

**Parental involvement and its effect on the early literacy development
of kindergarten pupils in Paracelis North District**

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ABSTRACT

This study examined the level of institutional support and the frequency of instructional challenges encountered by Filipino Club advisers in public elementary schools in Bauko, Mountain Province. Specifically, it described the respondents' profile, determined the level of institutional support in terms of administrative support, availability of instructional and cultural materials, financial and logistical support, training and professional development, and time allocation and workload consideration, identified the frequency of instructional challenges encountered, examined the significant relationship between institutional support and instructional challenges, and proposed enhancement measures. The study employed a descriptive-correlational research design involving 32 Filipino Club advisers selected through total enumeration. Data were gathered using a researcher-made questionnaire that underwent expert validation and reliability testing. Frequency, percentage, weighted mean, and Pearson Product-Moment Correlation were used to analyze the data. Findings revealed that respondents generally perceived a moderate level of institutional support across all dimensions. Administrative support obtained the highest rating among female respondents, while training and professional development ranked highest among male respondents. Filipino Club advisers often encountered instructional challenges, particularly those related to heavy teaching load, time constraints, learner participation, and limited training. Correlation analysis showed no significant relationship between institutional support and instructional challenges ($r = 0.533$, $p = 0.632$), leading to the acceptance of the null hypothesis. The findings suggest that although institutional support is present, other contextual factors contribute to the instructional challenges experienced by advisers. The study recommends strengthening professional development, improving instructional resources, providing recognition and incentives for advisers, enhancing learner participation, and developing school-based action plans to improve the implementation of Filipino Club activities.

Keywords: Institutional support, instructional challenges, Filipino Club advisers, co-curricular programs, public elementary schools, Mountain Province.

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INTRODUCTION

Co-curricular organizations are recognized as important components of basic education because they provide learners with opportunities to apply classroom knowledge, develop leadership skills, and strengthen social and cultural competencies. These organizations complement formal instruction by promoting experiential learning, collaboration, and learner engagement. Eccles and Barber (1999) emphasized that participation in school organizations contributes positively to students' academic achievement, personal development, and school connectedness. Likewise, Darling-Hammond et al. (2020) asserted that meaningful learning occurs when students actively participate in authentic educational experiences beyond regular classroom instruction.

In the Philippine basic education system, the Department of Education recognizes co-curricular organizations as essential avenues for promoting holistic learner development. Subject-based organizations such as the Filipino Club provide opportunities for learners to enhance their communication skills, appreciate Philippine literature and culture, and strengthen their sense of national identity (Department of Education [DepEd], 2017). Through literary competitions, cultural presentations, storytelling, declamation, essay writing, and language enrichment activities, Filipino Clubs reinforce the competencies taught in the Filipino curriculum while fostering creativity and collaboration among learners.

The success of Filipino Club programs largely depends on the competence and commitment of Filipino Club advisers. Aside from their regular teaching responsibilities, advisers are expected to plan activities, supervise learners, coordinate school and district events, prepare reports, and facilitate the implementation of various language and cultural programs. These additional responsibilities require sufficient institutional support from school administrators and education stakeholders. According to Fullan (2016), teachers become more effective in implementing school programs when administrative leadership, organizational support, and professional development opportunities are consistently provided. Similarly, Leithwood et al. (2020) emphasized that supportive school leadership enhances teacher motivation, instructional quality, and organizational commitment.

Institutional support encompasses administrative assistance, provision of instructional and cultural materials, financial and logistical resources, professional development opportunities, and appropriate workload management. These factors enable teachers to perform their instructional and co-curricular responsibilities more efficiently. UNESCO (2020) reported that adequate institutional support contributes to improved teacher performance and more sustainable educational programs. Conversely, inadequate support often leads to increased workload, stress, limited instructional innovation, and reduced program effectiveness.

Despite the recognized importance of Filipino Clubs, advisers continue to encounter various instructional challenges that affect program implementation. Heavy teaching loads, insufficient instructional materials, limited funding, inadequate training, scheduling conflicts, and low learner participation remain common concerns in many public schools. Rahman and Abdullah (2023) found that teachers managing co-curricular programs frequently experience workload pressures and insufficient preparation time, which adversely affect program implementation. Similarly, Delgado (2023) reported that inadequate professional development and resource limitations reduce teachers' confidence and effectiveness in facilitating school programs.

