

Interest and Motivation in Learning the Filipino Subject: A Lesson Exemplar

Jerome V. Villamor

Graduate School of Education, University of the Visayas – Main Campus, Cebu City, Philippines

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ABSTRACT

This study examined the level of interest and motivation in learning the Filipino subject and their differences according to selected student variables during the Academic Year 2025–2026. It employed a descriptive-comparative quantitative research design to describe students' levels of interest and motivation and determine significant differences based on sex and preferred language. The participants consisted of 176 Grade 8 students, with a higher number of females (96) than males (80). Results revealed that students demonstrated a positive level of interest in learning Filipino, with an overall mean of 3.19, particularly in understanding the connection of lessons to their daily lives (mean = 3.35). However, their active use of the Filipino language in communication was less consistent (mean = 3.05). In terms of motivation, students exhibited a moderately high level (mean = 3.10), with teacher-provided pre-discussion challenges contributing the most to their motivation (mean = 3.21), while the classroom environment received the lowest rating (mean = 2.99). The analysis further showed no significant differences in the levels of interest ($t = -1.96$, $p = 0.051$) and motivation ($t = -0.371$, $p = 0.711$) between male and female students based on their preferred language. However, a significant difference was found in students' level of interest according to their preferred language ($p < 0.001$), indicating that language preference influences students' interest in learning Filipino. In contrast, no significant difference was observed in the extent of motivation according to preferred language ($p = 0.377$), suggesting that students' motivation remains similar regardless of the language they prefer. Overall, the findings indicate that language preference influences students' interest, while teaching strategies and the learning environment play a more important role in sustaining both interest and motivation. Therefore, the study recommends the use of real-life-based activities, interactive learning experiences, and communicative classroom practices to further enhance students' engagement and proficiency in the Filipino language.

Keywords: Level of interest, extent of motivation, Filipino language, descriptive-comparative

INTRODUCTION

The Filipino subject is considered the foundation of national identity and a vital component of the curriculum at all educational levels. Beyond being merely a subject, it serves as a medium for deepening knowledge of the Filipino language, history, and culture. Studying Filipino shapes students' abilities to communicate, express their sentiments, and, above all, understand their roles as citizens in a democratic society. However, maintaining a high level of student interest in this subject remains a challenge for teachers and educational institutions. According to Nivalbos (2019), language and literature play a significant role in shaping citizens' identities, as they are the roots of our true selves and the means by which we grasp the essence of our Filipino identity. Filipino, both as a language and a subject, is not merely a tool for communication but a crucial element in shaping national consciousness. Nevertheless, many patriotic teachers have stood firm in championing the Filipino language as a vehicle for liberating consciousness and the educational system (Gesta et al., 2024). To this day, the struggle for the language remains vital, as it is also a fight for intellectual freedom and national identity. Furthermore, according to Pagcanlungan (2021), literary works such as plays, performances, and stories written or spoken in Filipino are better appreciated due to the students' deeper understanding of them. However, controversy arose when the Supreme Court implemented a decision to remove Filipino and Literature as core college subjects, a move criticized by groups advocating for the Filipino language as unconstitutional (Ong, 2020).

Nowadays, a decline in many students' proficiency in using the Filipino language is evident. Research by Pablo et al. (2018) indicates that students struggle with essay writing in Filipino, particularly regarding the proper use

of words, idioms, and vocabulary. Additionally, many find it difficult to construct sentences according to correct linguistic rules. Saldagan (2021) noted that a lack of exposure to Filipino is a primary cause of this issue. Calma (2021), the Filipino Curriculum Chair at The Learning Library, emphasizes that sufficient exposure to a language is a crucial factor in learning. In fact, it is recommended that children be exposed to Filipino for at least 30% of their waking hours to facilitate more effective learning. Such exposure must be of high quality, involving enriching activities, meaningful conversations, and engaging learning materials.

Furthermore, the globalization of English in Asia presents additional challenges. According to Ayon (2019), Gesta et al. (2024), and Bagayas et al. (2024), the rise of English as a dominant language has resulted in disparities regarding students' proficiency and motivation, highlighting the need to implement bilingual education policies. In the Philippines, the sidelining of Tagalog and other local languages has reinforced the use of English as the medium of instruction, leading to variations in student participation and learning outcomes. Data from Pulse Asia (2022) indicate that only 38% of students in Grades 1 to 3 prefer using the local language as the medium of instruction, while 62% prefer English. This demonstrates that English is promoted as the primary language of learning from an early age, posing a challenge to sustaining interest in and appreciation for the Filipino subject.

At a societal level, this study is significant as it focuses on strengthening learning in the Filipino subject, viewed both as a fundamental skill and a vital component of national culture. By understanding students' levels of interest and motivation regarding the Filipino subject, schools can develop more effective teaching strategies and learning activities that address the students' specific needs. Overall, this research aims to provide a deeper understanding of the importance of students' interest and motivation regarding the Filipino subject. The study's findings are expected to contribute to strengthening the curriculum, creating more meaningful learning experiences, and developing learning activities that enhance students' interest and motivation in the Filipino subject.

This section discusses related studies and literature concerning the level of interest and the extent of motivation among students regarding the Filipino subject. It addresses two main themes: (1) the level of students' interest in studying the Filipino subject, and (2) the extent of students' motivation in studying the Filipino subject.

The level of students' interest in the Filipino subject is an important factor in their motivation, learning, and development of national identity. Interest serves as a pathway for students to actively participate in class, deepen their understanding of the language, and demonstrate greater appreciation for Filipino culture. According to Gardner, motivation in language learning may be either integrative or instrumental (Anczewski, 1987). Integrative motivation refers to the desire to become part of the culture associated with the language, while instrumental motivation is based on practical goals. Furthermore, Deci and Ryan (2000), through their Self-Determination Theory, emphasized that intrinsic motivation, such as interest and enjoyment in learning, contributes more significantly to deep learning than extrinsic motivation, which is based solely on rewards or punishment. In the teaching of Filipino, students who are genuinely interested tend to be more active and demonstrate higher levels of learning; therefore, it is important for teachers to design activities that strengthen students' intrinsic motivation.

