best-performing item, Item 16 (7.3 *Kapag Nagbago ang Katinig*) stood out, where major in Filipino teachers scored remarkably higher with a mean of 8.24, indicating a high level of competence. This item focuses on *palitang E/I at O/U*, and the notable performance suggests that major in Filipino teachers had a strong grasp of the rules and applications associated with this particular linguistic aspect. On the other hand, non-major in Filipino teachers scored an average of 5.79 on the same item, indicating a substantial difference in performance between the two groups.

Conversely, Item 20 (7.4 *Epekto ng Hulapi*) emerged as the lowest-performing item for both major and non-major in Filipino teachers. Major in Filipino teachers scored 4.76, classified as low competence, while non-major in Filipino teachers scored 6.32, indicating an average level of competence. The significant gap in performance on Item 20 implies a shared challenge for both groups, emphasizing the need for targeted interventions in understanding and applying *palitang E/I at O/U* in this specific context.

The most substantial difference between major and non-major in Filipino teachers is observed in Item 18(7.4 *Epekto ng Hulapi*). Major in Filipino teachers excelled with a high mean score of 8.24, indicating a strong command of *palitang E/I at O/U*. In contrast, non-major in Filipino teachers scored 5.26 on the same item, reflecting a considerable performance gap between the two groups. This highlights a specific area where major in Filipino teachers outperformed their non-major counterparts significantly, underlining the importance of specialized knowledge in mastering the nuances of *palitang E/I at O/U*.

To address the identified differences and enhance the overall competence in *palitang E/I at O/U*, the findings suggest the potential value of supplementary materials such as lesson exemplars. These materials could serve as effective tools to deliver the lesson content, especially in addressing the challenges observed in Item 20, where both major and non-major in Filipino teachers struggled. Lesson exemplars could provide practical examples, exercises, and context-specific guidance to reinforce understanding and application of *palitang E/I at O/U*.

Drawing from Fauth et al.'s (2019) insights on teacher competency, the overall self-efficacy of instructors plays a crucial role in students' conceptual comprehension and engagement. While the mean scores indicate average competence, targeted interventions can enhance both major and non-major Filipino teachers' self-efficacy in dealing with *palitang E/I at O/U*.

The analysis of mean scores for "*Palitang E/I at O/U*" among major and non-major in Filipino teachers provides a nuanced understanding of their competence in this linguistic aspect. The major differences in performance on specific items, such as Item 18 and Item 20, shed light on areas of strength and challenges for both groups. The identified differences, especially in Item 18, underscore the significance of specialized knowledge in major in Filipino teachers' superior performance. Utilizing supplementary materials, particularly lesson exemplars, can be instrumental in addressing shared challenges and improving overall competence. By focusing on targeted interventions and fostering a positive learning environment, teacher competency in *palitang E/I at O/U* can be enhanced, contributing to more effective Filipino language instruction in the classrooms.

Table 2.2 *Palitang E/I at O/U*

<i>Palitang E/I at O/U</i>	Mean					
	Major in Filipino (34)	Interpretation	Non-major in Filipino (19)	Interpretation	Per item (53)	Interpretation
Item 11	6.18	Average	7.37	High	6.77	Average
Item 12	5.59	Average	6.14	Average	5.95	Average
Item 13	5.88	Average	6.84	Average	6.36	Average
Item 14	6.47	Average	6.84	Average	6.66	Average
Item 15	7.35	High	5.26	Average	6.31	Average
Item 16	8.24	High	5.79	Average	7.01	High
Item 17	5.88	Average	5.26	Average	5.57	Average
Item 18	8.24	High	5.26	Average	6.75	Average
Item 19	5.88	Average	5.26	Average	5.57	Average
Item 20	4.76	Low	6.32	Average	5.51	Average
Grand Mean	6.44	Average	6.05	Average	6.25	Average

Pagpapalit ng D Tungo sa R

Table 2.3 provides a comprehensive analysis of the mean scores for Filipino teachers' competence in "*Pagpapalit ng D Tungo sa R*." The results revealed that both major and non-major in Filipino teachers exhibited an average level of competence, with mean scores of 6.38 and 5.79, respectively. The overall mean

of 6.09 suggests that there is room for improvement in teachers' competence in this aspect, emphasizing the need for supplementary materials like lesson exemplars.

Exploring specific items within the analysis unveils variations in performance, allowing for a more nuanced understanding of strengths and weaknesses in "*Pagpapalit ng D Tungo sa R*". It is crucial to highlight the major differences in performance and identify areas that necessitate targeted attention for both major and non-major Filipino teachers.

Among the items, Item 28 (8.1 *Kasong Din/Rin at Raw/Daw*) emerges as the best-performing, with major in Filipino teachers scoring exceptionally high at 9.41, indicating a high level of competence in *Pagpapalit ng D Tungo sa R*. In contrast, non-major in Filipino teachers scored 5.26 on the same item, highlighting a substantial performance gap between the two groups. This significant difference underscores the importance of formal training and specialized knowledge, as major in Filipino teachers outperformed their non-major counterparts in this specific linguistic aspect.

Conversely, Item 26 (8.1 *Kasong Din/Rin at Raw/Daw-Malapatinig*) stands out as the lowest-performing item for both major and non-major in Filipino teachers. Major Filipino teachers scored 4.41, classified as low competence, while non-major in Filipino teachers scored 5.79, indicating an average level of competence. Although both groups struggled with this item, it is noteworthy that major in Filipino teachers faced greater challenges, revealing a shared difficulty that requires attention in future training programs.

The most substantial difference between major and non-major in Filipino teachers is observed in Item 28 (8.1 *Kasong Din/Rin at Raw/Daw*). Major in Filipino teachers excelled with a high mean score of 9.41, indicating a strong command of *Pagpapalit ng D Tungo sa R*. Non-major in Filipino teachers, on the other hand, scored 5.26 on the same item, reflecting a considerable performance gap. This emphasizes the impact of formal training on teacher competence in specific linguistic aspects, underscoring the importance of having received proper education and training in the subject matter.

To address the identified differences and enhance overall competence in *Pagpapalit ng D Tungo sa R*, the findings suggest the potential value of supplementary materials, such as lesson exemplars. These materials can serve as effective tools to deliver the lesson content, especially in addressing the challenges observed in Item 26 (8.1 *Kasong Din/Rin at Raw/Daw-Malapatinig*), where both major and non-major in Filipino teachers faced difficulties. Lesson exemplars could provide practical examples, exercises, and context-specific guidance to reinforce understanding and application.

Citing Jentsch and Konig (2022), the significance of teacher competence in the learning process is reiterated. Teachers must possess the necessary knowledge and abilities to effectively manage the demands of their daily conditions, especially in a complex profession like teaching. The findings highlight that even though the teachers in the study were recognized as non-major in Filipino, they performed better in *Pagpapalit ng D Tungo sa R*. This prompts a reflection on the importance of formal training and education in teacher preparation programs to enhance competence and overall teaching effectiveness.

The analysis of mean scores for "*Pagpapalit ng D Tungo sa R*" among major and non-major in Filipino teachers provides valuable insights into their competence in this linguistic aspect. The major differences in performance on specific items, such as Item 28 (8.1 *Kasong Din/Rin at Raw/Daw*) and Item 26(8.1 *Kasong Din/Rin at Raw/Daw-Malapatinig*), shed light on areas of strengths and challenges for both groups. The identified differences, especially in Item 28(8.1 *Kasong Din/Rin at Raw/Daw*) underscore the significance of formal training and specialized knowledge in major in Filipino teachers' superior performance. Utilizing supplementary materials, particularly lesson exemplars can be instrumental in addressing shared challenges and improving overall competence. By focusing on targeted interventions and recognizing the importance of teacher education, teacher competency in *Pagpapalit ng D Tungo sa R* can be enhanced, contributing to more effective language instruction in Filipino subjects.

Jentsch and Konig (2022) stated that one of the most important elements that explain why students learn is teacher competence. Teachers must possess the necessary knowledge and abilities to manage the demands of their daily conditions because teaching is such a difficult and multifaceted profession. This statement clearly gives detailed role of the teachers with regard to their competence in *Pagpapalit ng D Tungo sa R*. Moreover, Bayani and Guhao (2017) stated that it has long been against the law to teach a topic without having received formal training in it. Despite the fact that many educators have come with this reality, very few have brought it up due to how commonplace it is. Thus, the effects of off-field instruction on teacher satisfaction and retention as well as student achievement and involvement have not received much attention.

Table 2.3 *Pagpapalit ng D Tungo sa R*

<i>Pagpapalit ng D Tungo sa R</i>	Mean					
	Major Filipino (34)	in Interpretation	Non-major Filipino (19)	in Interpretation	Per item (53)	Interpretation
Item 21	6.18	Average	7.37	High	6.77	Average
Item 22	5	Average	6.32	Average	5.66	Average
Item 23	7.35	High	7.37	High	7.36	High
Item 24	7.65	High	6.84	Average	7.25	High
Item 25	7.35	High	4.74	Low	6.05	Average
Item 26	4.41	Low	5.79	Average	5.10	Average
Item 27	5.88	Average	3.68	Low	4.78	Low
Item 28	9.41	High	5.26	Average	7.34	High
Item 29	5.88	Average	5.79	Average	5.84	Average
Item 30	4.71	Low	4.74	Low	4.72	Low
Grand Mean	6.38	Average	5.79	Average	6.09	Average

Tamang Gamit ng “NG” at “NANG”

Table 2.4 provides an in-depth analysis of the mean scores for teachers' competence in the 2013 Filipino Orthographic Rules in terms of *"Tamang Gamit ng “NG” at “NANG.”* The results revealed that both major and non-major in Filipino teachers exhibited an average level of competence, with mean scores of 6.47 and 6.95, respectively. The overall mean of 6.71 suggests that teachers in Filipino possessed average competence in correct usage of *"NG"* and *"NANG,"* indicating a moderate level of awareness and understanding of the rules.

Examining specific items within the analysis allows for a nuanced understanding of strengths and weaknesses in terms of *"Tamang Gamit ng “NG” at “NANG.”* It is essential to highlight the major differences in performance and identify areas that require targeted attention for both major and non-major in Filipino teachers.

Item 31 (9.1 *Mga Gamit ng “Nang”-Una*) emerges as the best-performing item, with major in Filipino teachers scoring exceptionally high at 8.82, indicating a high level of competence in the correct usage of *"NG"* and *"NANG."* In contrast, non-major in Filipino teachers scored 4.74 on the same item, illustrating a substantial performance gap between the two groups. This significant difference emphasizes the impact of formal training and specialized knowledge, as major in Filipino teachers outperformed their non-major counterparts in this specific linguistic aspect.

Conversely, Item 39 (9.1 *Mga Gamit ng “Ng”*) stands out as the lowest-performing item for both major and non-major in Filipino teachers. Major in Filipino teachers scored 4.12, classified as low competence, while non-major in Filipino teachers scored 5.79, indicating an average level of competence. Although both groups

faced challenges with this item, it is noteworthy that major in Filipino teachers encountered greater difficulties, revealing a shared difficulty that requires attention in future training programs.

The most substantial difference between major and non-major in Filipino teachers was observed in Item 31(9.1 *Mga Gamit ng “Nang”-Una*). Major in Filipino teachers excelled with a high mean score of 8.82, indicating a strong command of *“Tamang Gamit ng “NG” at “NANG.”* Non-major in Filipino teachers, on the other hand, scored 4.74 on the same item, reflecting a considerable performance gap. This emphasizes the impact of formal training on teacher competence in specific linguistic aspects, underlining the importance of having received proper education and training in the subject matter.

To address the identified differences and enhance overall competence in *“Tamang Gamit ng “NG” at “NANG,”* the findings suggest the potential value of supplementary materials, such as lesson exemplars. These materials can serve as effective tools to deliver the lesson content, especially in addressing the challenges observed in Item 39, where both major and non-major in Filipino teachers faced difficulties. Lesson exemplars could provide practical examples, exercises, and context-specific guidance to reinforce understanding and application.