The situation becomes more pronounced in rural municipalities where schools often operate under limited resources. Public elementary schools in Bauko are situated in geographically dispersed communities where access to instructional resources, training opportunities, and logistical support may be constrained by location and available funding.

These realities present additional challenges for Filipino Club advisers who are expected to implement quality language and cultural activities despite existing limitations.

Although several studies have examined teacher workload, institutional support, and extracurricular implementation, limited research has specifically focused on Filipino Club advisers in public elementary schools, particularly in Mountain Province. Most existing studies investigate teachers in general or examine co-curricular programs without focusing on subject-based organizations that promote Filipino language and culture. This gap underscores the need to investigate the institutional support received by Filipino Club advisers and the instructional challenges they encounter in carrying out their responsibilities.

Anchored on Organizational Support Theory (Eisenberger et al., 2002), which posits that employees perform more effectively when they perceive adequate organizational support, this study examined the level of institutional support and the frequency of instructional challenges encountered by Filipino Club advisers in public elementary schools of Bauko, Mountain Province. Specifically, the study sought to determine advisers' profile, assess institutional support, identify instructional challenges, examine the relationship between institutional support and instructional challenges, and propose enhancement measures to strengthen the implementation of Filipino Club programs. The findings are expected to provide school administrators, education supervisors, and policymakers with empirical evidence that may guide interventions to improve institutional support systems and enhance the quality of co-curricular language programs in public elementary schools.

METHODOLOGY

This study employed a descriptive correlational research design to examine the institutional support and instructional challenges encountered by Filipino Club advisers in public elementary schools of Bauko. The descriptive method was used to determine the respondents' profile, assess the level of institutional support, identify the frequency of instructional challenges encountered, and determine the priority enhancement measures, while the correlational design was employed to examine the relationship between the level of institutional support and the instructional challenges encountered by Filipino Club advisers.

The study was conducted in public elementary schools in Bauko, Mountain Province, one of the municipalities in the Cordillera Administrative Region (CAR), Philippines. Bauko is predominantly rural, with communities distributed across mountainous terrain where agriculture serves as the primary source of livelihood. The municipality consists of numerous barangays served by public elementary schools under the Schools Division of Mountain Province, and despite geographical challenges, these schools continuously implement curricular and co-curricular programs designed to promote learners' academic, cultural, and social development. Filipino Clubs are among the recognized school organizations that provide learners opportunities to strengthen their Filipino language proficiency, cultural appreciation, and participation in literary and cultural activities. However, the implementation of these programs often depends on the availability of institutional support and the capability of designated club advisers.

The respondents of the study were the 32 officially designated Filipino Club advisers from public elementary schools in Bauko, Mountain Province during the School Year 2025–2026. Since the number of advisers was manageable, the study employed total enumeration, allowing all qualified Filipino Club advisers to participate. This approach ensured complete representation of the target population and minimized sampling error.

In gathering the needed data, the researcher utilized a researcher-developed questionnaire based on the study objectives, review of related literature, and existing DepEd policies on co-curricular implementation. The questionnaire underwent content validation by experts in educational management, research methodology, and Filipino education, and their comments and recommendations were incorporated to improve the clarity, relevance, and appropriateness of the items. A pilot test was then conducted among Filipino teachers who were not included in the actual respondents. The reliability of the instrument was determined using Cronbach's Alpha, which measured the internal consistency of the questionnaire, and an alpha coefficient of 0.70 or higher was considered acceptable, indicating that the instrument was reliable for data collection.

Prior to data collection, the researcher secured approval from the graduate school and obtained permission from the Schools Division Office of Mountain Province and the school heads of participating public elementary schools. After obtaining the necessary approvals, the researcher personally distributed the questionnaires to the Filipino Club advisers. The purpose of the study was explained, and respondents were informed that participation was voluntary, and confidentiality and anonymity of responses were assured. Completed questionnaires were retrieved, checked for completeness, encoded, and prepared for statistical analysis.