Vygotsky's Sociocultural Theory emphasizes that students' interest is developed through interaction with teachers and peers, wherein language and learning are rooted in social processes (McLeod, 2025). In connection with this, Krashen's Affective Filter Hypothesis explains that emotional factors such as interest, motivation, and self-confidence have a significant influence on language learning. When students' interest is high, their affective filter is lowered, resulting in more effective learning (Lichtman & VanPatten, 2021). From a local perspective, San Juan (2021) stated that Filipino serves as an important medium of national identity; thus, interest in the subject is closely associated with a deeper understanding of Filipino culture and identity. Barroga (2025) also found that the use of technology and multimedia enhances students' interest and comprehension. Meanwhile, Datu (2017) demonstrated that positive attitudes toward Filipino have a direct impact on students' academic performance. Similarly, Dohinog et al. (2025) revealed that the use of contextualized materials grounded in local culture strengthens students' interest, while Roque et al. (2025) found that interactive methodologies such as role-playing and debates increase active classroom participation. Overall, these studies indicate that interest in the Filipino subject is shaped by interaction, emotional factors, technology, local culture, and interactive teaching strategies.

Wong and Villanueva (2025) further showed that family and community support for the use of Filipino greatly influences students' interest. When students observe that the language is valued within their environment, their

appreciation for the subject likewise increases. Research suggests that interest in Filipino is influenced by a combination of personal motivation, teaching methodologies, and social context. Teachers therefore play a crucial role in utilizing innovative strategies, contextualized materials, and interactive activities to sustain and enhance students' interest in the subject.

Furthermore, studies have shown that motivation, whether intrinsic or extrinsic, has a significant influence on students' learning, participation, and performance in the Filipino subject (Dipolog & Limpot, 2022; Acebes et al., 2024; Deci & Ryan, 2000; Madaliday, 2025; Ridan et al., 2025). Paano and Fuentes (2024) found that teacher support, the quality of instructional materials, and positive attitudes toward the subject have a direct effect on students' academic performance. Meanwhile, Roluna (2024) demonstrated that the motivation of students from indigenous communities is rooted in their desire to participate more actively and engage more effectively within society.

Overall, the literature indicates that interest and motivation in learning the Filipino subject are influenced by the support of teachers, families, communities, and teaching strategies. These factors play a crucial role in enhancing learning, preserving national identity, and deepening students' appreciation of their own language and culture.

THEORETICAL FRAMEWORK

This study is anchored on three theories: the Expectancy-Value Theory of Eccles and Wigfield (2002), the Self-Determination Theory of Deci and Ryan (1985), and Maslow's Hierarchy of Needs (1943). These theories provide a strong theoretical foundation for examining the level of interest and extent of motivation of students in learning the Filipino subject.

Expectancy-Value Theory. The Expectancy-Value Theory was developed by Jacquelynne Eccles and Allan Wigfield (2002). This theory explains that a student's performance is influenced by two primary factors: their expectation of success (expectancy) and the value they place on a particular task or subject (value) (Spott, 2022). The theory suggests that learning is not solely dependent on a student's abilities but also on the importance and relevance they associate with the subject they are studying. In the context of this study, the theory implies that students are more likely to develop interest and motivation in the Filipino subject when they believe they can succeed in it and when they recognize its value in their personal, academic, and social lives. As a result, students who perceive Filipino as useful and meaningful are more likely to participate actively, demonstrate greater engagement, and achieve better learning outcomes.

