

**Online resources and teaching practices in Filipino language education:
A mixed-methods study**

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ABSTRACT

The integration of online resources in education has become increasingly prevalent, significantly influencing teaching practices in language instruction, particularly in Filipino subject teaching. However, there remains a limited understanding of how these resources affect teaching practices and the specific challenges faced by Filipino teachers in public secondary schools. This study examined the perceived effect of online resources on the teaching practices of 20 Filipino subject teachers in public national high schools in Tuguegarao City using a mixed-methods descriptive design. Data were collected through questionnaires, interviews, and observations, and analyzed using percentage and weighted mean. Findings revealed that teachers strongly experience challenges in instructional resources (4.92), curriculum rigidity (4.31), and classroom management (4.59), while interventions such as multimedia use and administrative support were highly effective (4.82). The study recommends strengthening resource provision, curriculum flexibility, and institutional support to enhance teaching effectiveness and student engagement.

Keywords: Online resources, Filipino teaching, instructional challenges, teaching practices, educational interventions.

Date Submitted: May 4, 2026

Date Accepted: May 11, 2026

Date Published: May 18, 2026

INTRODUCTION

The increasing integration of online resources into educational practice represents one of the most significant shifts in contemporary pedagogy. This transformation has been driven by the convergence of multiple enabling factors, including the broader availability of high-speed internet access, the emergence of more user-friendly digital tools, and a growing body of evidence affirming the benefits of technology-enhanced learning. Within this broader landscape, the teaching of the Filipino language has emerged as a domain particularly responsive to the affordances of digital platforms, as online resources expand the range and quality of instructional materials available to teachers while simultaneously reducing the preparatory burdens that constrain effective classroom practice.

Among the most consistently cited benefits of online resources in education is their capacity to provide teachers with access to ready-made lesson plans, activities, and assessment

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DOI: <http://doi.org/10.69651/PIJHSS05021176>

Recommended citation:

Baño, L. P. (2026). Online resources and teaching practices in Filipino language education: A mixed-methods study. *Pantao (International Journal of the Humanities and Social Sciences)* 5 (2), 4641-4648.
<http://doi.org/10.69651/PIJHSS05021176>

tools. This accessibility allows educators to redirect their time and attention toward the relational and individualized dimensions of teaching, including building meaningful connections with students and providing targeted academic support. Beyond efficiency, online platforms also serve as conduits for professional currency, enabling teachers to access articles, blog posts, and instructional videos that keep them informed of current trends and best practices in Filipino language instruction. The availability of updated and varied materials supports the continuous refinement of teaching strategies and encourages the adoption of innovative approaches designed to sustain student engagement.

The collaborative potential of online resources further strengthens their value within the professional ecology of education. Forums, discussion groups, and online professional networks create spaces where teachers across different regions can exchange ideas, pose questions, and receive peer feedback. Such interactions foster a sense of professional community and contribute to ongoing development in ways that are difficult to replicate within the constraints of a single school or district. In the context of Filipino language teaching, where instructional challenges may vary considerably across geographic and institutional settings, this capacity for networked professional exchange holds particular significance.

Despite these advantages, the literature also identifies persistent challenges that temper the optimism surrounding online resource use. A primary concern involves the uneven quality of available materials, as some resources may be outdated, inaccurate, or pedagogically unsuitable. This variability demands that teachers exercise critical judgment in selecting and evaluating digital materials before incorporating them into instruction. Compounding this challenge is the issue of unequal access to technology, which remains especially pronounced in rural communities where limited internet connectivity restricts both teachers' and students' ability to engage with online platforms. In such contexts, teachers must develop alternative strategies, including the provision of printed modules or offline materials, to ensure instructional continuity and equity.

These intersecting benefits and challenges form the conceptual basis of the present study. Grounded in an input-process-output framework supported by a continuous feedback mechanism, the study examines the role of online resources in shaping the instructional practices of public-school teachers handling the Filipino subject at Cagayan National High School in Tuguegarao City. The input encompasses the respondents' demographic profiles, their experiences with online resources, the perceived usefulness of those resources, and the problems they encounter in practice. The process component addresses how online resources are adopted and integrated into teaching methodologies, how professional development activities are structured around digital tools, and what strategies teachers employ to navigate instructional challenges. The anticipated output includes more effective Filipino language instruction, improved student engagement, and better learning outcomes within the public school system in Tuguegarao City. Throughout all phases, a feedback mechanism ensures that insights, evaluations, and recommendations continuously inform and refine instructional practice.