The collected data were analyzed using several statistical tools. Frequency and percentage were used to describe the demographic profile of the respondents, while weighted mean was used to determine the level of institutional support, the frequency of instructional challenges encountered, and the priority enhancement measures. To determine the relationship between institutional support and instructional challenges, the Pearson Product Moment Correlation Coefficient (Pearson r) was employed. The null hypothesis was tested at the 0.05 level of significance, and it was rejected when the computed p value was less than 0.05; otherwise, it was accepted.

The study adhered to fundamental ethical principles in educational research. Participation was voluntary, and respondents provided informed consent before answering the questionnaire. They were assured that all information would remain confidential and would be used solely for academic and research purposes, and no identifying information was disclosed in the presentation or reporting of the findings. Respondents were also informed that they could withdraw from the study at any stage without any negative consequences.

RESULTS AND DISCUSSION

Respondents' profile

Thirty-two (32) Filipino Club advisers from public elementary schools in Bauko, Mountain Province participated in the study. Most respondents were female (62.50%), while males comprised 37.50% of the sample. The majority belonged to the 26–30 years age group (34.38%), followed by those aged 36–45 years (31.25%). Most respondents had earned master's units (40.63%), indicating that many were pursuing graduate education. Half of the respondents (50.00%) had been teaching for one to five years, while 40.63% had served as Filipino Club advisers for less than one year.

These findings indicate that Filipino Club advisers are generally young professionals who are in the early stages of their teaching careers and are actively pursuing professional advancement. The predominance of female advisers also reflects the demographic composition of the elementary teaching profession in the Philippines.

The findings are consistent with Bilbao et al. (2015), who observed that teachers in the early years of their careers are often entrusted with additional co-curricular responsibilities to develop leadership and organizational competencies.

Level of institutional support

The respondents generally perceived a moderate level of institutional support across all dimensions investigated. Female respondents obtained an overall weighted mean of 3.70, while male respondents recorded 3.54, both verbally interpreted as Moderately Agree.

Among female respondents, Administrative Support received the highest rating (AWM = 3.95), followed by Training and Professional Development (AWM = 3.80). Financial and logistical support obtained the lowest rating (AWM = 3.49).

Among male respondents, Training and Professional Development ranked highest (AWM = 3.75), while Availability of Instructional and Cultural Materials received the lowest rating (AWM = 3.41).

The findings indicate that school administrators generally provide support to Filipino Club advisers through administrative guidance and professional development opportunities. However, resource availability and financial support remain areas requiring improvement. This suggests that although institutional mechanisms exist, they are not yet sufficient to fully address the operational needs of Filipino Club implementation.

The findings support Fullan (2016), who emphasized that teacher effectiveness depends largely on organizational support, leadership, and continuous professional development. Likewise, Leithwood et al. (2020) argued that supportive school leadership enhances teacher commitment and improves the implementation of school programs.

For schools in Bauko, the moderate ratings may reflect the realities of rural educational settings where school administrators strive to support co-curricular activities despite limitations in funding, instructional resources, and logistical facilities.

Frequency of instructional challenges encountered

The respondents generally reported that they often encountered instructional challenges in implementing Filipino Club activities. Female respondents obtained an overall weighted mean of 3.89, while male respondents obtained 3.55, both interpreted as Often.

Among female respondents, the most frequently encountered challenge was low pupil participation, followed by heavy teaching load, limited training, and overall program-related concerns. Male respondents identified the overall impact of instructional challenges on Filipino Club implementation as the most common concern, followed by administrative demands and time constraints.

These findings indicate that Filipino Club advisers experience multiple instructional challenges that extend beyond the availability of institutional support. Teacher workload, learner engagement, and competing school responsibilities continue to influence the quality and effectiveness of club implementation.

The findings agree with Rahman and Abdullah (2023), who found that workload, time limitations, and multiple teaching responsibilities significantly affect teachers' participation in extracurricular programs. Similarly, Delgado (2023) reported that inadequate professional development opportunities contribute to teachers' instructional difficulties and reduced confidence in managing school activities.