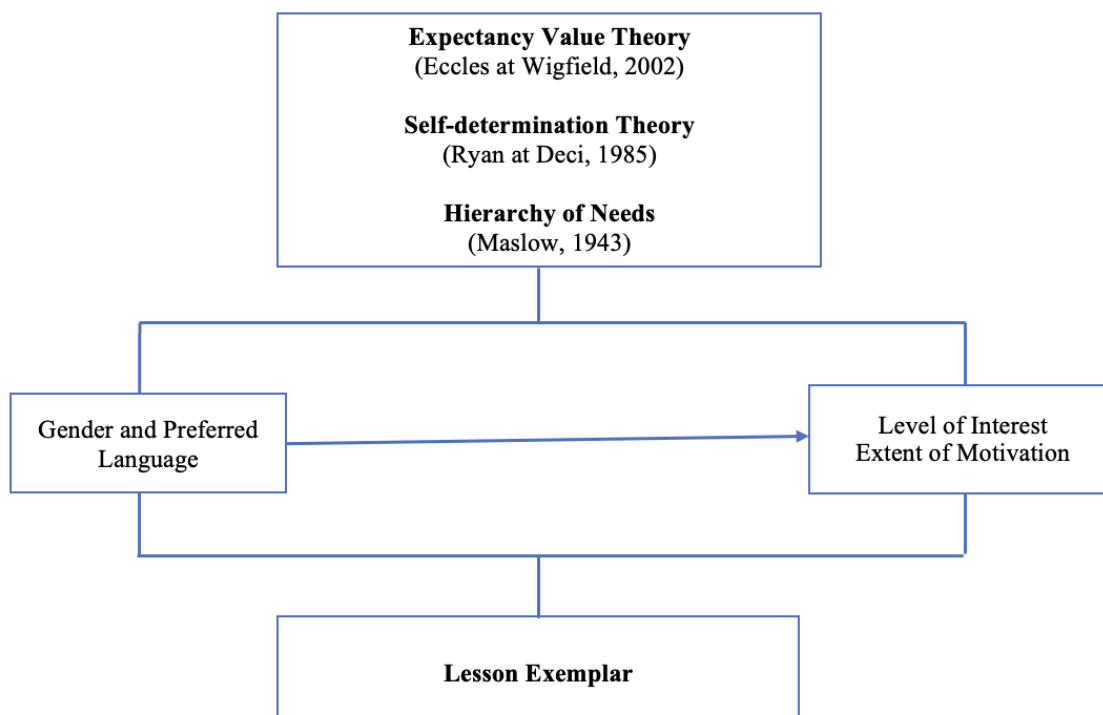


Fig. 1. Schematic Diagram of the Theoretical and Conceptual Framework

In the context of this research, the theory can be used to explain how students' interest affects their motivation in learning Filipino. When students recognize the importance of the Filipino subject in their daily lives, culture, and identity as Filipinos, and when they believe that they can succeed in the subject, their level of interest and motivation to learn increases. This theory is important because it provides a framework for understanding students' level of interest and extent of motivation. It also demonstrates how students' perceptions and values influence their participation and performance in the subject. Consequently, it is essential for teachers to design learning activities that highlight the relevance of Filipino and enhance students' confidence in their abilities.

Self-Determination Theory. The Self-Determination Theory was developed by Edward Deci and Richard Ryan (1985). This theory explains that human motivation is rooted in three fundamental psychological needs: autonomy (freedom in learning), competence (capability), and relatedness (connection with others) (Ryan & Deci, 2000). When these needs are satisfied, learning becomes more meaningful and sustainable over time.

In this study, the theory will be used to explain the extent of students' motivation in learning the Filipino subject. Students who experience success in using the language, are given opportunities to participate in their own learning, and are able to connect with their culture and peers tend to develop higher levels of motivation. This theory is important because it provides a deeper understanding of the factors that influence students' motivation. It also emphasizes that motivation is not solely based on rewards or punishments but on an intrinsic desire to learn and grow. Therefore, teachers should employ learning strategies and activities that strengthen students' competence, provide autonomy, and foster meaningful relationships in order to sustain their motivation in learning Filipino.

Hierarchy of Needs Theory. The Hierarchy of Needs Theory was introduced by Abraham Maslow in 1943. This theory explains that human behavior is driven by the fulfillment of different levels of needs, beginning with physiological needs, followed by safety, love and belongingness, self-esteem, and ultimately self-actualization, which refers to the full development of one's abilities and potential (Rojas et al., 2023).

This theory is significant to the present study because it provides a basis for understanding how students' interest and motivation in learning the Filipino subject are developed. It is assumed that students who experience a positive learning environment, receive support from their teachers, and maintain healthy classroom relationships are more likely to develop higher levels of interest and motivation in learning. On the other hand, if their basic emotional and social needs are not met, their classroom participation and academic performance may be negatively affected.

In the context of this study, the theory suggests that interest and motivation in the Filipino subject are influenced not only by the content of the lessons but also by the quality of students' experiences within the classroom. Therefore, it is important for teachers to create a supportive, inclusive, and stimulating learning environment that encourages students to participate actively and develop their appreciation and proficiency in the Filipino language.

Overall, the Expectancy-Value Theory, Self-Determination Theory, and Hierarchy of Needs Theory serve as the theoretical foundations of this study in examining the level of interest and extent of motivation of students in learning the Filipino subject. Through these theories, a deeper understanding can be gained of how interest and motivation influence students' participation, learning, and academic performance in the subject.

STATEMENT OF THE PROBLEM

This study aims to determine the **level of interest** and the **extent of motivation** of students in learning the Filipino subject at **Don Andres Soriano National High School** for the **Academic Year 2025–2026**.

Specifically, the study seeks to answer the following questions:

1. What is the demographic profile of the students in terms of:

1.1 Sex; and

1.2 Preferred language?

2. What is the level of students' interest in learning the Filipino subject?

3. What is the extent of students' motivation in learning the Filipino subject?

4. Is there a significant difference in the level of interest in learning the Filipino subject between male and female students?

5. Is there a significant difference in the extent of motivation in learning the Filipino subject between students based on their preferred language?

6. Based on the results of the study, what lesson exemplar for motivational activities may be developed for instructional purposes?

Null Hypothesis

At the 0.05 level of significance, the following hypotheses will be tested:

H₀₁: There is no significant difference in the level of interest in learning the Filipino subject between male and female students.

H₀₂: There is no significant difference in the extent of motivation in learning the Filipino subject between male and female students.

H₀₃: There is no significant difference in the level of interest in learning the Filipino subject according to the students' preferred language.

H₀₄: There is no significant difference in the extent of motivation in learning the Filipino subject according to the students' preferred language.

METHODOLOGY

Design

This study employed a Descriptive-Comparative Quantitative Research Design to describe and compare the level of interest and extent of motivation of students in learning the Filipino subject at Don Andres Soriano National High School during the Academic Year 2025–2026. The descriptive component of the design was utilized to determine and describe the students' level of interest and extent of motivation, while the comparative component was used to determine whether significant differences existed in these variables based on the students' sex and preferred language.

The Descriptive-Comparative Quantitative Research Design was deemed appropriate for the study because it provides a systematic approach to collecting, measuring, and analyzing data through statistical methods. Through this design, the researchers were able to determine the students' level of interest and extent of motivation and examine whether differences existed in their responses according to their demographic characteristics. The use of this research design contributed to the generation of objective and reliable data, which served as the basis for the development of a lesson exemplar for motivational activities in the Filipino subject.

Participants

The participants of the study were 176 Grade 8 students enrolled at Don Andres Soriano National High School in Toledo City, Cebu, Philippines, during the School Year 2025–2026. The entire population of 176 students was considered as the participants of the study, representing the different sections with varying student allocations. No sampling technique was employed because the researchers used complete enumeration (total population sampling). In this approach, all members of the target population were included in the study, provided that they met the qualifications and criteria established by the researchers. The use of complete enumeration ensured that

all eligible Grade 8 students were represented, thereby increasing the comprehensiveness and reliability of the data gathered for the study.