Drawing from Burgener and Barth (2017), the role of qualified and dedicated teachers as agents of change is emphasized. The level of competence demonstrated by teachers in *“Tamang Gamit ng “NG” at “NANG”* reflects their ability to provide proper teaching styles for students' education. This echoes the importance of teacher education programs in equipping educators with the necessary skills and knowledge to be effective change agents in the educational landscape.

Despite the teachers teaching in their non-major field, Co, Abella, and Jesus (2021) elaborated the impact of out-of-field teaching on the educational framework. It complicates the educational system, affecting learners, educators, parents, legislators, and school administration. Formal training and the ability to innovate and adjust to new expectations are crucial for teachers to navigate challenges and ensure high-quality learning experiences.

The analysis of mean scores for *“Tamang Gamit ng “NG” at “NANG”* among major and non-major in Filipino teachers provides valuable insights into their competence in this linguistic aspect. The major differences in performance on specific items, such as Item 31 and Item 39, shed light on areas of strengths and challenges for both groups. The identified differences, especially in Item 31, underscored the significance of formal training and specialized knowledge in major Filipino teachers' superior performance. Utilizing supplementary materials, particularly lesson exemplars, can be instrumental in addressing shared challenges and improving overall competence. By focusing on targeted interventions and recognizing the importance of teacher education, teacher competency in *“Tamang Gamit ng “NG” at “NANG”* can be enhanced, contributing to more effective language instruction in Filipino.

Table 2.4 *Tamang Gamit ng “NG” at “NANG”*

<i>Tamang Gamit ng “NG” at “NANG”</i>	Mean					
	Major in Filipino (34)	Interpretation	Non-major in Filipino (19)	Interpretation	Per item (53)	Interpretation
Item 31	8.82	High	4.74	Low	6.78	Average
Item 32	7.35	High	5.79	Average	6.57	Average
Item 33	4.71	Low	8.42	High	6.56	Average
Item 34	4.41	Low	7.37	High	5.89	Average
Item 35	8.53	High	6.84	Average	7.69	High
Item 36	6.18	Average	8.42	High	7.3	High
Item 37	6.47	Average	7.37	High	6.92	Average

Item 38	8.82	High	6.84	Average	7.83	High
Item 39	4.12	Low	5.79	Average	4.95	Low
Item 40	5.29	Average	7.9	High	6.59	Average
Grand Mean	6.47	Average	6.95	Average	6.71	Average

Grafema at mga Tuldik

Table 2.5 offers a comprehensive view of the mean scores for teachers' competence in "*Grafema at mga Tuldik*." The results reveal that both major and non-major in Filipino teachers demonstrate an average level of competence, with mean scores of 6.62 and 5.47, respectively. The overall mean of 6.05 suggests that teachers in Filipino possess average competence in terms of *Grafema at mga Tuldik*, indicating a moderate level of proficiency in understanding the orthographic elements.

Analyzing specific items within the table provides valuable insights into the strengths and weaknesses of both major and non-major in Filipino teachers in relation to *Grafema at mga Tuldik*. It is essential to highlight the major differences in performance and identify areas that require targeted attention for further improvement.

Item 42 (1.1 *Grafema-Titik*) stood out as the best-performing item, with both major and non-major in Filipino teachers scoring notably high mean scores of 9.12 and 6.32, respectively. This item focused on the *grafema* in terms of *titik*, showcasing a very high level of competence among both groups. The strong performance on this item indicates that teachers possess a deep understanding of the *Grafema at mga Tuldik* aspect of Filipino orthography.

Conversely, Item 47 (1.2 *Grafema-Di-titik*) emerged as the lowest-performing item for both major and non-major in Filipino teachers. Major in Filipino teachers scored 3.53, classified as low competence, while non-major in Filipino teachers scored 4.74, indicating a low level of proficiency. This shared challenge suggests the need for targeted interventions in understanding the correct usage of *tuldik* in specific linguistic contexts.

The most substantial difference between major and non-major Filipino teachers is observed in Item 42. Major in Filipino teachers excelled with a very high mean score of 9.12, indicating a strong command of *Grafema* in terms of *titik*. Non-major in Filipino teachers, on the other hand, scored 6.32 on the same item, reflecting a considerable performance gap. This emphasized the impact of formal training on teacher competence in specific orthographic elements, underlining the importance of having received proper education and training in the subject matter.

To address the identified differences and enhanced overall competence in *Grafema at mga Tuldik*, the findings suggest the potential value of differentiated instructions and interventions compatible with students' learning styles. These interventions could be incorporated into the teacher training programs, ensuring that educators are equipped with the skills and knowledge to effectively teach orthographic elements to students with diverse learning styles.

Quoting Fulay and Labo (2020), enhancing students' learning performance includes the use of differentiated instruction and interventions tailored to students' learning styles. Teachers must formulate appropriate teaching pedagogy and develop an understanding of curriculum content to improve students' mastery levels. The use of lesson exemplars and varied teaching methods aligned with students' learning styles could be incorporated into teacher training programs to address specific challenges identified in *Grafema at mga Tuldik*.

Wing Institute's (2023) assessment underlines the multifaceted nature of teaching, where the finest teachers excel not only in formal evaluation and lesson delivery but also in interpersonal skills that enhance learning. In the context of *Grafema at mga Tuldik*, teachers' proficiency in these technical aspects, coupled with an

understanding of students' diverse learning styles, can contribute to more effective teaching and improved learning outcomes.

The teachers, despite being in their non-major field, Co, Abella, and Jesus (2021) highlighted the impact of out-of-field teaching on the educational framework. This complicates the educational system, affecting various stakeholders, including learners, educators, parents, legislators, and school administration. The ability to innovate, adjust to new expectations, and make content interesting for students are crucial skills for teachers navigating challenges in orthographic instruction.

The analysis of mean scores for "*Grafema at mga Tuldik*" among major and non-major in Filipino teachers provides valuable insights into their competence in orthographic elements. The major differences in performance on specific items, such as Item 42 and Item 47, shed light on areas of strengths and challenges for both groups. The identified differences, especially in Item 42, underscored the significance of formal training and specialized knowledge of the major in Filipino teachers' superior performance. Incorporating differentiated instruction, varied teaching methods, and understanding students' learning styles into teacher training programs can address shared challenges and improved overall competence in *Grafema at mga Tuldik*. By focusing on targeted interventions and recognizing the importance of teacher education, teacher competency in orthographic elements can be enhanced, contributing to more effective language instruction in Filipino classrooms.

Table 2.5 *Grafema at mga Tuldik*

<i>Grafema at mga Tuldik</i>	Mean					
	Major in Filipino (34)	Interpretation	Non-major in Filipino (19)	Interpretation	Per item (53)	Interpretation
Item 41	8.24	High	5.79	Average	7.01	High
Item 42	9.12	Very High	6.32	Average	7.72	High
Item 43	8.82	High	5.26	Average	7.04	High
Item 44	7.06	High	6.32	Average	6.69	Average
Item 45	5.29	Average	7.37	High	6.33	Average
Item 46	5.56	Average	4.21	Low	4.9	Low
Item 47	3.53	Low	4.74	Low	4.13	Low
Item 48	9.12	Very High	5.26	Average	7.19	High
Item 49	5	Average	4.74	Low	4.87	Low
Item 50	4.41	Low	4.74	Low	4.57	Low
Grand Mean	6.62	Average	5.47	Average	6.05	Average

Pantig at Palapantigan

Table 2.6 presents a detailed overview of the mean scores for teachers' competence in "*Pantig at Palapantigan*." The results show that both major and non-major in Filipino teachers exhibited an average level of competence, with mean scores of 6.94 and 6.42, respectively. The overall mean of 6.68 indicates that teachers in Filipino possessed an average competence in terms of *Pantig at Palapantigan*, signifying a reasonable understanding of these linguistic elements.

Analyzing specific items within the table allows for a nuanced understanding of strengths and weaknesses in "*Pantig at Palapantigan*." It is crucial to highlight the major differences in performance and identify areas that necessitate targeted attention for both major and non-major in Filipino teachers.

Item 52 stood out as the best-performing item, with both major and non-major in Filipino teachers scoring notably high mean scores of 8.24 and 7.37, respectively. This item focused on their competence on the third

rule under 2.2 *Pagpapantig ng mga Salita* on the 2013 Filipino Orthography, showcasing a high level of competence between both groups. The strong performance on this item indicates that teachers possess a deep understanding of the rules governing the use of syllabic structures, a critical aspect of Filipino orthography.

Conversely, Item 51 focused on teacher's competence in the second rule under 2.2 *Pagpapantig ng mga Salita* on the 2013 Filipino Orthography emerges as the lowest-performing item for both major and non-major in Filipino teachers. Major in Filipino teachers scored 5.59, classified as average competence, while non-major in Filipino teachers scored 7.37, indicating a high level of proficiency. This shared challenge suggests the need for targeted interventions in understanding and applying the correct usage of *Pantig*, particularly in identifying syllabic structures.

The most substantial difference between major and non-major in Filipino in teachers is observed in Item 51. Major in Filipino teachers struggled with a mean score of 5.59, indicating average competence in *Pantig at Palapantigan*. Non-major in Filipino teachers, on the other hand, excelled with a high mean score of 7.37 on the same item, reflecting a considerable performance gap. This highlighted an area where non-major in Filipino teachers outperformed their major counterparts, emphasizing the need for further exploration into the specific challenges faced by major in Filipino teachers in understanding *Pagpapantig ng mga Salita* on the 2013 Filipino Orthography.

To address the identified differences and enhanced overall competence in *Pantig at Palapantigan*, the findings suggest the potential value of utilizing exemplars in teacher training programs. Exemplars, as discussed by Newlyn (2018), can be instrumental in improving students' performance and providing educators with a concrete, contextual, and non-threatening understanding of the requirements for success. Integrating exemplars into training programs can assist teachers in gaining a firm grasp of *Pantig at Palapantigan* and reinforce their ability to deliver effective classroom instruction.

Furthermore, the use of exemplars should be approached with careful consideration, as highlighted by Newlyn (2018). The choice to engage with exemplars should rest with educators responsible for teaching a specific area, ensuring a rigorous and genuine discussion of the merits and potential impact of using exemplars. Hasty construction of exemplars without proper thought may lead to ineffectiveness, emphasizing the need for thoughtful implementation and integration into the teaching framework.

The analysis of mean scores for "*Pantig at Palapantigan*" among major and non-major Filipino teachers provides valuable insights into their competence in these linguistic elements. The major differences in performance on specific items, such as Item 52 and Item 51, shed light on areas of strength and challenges for both groups. The identified differences, especially in Item 51, underscore the significance of targeted interventions and careful consideration in the use of exemplars to address specific challenges faced by major in Filipino teachers. Incorporating exemplars into teacher training programs can enhance overall competence, contributing to more effective language instruction in Filipino classrooms

Table 2.6 *Pantig at Palapantigan*

<i>Pantig at Palapantigan</i>	Mean					
	Major in Filipino (34)	Interpretation	Non-major in Filipino (19)	Interpretation	Per item (53)	Interpretation
Item 51	5.59	Average	7.37	High	6.48	Average
Item 52	8.24	High	7.37	High	7.80	High
Item 53	7.65	High	6.32	Average	6.98	Average
Item 54	5.88	Average	4.74	Low	5.31	Average
Item 55	7.35	High	6.32	Average	6.83	Average
Grand Mean	6.94	Average	6.42	Average	6.68	Average

Mga Bantas

Table 2.7 provides a comprehensive overview of the mean scores for teachers' competence in "*Mga Bantas*." The results indicate that both major and non-major in Filipino teachers exhibit an average level of competence, with mean scores of 6.53 and 5.65, respectively. The overall mean of 6.09 suggests that the teachers in Filipino possessed an average competence in terms of *Mga Bantas*, implying a limited proficiency in the correct usage of punctuation marks.