Considering the rural context of Bauko, these challenges may be intensified by limited access to instructional resources, geographical constraints, and the multiple responsibilities assigned to teachers.

Proposed enhancement measures

The respondents considered all proposed interventions as High Priority. Female respondents obtained an overall weighted mean of 4.02, while male respondents obtained 3.88.

Female advisers ranked recognition of advisers' efforts through incentives as the highest priority, whereas male respondents identified improvement of facilities for club activities as their primary concern. Both groups likewise recognized the importance of regular training, learner participation incentives, instructional materials, and the development of school-based Filipino Club action plans.

These findings suggest that Filipino Club advisers recognize the need for institutional interventions that address both motivational and resource-related concerns. Recognition, professional development, and improved facilities are viewed as important strategies for sustaining adviser commitment and improving program implementation.

The findings are supported by Avalos (2011), who emphasized that teacher recognition and professional development contribute to instructional effectiveness and long-term teacher motivation. Bush and Glover (2016) likewise stressed that organizational support systems enhance the sustainability of school programs.

Relationship between institutional support and instructional challenges

The study examined whether a significant relationship existed between institutional support and the instructional challenges encountered by Filipino Club advisers.

Correlation analysis yielded a Pearson correlation coefficient (r) of 0.533 and a p -value of 0.632, which exceeded the 0.05 level of significance. Consequently, the null hypothesis was accepted.

The findings indicate that institutional support did not significantly influence the frequency of instructional challenges encountered by Filipino Club advisers. Although advisers generally perceived moderate institutional support, instructional challenges continued to occur, suggesting that these difficulties may be attributed to other contextual factors such as workload, learner characteristics, school environment, and operational demands.

This finding agrees with Kyriacou (2015), who argued that teacher stress and instructional difficulties arise from multiple interacting factors rather than organizational support alone. Patel and Kumar (2023) similarly reported that teacher workload, scheduling conflicts, and contextual school conditions contribute significantly to challenges encountered in implementing co-curricular activities.

For Filipino Club advisers in Bauko, the findings imply that strengthening institutional support alone may not completely eliminate instructional challenges. A more comprehensive approach addressing teacher workload, learner engagement, and resource management is necessary to improve the implementation of Filipino Club activities.

Overall discussion

The study demonstrates that Filipino Club advisers generally receive a moderate level of institutional support while frequently experiencing instructional challenges in implementing club activities. Administrative leadership and professional development remain strengths of school support systems, whereas financial assistance and instructional resources continue to require enhancement. Furthermore, the absence of a significant relationship between institutional support and instructional challenges indicates that other school-related and contextual factors contribute to advisers' experiences.

Overall, the findings underscore the need for comprehensive school-based interventions that address not only institutional support but also workload management, learner participation, resource allocation, and professional development. Such interventions may strengthen the implementation of Filipino Club programs and contribute to improved language learning and cultural appreciation among elementary learners.

CONCLUSION

This study examined the institutional support and instructional challenges encountered by Filipino Club advisers in public elementary schools of Bauko. Based on the findings, it is concluded that Filipino Club advisers generally perceived a moderate level of institutional support in terms of administrative support, availability of instructional and cultural materials, financial and logistical support, training and professional development, and time allocation and workload consideration. Although schools provide support mechanisms to facilitate the implementation of Filipino Club activities, these support systems are not yet at an optimal level.

The respondents also reported that they often encounter instructional challenges, particularly those related to heavy teaching load, time constraints, learner participation, administrative demands, and limited training opportunities. These challenges continue to affect the planning and implementation of Filipino Club activities despite the presence of moderate institutional support.

Furthermore, the study found no significant relationship between the level of institutional support and the frequency of instructional challenges encountered by Filipino Club advisers. This suggests that instructional challenges are influenced not only by institutional support but also by other factors such as teacher workload, school context, learner characteristics, and operational conditions that were beyond the scope of the present study.

Overall, the findings highlight the importance of continuously strengthening institutional support while also addressing other contextual factors that influence the effective implementation of Filipino Club programs. Improving both organizational support and school-level practices can contribute to more meaningful language enrichment and cultural activities for elementary learners.

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