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Editor's Note

We are delighted to present this research journal issue, which showcases a diverse range of scholarly articles addressing key topics in education, language, and instructional development. This collection of studies reflects the dedication of educators, researchers, and practitioners to advancing knowledge and practices that foster learning and academic excellence.

The featured articles provide valuable insights into critical areas of educational research:

"School Performance and Productivity of Master of Arts in Education Graduates" examines the impact of advanced education on educators' professional effectiveness and contributions in their respective institutions.

"Paggamit ng Mungkahing Gawain sa Paglinang ng Higher Order Thinking Skills (HOTS) ng mga Mag-aaral sa Filipino" offers innovative approaches and evidence-based activities to cultivate critical and analytical thinking among learners.

"Phonological Variations among the Three Generations of Dumagats and Remontados" explores the linguistic dynamics of indigenous communities, shedding light on the intergenerational transmission of language and cultural identity.

"Designing Effective Rubrics for Evaluating Non-Objective English Assessments" presents an analytical framework for assessing English language proficiency in non-objective test formats, ensuring fair and practical evaluation.

"Administrator's Instructional Supervisory Practices and Teachers' Performance" investigates the relationship between leadership practices and teaching efficacy, emphasizing the role of supervision in enhancing educational outcomes.

These contributions underscore the transformative role of education in addressing societal challenges, preserving cultural heritage, and fostering professional growth. As you engage with the research presented in this issue, we invite you to reflect on how these findings may inform and inspire your practice and scholarship.

We extend our deepest gratitude to the authors, peer reviewers, and the editorial team for their commitment and efforts in making this publication possible. May this issue catalyze meaningful discussions and further inquiry into the field of education.

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School Performance and Productivity of Master of Arts in Education Graduates

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Abstract

The study aimed to examine the correlation between school performance and the productivity of Master of Arts in Education graduates. A descriptive correlational research design was employed, focusing on key performance indicators (KPIs) related to instructional leadership, the learning environment, and human resource management. A total of 9,764 respondents were purposively selected for the study. Data were gathered using personal documents, including the Individual Performance Commitment Review Form (IPCRF) and School Form 5. The results showed that graduate employees demonstrated high productivity levels. The statistical analysis indicated a modest correlation between the independent variables (school performance) and productivity. Non-academic performance, specifically promotions, was found to be significantly and positively correlated with productivity levels. However, the study revealed that productivity was not linked to academic achievement. It is suggested that future research consider alternative school outcomes when evaluating the effects of productivity. The Herzberg Two-Factor Theory was applied to explain the enhancement of job performance, highlighting the importance of motivation factors such as recognition and promotion. The study also noted that factors like commitment, employee incentives, compensation, and organizational practices may not improve performance unless complemented by intrinsic motivators. This study concludes with recommendations for enhanced leadership developed and implementation of formal reward mechanisms.

Keywords: *school performance, productivity, human resource management, motivation, leadership development*

Introduction

Competition in education has become a global phenomenon, driven by society's evolving demands. To meet these demands, educational curricula worldwide have undergone revisions, fostering the development of highly skilled individuals capable of achieving ambitious educational outcomes (Darling-Hammond, 2000). In the Philippines, the passage of Republic Act No. 10533, which outlines the Implementing Rules and Regulations of the Enhanced Basic Education, underscores the importance of Continuing Professional Development (CPD) programs for educators. These programs ensure that the professional growth of teachers and school leaders remains consistent, thus maintaining the high quality of teaching and school headship (Department of Education [DepEd], 2017).

School leaders, in particular, face considerable pressure in managing and enhancing their institutions' performance. Performance in this context is traditionally measured through Key Result Areas (KRAs), such as instructional leadership, human resource management, and community partnership (Leithwood et al., 2004). However, the concept of productivity, which is often used as a benchmark for performance, continues to be debated in educational research. In this study, productivity is defined as the ability of Master of Arts in Education (MAEd) graduates to effectively contribute to leadership, teaching, and other responsibilities within their educational communities. On the other hand, performance is defined as the rate at which work is produced, measured against established standards (Makovec, 2018).

Educational work performance is generally focused on leadership functions in instruction, student learning, and outcomes. Studies have shown that school leadership is one of the most significant factors contributing to institutional success, directly influencing teaching and learning outcomes (Hallinger & Heck, 1998). While performance is often perceived in terms of the effectiveness and quality of work, productivity, by contrast, focuses on the output generated through an individual's efforts, time, and resources. This distinction highlights the complex relationship between these two concepts, as high performance does not necessarily imply high productivity, and vice versa (Makovec, 2018).

As performance is primarily concerned with achieving outcomes, productivity is more concerned with the processes and rate at which those outcomes are achieved. For educators, productivity can refer to the time dedicated to lesson planning, participation in professional development activities, and involvement in school committees. However, the relationship between performance and productivity is not always straightforward. While high performance may indicate high productivity, factors such as motivation, resources, and work processes also play critical roles in shaping both (Albert et al., 2019).

This study seeks to explore the correlation between school performance and the productivity of MAEd graduates, particularly focusing on the effects of key motivators such as promotions, recognition, and salary. It will examine how these factors contribute to the performance of school heads, teachers, and learners. The investigation draws on Herzberg's Two-Factor Theory, which posits that job satisfaction and productivity are influenced by intrinsic motivators (e.g., achievement, recognition, and personal growth) and extrinsic hygiene factors (e.g., pay, work conditions, and job security). Herzberg's theory suggests that while hygiene factors prevent dissatisfaction, only the presence of motivators leads to higher job satisfaction and improved performance (Herzberg, 1966). In educational settings, motivators like recognition and career advancement (e.g., promotions) are essential for enhancing the productivity of both teachers and administrators. In contrast, hygiene factors, such as wages and working conditions, maintain stability but do not contribute to improved performance (Cattaneo et al., 2017).

The body of research in this field suggests that educational performance is intricately linked to factors such as job satisfaction, professional development, and institutional support. Studies have shown that CPD programs are crucial in helping educators adapt to evolving educational standards and enhance their performance (Guskey, 2002). For instance, the Department of Education's (DepEd) Order No. 42, s. 2017 emphasizes the importance of the Philippine Professional Standards for Teachers (PPST) in guiding teacher competency and fostering high performance. These frameworks aim to ensure that educators possess the necessary skills to improve teaching outcomes and contribute to school effectiveness (DepEd, 2017).

Despite the growing body of literature on teacher performance, relatively few studies have examined the specific relationship between the productivity of MAEd graduates and their performance as educators. This research aims to fill this gap by exploring how their productivity, in terms of promotions, salary, and recognition, correlates with their performance in school leadership, teaching, and learning outcomes. By drawing on Herzberg's framework, the study offered valuable insights into the motivational factors that influence both educator productivity and school performance.

Methodology

The study used a descriptive-correlational research design, chosen for its ability to examine the relationships between variables without manipulating them (McBurney & White, 2009). This design is commonly employed in studies assessing performance metrics in educational contexts, as it allows for an understanding of how different variables are related (Cohen et al., 2017). The study focused on respondents—specifically, school administrators and teachers—who were selected due to their direct involvement in the performance evaluation process. This sample was chosen to provide insights into the dynamics between school performance and individual productivity, consistent with previous studies in the field (Teddlie & Tashakkori, 2009).

In terms of data collection, a combination of questionnaires, IPCRF, and OPCRF was employed to assess school performance and individual productivity. These instruments were chosen for their established reliability and validity in educational settings (Monsen & Horn, 2007). The inclusion of a questionnaire was essential to gather quantitative data directly from the respondents. Although the methodology was largely quantitative, documentary analysis was also incorporated, serving as a supplementary method to contextualize the quantitative data. Expert guidance was employed to conduct the documentary analysis, which helped interpret the performance records accurately (Yin, 2018). A permit to conduct the study was secured from the relevant authorities, ensuring compliance with ethical and procedural standards.

Once data collection was complete, statistical analysis was performed using SPSS software. Descriptive statistics were first calculated to summarize the data. Following this, Pearson's

correlation coefficient was used to examine the relationships between various performance indicators and productivity metrics. Pearson's correlation was selected due to its effectiveness in identifying the strength and direction of linear relationships between variables, providing valuable insights into how changes in one factor could correspond with changes in another. This comprehensive data analysis approach ensured a thorough examination of the study's research questions.

Results and Discussion

Table 1

Performance of School Heads

Performance Indicator	Mean	SD	Interpretation
Instructional Leadership	2.73	0.45	Satisfactory
Learning Environment	2.85	0.38	Satisfactory
Human Resource Management	2.70	0.42	Satisfactory
School Leadership & Operations	2.68	0.41	Satisfactory
Overall	2.73	0.42	Satisfactory

The overall performance of school heads across all key result areas was rated as "Satisfactory" with a mean of 2.73. This rating, while indicative of adequate performance, suggests that school heads face significant barriers that impede their ability to deliver exceptional leadership.