Analyzing specific items within the table allows for a detailed examination of the strengths and weaknesses of teachers in Filipino in terms of "*Mga Bantas*." It is essential to highlight the major differences in performance and identify areas that require targeted attention for both major and non-major in Filipino teachers.

Item 56 (12.11 *Kuwit -Mga Serye*) emerged as the best-performing item, with major Filipino teachers scoring a high mean of 8.24, indicating a high level of competence in using punctuation marks. Non-major in Filipino teachers also performed well on this item with an average mean of 5.26. The strong performance on Item 56 suggests that both groups demonstrated a solid understanding of certain punctuation rules, particularly in the context provided.

Conversely, Item 66 (12.63 *Ellipsis*) stood out as the lowest-performing item for both major and non-major in Filipino teachers. Major in Filipino teachers scored 4.71, classified as low competence, while non-major in Filipino teachers scored 5.26, indicating an average level of proficiency. This shared challenge highlighted the need for targeted interventions in understanding and applying specific punctuation rules, particularly in the context of Item 66.

The most substantial difference between major and non-major in Filipino teachers is observed in Item 56. Major in Filipino teachers excelled with a high mean score of 8.24, indicating a strong command of *Mga Bantas*. Non-major Filipino teachers, on the other hand, performed adequately with an average mean of 5.26 on the same item, reflecting a considerable performance gap. This emphasizes the impact of formal training on the proficiency of major in Filipino teachers in using punctuation marks correctly.

To address the identified differences and enhance overall competence in *Mga Bantas*, the findings suggest the potential value of attending training and seminars focused on punctuation rules. Additionally, the utilization of available teaching materials, such as guides and exemplars, can aid teachers in effectively implementing lessons on punctuation. The study conducted by Piper et al. (2018) supports the idea that structured teachers' guides can significantly impact learning outcomes. These guides, when well-designed, contribute to improved learning outcomes without stifling teachers' professional skills.

The literature on Teacher's Guides, as mentioned by Yen (2021), emphasizes the importance of combining discipline-related content knowledge with pedagogy-related content. Teachers' Guides serve as self-study tools, providing guidelines on how to teach in alignment with the changing goals and needs of the curriculum. Incorporating well-structured guides into training programs can assist teachers in navigating the complexities of punctuation rules, fostering a deeper understanding and more effective implementation in the classroom.

Furthermore, Yen (2021) underscores the crucial role of punctuation in writing, as it aids readers in comprehending the author's intended meaning. Punctuation marks serve to separate words and phrases within a sentence based on their semantic relationships, contributing to the overall clarity and coherence of written material. Understanding the nuanced use of punctuation marks allows teachers to guide students effectively in conveying their ideas through writing.

The analysis of mean scores for "*Mga Bantas*" among major and non-major in Filipino teachers provides valuable insights into their competence in using punctuation marks. The major differences in performance on

specific items, such as Item 56 and Item 66, shed light on areas of strength and challenges for both groups. The identified differences, especially in Item 56, underscore the significance of formal training and the potential impact of utilizing structured teachers' guides in enhancing major in Filipino teachers' proficiency in *Mga Bantas*. Incorporating targeted interventions, training programs, and well-designed teaching materials can contribute to improved competence and more effective language instruction in Filipino.

Table 2.7 *Mga Bantas*

<i>Mga Bantas</i>	Mean					
	Major in Filipino (34)	Interpretation	Non-major in Filipino (19)	Interpretation	Per item (53)	Interpretation
Item 56	8.24	High	5.26	Average	6.75	Average
Item 57	7.06	High	5.79	Average	6.42	Average
Item 58	7.35	High	4.74	Low	6.05	Average
Item 59	7.35	High	5.26	Average	6.31	Average
Item 60	5.88	Average	4.74	Low	5.31	Average
Item 61	6.47	Average	5.79	Average	6.13	Average
Item 62	6.18	Average	5.79	Average	5.98	Average
Item 63	7.65	High	6.84	Average	7.25	High
Item 64	5.59	Average	6.84	Average	6.22	Average
Item 65	5.29	Average	6.32	Average	5.81	Average
Item 66	4.71	Low	5.26	Average	4.99	Average
Item 67	5.88	Average	5.26	Average	5.57	Average
Item 68	7.06	High	6.32	Average	6.69	Average
Item 69	6.77	Average	4.21	Low	5.49	Average
Item 70	6.47	Average	6.32	Average	6.39	Average
Grand Mean	6.53	Average	5.65	Average	6.09	Average

Table 2.8 serves as a comprehensive summary of the results, providing an overview of the level of competence of teachers in the 2013 Filipino Orthography. The mean scores for major in Filipino teachers and non-major in Filipino teachers are 6.47 and 6.01, respectively, with an overall mean of 6.34, indicating an average level of competence in the 2013 Filipino Orthography.

Examining specific components within the orthography, it is crucial to identify major differences in performance and pinpoint areas that require targeted intervention for both major and non-major in Filipino teachers. Each component represents a distinct aspect of Filipino language proficiency, contributing to the overall competence of teachers.

In *Pagbabaybay ng Salitang Hiram at Digrapo*, both major and non-major in Filipino teachers exhibited an average level of competence, with mean scores of 5.91 and 5.74, respectively. The overall mean of 5.83 suggests a balanced performance in this area. However, a closer look at individual items may reveal specific challenges or strengths within the component.

In terms of *Palitang E/I at O/U* in the 2013 Filipino Orthography, major in Filipino teachers outperformed their non-major counterparts with a mean score of 6.44 compared to 6.05. The overall mean of 6.25 indicates an average level of competence. Notably, Item 15 stood out with a high mean score of 7.35 for major in Filipino teachers, showcasing their strength in this specific aspect of Palitang E/I at O/U.

In *Pagpapalit ng D Tungo sa R*, major in Filipino teachers again demonstrated a higher level of competence with a mean score of 6.38, compared to 5.79 for non-major teachers. The overall mean of 6.09 suggests an

average performance in this component. Item 28 emerged as a point of focus, with a high mean score of 9.41 for major in Filipino teachers, indicating a notable strength in this specific aspect.

Tamang Gamit ng “NG” at “NANG” shows an interesting pattern, with major in Filipino teachers scoring 6.47 and non-major teachers scoring 6.95. Despite the apparent difference in means, the overall mean of 6.71 suggests an average competence level. Notably, Item 31 stands out with a very high mean score of 8.82 for major in Filipino teachers, highlighting a specific area of strength within this component.

Grafema at mga Tuldik presents a performance gap between major and non-major in Filipino teachers, with mean scores of 6.62 and 5.47, respectively. The overall mean of 6.71 indicates an average level of competence. Examining the individual items, Item 42 stood out with a very high mean score of 9.12 for major in Filipino teachers, showing their proficiency in this particular aspect.

Pantig at Palapantigan displays a similar pattern, with major in Filipino teachers outperforming non-major teachers. The mean scores are 6.94 and 6.47, respectively, contributing to an overall mean of 6.71. Examining the specific items, Item 52 stood out with a high mean score of 8.24 for major in Filipino teachers, emphasizing their strength in this particular aspect.

Mga Bantas presents a notable difference in mean scores, with major in Filipino teachers scoring 6.53 and non-major teachers scoring 5.63. The overall mean of 6.08 suggests an average level of competence. Individual items, such as Item 58, with a high mean score of 7.35 for major in Filipino teachers, highlighting specific areas of strength.

The overall analysis of the components in the 2013 Filipino Orthography indicates a consistent pattern of major in Filipino teachers demonstrating a higher level of competence compared to their non-major counterparts. Notably, certain items within each component stood out as areas of strength for major in Filipino teachers. These findings emphasize the impact of formal training and education in enhancing the language proficiency of Filipino teachers.

Moreover, the discussion delves into the broader context of teacher competencies, highlighting the need for continuous professional development, collaboration, and the utilization of teaching materials, such as exemplars, to further enhance instructional quality. The references to existing studies reinforce the importance of addressing training gaps to ensure effective language instruction in Filipino classrooms.

The summary table provides a comprehensive overview of the level of competence in the 2013 Filipino Orthography among major and non-major in Filipino teachers. The discussion highlights major differences in performance, specific areas of strength, and the broader context of teacher competencies, contributing to a nuanced understanding of the findings. The recommendations for targeted interventions, continuous professional development, and the use of teaching materials aimed to further elevate the language proficiency of Filipino teachers.

Table 2.8 Summary Result on the Level of Competence of Teachers in the 2013 Filipino Orthography

Filipino Orthography	Major	Non-Major	Mean	Interpretation
<i>Pagbabaybay ng salitang hiram at Digrapo</i>	5.91	5.74	5.83	Average
<i>Palitang E/I at O/U</i>	6.44	6.05	6.25	Average
<i>Pagpapalit ng D tungo sa R</i>	6.38	5.79	6.09	Average
<i>Tamang gamit ng “NG” at “NANG”</i>	6.47	6.95	6.71	Average
<i>Grafema at mga Tuldik</i>	6.62	5.47	6.71	Average
<i>Pantig at Palapantigan</i>	6.94	6.47	6.71	Average
<i>Mga gamit ng Bantas</i>	6.53	5.63	6.08	Average
Total	6.47	6.01	6.34	Average

Level of Practices of Teachers in Filipino in Intensifying their Competence in the 2013 Filipino Orthography

Teaching

Table 3.1 presents a comprehensive overview of the teaching practices employed by Filipino teachers to intensify their competence in the 2013 Filipino Orthography. The data reflect the distribution of responses, shedding light on the varied approaches utilized by teachers in enhancing their proficiency and instructional methods.

The results indicate that the major in Filipino teachers predominantly engaged in diverse teaching practices, with a mean score of 4.09 for the use of different methods and teaching strategies. This high mean suggests a substantial commitment to employing a variety of approaches to cater to the diverse learning needs of students. The dedication to utilizing various teaching methods aligns with contemporary educational principles that emphasize a student-centered approach, encouraging active engagement and effective learning outcomes.

A key aspect highlighted in the table is the use of the KWF Writing Manual as a reference, with a mean score of 3.50. This practice is deemed "much practiced," indicating a substantial reliance on this resource to guide instruction. The incorporation of the KWF Writing Manual underscores the importance of utilizing authoritative references to enhance the quality and accuracy of teaching the 2013 Filipino Orthography. The reference to Kurt and Zesek (2021) supports the idea of educators actively directing academic pursuits, with the KWF Writing Manual serving as a valuable tool in this regard.

Similarly, the utilization of ready-made guides in teaching the 2013 Filipino Orthography is a well-practiced approach among major in Filipino teachers, as evidenced by a mean score of 3.56. This practice aligns with the emphasis on efficiency and effectiveness in instructional delivery. The use of ready-made guides can streamline lesson planning and ensure a standardized approach to teaching the intricacies of Filipino Orthography.

Major in Filipino teachers also demonstrated a commitment to following the rules of the 2013 Filipino Orthography in teaching, as indicated by a mean score of 3.53. This practice is essential for imparting accurate knowledge to students and reinforcing the correct application of orthographic rules. The emphasis on careful adherence to orthographic rules is pivotal in nurturing students' understanding and mastery of the subject matter.

However, an interesting point of discussion arises with the item related to presenting the importance of 2013 Filipino Orthography to students, garnering the least response with a mean score of 3.47. Despite being labeled as "much practiced," this item suggests a potential area for improvement. It is crucial to delve into the reasons behind this lower score and explore strategies to enhance the communication of the significance of Filipino Orthography to students. This aspect is vital for fostering student engagement and understanding, contributing to a more holistic learning experience.

On the other hand, non-major in Filipino teacher respondents and their practices in intensifying their competence in the 2013 Filipino Orthography, specifically focusing on teaching methodologies, revealed that they actively engaged in various teaching practices, demonstrating a significant commitment to enhancing their expertise in the subject.

One standout practice among non-major in Filipino teachers was the use of different methods and teaching strategies, which garnered a mean score of 4.0. This indicates a robust commitment to employing diverse instructional approaches in the classroom. The embrace of varied methods suggests an understanding of the importance of catering to diverse learning styles among students and aligns with contemporary educational philosophies emphasizing student-centered and engaging pedagogies.