Table 1 Distribution of Participants

Section	No. of Respondents	Percentage
Baitang 8 - Carnation	35	19.89%
Baitang 8 - Sampaguita	34	19.32%
Baitang 8 - Adelfa	36	20.45%
Baitang 8 - Cattleya	35	19.89%
Baitang 8 - Buttercup	36	20.45%
Total	176	100%

Inclusion Criteria. The participants were selected based on the following criteria: (1) they belonged to any of the aforementioned sections, regardless of age and sex; (2) they were currently enrolled for the School Year 2025–2026; (3) they were willing to participate in the study; (4) they had signed the informed consent form; and (5) they were willing to complete the survey with the presence or assistance of the guidance counselor.

Exclusion Criteria. Other grade levels, such as Senior High School students, were not included in this study. Furthermore, all prospective respondents who did not meet the specified inclusion criteria were automatically excluded from participation in the study.

Data Gathering Instruments

The primary instrument used in this study was an adapted questionnaire from the study conducted by Lorenz C. Gesta, Jake Christoffe A. Bacalla, Felicity May P. Diago, Meralona Jean Q. Libate, Junabeth G. Acebes, Angel Khryss C. Podadera, Jhun Mark C. Mosende, and James Arnaldo G. Gaddi. This questionnaire was developed to measure the level of interest and extent of motivation of students in learning the Filipino subject.

The instrument consists of a series of statements designed to determine the students' perceptions, attitudes, and experiences regarding their interest and motivation in the Filipino subject. The data gathered through the questionnaire served as the basis for analyzing the level of interest and extent of motivation of students at Don Andres Soriano National High School for the Academic Year 2025–2026.

To measure the level of interest and extent of motivation of students in learning the Filipino subject, the following rating scale was utilized:

Table 2 Instrument parameter scale

Scale	Ranges of Mean	Response	Verbal Description
4	3.41 – 4.20	Strongly Agree	High Appreciation
3	2.61 – 3.40	Agree	Appreciation
2	1.81 – 2.60	Disagree	Moderate Appreciation
1	1.00 – 1.80	Strongly Disagree	No Appreciation

Data Gathering Procedure

This section presents the data-gathering procedures employed in the study, including the pre-data gathering, actual data gathering, and post-data gathering phases.

Pre-Data Gathering. Data collection commenced by securing permission from the Dean of the Graduate Studies in Education at the University of the Visayas, followed by the submission of a formal request letter to the school

principal seeking approval for the administration of the questionnaires and the conduct of the study. Parental consent was also obtained prior to the inclusion of students in the research. Parents and participants were provided with clear explanations regarding how the information gathered from their participation would be handled with utmost confidentiality and used solely for the purposes of the study. Furthermore, the researcher submitted the research proposal to the Institutional Review Board (IRB) to ensure compliance with ethical guidelines and the protection of the participants' rights and welfare.

During Data Gathering. Upon receiving all necessary approvals, the researcher scheduled the administration of the survey among the Grade 8 students. The survey process lasted approximately one hour. One section completed the survey during the scheduled morning session, while another section participated during the afternoon session. The teacher distributed the questionnaires to the students inside their respective classrooms and obtained their consent before the administration of the survey, under the guidance of both the researcher and the guidance counselor. The contents of the questionnaire were carefully explained to the respondents, emphasizing the confidentiality of their responses. Afterward, the completed questionnaires were collected, and the researcher ensured that all questions had been answered honestly and completely.

Post-Data Gathering. After the data collection process, all gathered data were organized, analyzed, and interpreted. The accomplished questionnaires were securely stored in the researcher's filing cabinet, where they could not be accessed without the researcher's permission. To maintain confidentiality and comply with ethical research standards, the questionnaires would be destroyed one year after the completion of the study or upon the publication of the research findings.

Data Analysis

The data gathered in this study were analyzed using Jamovi statistical software. For the first research problem, which focused on the demographic profile of the students in terms of sex and preferred language, frequency count and percentage distribution were utilized. These statistical tools were employed to summarize and describe the demographic characteristics of the respondents. For the second research problem, which examined the level of students' interest in learning the Filipino subject, weighted mean and standard deviation were used to determine the overall level of interest among the students. Similarly, for the third research problem, which investigated the extent of students' motivation in learning the Filipino subject, weighted mean and standard deviation were likewise employed to determine the overall extent of their motivation. For the fourth research problem, which sought to determine whether there was a significant difference in the level of interest in learning the Filipino subject between male and female students based on their preferred language, inferential statistics, specifically the one-way ANOVA, was utilized. This test was used to determine whether significant differences existed between the identified groups. Likewise, for the fifth research problem, which investigated the significant difference in the extent of motivation in learning the Filipino subject between male and female students based on their preferred language, inferential statistics, particularly the one-way ANOVA, was also employed. After the processing, analysis, and interpretation of the data, the researcher developed a lesson exemplar that served as an instructional material for motivational activities in the Filipino subject. This lesson exemplar was designed based on the findings of the study and aimed to enhance students' interest and motivation in learning Filipino.

Etikal na Konsiderasyon

The study was conducted in accordance with the principles outlined in the Declaration of Helsinki. It was approved following the protocol of the Research and Ethics Committee of the University of the Visayas, with Reference No. NTPMAED2026-0246, dated May 15, 2026. The research involved adult participants who voluntarily agreed to take part in an online survey. Prior to answering the questionnaires, an attached informed consent letter was provided, explaining the confidentiality and purpose of the study, its potential objectives, and the voluntary nature of participation. Participants were informed that their involvement was entirely voluntary and that they could withdraw from the study at any time without any consequences. No financial incentives or compensation were provided to the participants for their participation in the study. Furthermore, the authors declared that they had no conflict of interest related to the conduct, analysis, or publication of the research. The study ensured the protection of participants' rights, privacy, and confidentiality throughout the research process, and all information collected was used solely for academic and research purposes.