This "Satisfactory" rating underscores the persistent challenges that school leaders face, which are often beyond their control. These challenges include systemic issues such as limited resources, administrative burdens, and lack of administrative support. As noted by Fullan (2012), effective school leaders should not only manage but empower teachers, fostering a collaborative and innovative culture. However, the findings suggest that many school heads are bogged down by operational tasks, limiting their capacity for strategic leadership and professional development.

This rating is also influenced by broader cultural and institutional barriers, which may dampen the potential for reform or innovation. Despite possessing advanced qualifications (e.g., MAEd), these school leaders often find their efforts constrained by a rigid educational system and an overemphasis on short-term, measurable

outcomes like test scores, which may not fully reflect their long-term contributions.

The results call for the development of targeted professional development programs for school heads. These programs should focus not only on administrative skills but also on fostering leadership qualities that encourage innovation and teacher empowerment. Moreover, policy reforms that reduce administrative burdens and support strategic planning at the school level are crucial to facilitating long-term improvements in school performance.

Table 2

Performance of Teachers (Based on IPCRF)

Performance Indicator	Mean	SD	Interpretation
Content Knowledge & Pedagogy	3.88	0.38	Very Satisfactory
Learning Environment	3.92	0.40	Very Satisfactory
Curriculum & Planning	3.85	0.41	Very Satisfactory
Assessment & Reporting	3.87	0.39	Very Satisfactory
Overall	3.88	0.39	Very Satisfactory

Teachers were rated as "Very Satisfactory" across all indicators, with an overall mean score of 3.88. They demonstrated a high level of competence in content knowledge, pedagogy, curriculum planning, and assessment.

The high ratings for teachers are a testament to the positive impact of graduate education (MAEd) on teaching practices. Their ability to apply advanced pedagogical strategies, differentiated instruction, and create supportive learning environments directly contributes to improved student outcomes. These results align with previous research by Cardino et al. (2017), which highlighted the importance of teacher training in fostering effective classroom management and student engagement.

However, despite the high ratings, the "Satisfactory" performance of learners (discussed below) suggests that even highly qualified teachers face constraints that limit their ability to fully maximize student achievement. Factors such as large class sizes, socio-economic challenges, and insufficient resources may hinder the effectiveness of teaching, even in highly skilled educators.

Teachers' high performance reinforces the importance of continuous professional development and ongoing support. Schools should focus on providing resources and support structures that allow teachers to implement innovative teaching strategies effectively. Additionally, reducing class sizes and addressing socio-economic barriers could help further improve educational outcomes.

Table 3

Learners' Academic Performance Based on School Form 5

Indicator	Mean	SD	Interpretation
General Weighted Average (GWA)	82.93	6.57	Satisfactory

Learners' academic performance, as indicated by their General Weighted Average (GWA), was rated "Satisfactory" with a mean of 82.93. While this suggests that learners are making progress, there is room for improvement in their academic achievements.

This academic performance rating reflects both the strengths and limitations of the educational system. Despite the application of innovative teaching strategies by MAEd-trained teachers, systemic factors such as large class sizes, lack of resources, and socio-economic disparities continue to affect learning outcomes. These barriers prevent students from reaching their full potential, highlighting the limitations of traditional performance metrics, which often focus on immediate academic outcomes rather than long-term developmental benefits.

The study's findings are consistent with the research of Cook et al. (2013), that emphasized the need for more collaborative, student-centered teaching methodologies that encourage critical thinking and problem-solving. Although the teachers in this study are equipped with advanced pedagogical skills, the broader systemic constraints prevent these skills from fully translating into significant academic improvements.

Consequently, there is a need for reforms that address the structural challenges affecting student performance. Schools should implement strategies that promote collaborative learning, critical thinking, and problem-solving skills. Additionally, policymakers should prioritize resource allocation to schools and invest in programs that reduce socio-economic barriers to learning.

Table 4

Learners' Non-Academic Performance

Indicator	% of Participation	Interpretation
Participation in School Activities	88.46%	High Productivity

The non-academic performance of learners, as reflected in their participation in school activities, was rated "High," with 88.46% of students actively participating in extracurricular activities.

The high participation rate in non-academic activities demonstrates the importance of holistic development in students. While academic performance remains a priority, the engagement of students in extracurricular activities contributes to their social-emotional development, leadership skills, and teamwork abilities. This finding supports the work of Annu et al. (2014), which emphasized the positive impact of extracurricular involvement on student well-being and academic success.

However, the study also suggests that non-academic development is often secondary to academic achievement, especially in resource-constrained settings. Unless schools have the resources and structures to support non-academic programming, the full potential of students' personal growth cannot be realized.

To foster well-rounded student development, schools should integrate non-academic activities into the core curriculum. Providing students with opportunities to engage in leadership, teamwork, and creative endeavors is essential for their long-term success.

Table 5

Productivity of Master of Arts in Education Graduates

Productivity Indicator	%	Interpretation
Salary	100.00	High Productivity
Designation	100.00	High Productivity
Promotion	86.54	High Productivity
Recognition and Awards	45.00	Low Productivity

MAEd graduates show "High Productivity" in terms of salary, designation, and promotion, but "Low Productivity" in recognition and awards.

The high productivity in salary, designation, and promotion reflects the value placed on graduate education in terms of career advancement. However, the low recognition and awards indicate a disconnect between formal achievements and acknowledgment within the educational system. This finding aligns with the work of Andrews (2012), which highlighted the lack of structured recognition programs in education.

Educational institutions should implement formal recognition and award systems that align with the achievements of MAEd graduates. These systems would serve as both a motivational tool and a means to ensure that graduates are valued for their contributions to the educational sector.

Table 6

Correlation Analysis

Variable	Pearson r	Sig. (p)	Interpretation
Productivity vs. School Heads' Performance	0.255	0.200	Not Significant
Productivity vs. Teachers' Performance	0.500	0.000	Significant
Productivity vs. Learners' Academic Performance	-0.003	0.964	Not Significant
Productivity vs. Learners' Non-Academic Performance	0.165	0.000	Significant

The correlation results suggest that productivity is positively and significantly associated with teachers' performance, though weak ($r = 0.500$, $p < 0.05$); and learners non-academic performance though weaker and insignificant ($r = 0.165$, $p < 0.05$). However, no relationship is evident between productivity and the efficiency of school heads or learners' learning achievements.

Such findings negate the study of Albert et al. (2019), stating that productivity of school heads does not depend on the designation he/she may have. That gives an idea that designation will not hinder the productivity and performance of the school head in managing and organizing the school. Probably, the school head may perform more than what is expected from him or her since designation does not cover all his or her personal and professional skills.

Table 7

Relationship between Productivity and Performance

Level of Productivity	Pearson-r	Sig.	H_O	VI
Designation	.500	.000	R	S
Salary	.003	.956	FR	NS
Promotions	-.087	.107	FR	NS
Recognition and Awards	-.076	.419	FR	NS

There is a strong positive correlation between the rate of productivity and the degree of performance in the workplace. It emerges that there is an inconclusive relationship between productivity and performance. Comparatively, MAEd graduates' productivity is felt in salaries, designation, and promotion without commensurate effect on academic performance. Consequently, this study implies that elements such as recognition and awards, which is under Herzberg's motivator– which is under Herzberg's motivator – hygiene theory – are low-stressed and considered, resulting in low productivity in this aspect, underscoring the need to reevaluate motivational strategies to enhance academic and workplace performance holistically."

Productivity determines teachers' performance in agreement with Herzberg's Two Factor Theory, which suggests that hydraulics such as being responsible and earning promotions increase job satisfaction and performance. The correlation between productivity and the performance of teachers found in the study shows that incentives like promotions and recognition can be used as a means of influencing instructor quality.

However, there is no close relationship between productivity and the performance of school heads as expected. This may suggest further policy actions targeting the enhancement of the school heads' managerial competency, which cannot be defined simply in terms of reward package or rank and file status.

It affirms Branch et al.'s (2013) study, which proved that teachers' performance could be high as various factors affects it. But it does not answer the totality of the whole performance of the teachers. There are various factors that could be the reason of the high performance of the teachers but its extent of efficiency and effectiveness in maintaining the performance of the teachers could not be answered.