Conversely, the item with the least response pertains to the importance of presenting the 2013 Filipino Orthography to students, reflected in a mean score of 3.58. Despite being the least practiced, the score still falls within the "much practiced" range, suggesting that even in areas where non-major Filipino teachers may have slightly lower engagement, there is a consistent effort to convey the significance of the subject matter to students.

Han's (2021) insights on effective teaching techniques align with the findings, emphasizing the pivotal role teachers play in the education process. The commitment of non-major in Filipino teachers to employ various teaching strategies not only enhances students' motivation to learn but also contributes to their own perceptions of competence. The recognition of teachers as key players in the education process underscores the impact of their characteristics and practices on students' academic outcomes.

Comparatively, major in Filipino teachers and non-major in Filipino teachers exhibited similar mean scores across the teaching practices items. While the differences are marginal, they warrant attention to ensure that both groups benefit from effective teaching practices. The grand mean of 3.63 for major in Filipino teachers and 3.74 for non-major in Filipino teachers indicated an overall commitment to much-practiced teaching methods.

The data presented in Table 3.1 offer valuable insights into major in Filipino teachers' teaching practices concerning the 2013 Filipino Orthography. The high mean scores across various items underscore their dedication to employing diverse methods, utilizing authoritative references, and adhering to orthographic rules. However, the lower mean score for presenting the importance of Filipino Orthography to students highlighted an area for potential enhancement in communication strategies. Addressing this aspect could contribute to a more comprehensive and impactful teaching approach, ensuring that students grasp the significance of the subject matter. The overall commitment to much-practiced teaching methods sets a positive tone for ongoing professional development and continuous improvement in Filipino language instruction.

Table 3.1 Practices of Teachers in Filipino in Intensifying their Competence in the 2013 Filipino Orthography in terms of Teaching

Teaching	Mean			
	Major in Filipino (34)	Interpretation	Non-major in Filipino (19)	Interpretation
Used different methods and teaching strategies.	4.09	Much Practiced	4.00	Much Practiced
The KWF Writing Manual is used as a reference.	3.50	Much Practiced	3.79	Much Practiced
Utilized ready-made guide in teaching the 2013 Filipino Orthography.	3.56	Much Practiced	3.68	Much Practiced
The rules of the 2013 Filipino Orthography are carefully followed in teaching.	3.53	Much Practiced	3.63	Much Practiced
The importance of 2013 Filipino Orthography is presented to students.	3.47	Much Practiced	3.58	Much Practiced
Grand mean	3.63	Much Practiced	3.74	Much Practiced

Technical Assistance

Table 3.2 delves into the responses of Filipino teachers and their practices in intensifying their competence in the 2013 Filipino Orthography, particularly in terms of seeking technical assistance. The data present a nuanced view of teachers' tendencies in approaching various sources for support, shedding light on the degree of engagement with technical assistance mechanisms.

The results revealed a notable trend in major in Filipino teachers actively seeking technical assistance within their school environment. Specifically, the mean scores indicate that the teachers were very much practiced in asking for technical assistance from the Filipino department head (4.50) and master teachers in Filipino (4.50). This high level of engagement suggests a proactive approach to professional development, with teachers tapping into the expertise available within their immediate professional circles.

The emphasis on seeking assistance from the Filipino department head aligns with the organizational structure within schools, where department heads often serve as leaders and mentors. This practice not only underscores a collaborative approach to enhancing competence but also acknowledges the importance of leveraging internal resources for continuous improvement. Sangalang (2018) highlighted the role of master teachers in providing technical support to enhance teachers' abilities, reinforcing the significance of seeking guidance from experienced peers within the school community.

Furthermore, the results indicate that the major in Filipino teachers also frequently asked for technical assistance from co-teachers in Filipino, with a mean score of 4.44. This collaborative approach within the teaching staff demonstrates a culture of shared learning and mutual support. The willingness to seek assistance from co-teachers underscores the belief in collective growth and the recognition that different perspectives contribute to a more comprehensive understanding of the subject matter.

While the major in Filipino teachers exhibited a strong inclination towards seeking technical assistance within their school environment, there are interesting observations regarding external sources. The mean score for asking technical assistance from Filipino teachers in other schools or districts is 2.68, indicating a practiced but less frequent engagement. This suggests that teachers are more inclined to seek support internally rather than reaching out beyond their immediate professional network.

In contrast, the major in Filipino teachers seldom practice asking technical assistance from the division education program supervisor, as reflected in the mean score of 2.29. This lower level of engagement with the education program supervisor may stem from various factors, including the perception of accessibility, the nature of the support provided, or a preference for seeking assistance within the school community. Exploring the reasons behind this trend could offer insights into how to optimize the role of education program supervisors in supporting teachers' competence.

Comparatively, major in Filipino teachers and non-major in Filipino teachers show marginal differences in their mean scores across technical assistance items. The grand mean of 3.68 for major in Filipino teachers and 3.61 for non-major in Filipino teachers indicate an overall commitment to much-practiced engagement with technical assistance mechanisms.

The data presented in Table 3.2 underscored Filipino teachers' proactive approach to seeking technical assistance for enhancing their competence in the 2013 Filipino Orthography. The strong emphasis on internal sources, such as department heads and master teachers, reflects a culture of collaboration and continuous improvement within the school community, while Filipino teachers demonstrated a preference for internal support, exploring ways to optimize engagement with external sources, such as teachers from other schools or districts, could further enrich their professional development. Additionally, understanding the factors influencing the limited engagement with the Division Education Program supervisor can inform strategies to enhance the effectiveness of this support channel. Overall, the Filipino teachers exhibited a commendable commitment to seeking technical assistance, contributing to a culture of continuous learning and growth.

Table 3.2 Practices of Teachers in Filipino in Intensifying their Competence in the 2013 Filipino Orthography in terms of Technical Assistance

Technical Assistance	Mean			
	Major in Filipino (34)	Interpreta-tion	Non-major in Filipino (19)	Interpreta-tion
Asked technical assistance from Filipino department head.	4.50	Very Much Practiced	4.63	Very Much Practiced
Asked technical assistance from master teachers in Filipino.	4.50	Very Much Practiced	4.63	Very Much Practiced
Asked technical assistance from co-teachers in Filipino	4.44	Very Much Practiced	4.63	Very Much Practiced
Asked technical assistance from Filipino teachers in other schools or districts	2.68	Practiced	2.32	Practiced
Asked technical assistance from the Division Education Program supervisor	2.29	Seldom Practiced	1.84	Seldom Practiced
Grand Mean	3.68	Much Practiced	3.61	Much Practiced

Personal and Professional Development

Table 3.3 offers insights into the Filipino teachers and their practices in intensifying their competence in 2013 Filipino Orthography, particularly focusing on personal and professional development. The data show the diverse approaches the teachers took to enhance their expertise, highlighting the intersection of modern technology and traditional methods.

The majority of major in Filipino teachers exhibited a commendable commitment to personal and professional development, with a grand mean of 2.96. The standout practice, with a mean of 4.25, is the frequent reference to Google and the internet for information. This signifies a strong reliance on modern technology as a valuable resource for self-directed learning. The ease of access to a wealth of information online allows teachers to stay updated on relevant content related to the 2013 Filipino Orthography. The inclination to leverage digital platforms aligns with the contemporary landscape of education, emphasizing the integration of technology into professional growth.

Moreover, major in Filipino teachers demonstrated a proactive engagement with online video platforms, particularly YouTube, as reflected in a mean score of 4.00, watching YouTube videos on 2013 Filipino Orthography serves as a dynamic and visual supplement to traditional learning methods. Video content can provide insights, explanations, and demonstrations, catering to diverse learning preferences. This practice reflects an openness to incorporating multimedia resources into professional development efforts.

Interestingly, major in Filipino teachers also prioritized attending school-based Learning Action Cell (LAC) or In-Service Education and Training (InSeT) sessions on 2013 Orthography, with a mean score of 3.91. This indicates a recognition of the value of structured and collaborative professional development within the school community. Participating in LAC or InSeT sessions fosters a sense of community among teachers, allowing for the exchange of ideas, strategies, and best practices.

On the other hand, there is room for improvement in certain areas. The mean scores for attending division training, regional training, and national training in the 2013 Orthography are notably lower, ranging from 1.56 to 3.18. While attendance at school-based sessions is high, there appears to be less participation in external training opportunities. Exploring ways to encourage teachers to attend regional and national training events could expose them to broader perspectives and best practices beyond the confines of the school.

The results also highlighted the need to encourage the teachers to conduct research in the 2013 Filipino Orthography, as evidenced by the mean score of 1.59. Conducting research is a valuable avenue for deepening understanding, contributing to the body of knowledge, and fostering a culture of inquiry within the teaching profession. Promoting a research-oriented approach could lead to more informed and evidence-based teaching practices.

In contrast, the practices of non-major in Filipino teachers exhibited similar trends, albeit with slightly lower mean scores across the board. While major in Filipino teachers display a commendable commitment to personal and professional development, it is imperative to acknowledge the contributions and potential of non-major teachers in this regard. Encouraging active participation in development activities among non-major teachers could further enrich the collective expertise within the teaching community, fostering collaboration and shared learning experiences.

Major in Filipino teachers displayed a dynamic blend of modern and traditional approaches to personal and professional development. The embrace of technology, evident in the use of online resources and video platforms, reflects a contemporary outlook. Simultaneously, the commitment to school-based collaborative sessions underscores the importance of shared learning within the school community. Encouraging broader participation in external training opportunities and fostering a research-oriented mindset could further enhance teachers' competence in the 2013 Filipino Orthography. The nuanced approach to personal and professional development revealed in Table 3.3 suggests the multifaceted nature of teachers' efforts to continually refine their expertise in the dynamic field of education.

Table 3.3 Practices of Teachers in Filipino in Intensifying their Competence in the 2013 Filipino Orthography in terms of Personal and Professional Development

Personal and Professional Development	Mean			
	Major in Filipino (34)	Interpretation	Non-major in Filipino (19)	Interpretation
Personal and Professional Development				
Referred in Google/internet from time to time.	4.15	Much Practiced	3.89	Much Practiced
Watched YouTube videos on 2013 Filipino Orthography.	4.00	Much Practiced	3.79	Much Practiced
Attended school-based LAC or InSeT on 2013 Orthography.	3.91	Much Practiced	3.68	Much Practiced
Reviewed old lectures on 2013 Filipino Orthography.	3.35	Practiced	3.11	Practiced
Participated Webinars and other online conferences on the issue of 2013 Orthography.	3.26	Practiced	3.00	Practiced
Attended Division training on 2013 Orthography.	3.18	Practiced	2.95	Practiced
Read different materials on 2013 Orthography.	3.00	Practiced	2.95	Practiced
Reviewed brochures, videos and other materials from seminar attended on 2013 Filipino Orthography.	2.97	Practiced	2.95	Practiced
Listen to recorded tapes on 2013 Filipino Orthography.	2.94	Practiced	2.84	Practiced

Followed my own understanding on 2013 Filipino Orthography.	2.94	Practiced	2.79	Practiced
Attended Regional training on 2013 Orthography.	1.59	Did Not Practiced	1.53	Did Not Practiced
Conducted research on 2013 Filipino Orthography.	1.59	Did Not Practiced	1.53	Did Not Practiced
Attended National training on 2013 Orthography.	1.56	Did Not Practiced	1.53	Did Not Practiced
Grand Mean	2.96	Practiced	2.81	Practiced

The summary in Table 3.4 provides an overview of the level of practices of both major and non-major in Filipino teachers in intensifying their competence in the 2013 Filipino Orthography. The results showed a consistent commitment across teaching and technical assistance practices for both groups, with mean scores of 3.63 and 3.74 for major and non-major teachers, respectively. This suggests a shared dedication to effective teaching methodologies and seeking technical support within the school community.