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered from 176 Grade 8 students. It also discusses the implications of the findings as a basis for developing motivational learning activities for instruction in the Filipino subject at Don Andres Soriano National High School for the Academic Year 2025–2026.

Demographic Profile of the Students in Learning the Filipino Subject

The table below presents the demographic profile of the students in learning the Filipino subject based on their sex and preferred language, using frequency count and percentage distribution as statistical measures.

Table 3. Demographic Profile of the Students in Learning the Filipino Subject Based on Their Sex and Preferred Language.

Preferred Language	Girls		Boys		Total	%
	f	%	f	%		
Filipino	19	19.79%	49	61.25%	68	38.64%
Cebuano	67	69.79%	16	20.00%	83	47.16%
Englis	10	10.42%	15	18.75%	25	14.20%
Total	96	100%	80	100%	176	100%

The table shows that there were more female students (96) than male students (80) who participated in the study, and a notable difference was observed in their preferred language. Among the female students, the majority selected Cebuano (67 or 69.79%), followed by Filipino (19 or 19.79%), while English (10 or 10.42%) was the least preferred. In contrast, among the male students, Filipino (49 or 61.25%) was the most preferred language, followed by Cebuano (16 or 20.00%) and English (15 or 18.75%). These findings suggest that female students tend to prefer their native language, Cebuano, whereas male students favor Filipino as the medium in learning the Filipino subject.

The table further indicates that female students prefer Cebuano as the language used in learning Filipino, while male students prefer Filipino itself. This suggests that language preference varies according to sex, with females showing a stronger inclination toward the local language and males toward the national language. According to Saldivia (2025), language choice in learning is influenced by sociolinguistic factors such as identity, environment, and language exposure. Furthermore, it was emphasized that one's first language or mother tongue is often more comfortable to use when understanding lessons. Therefore, it is not surprising that many female students preferred Cebuano. This finding is also supported by the study of Ridan et al. (2025), which revealed that the use of the mother tongue is effective in enhancing students' learning and academic performance.

On the other hand, the greater number of male students who preferred Filipino may be associated with their perception of the national language as being more formal and appropriate in academic contexts. According to Saldivia (2025), Filipino plays an important role as a lingua franca in education and communication in the country; thus, it is often favored in formal situations. Moreover, research has shown that language choice is influenced not only by linguistic ability but also by the social meaning and prestige attached to a language.

The implications of these findings are significant in the field of education, particularly in the teaching of the Filipino subject. They suggest that teachers should consider the diverse linguistic backgrounds and language preferences of students in order to make instruction more effective. The mother tongue, such as Cebuano, may be used as a bridge for understanding concepts, especially among female students who are more comfortable using it, while simultaneously developing students' proficiency in Filipino as the national language. Furthermore, educators should design teaching strategies that are inclusive and sensitive to both gender and language differences in order to improve students' participation, comprehension, and academic performance.

Level of Interest of Students in Learning the Filipino Subject

The information presented in the table below shows the level of interest of students in learning the Filipino subject, using weighted mean and standard deviation as statistical measures.

Table 4. Level of Interest of Students in Learning the Filipino Subject

Indicator	Mean	SD	Verbal Description
1. At all times, I willingly use the Filipino language in my communication during classroom discussions in the Filipino subject.	3.05	0.89	Agree
2. Our teacher is understanding when it comes to the proper use of grammar; therefore, I enjoy answering questions and participating in classroom discussions.	3.20	0.85	Agree
3. Filipino is my favorite subject, which motivates me to complete the activities conducted in class.	3.14	0.86	Agree
4. I understand the connection of the lessons and how they can be applied to enrich and improve my life.	3.35	0.77	Strongly Agree
5. Our class always has positive interactions, and we regularly engage in group activities.	3.23	0.92	Agree
Total	3.19	0.86	Highly Interested

Note.: 3.25-4.00-Strongly Agree; 2.50-3.24-Agree; 1.75-2.49- Disagree; 1.00-1.74-Strongly Disagree

The table above presents information regarding the level of students' interest in learning the Filipino subject. It can be observed that the highest mean score in the table is 3.35, which corresponds to the statement that students understand the connection between the lessons and their lives. This item received the verbal description "Strongly Agree," indicating that students have a high level of appreciation and understanding of the importance of the Filipino subject in a practical context. On the other hand, the lowest mean score (3.05) is associated with the students' willingness to use the Filipino language in communication. Although this rating still falls under the description "Agree," it suggests that students are not yet fully consistent in using the language during actual classroom discussions. The overall mean score of 3.19, with a verbal description of "Agree," indicates that students generally possess a positive interest in learning Filipino. However, there is still room for improvement in strengthening their active use of the language in communication.

These findings indicate that students have a high level of interest in the Filipino subject, particularly in understanding its relevance to their daily lives. Nevertheless, the results also suggest that while students hold positive attitudes toward the subject, their active use of the Filipino language during classroom communication still needs further enhancement. The high mean score for understanding the connection between lessons and real-life experiences suggests that the teaching of Filipino is effective in relating concepts to the practical experiences of students. According to Fabro et al. (2024), learning becomes more meaningful when it is connected to students' actual experiences, resulting in higher levels of interest and motivation. This finding is further supported by studies which suggest that language learning becomes more effective when language is used in meaningful contexts that are relevant to everyday life. Likewise, the study of Capulong-Canillo (2024) revealed that positive attitudes and motivation have a significant impact on language learning, which is reflected in the students' high level of interest in the subject.

On the other hand, the relatively lower mean score for the active use of Filipino in classroom discussions indicates that students may still lack confidence or sufficient opportunities to use the language in communication. According to Dicang and Molina (2023), interaction and self-confidence are essential factors in the development of language skills; therefore, students may not yet have fully developed their competence in this aspect. Furthermore, research has shown that active classroom participation is crucial in developing fluency and communicative competence. Oliver et al. (2025) likewise suggested that the use of communicative teaching strategies can encourage students to become more active in using the target language. Overall, although students demonstrate a high level of interest in Filipino, there remains a need for more interactive activities to strengthen their active use of the language.