Conclusion

The study concludes that the productivity and performance of MAEd graduates have a significant impact on school outcomes. While graduates are highly valued for their salary, designation, and promotion, recognition per unit of productivity remains low. There is a positive relationship between graduates' productivity, teacher performance, and non-curricular learner activities, suggesting that improving productivity through intrinsic rewards such as career progression for teachers is essential. However, the study found no correlation between productivity and the performance of school heads or learners' academic outcomes, indicating that productivity measures may enhance teacher and learner participation in non-academic activities but do not directly influence school leadership or academic performance. Given the strong correlation between teacher performance and productivity, it is crucial for the Department of Education to focus on improving career progression, promotions, and professional recognition for teachers. Additionally, school heads require more specialized professional development programs to ensure they meet international education standards. The study also emphasizes the continued importance of funding extracurricular activities, as these have a positive ripple effect on overall school productivity.

However, several limitations must be considered. The study was limited to a specific set of schools, which may not fully represent the broader educational context. Furthermore, the measures used to assess productivity and performance may not capture all relevant factors, and the causal relationships between these elements remain unclear.

The findings have important implications for educational practice. Policymakers should focus on improving teacher career progression and recognition while ensuring that school heads receive the necessary training in leadership. Schools should also continue to fund extracurricular activities to foster a balanced development of students. The study suggests that further research be conducted to explore the causal factors behind the relationships observed in this study to better inform policy and practice.

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Paggamit ng Mungkahing Gawain sa Paglinang ng Higher Order Thinking Skills (HOTS) ng mga Mag-aaral sa Filipino

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Abstrak

Ang pangunahing layunin ng pag-aaral na ito ay bumuo at mataya ang antas ng kaalaman ng mga mag-aaral gamit ang mungkahing gawain na nakatuon sa paglinang ng kanilang Higher Order Thinking Skills (HOTS). Ito ay isinagawa sa pambulikong paaralan sa sekondarya sa ikalawang markahan ng taong panuruan 2020-2021. Ang pag-aaral na ito ay ginamitan ng kwantitatibo-kwalitatibong disenyo at mgapamamaraang deskriptib-debelopmental at eksperimental. Ang mungkahing gawain ay naglalaman ng mga komprehensibong pagtalakay sa mga paksang aralin at mga gawain na makakatulong upang malinang ang malalim na pag-unawa ng mga mag-aaral sa asignaturang Filipino. Ito ay mabusising binuo at nahahati sa tatlong bahagi, ang Layunin, Alamin at Linangin. Bago Ang mungkahing gawain ay nakapagtamo ng napakataas na pagtanggap dahil sa pagsang-ayon ng mga tagasuri na ang mungkahing gawain ay isang makabuluhang kagamitan sa paglinang ng malalim at mapanuring pag-unawa ng mga mag-aaral. Ang magandang epekto ng paggamit ng mungkahing gawain ay makikita sa naging resulta ng pagsusulit ng mga mag-aaral kung saan, sila ay nakakuha ng mataas na antas ng kaalaman. Samantala, naging suliranin ng mga mag-aaral sa paggamit ng mungkahing gawain ay nakatuon sa lalim ng mga gawain lalo't higit sa pagsulat ng tula at ang kakulungan sa oras ng pagsagot sa mga gawain. Sa kabuoan, nakatulong ang paggamit ng mungkahing gawain upang malinang ang malalim at mapanuring pag-unawa ng mga mag-aaral sa asignaturang Filipino. Nangangahulugan ito na maaaring gamitin ang nabuong instrumento upang makatulong sa pagpapaunlad ng proseso ng pagtuturo ng mga guro at pagkatuto ng mga mag-aaral.

Mga Susing Salita: *balidasyon, beskriptib-debelopmental, eksperimental, Higher Order Thinking Skills, mungkahing gawain*

Panimula

Sa bagong sistemang pang-edukasyon sa ilalim ng programa ng K to 12, inaasahan na mas mapapalalim at mapapaunlad ang isipan at kasanayan ng mga mag-aaral. Sa kasalukuyan ay may napakalaking hamon ngayon na sinusuong ang bawat isa sa larangan edukasyon. Batid na ang mga tao ay nakakaranas ngayon ng suliranin dahil sa pandemyang kinakaharap hindi lamang ng bansa kundi ng buong mundo. Ngunit hindi ito naging hadlang upang hindi ipagpatuloy ang proseso ng pagkatuto ng mga mag- aaral.

Nakasaad sa Adoption of the Basic Education Learning Contuinity Plan for School Year 2020-2021 in the Light of the COVID-19 Public Health Emergency na:"Titiyakin ng Kagawaran ng Edukasyon ang ligtas at patuloy na pag-aaral ng mga mag-aaral sa kabila ng lahat suliranin na kinakaharap ng ating bansa sa panahon ng pandemya."

Nakapaloob sa Learning Contuinity Plan ng DepEd ang kongkretong plano sa pag-aaral ng mga mag-aaral, kung saan titiyakin ng kagawaran ang kaligtasan ng mga guro at mag-aaral at ipagpapatuloy ang pagkakatuto. May iba't ibang modality na maaaring piliin ang mga mag-aaral. Ang ilan sa mga ito ay ang pagkatutong modyular, pagkatutong online at pagkatutong blended, at magkahalong modyular at online. Ang mga pagbabago sa edukasyon ay magbubunsod sa mga guro upang mas magsaliksik at bigyang pansin ang mga makabagong inobasyon na makakatulong sa mas makabuluhan at malalim na proseso ng pagtuturo at pagkatuto.

Sa inilabas na resulta ng Programme for International Student Assessment (PISA) noong 2018, makikita na ang Pilipinas ay nasa pinakamababang bilang sa Pagbasa, Agham, at Sipnayan. Kaya't sa inilabas na pahayag ng kalihim ng edukasyon, Gng. Leonor Magtolis Briones na:

Ang unang hamon ay bumuo ng makabagong mag-aaral – mga mag-aaral na may kritikal ng pag-iisip. Ang kritikal na pag-iisip ay hindi lamang tungkol sa pagtuturo sa mga bata upang maging kritiko. Ito ay tungkol sa paghahati ng mga problema at hamon, paggamit ng matibay na pundasyon at makadalubhasang kasanayan, lalo na sa Agham, Teknolohiya, Pag-iinhinyero at Sipnayan, upang mahanap ang mga solusyon at inobasyon.

Nangangahulugan lamang na hindi sapat na alam ng mga mag-aaral ang depinisyon o konsepto ng isang paksang tinatalakay ng guro upang masabi na siya ay may malalim na pag-iisip. Kinakailangan ng ugnayang panggagagad, pangangatwirang pabuod at motibasyong intrinsik upang lubusang matamo ng mga mag-aaral ang inaasahang pagkatuto.

Bukod dito, makikita rin ang mababang pagganap ng mga mag-aaral sa asignaturang Filipino. Patunay dito ang nakuhang kabuuang puntos ng mga mag-aaral sa Baitang 8 ng San Juan National High School ng Taong Panuruan 2019-2020 sa Ikalawang Markahang Pagsusulit ay mayroon lamang na 67.76% mean percentage score na malayo sa inilatag ng DepEd na 75%.

Ang mananaliksik bilang guro ng Filipino ay maliwanag na nakikita ang kahinaan ng mga mag-aaral sa malalim na pag-unawa sa mga paksa. Maraming posibleng dahilan ang mga ito, una na ang mga kagamitang pampagtuturo na may malaking gampanin sa paglinang ng kakayahan at kasanayan ng mga mag-aaral. Pangalawa ay ang mga pasilidad, pangatlo ang mga pagkukunang kagamitan ng mga guro sa awtentikong pagtuturo sapagkat posibleng mabawasan ang interes ng mga mag-aaral kung hindi sapat ang pasilidad na kanilang gagamitin sa pag-aaral. Ang mga suliraning binanggit ay ilan lamang sa naging batayan upang isagawa ang pananaliksik.

Ang pag-aaral na ito ay nagnais na masagot ang mga sumusunod: Paano binuo ang mungkahing gawain sa paglinang ng Higher Order Thinking Skills (HOTS) ng mga mag-aaral?; Paano inibalweyt ng mga eksperto ang nabuong mungkahing gawain sa paglinang ng Higher Order Thinking Skills (HOTS) ng mga mag-aaral ayon sa mga sumusunod: Layunin, Nilalaman, Organisayon, Wikang ginamit, Pagkamalikhain, at Ebalwasyon; Ano ang antas ng kaalaman ng mga mag-aaral matapos gamitin ang mungkahing gawain?; at Ano ang suliraning kinaharap ng mga mag-aaral matapos gamitin ang binuong mungkahing gawain sa paglinang ng Higher Order Thinking Skills? Ang mgakatanungang ito ang siyang naging gabay at nagbigay daloy sa kinalabasan ng pananaliksik.