The area where a notable difference emerged is on personal and professional development practices, where major in Filipino teachers have a mean score of 2.96 compared to 2.81 for non-major teachers. While both groups fall within the "practiced" range, the major in Filipino teachers seemed to exhibit slightly higher engagement in personal and professional development activities related to the 2013 Filipino Orthography. This variance may be attributed to the different educational backgrounds and training experiences of major and non-major Filipino teachers.

The findings underscored the commitment of both major and non-major Filipino teachers to intensify their competence in the 2013 Filipino Orthography. The emphasis on diverse teaching strategies among non-major teachers and the overall dedication to teaching practices and seeking technical assistance reveal a shared commitment to effective education. The nuanced differences in personal and professional development practices highlighted potential areas for targeted support and further exploration of the unique needs of major and non-major Filipino teachers in their professional growth.

Table 3.4 Summary of the Level of Practices of Filipino Teachers in Intensifying Competence in the 2013 Filipino Orthography

Teachers Practices in Intensifying Competence on 2013 Filipino Orthography	Major	Non-major	Mean	Interpretation
Teaching	3.63	3.74	3.69	Much Practiced
Technical Assistance	3.68	3.61	3.65	Much Practiced
Personal and Professional Development	2.96	2.81	2.89	Practiced
Total	3.42	3.39	3.41	Much Practiced

Relationship between the Profile of Teachers in Filipino and the Level of Competence in the 2013 Filipino Orthography

To test the null hypothesis that there is no significant relationship between the profile of teachers in Filipino and their level of competence in the 2013 Filipino Orthography, regression analysis was employed.

Table 4.1 presents the relationship between the profile of teachers major in Filipino and their level of competence in the 2013 Filipino Orthography. Based on the result, it revealed that the age, years in teaching, training/seminars and reading materials of teachers major in Filipino are significantly related to their level of competence in the 2013 Filipino Orthography. On the other hand, there is no significant relationship between the educational attainment, current position, and program being watched by the teachers major in Filipino and their level of competence in the 2013 Filipino Orthography.

Age

Based on the result of the analysis, the F-ratio (2.09) of teachers major in Filipino in terms of their age is greater than (.16) Significant F. Therefore, the age of teachers major in Filipino is significantly related to their level of competence in the 2013 Filipino Orthography with 6.12% coefficient of determination. This implies that the level of competence in the 2013 Filipino Orthography of teachers major in Filipino is attributed to their age.

The result of the study conformed the study of Estellajo (2014). Based on the result of his study, the competence of teachers in teaching a particular subject was attributed to the length of service in teaching because of the fact that there is a relationship between the length of service in teaching and the age of teacher. In connection to this, Fabian (2014) claimed that age is not the basis of being an effective and efficient teacher. The innate potential and talent of teacher in teaching is the foundation of being a competent teacher with integrity.

According to Morillo (2016)” *Wala sa edad ang antas ng kasanayan ng guro kung hindi sa pagsasakatuparan ng mga nakasaad sa kurikulum at sa aktong propesyonal at emosyonal na katatagang maipupunla ng guro sa kanyang propesyong napili*”.

Mahdi and Al-Dera (2013) affirmed the claims of Morillo in their study on the effect of age, sex, and experience in the utilization of Information and Communication Technology in teaching English as first language. Based on the result of the study from the interview conducted, majority of the teacher respondents believed that age has no bearing on the ICT integration in teaching language. On the other hand, one of the teacher respondents believed that age has a big impact on the ICT integration in teaching language. According to Mahdi and Al-Dera “*ang mga gurong nakababata ay higit na magiliw kaysa sa mga nakatatanda*”.

Educational Attainment

According to the result of the analysis, the F-ratio (.11) of teachers major in Filipino in terms of their educational attainment is less than (.74) Significant F. Therefore, the educational attainment of teachers who are major in Filipino was not significantly related to their level of competence in the 2013 Filipino Orthography with .35% coefficient of determination. This implies that the level of competence on the 2013 Filipino Orthography of teachers major in Filipino has to do with their educational attainment.

The result of the study was in conformity on the result of the study of Homo (2019) and Verano 2019) which showed that highest educational attainment had no significant relationship to the scope of knowledge of teachers in Filipino orthography. However, according to Okbay, et al. (2016) educational attainment is strongly influenced by social and other environmental factors, but genetic factors are estimated to account for at least 20% of the variation across individuals.

Current Position

The result of the analysis showed that the F-ratio (.02) of teachers major in Filipino in terms of their current position is less than (.90) Significant F. Therefore, the current position of teachers major in Filipino was not significantly related to their level of competence in the 2013 Filipino Orthography with .05% coefficient of determination. This implies that the level of competence in the 2013 Filipino Orthography of teachers major in Filipino has to do with their current position. However, according to Peter Principle (Hull, 1969), in a hierarchy using promotion solely as a reward for good performance, people tend to rise to their level of competence because good performance in one job is no guarantee of good performance in another. That is why the pay-for-performance programs or compensation plans are gaining popularity.

The study of Bala and El-jajah (2019) disconfirmed the result of the present study. Their study revealed that there was a strong relationship between promotion and the classroom teachers' job satisfaction in Senior

Secondary Schools in Taraba State, Nigeria. The study concluded that promotion is high and the classroom teachers' job satisfaction is low.

Years in Teaching

Based on the result of the analysis, the F-ratio (2.46) of teachers major in Filipino in terms of their years in teaching is greater than (.13) Significant F. Therefore, the years in teaching of teachers major in Filipino was significantly related to their level of competence in the 2013 Filipino Orthography with 7.14% coefficient of determination. This implies that the level of competence on the 2013 Filipino Orthography of teachers major in Filipino was attributed to their experience in teaching the subject. According to Irven (2019) years of classroom experience and teachers' performance are correlated. Although it is easy to judge a teacher's effectiveness by their readily observable characteristics, such as extensive experience or academic credentials, these are, at most, mediocre indicators of their impact on students' academic progress.

Moreover, the number of years in teaching is the strength of every teacher. In this aspect, the relationship between teacher awareness on the educational development can be demonstrated Datu (2016).

Trainings/Seminars

Based on the result of the analysis, the F-ratio (2.93) of teachers major in Filipino in terms of their years in teaching is greater than (.10) Significant F. Therefore, the trainings/seminars of teachers major in Filipino was significantly related to their level of competence in the 2013 Filipino Orthography with 8.39% coefficient of determination. This implies that the level of competence on the 2013 Filipino Orthography of teachers major in Filipino was correlated to their trainings/seminars attended on the 2013 Filipino Orthography. Moreover, this indicates that the more trainings and seminars attended by teachers major in Filipino, the higher level of competence in the 2013 Filipino Orthography they possess. On the other hand, the less trainings and seminars attended by teachers major in Filipino, the lower level of competence in the 2013 Filipino Orthography they possess. Ulbasa (2016) suggested that teachers should attend in-service trainings and seminars and obtain advance degrees in graduate studies to enrich and develop their teaching competence.

In addition, according to Arrieta (2021) teachers gain a perspective that aids them in developing their own competent awareness as teacher professional development (TPD) turns into a melting pot of tried-and-true techniques. The modern teacher education nature emphasizes efforts to develop professional growth as a key factor in effective teaching and learning. These are considered as the cornerstones of enhanced teaching effectiveness, which produce positive outcomes in the way of student accomplishment and academic achievement.

Reading Materials

Based on the result of the analysis, the F-ratio (1.74) of teachers major in Filipino in terms of reading materials is greater than (.20) Significant F. Therefore, the reading materials used by the teachers major in Filipino was significantly related to their level of competence in the 2013 Filipino Orthography with 5.15% coefficient of determination. This implies that the level of competence on the 2013 Filipino Orthography of teachers major in Filipino is significantly related to reading materials used by the teachers in the delivery of instruction. Moreover, this indicates that the reading materials utilized by the teachers in the delivery of the lesson could have affected the level of their competence on the 2013 Filipino Orthography. Based on the result of the study conducted by Valencia, et al. (2016) they found that the teachers with weak knowledge or more restrictive materials and environments learned the least and were least able to adapt instruction to meet the needs of their students. On the other hand, teachers with stronger knowledge, access to multiple materials, and support for decision making regarding materials and instructional strategies learned the most and were most able to adapt instruction. In addition, early experiences with specific curriculum materials had effects 2 years later on these teachers' instructional practices. They suggested that curriculum materials

interacted with teachers' knowledge of reading and reading instruction, and with the contexts in which they worked.

Programs Being Watched

According to the result of the analysis, the F-ratio (.32) of teachers major in Filipino in terms of their programs being watched is less than (.58) Significant F. Therefore, the programs being watched by the teachers major in Filipino was not significantly related to their level of competence in the 2013 Filipino Orthography with .98% coefficient of determination. This implies that the level of competence in the 2013 Filipino Orthography of teachers major in Filipino has nothing to do with their programs being watched. Moreover, it signifies that whatever program being watched by the teachers cannot affect their level of competence on the 2013 Filipino Orthography.

To further enhance the level of competence of teachers, the recommendation of Al-Zoubi (2018) can be noted. According to him, to continually expose to the English language through watching English movies and program, surfing the internet, listening to radio, reading English books, magazines, newspapers, and practicing English language with native speakers on a daily basis to encourage them overcoming their weaknesses and improving their fluency as well as proficiency in acquiring English language. Moreover, teachers and parents should raise learners' awareness towards the importance of learning English language through exposure to the language daily using different techniques that can enhance second language acquisition.

Furthermore, Kandel (2020) mentioned that among millions of individuals working in many fields, internet is a daily tool. In the modern era, it has served as the knowledge superhighway. Anybody with access to the Internet and a computer, smartphone, laptop, or other internet-capable device can utilize it. The conventional methods of learning and instruction have been altered by technology. It has profound ramifications for educational organizations and has influenced pedagogy. Millions of academics, students, and education professionals throughout the world have benefited from the development of various knowledge creation and dissemination tactics. It serves as an inexpensive global communication tool.

The study of Shoufan and Mohamed (2022) revealed the following results (1) There is an increasing concern about content quality on YouTube. (2) Despite versatile production and usage strategies, no relationships were established between such strategies and learning. (3) Most studies on the impact of YouTube on student learning reported positive results in terms of enhanced skills, competencies, interest, motivation, engagement levels, or test performance. They concluded that YouTube is a rich, free, easy-to-use, and enjoyable source of learning content. However, the challenges and risks associated with this platform suggest that it is best suitable for guided learning where teachers make or select the content and include it in a well-defined, pedagogy-driven learning context.

Moreover, another study revealed that teachers' pedagogies built on three instructional strategies with four preferences for the use of social media. Among the social media tools, YouTube was commonly used with other social media and non-social media tools, particularly for teaching in secondary schools. Consequently, three forms of pedagogy—the direct, constructivist and participatory, were identified in the digital-native preservice teachers' instructional strategies of integrating potential social media affordances (Szeto, Cheng, & Hong, 2016).

According to Saykili and Kumtepe (2016), as social networking sites have come to play a greater part in our lives, more and more people interact with each other in these environments. Because social networking tools have managed to attract billions of users worldwide, they have also drawn the attention of educators. As the largest social networking site, Facebook has captured the interest of educators and educational institutions, regardless of its desirable or undesirable effects on education settings.

Smutny and Schreiberova (2020) found that educational chatbots on the Facebook Messenger platform vary from the basic level of sending personalized messages to recommending learning content. The study showed

that chatbots which are part of the instant messaging application are still in their early stages to become artificial intelligence teaching assistants. The findings provide tips for teachers to integrate chatbots into classroom practice and advice what types of chatbots they can try out.