The researcher, a teacher at Cagayan National High School, employed a mixed-methods design to investigate these dynamics. Quantitative data were gathered through surveys, while qualitative data were obtained through interviews, enabling a comprehensive and contextually grounded analysis. The findings are intended to yield evidence-based recommendations that strengthen the use of online resources in Filipino language instruction and contribute meaningfully to the broader goal of improving educational quality in the region.

Statement of the problem

This study aimed to determine the perceived effect of online resources on the teaching practices of Filipino subject teachers in public national high schools in Tuguegarao City. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of age, gender, civil status, highest educational attainment, college program graduated, present position, latest performance rating, and number of years teaching the Filipino subject?
2. What is the level of training or seminars attended by the respondents in Filipino and MAEd?
3. How do the respondents assess the level of positive effects of online resources in teaching the Filipino subject?
4. To what extent are online resources useful in teaching the Filipino subject?
5. What are the respondents' perceptions regarding the problems encountered in teaching Filipino?

METHODOLOGY

The study employed a mixed-methods research design, integrating both quantitative and qualitative approaches to examine the effects of online resources on the teaching practices of Filipino subject teachers. It specifically utilized the descriptive method, which, according to John W. Best (1970), is effective in systematically describing existing conditions and analyzing data.

The research was conducted in public national high schools in Tuguegarao City District III. The respondents of the study consisted of 20 Filipino subject teachers who actively used online resources in their instructional practices, providing relevant insights into their effectiveness, usefulness, and associated challenges.

Data were primarily gathered through a researcher-made questionnaire, which underwent a try-out procedure to ensure clarity and reliability. To support and validate the findings, unstructured interviews and observation were also employed.

Prior to data collection, permission was secured from the Schools District Supervisor, and coordination with school heads facilitated the distribution and retrieval of the questionnaires. The researcher personally administered and collected the instruments to ensure completeness. The gathered data were then organized, tabulated, and prepared for analysis.

For statistical treatment, the study utilized percentage to determine the proportion of responses and weighted mean to compute the average ratings of respondents regarding the effects and usefulness of online resources.

RESULTS AND DISCUSSION

The study involved 20 Filipino subject teachers from public national high schools in Tuguegarao City District III. The respondents were predominantly female (90%), all married (100%), and mostly mid-career professionals, with the largest age groups between 36–45 years (60%). In terms of professional profile, 95% were Teacher II, and most had 6–15 years of teaching experience (85%), indicating a relatively experienced group. Additionally, 90% held a bachelor's degree, and all respondents obtained an "Outstanding" performance rating, reflecting a highly competent sample.

The findings reveal that teachers strongly experience challenges in teaching Filipino, particularly in instructional resources, curriculum rigidity, classroom management, and integration of 21st-century skills. Instructional resource limitations emerged as a major concern, with an overall mean of 4.92 (Strongly Agree). Teachers reported a lack of updated materials, culturally relevant content, and adequate institutional support, which forced them to create their own materials. This supports the argument of Gay (2010) that culturally relevant resources are essential for meaningful learning, and aligns with Dela Cruz & Abella (2018), who emphasized that resource scarcity negatively affects teaching effectiveness.

Curriculum rigidity was also a significant issue (mean = 4.31), with teachers feeling pressured to complete content despite students' learning difficulties. The findings are consistent with Pimentel (2019), who noted that rigid curricula increase teacher stress, and with Tomlinson (2014), who emphasized the importance of flexibility for differentiated instruction. Moreover, the lack of real-life relevance in lessons reflects John Dewey's (1916) principle that learning should be connected to lived experiences.

In terms of student engagement, teachers reported notable difficulties (mean $\approx$ 4.13), particularly in reading comprehension and maintaining student interest. These findings align with Abulon and Macapagal (2018), who identified comprehension challenges in multilingual contexts, and Reyes (2019), who highlighted the role of parental support in student motivation. Similarly, limited use of Filipino outside the classroom reinforces Cruz (2020)'s claim that language exposure influences proficiency.

Challenges in integrating 21st-century skills were also evident (mean = 4.24), particularly in fostering critical thinking and project-based learning. This supports the framework of Trilling and Fadel (2009), which emphasizes these competencies as essential yet difficult to implement. Difficulties in contextualizing lessons further align with Lave and Wenger (1991), who stressed the importance of real-world application in learning.

Classroom management issues, especially large class sizes, were among the most pressing concerns (mean $\approx$ 4.59). Teachers reported difficulty managing behavior, implementing group work, and providing individualized attention. These findings are supported by Lee et al. (2022), who found that overcrowded classrooms hinder effective teaching, and Johnson & Smith (2021), who linked large class sizes to teacher stress.