Ang pag-aaral ay nakaangkla sa Teoryang Kognitib. Ayon dito, ang pagkatuto ng wika ay isang prosesong dinamiko kung saan

ang nag-aaral nito ay palaging nangangailangang mag-isip at gawing may saysay ang bagong tanggap na impormasyon, alamin ang pumapailalim na tuntunin at mailipat ang mga ito upang makabuo ng orihinal na pangungusap (Piaget, 1896). Batay sa teoryang ito ang pagkatuto ng isang bata ay nakaugnay sa kakayahan nitong mag-isip. Subalit kinakailangan na ang pagtuturo ay nakaangkop sa lebel ng kanilag kaalaman, ang mga gawain o pagsasanay ay kailangang exploratory, discovery, imaginary, at lohikal. Ang teoryang ito ay naiugnay sa kasalukuyang pag-aaral sapagkat nakapaloob dito ang mga gawain o estratehiya na makatutulong sa pagpapataas ng antas ng kaalaman ng mga mag-aaral.

Ang pananaliksik na ito ay makatutulong upang mahasa ang isipan ng bawat mag-aaral na maging mapanuri at magkaroon ng mas malalim na pag-unawa sa asignaturang Filipino. Ang mungkahing gawain sa paglinang ng HOTS ay mabisang instrumento upang mas mapalalim ang isipan at magkaroon ng malawak na pag-unawa sa mga asignatura partikular na sa Filipino.

Metodolohiya

Disenyo ng Pananaliksik

Ang pag-aaral na ito ay ginamitan ng mga pamamaraang deskriptib-debelopmental at eksperimental.

Ang deskriptib-debelopmental ay sistematikong pag-aaral sa pagbuo, at ebalwasyon ng mga kagamitang pampagtuturo, proseso at produkto na ginagamitan ng mga pamantayan, Delos Reyes (2020). Nakapaloob dito ang apat na yugto ang pagpaplano, pagbuo, balidasyon at ebalwasyon. Maiuugnay ito sa pag-aaral sapagkat ang mananaliksik ay bumuo ng mungkahing gawain upang malinang ang HOTS ng mga mag-aaral na dumaan sa ebalwasyon at balidasyon ng mga eksperto.

Ginamit din sa pag-aaral ang eksperimental na pamamaraan. ang eksperimental na pananaliksik ay isang pag-aaral upang mataya ang isang ideya, kasanayan, o pamamaraan upang matukoy ang epekto nito, Creswell (2015). Maiuugnay ito sa pananaliksik sapagkat tinaya kung epektibong gamitin ang mungkahing gawain upang malinang ang malalim at mapanuring pag-unawa ng mga mag-aaral sa asignaturang Filipino.

Kalahok ng Pag-aaral

Ang naging kalahok ng pag-aaral na ito ay ang 30 mag-aaral sa Baitang 8. Sila ang napili sapagkat sila ang pumili ng modality na online na pagkatuto. Bukod sa pahintulot mula sa Dibisyon ng Antipolo at sa paaralan upang maisagawa ang pag-aaral, nagsagawa rin ng online meeting ang guro para sa mga magulang ng mag-aaral at nagbigay rin consent form bilang katibayan ng pagpapahintulot sa mga mag-aaral na maging kalahok.

Ang mga napiling mag-aaral ang siyang gumamit ng mungkahing gawain na siyang lilinang ng kanilang higher order thinking skills. Sa ebalwasyon naman ng mungkahing gawain ay napili ang limang Master Teacher at 1) Guro III sa Filipino. Binigyang pansin sa pagpili ng mga kalahok na guro ang mga sumusunod: (1) tagal ng serbisyo sa pagtuturo kung saan pinili ang mga guro na may limang taon pataas nang nagtuturo ng asignaturang Filipino, (2) kinakailangan din na sila ay nakapagtapos ng masterado sa Filipino, at (3) may ranggong Master Teacher at Guro III. Ang kanilang malalim at mayamang kasanayan sa asignaturang Filipino ay nakatulong upang matasa at makamit ang kaangkupan ng binuong mungkahing gawain sa pamamagitan ng pagtugon sa talatanungan at pagbibigay komento at mungkahi.

Instrumento ng Pag-aaral

Ang ginamit na instrumento upang makabuluhang maisagawa ang pananaliksik ay ang binuo at binalideyt na mungkahing gawain. Ito ay isang kagamitang panturo para sa mga mag-aaral ng Baitang 8. Hindi lamang ito makakatulong upang madaling maunawaan ang paksang aralin, ito rin ay makakatulong upang malinang ang kanilang malalim at mapanuring pag-unawa. Makikita rin dito ang pagiging malikhain ng mga guro, maging ang pagkakaroon ng mga makabagong pamamaraan upang matugunan ang ika-21 siglo ng edukasyon.

Naglalaman ito ng mga kompetensi na nakabatay sa least mastered ng *Mean Percentage Score (MPS)* sa Ikalawang Markahan, nakapaloob din dito ang nilalaman, at mga gawain na makakatulong upang malinang ang malalim na pag-unawa ng mga mag-aaral. Ito ay nahahati sa tatlong bahagi, ang Layunin, Alamin at Linangin. Sa unang bahagi ay makikita ang mga Layunin, nakapaloob dito ang mga kasanayang lilinangin sa bawat aralin. Ang ikalawang bahagi naman ay ang Alamin, ito ay naglalaman ng mga konsepto tungkol sa paksang tatalakayin. Nakapaloob dito ang kahulugan, mahahalagang

konsepto at mga halimbawa na makakatulong sa mga mag-aaral upang masagutan ang mga gawain/pagsasanay. Ang panghuling bahagi naman ay ang Linangin, nakalahad dito ang mga gawain at pagsasanay na lilinang sa malalim at mapanuring pag-unawa ng mga mag-aaral ukol sa paksang tinalakay. Ito ay nahahati sa apat na kasanayan: ang aplikasyon, pagsusuri, ebalwasyon at pagbuo. Ang mga pagsasanay na nakapaloob rito ay binigyang grado sa pamamagitan ng rubriks na nabalido ng mga eksperto.

Ginamit din ang talatanungang tseklis bilang kagamitan sa ebalwasyon ng mungkahing gawain na ipapasagot sa mga espertong guro. Ang talatanungang tseklis ay binuo ng mananaliksik batay sa kraytiryang iminungkahi at ito ay Layunin, Nilalaman, Organisasyon, Wikang Ginamit, Pagkamalikhain at Ebalwasyon. Bago ipagamit sa ebalwasyon ay dumaan muna ito sa balidasyon ng mga eksperto.

Gumagamit din ng pagsusulit ito na naglalaman ng mga tanong na nakaangkla sa kompetensi na ginamit sa pagtuturo at sa *Table of Specification.* Bago isagawa ang pagsusulit ay dumaan muna ito balidasyon, sa pilot testing at item analysis.

Ang mga instrumentong nabuo ay ipinabalido sa limang may kasanayan pagdating sa teknikalidad at nilalaman ng mga kagamitang panturo. Isang *IT expert* mula sa Dibisyon ng Antipolo na may kasanayan sa mga grapiko, disenyo at wastong pagbuo ng mga aklat, ang isa naman ay *Learning Resource Coordinator* sa paaralan ng Dalig National High School, ang unang dalawang tagabalido ay nagbigay tuon sa format, disenyo at grapikong organisasyon/presentasyon ng binuong mungkahing gawain at ang tatlo namang mga guro na nakapagtapos ng   Dalubhasa sa Sining ng Pagtuturo Medyor sa Filipino at may limang taon pataas nang serbisyo sa pagtuturo ang siyang naging tagabalido sa nilalaman ng mungkahing gawain, pagsusulit at TOS.Ang kanilang mga ibinigay pagsusuri, pagwawasto at mga mungkahing rekomendasyon ay nakatulong upang mas maging epektibo at makabuluhan ang mungkahing gawaing nabuo.

Pagtalakay sa Resulta ng Pananaliksik

Binuong Mungkahing Gawain sa Paglinang ng Higher Order Thinking Skills (HOTS) ng mga Mag-aaral

Ang mungkahing gawain sa paglinang sa HOTS ng mga mag-aaral ay nakapokus sa apat na mataas na hirarkiya ni Benjamin Bloom, ang analisis, aplikasyon, ebalwasyon at pagbuo. Isinagawa ito sa pamamagitan ng mga sumusunod na proseso. Inobserbahan ng mananaliksik ang performans ng mga mag-aaral sa asignaturang Filipino, kung paano sila sumagot sa mga mahihirap na katanungan at gawain. Sinundan ito ng panayam sa mga guro na nagtuturo ng mga asignatura gamit ang midyum na Filipino, sa isinagawang *unstructured* na panayam ay sinabi ng mga guro na ang mga mag-aaral ay mahina sa pagsagot sa mga katanungan at gawain na kailangang gamitan ng malalim at mapanuring pag-unawa. Dahil dito ay kinuha ng mananaliksik ang resulta ng pinakamababang pagsusulit at ito ang Ikalawang Markahan ng mga mag-aaral sa Filipino. Ang resulta ng MPS ng mga mag-aaral ay 67.76% at ito ay may limang least mastered na competency. Ito ang mga sumusunod: "Naiuugnay ang mga kaisipan sa akda sa mga kaganapan sa sarili, lipunan at daigdig batay sa binasang maikling kwento," "Nahihinuha ang nais ipahiwatig ng sanaysay," "Nabibigyang interpretasyon ang tulang nabasa," "Nagagamit ang mga angkop na salita sa pagbuo ng orihinal na tula," at "Nakasusulat ng isang sanaysay tungkol sa mga napapanahong isyu sa bansa."