Table 4.1 Relationship between the Profile of Teachers Major in Filipino and the Level of Competence in the 2013 Filipino Orthography

Profile	F-Ratio	Significant	Coefficient Determinants rx100%	Interpretation
Age	2.09	0.16	6.12	Significant
Educational Attainment	0.11	0.74	0.35	Not Significant
Current Position	0.02	0.90	0.05	Not Significant
Years in Teaching	2.46	0.13	7.14	Significant
Training/Seminar	2.93	0.1	8.39	Significant
Reading Materials	1.74	0.2	5.15	Significant
Program being watched	0.32	0.58	0.98	Not Significant

Relationship of the Profile of Non-Major in Filipino Teachers and the Level of Competence in the 2013 Filipino Orthography

Table 4.2 presents the summary of relationship between the profile of non-major in Filipino teachers and their level of competence in the 2013 Filipino Orthography. Based on the result on the analysis, it revealed that educational attainment, current position, years in teaching, training/seminars and reading materials of non-major in Filipino teachers are significantly related to their level of competence in the 2013 Filipino Orthography. On the other hand, there is no significant relationship between the age, and program being watched by the non-major in Filipino teachers and their level of competence in the 2013 Filipino Orthography.

Age

Based on the result of the analysis, the F-ratio (.10) of non-major in Filipino in terms of their age is less than (.75) Significant F. Therefore, the age of non-major in Filipino teachers has no significant relationship to their level of competence in the 2013 Filipino Orthography with 0.60% coefficient of determination. This implies that the level of competence in the 2013 Filipino Orthography of non-major in Filipino teachers cannot be affected by their age.

The result of the study disconfirmed the study of Estellajo (2014). Based on the result of his study, the competence of teachers in teaching a particular subject was attributed to the length of service in teaching because of the fact that there is a relationship between the length of service in teaching and the age of teacher. In connection to this, Fabian (2014) claimed that age is not the basis of the being an effective and efficient teacher. The innate potential and talent of the teacher in teaching is the foundation of being a competent teacher with integrity.

According to Morillo (2016),” *Wala sa edad ang antas ng kasanayan ng guro kung hindi sa pagsasakatuparan ng mga nakasaad sa kurikulum at sa aktong propesyonal at emosyonal na katatagang maipupunla ng guro sa kanyang propesyong napili*”.

Mahdi and Al-Dera (2013) affirmed the claims of Morillo in their study on the effect of age, sex, and experience in the utilization of Information and Communication Technology in teaching English as first language. Based on the result of the study from the interview conducted, majority of the teacher respondents

believed that age has no significance in the ICT integration in teaching language. On the other hand, one of the teacher respondents believed that age has a big impact on the ICT integration in teaching language. According to Mahdi and Al-Dera “*ang mga gurong nakababata ay higit na magiliw kaysa sa mga nakatatanda*”.

Educational Attainment

According to the result of the analysis, the F-ratio (4.75) of non-major in Filipino in terms of their educational attainment is greater than (.04) Significant F. Therefore, the educational attainment of non-major in Filipino teachers was significantly related to their level of competence in the 2013 Filipino Orthography with 21.84% coefficient of determination. This implies that the level of competence in the 2013 Filipino Orthography of non-major in Filipino teachers has something to do with their educational attainment. Moreover, this signifies that the higher degree of education acquired by the non-major in Filipino teacher, the higher level of competence they have in terms of teaching the 2013 Filipino Orthographic Rules. On the other hand, if the non-major in Filipino teachers did not pursue their degree in graduate studies, there is a possibility that their competence in teaching orthographic rules can be affected.

The result of the study disconfirmed the finding of the study of Homo (2019) and Verano 2019) which showed that highest educational attainment had no significant relationship to the scope of knowledge of teachers in Filipino orthography. However, according to Okbay, et al. (2016) educational attainment is strongly influenced by social and other environmental factors, but genetic factors are estimated to account for at least 20% of the variation across individuals.

Current Position

The result of the analysis showed that the F-ratio (5.71) of non-major in Filipino teachers in terms of their current position is greater than (.03) Significant F. Therefore, the current position of non-major in Filipino teachers was significantly related to their level of competence in the 2013 Filipino Orthography with 25.14% coefficient of determination. This implies that the level of competence on the 2013 Filipino Orthography of non-major in Filipino has something to do with their current position. Moreover, according to Peter Principle (Peter Hull, 1969), in a hierarchy using promotion solely as a reward for good performance, people tend to rise to their level of competence because good performance in one job is no guarantee of good performance in another. That is why the pay-for-performance programs or compensation plans are gaining in popularity.

The study of Bala and El-jajah (2019) disconfirmed the result of the present study; their study revealed that there was a statistical significance strong relationship between promotion and classroom teachers job satisfaction in Senior Secondary Schools in Taraba State, Nigeria. The study concluded that promotion is high and the classroom teachers' job satisfaction is low.

Years in Teaching

Based on the result of the analysis, the F-ratio (2.07) of non-major in Filipino teachers in terms of their years in teaching is greater than (.17) Significant F. Therefore, the years in teaching of non-major in Filipino teachers was significantly related to their level of competence in the 2013 Filipino Orthography with 10.85% coefficient of determination. This implies that the level of competence in the 2013 Filipino Orthography of non-major in Filipino teachers was attributed to their experience in teaching the subject. According to Irven (2019) years of classroom experience and teachers' performance are correlated. Although it is easy to judge a teacher's effectiveness by their readily observable characteristics, such as extensive experience or academic credentials, these are, at most, mediocre indicators of their impact on students' academic progress.

Moreover, the number of years in teaching is the strength of every teacher. In this aspect, the relationship between teacher awareness on the educational development can be demonstrated (Datu, 2016).

Trainings/Seminars

Based on the result of the analysis, the F-ratio (1.89) of non-major in Filipino teachers in terms of their years in teaching is greater than (.19) Significant F. Therefore, the trainings/seminars of non-major in Filipino teachers was significantly related to their level of competence in the 2013 Filipino Orthography with 9.98% coefficient of determination. This implies that the level of competence in the 2013 Filipino Orthography of teachers major in Filipino is correlated to their trainings/seminars attended on the 2013 Filipino Orthography. Moreover, this indicates that the more trainings and seminars attended by non-major in Filipino teachers, the higher level of competence in the 2013 Filipino Orthography they possess. On the other hand, the less trainings and seminars attended by teachers major in Filipino, the lower level of competence in the 2013 Filipino Orthography they possess. Ulbasa (2016) suggested that teachers should attend in-service trainings and seminars and obtain advance degrees in graduate studies to enrich and develop their teaching competence.

In addition, according to Arrieta (2021) teachers gain a perspective that aids them in developing their own competent awareness as teacher professional development (TPD) turns into a melting pot of tried-and-true techniques. The modern teacher education nature emphasizes efforts to develop professional growth as a key factor in effective teaching and learning. These are considered as the cornerstones of enhanced teaching effectiveness, which produce positive outcomes in the way of student accomplishment and academic achievement.

Reading Materials

Based on the result of the analysis, the F-ratio (1.43) of non-major in Filipino teachers in terms of reading materials is greater than (.25) Significant F. Therefore, the reading materials used by the non-major in Filipino teachers was significantly related to their level of competence in the 2013 Filipino Orthography with 7.77% coefficient of determination. This implies that the level of competence on the 2013 Filipino Orthography of non-major in Filipino teachers is significantly related to the reading materials that they have used by the in the delivery of instruction. Moreover, this indicates that the reading materials utilized by the teachers in the delivery of the lesson could have affected the level of their competence in the 2013 Filipino Orthography. Based on the result of the study conducted by Valencia, et al. (2016), they found that the teachers with weak knowledge or more restrictive materials and environments learned the least and were least able to adapt instruction to meet the needs of their students. On the other hand, teachers with stronger knowledge, access to multiple materials, and support for decision making regarding materials and instructional strategies learned the most and were most able to adapt instruction. In addition, early experiences with specific curriculum materials had effects 2 years later on these teachers' instructional practices. They suggested that curriculum materials interacted with teachers' knowledge of reading and reading instruction, and with the contexts in which they worked.

Programs Being Watched

According to the result of the analysis, the F-ratio (.10) of non-major in Filipino teachers in terms of programs being watched is less than (.75) Significant F. Therefore, the programs being watched by the non-major in Filipino teachers was not significantly related to their level of competence in the 2013 Filipino Orthography with .60% coefficient of determination. This implies that the level of competence on the 2013 Filipino Orthography of non-major in Filipino teachers has nothing to do with the programs being watched. Moreover, it signifies that whatever program being watched by the teachers cannot affect their level of competence on the 2013 Filipino Orthography.

To further enhance the level of competence of teachers, the recommendation of Al-Zoubi (2018) can be noted. According to him, to continually expose to the English language through watching English movies and program, surfing the internet, listening to radio, reading English books, magazines, newspapers, and practicing English language with native speakers on a daily basis to encourage them overcoming their

weaknesses and improving their fluency as well as proficiency in acquiring English language. Moreover, teachers and parents should raise learners' awareness towards the importance of learning English language through exposure to the language daily using different techniques that can enhance second language acquisition.

Furthermore, Kandel (2020) mentioned that among millions of individuals working in many fields, internet is a daily tool. In the modern era, it has served as the knowledge superhighway. Anybody with access to the Internet and a computer, smartphone, laptop, or other internet-capable device can utilize it. The conventional methods of learning and instruction have been altered by technology. It has profound ramifications for educational organizations and has influenced pedagogy. Millions of academics, students, and education professionals throughout the world have benefited from the development of various knowledge creation and dissemination tactics thanks to the Internet. It serves as an inexpensive global communication tool.

The study of Shoufan and Mohamed (2022) revealed the following results (1) There is an increasing concern about content quality on YouTube. (2) Despite versatile production and usage strategies, no relationships were established between such strategies and learning. (3) Most studies on the impact of YouTube on student learning reported positive results in terms of enhanced skills, competencies, interest, motivation, engagement levels, or test performance. They concluded that YouTube is a rich, free, easy-to-use, and enjoyable source of learning content. However, the challenges and risks associated with this platform suggest that it is best suitable for guided learning where teachers make or select the content and include it in a well-defined, pedagogy-driven learning context.

Moreover, another study revealed that teachers' pedagogies are built on three instructional strategies with four preferences for the use of social media. Among the social media tools, YouTube was commonly used with other social media and non-social media tools, particularly for teaching in secondary schools. Consequently, three forms of pedagogy—the direct, constructivist and participatory, were identified in the digital-native preservice teachers' instructional strategies of integrating potential social media affordances (Szeto, Cheng, & Hong, 2016).

According to Saykili and Kumtepe (2016), as social networking sites have come to play a greater part in our lives, more and more people interact with each other in these environments. Because social networking tools have managed to attract billions of users worldwide, they have also drawn the attention of educators. As the largest social networking site, Facebook has captured the interest of educators and educational institutions, regardless of its desirable or undesirable effects on education settings.

Smutny and Schreiberova (2020) found that educational chatbots on the Facebook Messenger platform vary from the basic level of sending personalized messages to recommending learning content. The study showed that chatbots which are part of the instant messaging application are still in their early stages to become artificial intelligence teaching assistants. The findings provide tips for teachers to integrate chatbots into classroom practice and advice what types of chatbots they can try out.

Table 4.2 Relationship of Profile of Non-Major in Filipino Teachers and the Level of Competence in the 2013 Filipino Orthography

Profile	F-Ratio	Significant F	Coefficient Determinants rx100%	Interpretation
Age	0.10	0.75	0.60	Not Significant
Educational Attainment	4.75	0.04	21.84	Significant
Current Position	5.71	0.03	25.14	Significant
Years in Teaching	2.07	0.17	10.85	Significant
Training/Seminar	1.89	0.19	9.98	Significant
Reading Materials	1.43	0.25	7.77	Significant
Program being watched	0.10	0.75	0.60	Not Significant

Table 4.3 presents the summary of relationship between the profile of Filipino teachers and their level of competence in the 2013 Filipino Orthography. Based on the result of the analysis, it revealed that age, educational attainment, current position, training/seminars and reading materials of Filipino teachers are significantly related to their level of competence in the 2013 Filipino Orthography. On the other hand, there is no significant relationship between the years in teaching and program being watched by the Filipino teachers to their level of competence in the 2013 Filipino Orthography. It can be noted that majority indicators on the profile of teachers are significantly related to their level of competence in the 2013 Filipino Orthography.