The findings imply that teachers should focus on enhancing students' active use of the Filipino language in the classroom despite their already high level of interest and understanding of its importance. Various interactive instructional strategies, such as group discussions, role-playing activities, and other communicative learning

tasks, may be implemented to encourage students to become more confident and enthusiastic in using the language. In this way, teachers can not only sustain students' interest in the subject but also further develop their communication skills by promoting Filipino as a living and functional language within the academic setting.

Extent of Students' Motivation in Learning the Filipino Subject

The table below presents information regarding the extent of students' motivation in learning the Filipino subject, using weighted mean and standard deviation as statistical measures.

Table 5. Extent of Students' Motivation in Learning the Filipino Subject

Indicator	Mean	SD	Verbal Description
6. Before our teacher begins the daily lessons, he/she presents new challenges to us, which motivates me to listen attentively and actively participate.	3.21	0.86	Agree
7. The atmosphere and environment of our classroom are organized and engaging, which helps me avoid feeling sleepy during class.	2.99	0.85	Agree
8. Our teacher has a pleasant and admirable personality and, most importantly, brings energy and enthusiasm to the classroom, which influences me to share in his/her enjoyment.	3.18	1.00	Agree
9. Our teacher uses modern teaching methods and technology in delivering lessons, which greatly stimulates my interest in listening and learning.	3.07	0.90	Agree
10. I want to obtain high grades, which is why I strive to study hard in the Filipino subject.	3.02	0.87	Agree
Total	3.10	0.90	Highly Motivated

Note.: 3.25-4.00-Strongly Agree; 2.50-3.24-Agree; 1.75-2.49- Disagree; 1.00-1.74-Strongly Disagree

The table above shows that the highest mean score (3.21) was obtained from the statement regarding the teacher's practice of presenting new challenges before classroom discussions. This indicates that such a strategy effectively enhances students' motivation and participation. On the other hand, the lowest mean score (2.99) pertains to the orderly and engaging classroom atmosphere. Although this rating still falls under the verbal description "Agree," it suggests that there is still room for improving the learning environment. The overall mean score of 3.10, with a verbal description of "Agree," indicates that students possess a moderately high level of motivation in learning the Filipino subject. These findings further imply that both the teacher and the classroom environment play important roles in sustaining and increasing students' interest and effort in learning.

The results confirm that students' motivation in the Filipino subject is at a moderately high level and is influenced by teachers' instructional strategies, particularly the use of challenging activities. However, the findings also suggest that the classroom environment still needs improvement in order to further enhance students' enthusiasm and interest in learning. The results reveal that introducing new challenges before discussions contributes the most to students' motivation, highlighting the importance of active teaching strategies. According to Li et al. (2025), providing engaging and challenging learning activities increases students' intrinsic motivation. This finding is supported by Saldivia (2025), who emphasized that employing various teaching techniques, especially those that encourage student participation, helps sustain learners' focus and enthusiasm in the learning process.

Furthermore, Dipolog and Limpot (2022) found that motivation does not solely originate from the students themselves but is strengthened by the teacher's ability to facilitate and energize classroom activities. In contrast, the lowest mean score associated with the classroom atmosphere suggests that the physical and emotional learning environment plays a significant role but may not yet be fully optimized.

According to Falcasantos et al. (2024), a positive and supportive classroom environment is essential for reducing boredom and increasing student participation. Similarly, studies have shown that a comfortable learning environment has a direct impact on students' academic motivation and performance. Overall, the analysis suggests

that although students demonstrate an adequate level of motivation, further improvements in the quality of the classroom environment are necessary to enhance their interest and active participation in the Filipino subject.

The findings imply that greater attention should be given to the use of innovative teaching strategies and the improvement of the classroom environment to further increase students' motivation. It is recommended that teachers continue to employ challenging and interactive learning activities that stimulate students' interest while simultaneously creating a more pleasant, comfortable, and supportive learning environment. In this way, not only can the current level of motivation be maintained, but students can also be encouraged to become more active, enthusiastic, and productive in their study of the Filipino subject.

Difference in the Level of Interest and Extent of Motivation in Learning the Filipino Subject Between Male and Female Students

The table presents the difference in the level of interest in learning the Filipino subject between male and female students according to their preferred language, using One-Way Analysis of Variance (One-Way ANOVA) as the statistical tool.

Table 6. Difference in the Level of Interest and Extent of Motivation in Learning the Filipino Subject Between Male and Female Students

Variables	Gender	Mean	SD	t-value	p - value	Decision	Remarks
Level of Interest	Girl	3.03	0.89	1.96	-0.371	Accept H0	Not Significant
	Boy	3.22	0.92				
Extent of Motivation	Girl	2.82	0.98	0.051	0.711	Accept H0	Not Significant
	Boy	3.00	0.71				
Note: Significant at $P<0.005$							

The table presented above contains important information regarding the differences in the level of interest in learning the Filipino subject between male and female students according to their preferred language. The t-value of -1.96 indicates a slight difference with a weak negative direction in the level of interest between male and female students; however, this difference is not sufficient to be considered statistically significant. The p-value of 0.051, which is greater than the established significance level of 0.05, results in the acceptance of the null hypothesis (H_0). This indicates that there is no significant difference in the level of students' interest based on their sex and preferred language.

These findings further suggest that although there are slight differences in students' interest according to sex and preferred language, such differences are not substantial enough to constitute a meaningful disparity in their level of interest in the Filipino subject. In other words, students' interest in Filipino is generally similar regardless of their sex or preferred language. This implies that other factors, such as teaching strategies or the learning environment, may have a greater influence on students' interest than the variables examined in the study.