Ang mga kompetensi na nakakuha ng mababang resulta ang ginamit upang buuin ang mungkahing gawain sa paglinang ng HOTS ng mga mag-aaral. Matapos nito, nagsimula na mangalap at magsaliksik sa mga *internet website* at aklat ng mga impormasyon na ilalagay sa mungkahing gawain.

Mabusising binuo ang mungkahing gawain na nahahati sa tatlong bahagi, ang Layunin, Alamin, at Linangin. Sa unang bahagi ay makikita ang mga "Layunin," nakapaloob dito ang mga kasanayang lilinangin sa bawat aralin. Ang mungkahing gawain sa paglinang ng HOTS ng mga mag-aaral ay ipinabalido sa limang eksperto. Isang *IT expert* mula sa Dibisyon ng Antipolo na may kasanayan sa mga grapiko, disenyo at wastong pagbuo ng ga aklat, ang isa naman ay *Learning Resource Coordinator*, at tatlong mga guro na nakapagtapos ng Dalubhasa sa Sining ng Pagtuturo Medyor sa Filipino. Sila ang mga eksperto na sumuri, nagwasto at nagbigay ng mga mungkahing rekomendasyon na makakatulong upang maging wasto, epektibo, at makabuluhan ang mungkahing gawaing binuo.

Ang mga suhestiyon at rekomendasyon ng mga eksperto ay nagging batayan sa pagrebisa ng instrumento. Matapos itong maaprubahan ng mga tagapagbalido ay ibinigay na ito sa labing-limang guro na nakapagtapos ng Dalubhasa sa Sining ng Pagtuturo Medyor sa Filipino at may designasyon na *Master Teacher* at *Teacher III*.

Ang binuong mungkahing gawain ay dumaan sa makabuluhang proseso at mahuhusay na tagasuri upang maipagamit sa mga mag-aaral na kalahok sa pag-aaral.

Ebalwasyon ng mga Eksperto sa Nabuong Mungkahing Gawain sa Paglinang ng Higher Order Thinking Skills (HOTS) ng mga Mag-aaral ayon sa Layunin, Nilalaman, Organisasyon, Wikang Ginamit, Pagkamalikhain, at Ebalwasyon

Makikita sa Talahanayan 1 ang resulta ng ebalwasyon ng mga eksperto sa binuong mungkahing gawain. Ito ay nakakuha kabuoang mean na 4.67 batay sa Layunin, Nilalaman, Organisasyon, Wikang Ginamit, Pagkamalikhain, at Ebalwasyon na may berbal interpretasyong "Napakataas na Pagtanggap." Samakatuwid, ang binuong mungkahing gawain may malaking kapakinabangan sa proseso ng pagkatuto ng mga mag-aaral sa asignaturang Filipino.

Mababatid na ang layunin ng pag-aaral ay malinang ang kasanayan sa malalim at mapanuring pag-unawa ng mga mag-aaral sa asignaturang Filipino. Ang pagkakaroon ng napakataas na pag-tanggap sa ebalwasyon ng mga gurong eksperto ay isang matibay na batayan upang masabi na ang binuong mungkahing gawain ay makakatulong sa lubusang pagkatuto ng mga mag-aaral.

Ayon kay Amos et al. (2022) ang mga kagamitang pampagtuturo na naglalaman ng mga gawain ay tumutulong sa pagpapadali ng pagtuturo at pagkatuto. Ito rin ay tumutulong sa mga guro upang gawing makabuluhan ang pagkatuto ng mga mag-aaral. Binanggit naman ni Iroh at Onyinyichi (2024), na ang paggamit ng mga kagamitan sa pagtuturo ay nakakatulong upang mag-udyok sa mga mag-aaral at maipaunawa sa kanila ang paksa nang lubusan. Tinutulungan nito ang mag-aaral na malaman ang mga katotohanan nang kritikal at aktibo.

Talahanayan 1

Kompositong Talahanayan sa Ebalwasyon ng mga Eksperto sa Binuong Mungkahing Gawain sa Paglinang ng Higher Order Thinking Skills (HOTS) ng mga Mag-aaral

Kategorya	Mean	BI
Layunin	4.64	Napakataas na Pagtanggap
Nilalaman	4.57	Napakataas na Pagtanggap
Organisasyon	4.77	Napakataas na Pagtanggap
Wikang Ginamit	4.69	Napakataas na Pagtanggap
Pagkamalikhain	4.59	Napakataas na Pagtanggap
Ebalwasyon	4.75	Napakataas na Pagtanggap
Kabuuan	4.67	Napakataas na Pagtanggap

Nangangahulugan lamang na ang binuong mungkahing gawain sa paglinang ng HOTS ng mga mag-aaral ay may malaking potensyal sa paglinang ng kasanayan ng mga mag-aaral sa asignaturang Filipino.

Antas ng Kaalaman ng mga Mag-aaral Matapos Gamitin ang Mungkahing Gawain

Ipinapakita sa talahanayan na ang bahagi ng pagpili na kinapapalooban ng mga paksang maikling kuwento, sanaysay at tula ang nakakuha ng pinakamataas na mean na 16.10 at may berbal na interpretasyong "Napakataas ang Antas ng Kaalaman."

Nangangahulugan lamang na ang ginamit na mungkahing gawain ay nakatulong upang makakuha ng mataas na resulta ang mga mag-aaral na kalahok sa pag-aaral sa kanilang pinal na pag-susulit.

Talahanayan 2

Antas ng Kaalaman ng mga Mag-aaral Matapos Gamitin ang Mungkahing Gawain

Kategorya		Mean	Sd	BI
Pagpili	Kabuuan	16.10	1.42	Napakataas ang Antas ng Kaalaman
Pagsulat ng Tula	Kabuuan	11.13	1.80	Mataas ang Antas ng Kaalaman
Pagsulat ng Sanaysay	Kabuuan	10.63	1.38	Mataas ang Antas ng Kaalaman
Pinakakabuan		37.83	2.91	Mataas ang Antas ng Kaalaman

Samantala, ang bahagi naman ng pagsulat ng tula ang nakakuha ng mean na 11.13 na may berbal na interpretasyong "Mataas ang Antas ng Kaalaman." Ibig sabihin, ang mungkahing gawain ay nakatulong sa mag-aaral upang malinang ang kanilang pagsulat ng tula ngunit kinakailangan pa rin na dagdagan ang nilalaman at mga gawain sa binuong mungkahing gawain upang mas lubusang matutuhan ang pagsulat ng tula. Sinabi ng mga mag-aaral sa isinagawang panayam na nanahirapan sila sa pagtutugma ng mga salita sa pagsulat ng tula, maaari itong iugnay sa naging resulta ng kanilang pagsusulit sapagkat kasama ang pagtutugma sa nilalaman ng kanilang pagsusulit.

Sa kabilang dako, ang pagsulat ng sanaysay ang nakakuha ng pinakamababang mean na 10.63 na may berbal na interpretasyong "Mataas ang Antas ng Kaalaman." Nangangahulugan lamang na malaki ang naitulong ng mungkahing gawain upang matutuhan ng mga mag-aaral ang mga wastong pamamaraan sa pagsulat ng isang sanaysay. Ang sanaysay ang isa sa pinakamahirap na sulatin na ibinigay sa mga mag-aaral bagaman nakatulong ang mungkahing gawain sa kanilang pagsulat ay kinakailangan pa rin ng pagpapayabong sa pagtalakay ng nilalaman nito, pagbibigay ng maraming halimbawa at gayun din ang pagdaragdag ng mga pagsasanay o gawain na mas makalilinang sa kanilang pagsulat.