Table 4.3 Summary of Relationship of the Profile of Filipino Teachers and the Level of Competence in the 2013 Filipino Orthography

Profile	F-Ratio	Significant F	Coefficient Determinants rx100%	INTERPRETATION
Age	2.37	0.13	4.44	Significant
Educational Attainment	0.63	0.43	1.22	Significant
Current Position	1.42	0.24	2.71	Significant
Years in Teaching	0.48	0.49	0.93	Not Significant
Training/Seminar	0.72	0.4	0.14	Significant
Reading Materials	7.3	0.01	12.52	Significant
Program being watched	0.16	0.69	0.32	Not Significant

Relationship of Profile of Teachers in Filipino and the Level of Practices in Intensifying their Competence in the 2013 Filipino Orthography

To test the null hypothesis that there is no significant relationship between the profile of teachers in Filipino and their level of practices in intensifying their competence on the 2013 Filipino Orthography, regression analysis was employed.

Teaching

Table 5. 1 presents the relationship between the profile of teachers in Filipino and the level of practices in intensifying their Competence in the 2013 Filipino Orthography in terms of teaching. The result revealed that the age F-ratio (2.87), educational attainment (2.1), and program being watched (2.38) of the teachers in Filipino are greater than their computed F Significant. This implies that the age, educational attainment, and program being watched of the teachers in Filipino are significantly related to their level of teaching practices in intensifying their Competence in the 2013 Filipino Orthography. On the other hand, the F ratio of current position (.27), years in teaching (.00), Training/seminar (.14), and reading materials (.22) are less than the computed F-significant. This signifies that there is no significant relationship between the current position, years in teaching, trainings/seminars and reading materials of teachers in Filipino and their level of teaching practices in intensifying their Competence in the 2013 Filipino Orthography. Furthermore, based on the result of the study it can be noted that a majority of the teachers in Filipino watched online and other social media programs. Javier (2021) conducted a study on the practices of Filipino public high school teachers on Digital Teaching and Learning Technologies during the COVID-19 pandemic. It revealed that the practices of the teachers in the use of digital teaching and learning tools are evident. They were eager to practice and acknowledge the benefits of using the digital tools and radiating best practices in the workplace. Despite some technical issues, having internet at home entailed the teacher's role in enhancing teaching and learning while maximizing the potential of varied tools.

According to Tibus, Ledesma, and Añaves (2018) to help pupils become fluent in another language, teachers employ a variety of methods of instruction and learning. A good teacher can foster learning by using a variety of teaching and learning strategies, techniques, and expertise. In order to guarantee effective and

high-quality language instruction and learning, educators are anticipated to possess a skill of teaching and the proper application of various pedagogical techniques. These educational strategies should give different students access to understanding activities and opportunities to develop their abilities in manners that develop on existing knowledge, encourage the concept of "learning how to learn," and provide a solid framework for additional language study.

Significantly, Francisco and Celon (2020) explained that to assist learners to learn more independently and strategically, teachers should employ a variety of instructional tactics. When students carefully select the appropriate ones and employ them to finish their tasks, these become efficient methods of learning. Instructional techniques can encourage kids' ability to focus and combine data to improve retention and comprehension. Even while studies show that instructors are important, it is less clear which qualities of teachers are most effective in improving student accomplishment. The unique methods and techniques employed by teachers in their daily work may have an impact on the academic performance of theirs. The relationships between teaching activities and academic outcomes can be quantified using indices created to characterize how teachers approach challenging teaching tasks

Table 5.1 Relationship of Profile of Filipino Teachers and the Level of Practices in Intensifying their Competence in the 2013 Filipino Orthography in terms of Teaching

Profile	F-Ratio	Significant F	Coefficient Determinants rx100%	Interpretation
Age	2.87	0.1	5.33	Significant
Educational Attainment	2.1	0.15	3.95	Significant
Current Position	0.27	0.61	0.52	Not Significant
Years in Teaching	0.00	0.96	6.30	Not Significant
Training/Seminar	0.14	0.71	0.27	Not Significant
Reading Materials	0.22	0.64	0.44	Not Significant
Program being watched	2.38	0.13	4.46	Significant

Technical Assistance

Table 5.2 presents the relationship between the profile of teachers in Filipino and the level of practices in terms of technical assistance in intensifying their Competence in the 2013 Filipino Orthography. The result revealed that reading materials (6.69) and program being watched (3.02) of the teachers in Filipino placed the highest F-ratio which is greater than the computed level of significance. This implies that reading materials and program being watched of teachers in Filipino are significantly related to their level of practices in terms of technical assistance in intensifying their Competence in the 2013 Filipino Orthography. On the other hand, age (.22), educational attainment (.09), current position (.01), years in teaching (.03), and trainings/seminars (.00) of teachers in Filipino acquired low F-ratio which is less than the computed level of significance. It implies that there is no significant relationship between the age, educational attainment, current position, years in teaching, and trainings/seminars of teachers in Filipino and their level of practices in terms of technical assistance in intensifying their competence in the 2013 Filipino Orthography. This further implies that the level of practices in terms of technical assistance in intensifying the competence in the 2013 Filipino Orthography of teachers in Filipino can be affected by the reading materials that they have read or utilized in the delivery of instruction and the program they have watched from different flatforms e.g television, internet, Facebook and social media. Furthermore, based on the result of the study, a majority of the respondents relied on reading materials and online sources to improve their competence in the 2013 Filipino Orthography.

On the other hand, it can be noted that supervisors, school heads, master teachers, and co-teachers have a significant role in providing technical assistance specially to beginning and non-major teachers. Based on

Oblea (2019) to ensure the execution of programs effectively and ultimately the accomplishment of greater or better educational results, technical help is regarded important. To be able to deliver the necessary response of the teachers from their present field, technical assistance is a must to further provide what is really important for the knowledge acquisition of the learners. Asking for back-ups or additional support from the school key persons with proper expertise with the subject is an essential attribute that would provide proper information to be discussed during the teaching process.

Postholm (2018) explained that professional growth frequently occurs in structured environments like official mentoring initiatives, educational research teams, and professional development programs. Teachers can also gain knowledge from unstructured interactions such as peer teaching, group planning sessions, and mentoring by peers. By assisting teachers in identifying their professional development requirements, promoting experimentation, locating and providing resources that improve teachers' learning, and facilitating the delivery of new learning, school leadership can foster an atmosphere of learning in their institutions.

Table 5.2 Relationship of Profile of Filipino Teachers and the Level of Practices in Intensifying their Competence in the 2013 Filipino Orthography in Terms of Technical Assistance

Profile	F-Ratio	Significant F	Coefficient Determinants rx100%	INTERPRETATION
Age	0.22	0.64	0.43	Not Significant
Educational Attainment	0.09	0.76	0.18	Not Significant
Current Position	0.01	0.92	0.02	Not Significant
Years in Teaching	0.03	0.85	0.07	Not Significant
Training/Seminar	0.00	0.96	4.6	Not Significant
Reading Materials	6.69	0.01	11.60	Significant
Program being watched	3.02	0.01	5.59	Significant

Personal and Professional Development

Table 5.3 presents the relationship between the profile of teachers in Filipino and the level of practices in terms of personal and professional development in intensifying their Competence in the 2013 Filipino Orthography. The result showed that the F-ratio of age (.88), educational attainment (1.89), current position (1.47), reading materials (2.56), and program being watched (.55) of teachers in Filipino are greater than the level of significance. This implied that age, educational attainment, current position, reading materials, and program being watched of teachers in Filipino are significantly related to their level of practices in terms of personal and professional development in intensifying their Competence in the 2013 Filipino Orthography. On the other hand, it revealed that there is no significant relationship between the years in teaching (.34), and trainings/seminars (.02) of teachers in Filipino and their level of practices in terms of technical assistance in intensifying their competence in the 2013 Filipino Orthography. This implies that the teachers in Filipino have improved their level of practices in terms of technical assistance in intensifying their competence in the 2013 Filipino Orthography by taking up degree in graduate studies in line with their specialization and utilized available reading materials and online sources. On the other hand, the result revealed that trainings and seminars did not affect in improving personal and professional development of teachers major in Filipino. Ulbasa (2016) suggested that teachers should attend in-service trainings and seminars and obtain advance degrees in graduate studies to enrich and develop their teaching competence.

According to Verano (2019), it is evident that in attending seminars and trainings, teachers can acquire additional new knowledge and skills. This statement was supported by Varcarcel (2015) by stating that *“ang mga worksyap at seminar ay mahalaga at kailangang ibigay mismo ng mga paaralang kanilang pinagtuturuan at ng mga propesyonal na mga organisasyon. Ang mga balakid sa kanilang pagdalo, una ay ang geographical dispersion, pangalawa ay ang mahal na pamasaha, at pangatlo ay ang kakulangan sa*

pondo na masyadong pumipigil sa oportunidad ng guro upang umunlad sa larangan ng propesyong pampagtuturo.”

Table 5.3 Relationship of Profile of Filipino Teachers and the Level of Practices in Intensifying their Competence in the 2013 Filipino Orthography in terms of Personal and Professional Development

Profile	F-Ratio	Significant F	Coefficient Determinants rx100%	Interpretation
Age	0.88	0.35	1.69	Significant
Educational Attainment	1.89	0.18	3.57	Significant
Current Position	1.47	0.23	2.81	Significant
Years in Teaching	0.34	0.56	0.67	Not Significant
Training/Seminar	0.02	0.9	0.03	Not Significant
Reading Materials	2.56	0.12	4.77	Significant
Program being watched	0.55	0.46	1.08	Significant

Table 5.4 presents the summary of the result on the relationship between the profile of teachers in Filipino and the level of practices in intensifying their Competence in the 2013 Filipino Orthography. The result showed that the programs being watched of the respondents are significantly related to the level of teaching practices of teachers in Filipino while there is no significant relationship between the years in teaching and trainings/seminars among teachers in Filipino and their level of practices in terms of technical assistance and personal and professional development. Moreover, age and educational attainment of teachers in Filipino have significant relationship on their level of teaching practices and personal and professional development. However, age and educational attainment of teachers in Filipino and their level of practices in terms of technical assistance are not significantly related. The current position and the practices in personal and professional development of teachers in Filipino are significantly related, while teaching and technical assistance practices and current position of teachers in Filipino have no correlation. Reading materials and program being watched by teachers in Filipino are correlated with their level of practices in terms of technical assistance and personal and professional development. Moreover, the reading materials utilized by the teachers in Filipino in the delivery of instruction are not significantly related to their level of teaching practices.

Table 5.4 Summary of the Relationship between the Profile of Filipino Teachers and their Level of Practices in Intensifying their Competence in the 2013 Filipino Orthography

Profile		Teaching	Technical Assistance	Personal and Professional Development
Age	F-Ratio	2.87	0.22	0.88
	Significant	0.1	0.64	0.35
	Coefficient Determinants rx100%	5.33	0.43	1.69
	Interpretation	S	NS	S
Educational Attainment	F-Ratio	2.1	0.09	1.89
	Significant	0.15	0.76	0.18
	Coefficient Determinants rx100%	3.95	0.18	3.57
	Interpretation	S	NS	S

Current Position	F-Ratio	0.27	0.01	1.47184
	Significant	0.61	0.92	0.23064
	Coefficient Determinants rx100%	0.52	0.02	2.81
	Interpretation	NS	NS	S
Years in Teaching	F-Ratio	0.00	0.04	0.34
	Significant	0.96	0.85	0.56
	Coefficient Determinants rx100%	6.3	0.07	0.67
	Interpretation	NS	NS	NS
Training/Seminar	F-Ratio	0.14	0.00	0.02
	Significant	0.71	0.96	0.9
	Coefficient Determinants rx100%	0.27	4.6	0.03
	Interpretation	NS	NS	NS
Reading Materials	F-Ratio	0.22	6.69	2.56
	Significant	0.64	0.01	0.12
	Coefficient Determinants rx100%	0.44	11.60	4.77
	Interpretation	NS	S	S
Program being watched	F-Ratio	2.38	3.02	0.55
	Significant	0.13	0.09	0.46
	Coefficient Determinants rx100%	4.46	5.59	1.08
	Interpretation	S	S	S

Lesson Exemplars

Lesson exemplars serve as concrete models of effective teaching strategies, tailored to address the diverse learning needs of students and the pedagogical challenges faced by educators. By providing tangible examples of best practices, lesson exemplars empower teachers to implement innovative pedagogical approaches with confidence and efficacy. Moreover, they serve as invaluable resources for professional development, enabling educators to reflect on their teaching practices and refine their instructional techniques.