Despite these challenges, the study found that several interventions were highly effective. Resource-related interventions, such as providing updated and culturally relevant materials, were rated very effective (mean = 4.75), supporting findings by Garcia & Punzalan (2022). Curriculum-related interventions, particularly contextualization and differentiated instruction, were also highly effective (mean = 4.47), consistent with Tomlinson et al. (2020) and Ladson-Billings (2019).

Student engagement strategies, including interactive and game-based learning, were found to be effective (mean = 4.06), aligning with Karl Kapp (2012) and James Paul Gee (2015). Professional development initiatives were also rated effective (mean = 4.0), reinforcing the importance of continuous teacher learning as highlighted by Desimone et al. (2019) and John Hattie (2018).

Administrative support emerged as one of the most critical success factors, with a very high effectiveness rating (mean = 4.82). Support from school leaders, reduced workload, and recognition significantly enhanced teaching effectiveness, consistent with Smith & Doe (2022) and Johnson et al. (2021).

Finally, the study found that innovative teaching strategies were often manifested (mean = 4.02). The most effective approaches included multimedia presentations and interactive reading activities, supporting findings by Chen & Ruan (2022). Culturally relevant teaching and collaborative learning also proved effective, aligning with Johnson & Johnson

(2020). However, strategies such as mobile apps and immersion activities were less effective, suggesting the need for improved implementation and support.

Overall, the study demonstrates that while Filipino teachers face substantial challenges related to resources, curriculum, and classroom conditions, targeted interventions—particularly those that are culturally responsive, collaborative, and supported by strong leadership—can significantly improve teaching effectiveness and student learning outcomes.

CONCLUSION

Based on the findings of the study, several key conclusions can be drawn regarding the current state of Filipino language instruction and the challenges encountered by teachers.

The respondents, composed of experienced and predominantly female educators with strong performance ratings, demonstrate a high level of professional competence and commitment. Their collective insights reveal persistent and systemic challenges that significantly affect instructional quality. Among these, instructional resource limitations emerge as the most critical concern, particularly the lack of updated Filipino textbooks, culturally relevant reading materials, and accessible digital resources. These constraints hinder the delivery of engaging and culturally responsive instruction, thereby affecting student learning outcomes. In response, it is imperative for schools to prioritize the provision of updated, diverse, and contextually relevant instructional materials, including both print and digital formats.

Another major issue identified is curriculum rigidity, which restricts teachers' flexibility in adapting lessons to students' needs. The pressure to adhere strictly to prescribed pacing guides limits opportunities for remediation, contextualization, and the integration of local culture. This underscores the need for education policymakers to revisit the curriculum and introduce greater flexibility, allowing teachers to exercise professional judgment in pacing, content adaptation, and culturally responsive teaching.

The study also highlights the impact of large class sizes and classroom management challenges, which reduce opportunities for individualized instruction and meaningful student engagement. Addressing this concern requires institutional efforts to reduce class sizes where feasible and to equip teachers with effective classroom management strategies through targeted training programs.

In terms of student engagement, the findings indicate that learners often struggle with comprehension and show limited motivation, compounded by minimal use of Filipino outside the classroom. These challenges point to the necessity of adopting more interactive, contextualized, and student-centered teaching approaches. Teachers should be encouraged and supported to integrate multimedia tools, gamified learning, storytelling, and real-life applications to make lessons more engaging and meaningful. Additionally, strengthening parent and community involvement can help reinforce language use beyond the classroom.

Despite these challenges, the study affirms that several interventions are highly effective, particularly the use of multimedia presentations, culturally relevant materials, collaborative learning strategies, and continuous professional development. This highlights the importance of sustained investment in teacher capacity building, including regular training on innovative pedagogies, technology integration, and culturally responsive instruction. Schools should also promote professional collaboration through peer coaching, lesson sharing, and learning action cells to foster a supportive teaching environment.

Furthermore, administrative and institutional support plays a crucial role in enhancing teaching effectiveness. Supportive leadership, reduced non-teaching workloads, recognition of

teacher efforts, and adequate preparation time significantly contribute to improved instructional practices. School administrators should therefore continue to strengthen these support mechanisms to create a more enabling environment for teachers.

Finally, the study points to the need for continued research and development in Filipino language education. Future studies should examine the effectiveness of specific interventions, explore students' perspectives on Filipino learning, and conduct longitudinal research on the impact of professional development on teaching practices and student outcomes. Investigating emerging and innovative teaching strategies will also be essential in adapting to the evolving demands of education.

In conclusion, improving Filipino language instruction requires a comprehensive and collaborative approach that addresses resource gaps, enhances curriculum flexibility, supports teachers professionally, and fosters engaging, culturally grounded learning environments. Through coordinated efforts among schools, policymakers, teachers, and the community, it is possible to significantly improve both teaching practices and student learning outcomes in Filipino.

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