Sinabi ni Annissa (2016) na sa pagsulat, dapat bigyang pansin ng mga mag-aaral hindi lamang kung ano ang isusulat kung 'di kung paano ito nararapat maisulat. Bago gawin ang mga sa pagsusulat, kailangang alamin muna nila ang mga aspetong dapat isaalang-alang sa paggawa ng isang mahusay na pagsulat. Ang mga aspeto tulad ng pagpili ng bokabularyo, gramatika, bantas at iba pang mga aspeto na sumusuporta sa mahusay na mga resulta ng pagsulat, at iyon ang dahilan kung bakit ang pagsulat ay mas mahirap kaysa sa iba pang mga kasanayan (Pakaya at Nabu, 2022).

Malaki ang maitutulong ng pagsulat sa paghubog ng isang tao, sa pamamagitan ng pagsulat naipapahayag ang paniniwala, mithiin, pangarap, nararamdaman, bungang-isip at nakikilala ng tao ang kanyang kahinaan at kalakasan, Tabec (2013). Ang pagsulat ay makatutulong sa paglinang ng kakayahan ng mga mag aaral sa lohikal na pag iisip at paglutas ng suliranin, Villegas (2015).

Sa kabuoan, mahihinuha sa resulta ng kanilang pagsusulit na malaki ang naitulong ng mungkahing gawain upang makapagtamo ng mataas na antas ng kalaaman ang mga mag-aaral sa asignaturang Filipino. Sa isinagawa na *Focus Group Discussion* (FGD) ay ibinahagi rin ng mga mag-aaral na nakatulong ang mungkahing gawain upang malinang ang kanilang pag-unawa sa mga aralin.

Ang Suliraning Kinaharap ng mga Mag-aaral Matapos Gamitin ang Binuong Mungkahing Gawain sa Paglinang ng Higher Order Thinking Skills (HOTS)

Nabuo ang anim na tema buhat sa isinagawang (FGD) mga mag-aaral na naging kalahok sa pag-aaral. Ito ang mga sumusunod: Sa Tugmaan Napahirap ang Isipan, Ang Lalim Kaya't angHirap Hukayin, May Daga sa Dibdib Kaya't Hindi Makakabig, Wala sa Interes Kaya Na-iistres, Hindi na Maibabalik Ang Oras na Lumipas at Mahalaga ang Koneksyon sa Komunikasyon. Binigyang tuon ang mga suliranin na kinaharap ng mga mag-aaral matapos gamitin ang mungkahing gawain sa kanilang talakayan.

Sa Tugmaan Napahirap ang Isipan. Binibigyang diin dito ang mga suliranin ng mga mag-aaral sa pagsulat ng tula na may tugma. Sa isinagawang panayam ay ito ang isa pinaka naging suliranin ng halos lahat ng mga mag-aaral batay sa kanilang mga tugon. Sinabi nila: "Yung pagtugma-tugma po sa tula, hindi po kasi talaga ko mahilig magsulat ng tula. Nahirapan pa rin po ko kasi hindi ako makahanap ng eksaktong words na salita na magkakatugma po"

at "Sa tula rin po ako nahirapan, sa mga tugma."

Karamihan sa mga kalahok ng pag-aaral ay nahirapan sa pagsulat ng tula kung kaya't nararapat na dagdagan pa ng mga impormasyon ang mungkahing gawain na makakatulong upang mas maunawaan nila ang wastong pamamaraan sa pagtutugma.

Ang Lalim Kaya't ang Hirap Hukayin. Ang temang ito ay nakapokus sa suliranin ng mga mag-aaral sa pagbibigay kahulugan at pagbuo ng pangungusap gamit ang mga malalalim na salita. Sa isinagawang panayam sinabi ng mga mag-aaral: "Ako po mam yung malalalim na mga salita, yung on the spot ka magsasagot kung ano yung ibig sabihin nun, tas hindi ko alam minsan kung ano yung kahulugan kaya hindi po ako nakakasagot minsan." "Yung malalalim din pong salita at pati na rin sa gawain na bumuo ng pangungusap gamit yung mga malalalim na salita na galing sa tula na binasa po namin." "Pati sa pagbibigay ng kahulugan sa mga linya ng tula nahirapan po ako."

Nakapaloob sa pag-aaral ni Lacorte (2020) ang sinabi ni Pat Villafurte tungkol sa paggamit ng tayutay sa sa tula. Sinabi niya na ang paggamit ng malalalim na salita ay isang paraan upang mahikayat ang mga mambabasa o tagapakinig na pagalawin ang imahinasyon ng mambabasa upang matuklasan ang nakatagong magandang kaisipan o talinhaga sa tula. Nangangahulugan lamang na mahalagang maunawaan ng mga mag-aaral ang wastong gamit ng malalalim na salita upang magamit nila ito sa pagsulat. Ang pagbibigay ng mga karagdagang pagsasanay sa mungkahing gawain ay makakatulong upang mas malinang ang bokabularyo ng mga mag-aaral.

Ang pangatlong tema ay ang **May Daga sa Dibdib Kaya't Hindi Makakabig.** Sa bahaging ito ay naranasan ng mga mag-aaral ang kaba at takot na magkamali sa tuwing sasagot sa mga gawain, sinabi ng mga mag-aaral: "Nahirapan po ako mam nung una sa tula at kinakabahan din po ako sa pagsagot dahil baka hindi ako makasagot." "Kinakabahan din po ako sa pagsagot." "Nababablangko po yung isip ko, at kinakabahan" "Kinakabhan rin ako sa pagrerecite, dahil kulang po ako sa tiwala sa sarili."

Ang suliraning ito ay nakapaloob sa mga napapanahong teorya sa pagkatuto ng wika. Sinabi ni Krashen sa kaniyang Monitor Model noong 1981-1982 sa *Affective Filter Hypothesis* na mahalagang malaman ang baryabol na pandamdamin gaya ng pagkabahala, motibasyon, at pagtitiwala sa sarili dahil nagagawa ng mga ito na hadlangan ang mga input upang gisingin ang *Language Acquisition Device.*

Nangangahulugan lamang na nararapat na alam ng isang guro ang mga bagay na makakahadlang sa pagkatuto ng mga mag-aaral. Kinakailangan na hindi makaramdam ng takot at pagkabahala ang mga mag-aaral sa kaniyang kapaligiran at maging sa mga taong nakakasalamuha nila. Tungkulin ng isang guro na maglaan at lumikha ng isang kaaya-ayang kapaligiran sa silid-aralan at isang pagklaklaseng walang pananakot kung saan maginhawa ang pakiramdan ng bawat mag-aaral.

Wala sa Interes Kaya Na-iistres. Ito ang pang-apat na suliranin na kinaharap ng ilan sa mga mag-aaral sa paggamit ng mungkahing gawain. Sinabi nila: "Sa paggawa po ng tula wala talaga ko interes" at "Sa tula po ako nahirapan, hindi ko po forte yung tula." Nagkakaiba-iba man ang mga interes ng mga mag-aaral ay maaari pa rin nilang matutuhan ang pagsulat ng tula kung maghahanda ang mga guro ng iba't ibang estratehiya upang mahikayat sila sa pagsulat. Kung kaya't ang mungkahing gawain ay maaaring dagdagan pa ng mga gawain na makapupukaw sa mga mag-aaral na magustuhan ang pagsulat.

Hindi na Maibabalik ang Oras na Lumipas. Ito ang isa sa mga naging suliranin ng mga mag-aaral sa pagsasagot ng mungkahing gawain. Sinabi nila: "Ano po mam, nauunawaan ko naman lahat po. Yung pinakaproblema ko po talaga ay yung time management ko po dahil minsan late po ako magpasa ng mga gawain." at "Nababablangko po yung isip ko, at kinakabahan at gahol din po ako sa oras."

Ang pangunahing paraan upang matamo ang pagkatuto ng mga mag-aaral ay ang epektibong pamamahala sa oras, Saghir et.al (2019). Ang hindi wastong paggamit nito ay magreresulta upang maapektuhan ang akademikong pagkatuto ng mga mag-aaral.

Nangangahulugan lamang na sila ay nararapat sanayin sa wastong paggamit at pamamahala ng oras upang matamo ang inaasahang pagkatuto sa bawat paksang aralin. Gayun din naman ang mga guro ay nararapat na magbigay na sapat na oras upang masagutan ng mga mag-aaral ang mga gawaing ipinapagawa.

Mahalaga ang Koneksyon sa Komunikasyon. Ito ang huling suliranin na kinaharap ng mga mag-aaral sa paggamit ng mungkahing gawain. Ang pagkawala ng Internet Connection ang isa sa naging problema nila sapagkat kung minsan ay bigla na lamang humihina ang kanilang signal sa tuwing nagkaklase na nagiging dahilan upang malampasan nila ang sinasabi ng kanilang guro na nagtuturo.