Examining the result of the test on individual items in the 2013 Filipino Orthography to the teachers in Filipino, it provides insights into specific areas of strength and weakness within the topic. The performance across various items varies, contributing to the overall mean scores. It is important to highlight the major differences in performance and identify areas that require attention for both major and non-major Filipino teachers.

To address the identified differences and enhanced overall competence in *the* 2013 Filipino Orthography, the findings suggest the potential value of supplementary materials such as lesson exemplars. These materials

could serve as effective tools to deliver the lesson content, especially in addressing the challenges observed in Item 20, where both major and non-major Filipino teachers struggled. Lesson exemplars could provide practical examples, exercises, and context-specific guidance to reinforce understanding and implementation of the 2013 Filipino Orthography.

Drawing from Fauth et al.'s (2019) insights on teacher competency, the overall self-efficacy of instructors plays a crucial role in students' conceptual comprehension and engagement. While the mean scores indicate average competence, targeted interventions can enhance both major and non-major Filipino teachers' self-efficacy in dealing with *the* 2013 Filipino Orthography.

The analysis of mean scores of the 2013 Filipino Orthography among major and non-major in Filipino teachers provides a nuanced understanding of their competence in this linguistic aspect. The major differences in performance on specific items, shed light on areas of strength and challenges for both groups. The identified differences underscore the significance of specialized knowledge of the major in Filipino teachers' superior performance. Utilizing supplementary materials, particularly, lesson exemplars can be instrumental in addressing shared challenges and improving overall competence. By focusing on targeted interventions and fostering a positive learning environment, teacher competency in *the* 2013 Filipino Orthography can be enhanced, contributing to more effective Filipino language instruction in the classrooms.

SUMMARY, CONCLUSIONS AND IMPLICATIONS, AND RECOMMENDATIONS

Summary

Based on the result from the gathered data on the profile of the respondents, it has been noted that the age of the respondents was mostly in the mid-thirties. This signifies that a majority of the Filipino teachers were composed of competent young adults and adults who can provide quality instruction particularly in Filipino subjects. It also revealed that educational attainment of the Filipino teachers was characterized by their expertise in teaching Filipino. Those who acquire a master's degree means that they are well aware of the continuous professional development program which is designed to further increase the ability and knowledge of the teachers. The teachers' way of acquiring additional education for self-improvement indicates their goals to develop their skills and competency in the chosen field. It further revealed that a majority of teachers in Filipino were graduates of BSEd-Filipino. This implies that the top-priorities of the schools to teach Filipino subjects are those inclined in their course and major to deliver quality education to the learners. Moreover, in terms of the current position of the respondents, teachers in Filipino were not able to have promotion for the past years. The promotion for the position means additional responsibilities given, but in this manner most of the educators remained at their Teacher I position which may be due to lack of available items for the promotion purposes. It can be noted that teachers' promotion is also dependent on their educational achievement. In terms of teaching experience of the respondents, majority of the teachers in Filipino were under intermediate level in terms of teaching experience. Work in this level requires less supervision and gives exposure to a wider variety of tasks that are more complex. They can also expect one's work interactions to expand to more colleagues. Their performance is also more visible to senior members of the organization, which can lead to other opportunities for advancement. Therefore, they become competent in teaching the subject and can provide quality instruction to the learners. Based on the findings of the study, Filipino teachers did not have enough seminars/trainings in their field which may have affected the quality of teaching Filipino Orthography. In terms of reading materials used by Filipino teachers, it was found out that the highest response was on materials from the internet and least were those based on MELCS. This means that the Filipino teachers were adapting technology innovations to deliver the necessary lessons on learners. Finally, in terms of program being watched by Filipino teachers, results show that most of them watched news and only few of them watched noontime show. This implies that the teachers are greatly aware of the latest news daily and this may have impact on their way of delivering lessons in Filipino.

Furthermore, the results on the level of competence of teachers in the 2013 Filipino Orthography show that the teachers in Filipino had an average level of competence in the 2013 Filipino Orthography. This implies

that they need supplementary material such as lesson exemplars to enrich their competence on the topics in the 2013 Filipino Orthography. In terms of their level of practices in intensifying their Competence on 2013 Filipino Orthography, the result showed that teachers in Filipino had much practiced in terms of their practices in teaching and technical assistance. Moreover, they attained “practiced” level in terms of personal and professional development.

Based on the result of the analysis, it revealed that age, educational attainment, current position, training/seminars and reading materials of Filipino teachers are significantly related to their level of competence in the 2013 Filipino Orthography. On the other hand, there is no significant relationship between the years in teaching and program being watched by the Filipino teachers to their level of competence in the 2013 Filipino Orthography. It can be noted that majority of the indicators on the profile of teachers have significantly related to their level of competence in the 2013 Filipino Orthography.

Moreover, based on the result of the study, the age is significantly related to the level of teaching practices of the teachers in Filipino and not significant in terms of technical assistance and personal and professional development. Educational attainment of teachers in Filipino has significant relationship on their level of teaching practices and personal and professional development. However, educational attainment of teachers in Filipino and their level of practices in terms of technical assistance are not significantly related. The current position and the practices in personal and professional development of teachers in Filipino are significantly related, while in terms of teaching and technical assistance practices and current position of teachers in Filipino has no correlation. The years in teaching and trainings/seminars are not significantly related to the level of practices among teachers in Filipino. Reading materials and programs being watched by teachers in Filipino are correlated with their level of practices in terms of technical assistance. Moreover, the reading materials and programs being watched by the teachers in Filipino are not significantly related to their level of practices in terms of teaching and personal and professional development.

Conclusions and Implications

Based on the findings of the study, the following conclusion were drawn:

1. The respondents are composed of Filipino teachers with different age groups; the major and non-major Filipino teachers have acquire professional development through continuous study; minority of them have the chance to be promoted to higher position for the past years; they have spent years of experience in teaching Filipino subject; they have various trainings and seminars in connection with the subject being taught; the teachers are technology savvy wherein they also utilize materials that can be found on the internet; they were updated in the latest news watched in their television; they are involved in latest technological advancement like in YouTube and Reels; they are aware of the latest trend in social media like on Facebook.
2. The major and non-major Filipino teachers have an average level of competence in the 2013 Filipino Orthography.
3. The Filipino teachers tend to practice the necessary practices in teaching, technical assistance, and personal and professional development.
4. It can be noted that a majority of the indicators on the profile of teachers have significantly related to their level of competence in the 2013 Filipino Orthography.
5. A majority of the indicators on the profile of teachers have a significant relationship to their level of practices in intensifying their competence on the 2013 Filipino Orthography.
6. Teachers in Filipino have an average level of competence in the 2013 Filipino Orthography; therefore, they need a supplementary material such as lesson exemplar as guide in the delivery of their lesson.

Theory Evolved

The researcher believed that students' ability to learn in a specific subject matter depends on the teachers' expertise in planning the lesson and its implementation in the teaching and learning process. Based on the result of the study, the level competence of teachers in Filipino was average. Thus, lesson exemplars will be a great help in the preparation of the lesson in teaching Filipino Orthographic rules. Therefore, the researcher come up to a theory called *Banghay-Bata* Theory (BBT). The theory came from the word "*Banghay-aralin*" which means a lesson plan and "*Bata*" which means the learner. Furthermore, the theory desires to provide deeper understanding on the teachers' orthographic abilities in Filipino subject through lesson planning focused on the achievement of learning competencies of learners using 4As strategy anchored on the enhanced MATATAG Curriculum.

The *Banghay-Bata* Theory (BBT) represents a groundbreaking framework designed to revolutionize pedagogical practices, rooted in empirical insights derived from teachers in Filipino specially to the non-major in Filipino teachers handling Filipino subjects in the Division of Northern Samar. This theory aims to redefine pedagogical methodologies, nurturing transformative learning experiences within the educational landscape. The BBT focuses on crafting lesson exemplars tailored to meet the evolving needs of teachers.

The BBT advocates for a paradigm shift in educational practices towards innovative, student-centric pedagogies. It recognizes the critical importance of empowering educators with the requisite knowledge, skills, and tools essential for orchestrating dynamic and engaging learning environments. However, the unique emphasis of the BBT lies in the creation and utilization of lesson exemplars as a primary catalyst for pedagogical transformation.

Lesson exemplars serve as concrete models of effective teaching strategies, tailored to address the diverse learning needs of students and the pedagogical challenges faced by educators. By providing tangible examples of best practices, lesson exemplars empower teachers to implement innovative pedagogical approaches with confidence and efficacy. Moreover, they serve as invaluable resources for professional development, enabling educators to reflect on their teaching practices and refine their instructional techniques.

The importance of lesson exemplars within the framework of the BBT cannot be overstated. They serve as practical tools for bridging the gap between theory and practice, offering concrete guidance and inspiration to educators seeking to enhance their teaching methodologies. By showcasing successful teaching strategies in action, lesson exemplars inspire creativity and innovation among teachers, encouraging them to adapt and customize instructional techniques to suit their unique classroom contexts.

Furthermore, lesson exemplars play a pivotal role in fostering collaboration and knowledge sharing within educational communities. By sharing exemplars of exemplary teaching practices, educators can engage in meaningful dialogue, exchange ideas, and collaborate on the development of innovative pedagogical approaches. This collaborative ethos promotes a culture of continuous learning and professional growth, enriching the educational experiences of both teachers and students alike.

The effectiveness of lesson exemplars lies in their ability to address the specific needs and challenges faced by educators. Unlike generic pedagogical frameworks, lesson exemplars are tailored to the realities of the classroom, taking into account factors such as student demographics, learning styles, and curriculum requirements. As such, they provide practical, contextually relevant guidance that resonates with teachers at all stages of their professional development.

Moreover, lesson exemplars serve as dynamic resources that evolve in response to emerging trends and pedagogical innovations. Through ongoing feedback and refinement, educators can continuously update and enhance their exemplars, ensuring their relevance and effectiveness in an ever-changing educational landscape.

Recommendations

Based on the results of the study, the researcher recommends the following:

1. The Department of Education must include teaching Orthographic rules in Filipino as specific learning competency.
2. The school administration must continually guide the major and non-major Filipino teachers in expanding their knowledge in 2013 Filipino Orthography through implementing and funding relevant training and seminar in district, regional, and national level.
3. The school administration must strengthen the level of competence of the Filipino teachers from the overall contents of Filipino Orthography through conducting a yearly training and seminar which tackles all the significant improvements, new inputs, and reviewing of the orthography.
4. The Filipino major teachers must guide the non-major Filipino teachers in various aspects in teaching Filipino subject to enable the non-major to improve their understanding of the subject.
5. The Filipino master teachers must provide thorough developmental practices on the latest trend in teaching Filipino subject to learners.
6. The school administration must provide necessary materials offline to further support the teachers' knowledge in Filipino Orthography.
7. The Filipino department head and master teachers in Filipino must thoroughly guide the non-major and other major in Filipino teachers in terms of creating a program wherein it provides monthly workshop for the personal and professional development purposes.
8. Teachers in Filipino, particularly the non-major in Filipino teachers, can utilize the supplementary material made by the researcher called "*Banghay-Bata*".
9. The future researchers to conduct an in-depth study on the provisions of the 2013 Filipino Orthography by through the use of different locale, scope, and variables.

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