Similarly, the t-value of -0.371 shown in the table indicates a very weak negative difference in the extent of motivation between male and female students based on their preferred language. This means that there is virtually no meaningful gap in their level of motivation, and both groups demonstrate similar levels of effort and desire to learn the Filipino subject. Overall, the results suggest that students' motivation does not differ according to sex and preferred language; rather, both groups appear to share similar experiences and influences affecting their learning.

The p-value of 0.711 is substantially higher than the established significance level of 0.05, indicating that there is insufficient evidence to support a significant difference in students' motivation. This means that any observed differences between male and female students based on their preferred language are likely due to chance rather than a genuine or systematic difference. Consequently, the findings reinforce the conclusion that students' motivation in the Filipino subject is generally the same and is not affected by either their sex or language preference.

According to Gravetter and Falcasantos et al. (2024), such results indicate that any observed differences may

merely be the result of chance and not the actual effect of the variables being studied. The findings further demonstrate that students' interest in Filipino does not depend on whether they are male or female or on the language they prefer. Moreover, the results suggest that interest in learning is influenced more strongly by factors other than sex and language. According to Saldivia (2025), the development of interest is shaped by the interaction between students and their learning environment, including teaching methods and classroom experiences. This view is supported by Rildan et al. (2025), who emphasized that motivation and interest are more heavily influenced by the perceived value of the subject and students' personal learning experiences. Therefore, the findings imply that teachers and instructional strategies play a more significant role in fostering interest in Filipino than demographic factors such as sex and language preference.

The results also indicate that there is no significant difference in the extent of students' motivation based on sex and preferred language, suggesting that motivation is a common experience shared by all students. According to De Guzman and Macaldao (2026), motivation is developed primarily through internal factors such as interest and enjoyment in learning activities rather than through external or demographic characteristics. This is supported by studies which suggest that students' motivation is largely influenced by the value they associate with their studies and by their classroom experiences. Furthermore, Fernandez et al. (2025) found that teachers' instructional strategies and the quality of classroom interactions play a crucial role in maintaining high levels of student motivation. Overall, the results imply that motivation in learning Filipino is not based on sex or language preference but is more strongly influenced by instructional experiences and the learning environment.

The findings reveal that students' interest in the Filipino subject is similar among male and female students regardless of their preferred language, indicating common learning experiences and perspectives. This means that neither sex nor language serves as a basis for differences in their level of interest. Instead, shared classroom experiences appear to have a stronger influence. According to Oliver et al. (2025), interest develops through continuous interaction between students and their learning environment. They further emphasized that the value of the subject and the quality of instruction are key factors in fostering students' interest. Therefore, the results suggest that interest in Filipino is a general characteristic shared by students and is not tied to demographic differences but is primarily shaped by common classroom experiences.

The findings imply that instructional strategies should not be designed solely based on students' sex or preferred language, since the results showed similar levels of interest among all groups. Instead, greater emphasis should be placed on improving classroom experiences through meaningful learning activities, effective teaching methods, and stronger teacher-student interaction. In this way, the interest of all students can be further enhanced and deepened regardless of their demographic background.

Difference in the Level of Interest and Extent of Motivation in Learning the Filipino Subject According to Students' Preferred Language

The extent of students' motivation in learning the Filipino subject according to their preferred language is presented in the table below using One-Way Analysis of Variance (One-Way ANOVA).

Table 7. Difference in the Level of Interest and Extent of Motivation in Learning the Filipino Subject According to Their Preferred Language

Variables	Preferred Language	Mean	SD	t-value	p - value	Decision	Remarks
Level of Interest	Filipino	3.05	0.89	7.249	<0.001	Reject H0	Significant
	Cebuano	3.16	0.86				
	English	3.14	0.86				
Extent of Motivation	Filipino	3.35	0.77	1.093	0.377	Accept H0	Not Significant
	Cebuano	3.18	1.00				
	English	3.23	0.92				

Note: Significant at $P < 0.005$

The table shows that the p-value of less than 0.001 for the level of interest is lower than the established significance level of 0.005. Therefore, the null hypothesis (Reject H_0) was rejected. This means that there is a

significant difference in the level of interest of students in learning the Filipino subject according to their preferred language. The result suggests that the language chosen by students is associated with their level of interest, and the differences observed cannot simply be attributed to chance. Thus, it may be inferred that the language students use or prefer has an influence on their perceptions and appreciation of the Filipino subject.

On the other hand, the p-value of 0.377 for the extent of motivation is higher than the established significance level of 0.005. As a result, the null hypothesis (Accept H_0) was accepted. This indicates that there is no significant difference in the extent of students' motivation according to their preferred language. This means that any differences observed in the results are not substantial enough to be considered genuine differences in motivation levels. In other words, students' motivation in learning the Filipino subject remains similar regardless of the language they prefer.

Based on the two p-values, the results indicate that while there are differences in the level of interest of students according to their preferred language, these differences do not necessarily translate into differences in their extent of motivation. This suggests that although students may vary in their liking or preference for the Filipino subject, their motivation to learn and participate in academic activities remains relatively the same. Consequently, it can be argued that language preference plays an important role in shaping students' interest but is not sufficient to produce significant changes in their motivation toward learning.

According to the results of the study, the p-value of 0.377 for the extent of motivation is higher than the significance level of 0.005, leading to the acceptance of the null hypothesis. This implies that there is no significant difference in students' motivation based on their preferred language. Whether students prefer Filipino, Cebuano, or English, their level of motivation in learning the Filipino subject remains similar. The findings suggest that motivation is not primarily influenced by language preference but may instead be rooted in other factors related to students' personal goals, educational values, and learning experiences.