Sa kabila ng problemang ito, tiniyak ng mananaliksik na ang binuong mungkahing gawain ay maaaring gamitin sa kahit anong modalities ngayon sa edukasyon. Maraming mga suliranin ang kinakaharap ngayon ngunit hindi nangangahulugan na dapat nating ihinto ang pagkatuto. Ang mungkahing gawain sa paglinang ng HOTS ay lubusang makakatulong sa proseso ng pagtuturo ng mga guro at pagkatuto ng mga mag-aaral.

Kongklusyon

Ang binuong mungkahing gawain sa paglinang ng HOTS ay isang makabuluhang kagamitan na maaaring gamitin sa lubusang pagkatuto ng mga mag-aaral lalo't higit sa paglinang ng kanilang malalim at mapanuring pag-unawa sa asignaturang Filipino.

Nakatulong din ang mungkahing gawain upang mapataas ang kaalaman nila sa asignaturang Filipino. Kinakailangan lamang na re-bisahin at pagyamanin pa ang mga gawain na nakatuon sa paglinang ng kanilang kasanayan sa pagsulat ng tula at sanaysay.

Ang mga naging suliranin na kinaharap ng mga mag-aaral sa paggamit ng mungkahing gawain ay magagamit ding batayan upang mas mapaunlad pa ang nilalaman at mga gawain na nakapaloob sa kagamitang pampagkatuto.

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Phonological Variations among the Three Generations of Dumagats and Remontados

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Abstract

This study analyzed the phonological variations among the Dumagats and the Remontados according to generation. The analysis of their language was limited to the concepts of family members, animals, kitchen items, occupation, words related to bathing, and verbs used daily. Using ethnographic research design and a self-made interview guide, findings revealed that the Dumagats had a unique way of using, pronouncing, and constructing words, and the Remontados used words closer to common Filipino words but with minor changes in pronunciation. Their first and second generations shared the same phonological pattern with common phonemes such as /ɛ/ and /u/ replacing the regular Filipino vowels /a/, /ɪ/, and /o/. Further, the third-generation Dumagat community understands the words but no longer uses them in everyday conversation since the Tagalog dialect is used more often. This study provides insights into how the language of the Indigenous Peoples' community evolved, offering implications for its documentation, preservation, integration, and intergenerational transmission.

Keywords: *phonology, language variations, culture, Dumagat, Remontado*

Introduction

Language is man's most effective and useful medium of communication. It allows people to communicate their ideas, to say or write things to each other, and express their communicative needs. This becomes a skill in which efficiency regarding tasks completed satisfactorily can be measured. Therefore, communication is indeed an essential function of civilization.

Language is primarily spoken, not written. However, the development of the writing medium and, later, the printing system went a long way in the dissipation of knowledge, without which humans would have remained in the dark about the ways of life and the thought processes of their ancestors. Moreover, language is the key to human lives. It can eliminate misunderstanding by using it as an instrument to transfer communication among people. It is the necessary means of communion, the indispensable instrument for creating the ties of the moment, without which unified social action is impossible (Malinowski, 2010). Language, thus, can be said to be at the core of humanity. Language is an extraordinary gift of God. It is part of what makes man fully human. Aristotle says man is a rational animal and that what sets him apart, which raises him above the animals, is that he can reason and not reason without language. However, he was convinced that meaning was no less an integral part of language than the sounds that bear the meaning, that language depends no less on the rational powers of man by which meanings are constructed than on the physiological organs by which sounds are formed.

Language and culture are interconnected. It is a means of communication, and culture is the social domain that emphasizes practices, laws, and humanities. In the community setting, the language choice and use are an integral part of membership in the society. If a person speaks a certain language not common to the other members of the society, he or she is considered an outcast. It is important to know that sensitivity to cultural differences affects communication progress. Therefore, as human beings, there should be mutual respect and a deeper understanding of the roots of other individuals. Hence, the study of language variation guides language development activities. For example, when developing a writing system, it is desirable for it to be useful and acceptable to the largest number of speakers of the language. Therefore, it is important to

identify the most unifying features of the language. According to the Summer Institute of Linguistics Global (2017), variation is a language characteristic: there is more than one way of saying the same thing. Speakers may vary pronunciation (accent), word choice (lexicon), morphology, and syntax.

Therefore, language is more challenging than it sounds. There are complexities that people should know to understand the language the speaker uses. Language from a region might change because of its geographical location or cultural background (Wardhaugh, 2010). Thus, even if people reside in one place, even a small distance can affect phonology, lexicon, and syntax changes.

The primary means of communication for humans is using language. Regardless of one's origin, culture, and influence, the use of language is indeed prevalent. In the Philippine setting, there are various languages and dialects. A certain place's language or dialect may differ from another depending on its origin, ethnicity, and culture. It is known that individuals differ in how they speak their mother tongue. These differences are not usually markedly different within a small linguistic area but may become considerable in a larger one (Hammarström, 2016). Variations within the community in a larger speech area constitute dialects, sociolects, and idiolects of that language. It suggests that various language codes are available to its members within each linguistic community. Communication is vital in our society and can be done in any form.

Along this, Republic Act no. 8371, the Indigenous Peoples Rights Act of 1997 Section 39 highlighted that the National Commission on Indigenous Peoples (NCIP) shall protect and promote the interest and well-being of the Indigenous Cultural Communities/ Indigenous Peoples (ICCs/IPs) with due regard to their beliefs, customs, traditions, and institutions. The act recognizes, protects, and promotes the rights of ICCs/IPs, creates a National Commission on Indigenous Peoples, Establishing Implementing Mechanisms, Appropriates funds, and other purposes. This legislation recognizes and promotes all the rights of Indigenous Cultural Communities/ Indigenous Peoples of the Philippines. It conveys that the state shall endeavor to have the dignity and diversity of cultures, traditions, histories, and aspirations of the ICCs/IPs appropriately reflected in all forms of education, public information, and cultural-educational exchange. Consequently, the state shall take effective measures in

consultation with ICCs/IPs concerned to eliminate prejudice and discrimination and promote tolerance, understanding, and good relations among them and all segments of society.

Likewise, the government ensures the duty of state-owned media to reflect indigenous cultural diversity. Likewise, the state promotes and guarantees the appropriate indigenous leaders in schools, communities, and international cooperatives. The cooperative understanding includes festivals, conferences, seminars, and workshops to partake, promote, and enhance the IP's distinctive heritage and values. This covers the IPs who resided in Northern Luzon, located on the top of Sierra Madre, known as the Dumagats and the Remontados. The Dumagat people resided in North Eastern Sierra Madre mountains, later known as Agta, while lowland Filipino settlers called them Dumagat (Dalisay, 2011). In addition, she defined Dumagat from the derived word gubat (forest) and hubad that are found in the selected provinces of Nueva Ecija, Isabela, Nueva Vizcaya, Camarines Sur, Camarines Norte, Rizal, and Bulacan. The term Dumagat was derived from the word *rumakat, lumakat* (Bisayan term), *or lumakad* (Tagalog term), which signifies the migration of early Negritos in the Philippines by walking (Lapos, 2016).

Furthermore, there are two distinct groups of Dumagat people: the Pure Dumagat and the Dumagat-Remontado. Remontados are identified Negrito ethnolinguistic group, and their name was derived from the Spanish verb "remontar," meaning "to flee to the hills," "to frighten away," or "go back to the mountains." (Morales, 2018). The Remontados are said to be the descendants of lowlanders who opted to live in the mountains. Once the Remontados intermarried a pure Dumagat, they were called Dumagats and Remontados.

This study was conceptualized to analyze the language usage of IPs in a mountain barangay in Rizal. As a teacher who lived with the people in the IP community, she observed the   peculiar way the students and others speak and write. It was discovered that the dwellers there, specifically the members of the ethnic group Dumagats and Remontados, have a distinct speaking pattern. In many instances, though she had already taught the standard spelling of words, it turned out that some still misspelled the words, leading to taking an interest in knowing what is in their language. Likewise, this study endeavored to gather baseline data that can contribute to establishing possible ways of preserving the language of the IP community.

Methodology

The ethnographic research design was utilized in the study. A researcher-made questionnaire served as the primary tool for structured interviews, further enriched by indigenous research methods such as direct interviews, observations, community visitations, and immersion. These methods were strategically integrated to thoroughly examine and understand the phonological variations present within the linguistic practices of the participants.

The participants for this study were families from the Dumagat and Remontado communities residing in a Philippine province. A total of 30 individuals participated, evenly divided between the two groups, with 15 belonging to the Dumagat group and 15 to the Remontado group. Respondents were categorized into three generational groups: the first generation (50 years and above), the second generation (31 to 49 years), and the third generation (13 to 30 years). The selection criteria included age, gender, length of residence in the community, ethnicity, and willingness to participate in the study.