According to De Guzman and Macaldao (2026), motivation is strengthened more by internal factors such as interest and enjoyment in learning activities than by external characteristics. This supports the view that student motivation is more strongly influenced by the value they attach to their studies and by their classroom experiences. Furthermore, Fernandez et al. (2025) found that teachers' instructional strategies and the quality of classroom interactions play significant roles in maintaining high levels of student motivation. Overall, the findings suggest that motivation in learning Filipino is influenced more by instructional experiences and the learning environment than by students' preferred language.

Moreover, the findings indicate that the similarity in students' motivation may be the result of shared classroom experiences, such as teaching strategies, levels of participation in learning activities, and the quality of interactions with teachers and classmates. According to Ryan and Deci (2000), learning and motivation are shaped through social interaction and the environment in which students learn. Similarly, Regidor et al. (2024) demonstrated that a supportive learning environment and positive teacher-student relationships play important roles in enhancing students' motivation regardless of their backgrounds or linguistic characteristics. Therefore, it may be inferred that the comparable levels of motivation among students are outcomes of effective instruction and an inclusive learning environment that provides equal opportunities for all learners to be active and enthusiastic in studying the Filipino subject.

The findings imply that teachers may continue implementing instructional strategies that focus on the overall enhancement of student motivation since the results indicate that motivation does not differ according to students' preferred language. It is recommended that greater attention be given to factors that strengthen motivation, such as meaningful learning activities, positive classroom interactions, and a supportive and inclusive learning environment. Through these efforts, the high level of students' motivation in learning the Filipino subject can be maintained and further enhanced, regardless of the language they prefer or use in their daily communication.

CONCLUSION

Based on the overall results of the study, it was found that students possess a positive attitude and a moderately high level of interest and motivation in learning the Filipino subject. The data revealed that students understand

the importance of Filipino, particularly its relevance to their daily lives, which indicates the effectiveness of instruction in connecting lessons to practical experiences. However, the findings also showed that although students have sufficient understanding and positive attitudes toward the subject, they do not yet fully demonstrate active use of the Filipino language in communication. This suggests the need to further strengthen activities that provide opportunities for more frequent and meaningful use of the language within the classroom.

In terms of motivation, the study confirmed that teachers' instructional strategies, particularly the practice of providing challenges before classroom discussions, play a significant role in increasing students' participation and enthusiasm. Nevertheless, it was also identified that the classroom environment still has room for improvement in order to further enhance students' interest and motivation in learning. Most importantly, the study revealed that students' sex and preferred language do not result in significant differences in their levels of interest and motivation. This means that students, regardless of their sex or language preference, tend to share similar experiences in learning Filipino. Therefore, factors related to instruction and the learning environment appear to have a greater influence on students' interest and motivation than demographic characteristics.

Based on the findings of the study, it is recommended that students continue to develop their active use of the Filipino language both inside and outside the classroom by participating more frequently in discussions, practicing spontaneous expression, and communicating in Filipino in various situations. Although the study revealed that students already possess sufficient interest and understanding of the subject, it is important for them to translate this into actual communication in order to further strengthen their language skills. Students are also encouraged to embrace the challenges provided by their teachers, as these contribute significantly to increased motivation and learning. Through these efforts, students can further strengthen their confidence, skills, and appreciation of the Filipino language as an essential component of their education and daily lives.

Teachers are encouraged to further enhance their instructional strategies by utilizing innovative and challenge-based activities that can increase students' interest and motivation in learning Filipino. It is also important to strengthen activities that encourage active language use, such as interactive discussions, collaborative learning tasks, and communicative situations that motivate students to express themselves freely. Additionally, attention should be given to improving the classroom environment to make it more pleasant, inclusive, and conducive to learning. Through these efforts, teachers can help students not only understand concepts but also apply and practice Filipino in their everyday experiences.

School principals and head teachers are encouraged to implement academic programs and institutional support mechanisms that enhance the quality of instruction and the learning environment in the Filipino subject. Continuous training and professional development opportunities should be provided to teachers to strengthen their ability to utilize innovative teaching strategies focused on active participation and student motivation. Furthermore, schools should ensure that classrooms provide a welcoming, inclusive, and supportive atmosphere that promotes free expression and the use of Filipino. Most importantly, policies and initiatives should be established to strengthen Filipino as a medium of communication within the school, thereby fostering students' language proficiency and appreciation of the language.

School division superintendents are encouraged to implement broader and more systematic programs and policies that support the improvement of teaching and learning in Filipino throughout the division. Efforts should focus on strengthening initiatives for teachers' continuous professional development, particularly in the use of innovative teaching strategies that promote communication, participation, and motivation among students. It is also important to support the enhancement of learning environments through the provision of adequate resources, facilities, and pedagogical support. Furthermore, the consistent use of Filipino in academic and co-curricular activities should be encouraged to strengthen students' language proficiency. Through these measures, a higher quality of education and a stronger appreciation of the Filipino language can be achieved across the educational system.

It is recommended that the Secretary of the Department of Education formulate and strengthen national policies and programs that further improve the quality of Filipino language instruction in schools. This may be achieved through support for innovative teaching strategies that promote active participation and communication among students. Curriculum programs that connect lessons to real-life situations should also be emphasized in order to

sustain and enhance students' interest and motivation. Additionally, sufficient funding and support should be provided for improving learning environments and ensuring the continuous professional development of teachers. Through these initiatives, students' proficiency in Filipino can be strengthened, and quality, meaningful education can be promoted nationwide.

Future researchers are encouraged to conduct more extensive and in-depth studies on students' interest and motivation in learning the Filipino subject by involving larger samples and various school contexts to further validate the findings of this study. Other factors that may influence learning, such as socioeconomic status, learning styles, and the impact of technology, may also be explored. Qualitative studies are likewise recommended to gain deeper insights into students' personal experiences and perspectives regarding the use of the Filipino language. Furthermore, future research should investigate specific teaching strategies and interventions that effectively enhance active language use and student motivation in the classroom, thereby providing more concrete recommendations for the improvement of Filipino language instruction.

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