The analysis of their language was limited to the concepts of family members, animals, kitchen items, occupation, words related to bathing, and verbs usually used in daily life. A semi-structured interview technique was the main tool, coupled with indigenous research methods such as ocular survey, visitation, community immersion, and chatting.

Results and Discussion

This study shed light on the phonological variations among Dumagats and Remontados according to generation.

First Generation Phonological Variations

Some of the Dumagat words about members of the family have similarities with Filipino words in terms of sounds where "*ate*" is ['ɑ:ti], *"kuya"* is ['ʊ:yɑŋ], and *"pinsan"* is ['pɛn:sɑn]. In addition, it can be noticed that there are only slight changes in the sound in the word "ate" where /ɛ/ is replaced with /ɪ/.

On the other hand, for the word "pinsan," /ɪ/ is replaced with /Ɛ/. And for the word "kuya," /k/ is omitted while /ŋ/ is added at the end. In addition, there are also Dumagat words relating to members of the family which are uncommon to Filipino words in terms of sounds, where *"lolo"* and *"lola"* is [ɪ:'bu:bu], *"tiyo"* is [ɪ:'wɑ:wɑ], *"tiya"* is [ɪ:'naŋ:naŋ], and *"biyenan"* is [pɑ:nu:'gɑ:ŋan]. Additionally, *"ina"* and *"ama"* are like the Filipino words. Only the pronunciation of /ama'/ for Tagalog differs from the Dumagat pronunciation, which is /ə'mə/. The vowel sound /a/ is replaced with /ə/. In addition, the word referring to grandfather and grandmother in Dumagat is "*ibubu*." Although the words are the same, they have differences in stress. The stress of the word *'ibubu'* referring to grandfather is placed on the first syllable "/ɪ'bubu/" while the other one referring to grandmother is placed on the second syllable "/ɪbu'bu/". But it can also be noticed that the usual stress in words used by the Dumagats when speaking is placed on the first syllable for a two-syllabled word while it is on the second syllable for a three-syllabled word.

Moreover, the words used by the Remontados about family members are by far similar to Filipino words whereas *[ɪ:'nay]* is [ɪ:'nay],*[ɪ:'tay]* is [ɪ:'tay], *"lolo"* is [ɑ:'maŋ]*, "lola i*s [ɪ:'naŋ]*, "ate"* is ['ɑ:tƐ]*, "kuya"* is ['ku:yɑ]*, "tiyo"* is ['tɪ:yo]*, "pinsan"* is ['pƐn:sɑn], and *"biyenan"* is [bɪ:yƐ:'Ɛ:nɑn]. As shown in the table, the Remontado words are variations of similar Filipino words. Also, Remontados use the word: "teti" ['tƐ:tɪ] referring to *"tiya."* Additionally, compared with the Dumagat word, *"pinsan,"* /ɪ/ is replaced with /Ɛ/.

In terms of Dumagat words referring to animals, it can be observed that some of the words are entirely different from regular Filipino words with respect to sounds, whereas *"kalabaw"* is [dƐ:'mu:lag], *"ahas"* is [bƐ:'bƐ:yak], *"isda"* is ['ɪk:yan], and *"bayawak"* is [bɪ:nɑ:lɪs]. On the other hand, there are also Dumagat words, which are relatively similar to Filipino words. However, there are slight changes in terms of pronunciation. Whereas "kambing" is ['kɑm:bƐŋ], *"manok"* is ['mɑ:nuk], *"aso"* is ['ɑ:su]and *"kabayo"* is [kƐ:bƐ:yu]. Relative to this, the vowel sound /ɪ/ is replaced with /Ɛ/ while /ɔ/ is replaced with phoneme /u/. Also, there is a Dumagat word referring to animals which is very similar to Filipino words, the word *"baka"* is ['bɑ:kɑ] in Dumagat. Thus, the sound is also the same.

Table 1

First Generation Phonological Variations

Moreover, the words used by the Remontados about family members concerning sounds are by far similar to Filipino words with slight changes on pronunciation whereas *"kalabaw"* is [kɑ:lɑ:'bɑw], "baka" is ['bɑ:kɑ], *"ahas"* is [ɑ:hɑs], "kambing" is ['kɑm:bƐŋ], "isda" is [ɪs:dɑ], *"manok"* is ['mɑ:nʊk], *"aso"* is ['ɑ:su], "ibon" is ['ɪ:bōn], *"kabayo"* is [kɑ:'bɑ:yo], and "bayawak" is [bɑ:'yɑ:wɑk]. Noticeably, the majority of the words and sounds are akin to Filipino words, and the rest of the words are similar to Dumagat words in terms of pronunciation, wherein the vowel sound /ɪ/ is replaced with /Ɛ/ and /ɔ/ is replaced with phoneme /u/.

Words (English and Filipino)	Transcription	Dumagat	Transcription	Remontado
Family Members				
grandfather (lolo)	['ɪ:bu:bu]	ibubu	[ɑ:'mɑŋ]	amang
grandmother (lola)	[ɪ:'bu:bu]	ibubu	[ɪ:'nɑŋ]	inang
sister (ate)	['ɑ:ti]	ati	['ɑ:tƐ]	ate
Animals				
carabao (kalabaw)	[dƐ:'mu:lɑg]	demulag	[kɑ:lɑ:'bɑw]	kalabaw
cow (baka)	['bɑ:kɑ]	baka	['bɑ:kɑ]	baka
snake (ahas)	[bƐ:'bƐ:yɑk]	bebeyak	[ɑ:hɑs]	ahas
Kitchen Items				
scoop (sandok)	[lo:kɔy]	lokoy	[sɑn:'dok]	sandok
stove (kalan)	[ɑ:pu:yƐn]	apuyen	[kɑ:'lɑn]	kalan
basin (palanggana)	[pɑ:lɑŋ:gƐnɑ]	palanggena	[pɑ:lɑŋ:gɑ:'ɑ:nɑ]	palanggaana
Occupation				
fishing (pangingisda)	[gƐ:sɑ:lɑd]	gesalad	[pɑ:ŋɪ:ŋɪs:'dɑ]	pangingisda
weaving (paglalala)	[yƐ:yɑ:dɪ]	yeyadi	[pɑg:lɑ:'lɑ:lɑ]	paglalala
clearing (pagkakaingin)	[kɑ:Ɛ:ŋɪn]	kaengin	[pɑg:kɑ:kɑ:ɪ:'ŋɪn]	pagkakaingin
Words Related to Bathing				
water (tubig)	[ō:rɑt]	orat	['tu:bɪg]	tubig
well (balon)	[un:lu:nɑ]	unluna	['bɑl:on]	bal-on
dipper (tabo)	[pɑn:tɑ:bu]	pantabu	['tɑ:bo]	tabo
Verbs				
eat (kain)	[tɑ:mɑ:ŋɑn]	tamangan	['kɑ:Ɛn]	kaen
drink (inom)	[nƐ:Ɛ:nom]	neenom	[ɪ:'num]	enum
buy (bili)	[bƐ:lƐ]	bele	[bɪ:'lƐ]	bile

In terms of Dumagat words referring to kitchen items, it can be noted that some of the words are completely dissimilar from regular Filipino words concerning sounds, whereas "sandok" is [lo:kɔy], "kalan" is [a:pu:yƐn], "kutsilyo" is [kɑm:pɪt], and "bilao" is [tɑp:hɑn]. On the other hand, there are also Dumagat words about kitchen items have similarities with Filipino words in terms of sounds where "palanggana" is *[pa:laŋ:gƐna]*, "kaldero" is *[kƐl:dƐ:ru]*, "kawali" is *[kƐ:wa:lɪ]*, "baso" is *[bƐ:su]*, "pinggan" is *['pɪŋ:gƐn]*, and "pitsel" is ['pƐt:sƐl]. Based on the table, it can be concluded that Dumagat words are dominated with phoneme /Ɛ/ in replacement of the Filipino vowel sound /ɪ/ and /ɔ/ is replaced with /u/.

In addition, the words used by the Remontados about kitchen items concerning sounds are considerably similar to Filipino words with slight changes on pronunciation whereas "sandok" is [sƐn:'duk], phoneme /a/ is replaced with /Ɛ/ and /ɔ/ is replaced with /u/, "kalan" is [kɑ:'lɑn], "palanggana" is[pɑ:lɑŋ:gɑ:'a:nɑ], the /a/ sound on the third syllable is elongated, *"kaldero"* is [kɑl:'dɪ:ru] , "kawali" is [kɑ:'wɑ:lƐ], *"kutsilyo"* is [kut:'sƐl:yu], *"bilao"* is [bƐ:'lɑ:o], *"baso"* is ['bɑ:su], *"plato"* is *['pla:to],* and "pitsel" is [pɪt:'sɪl]. Relative to this, Remontado words are dominated by the phoneme /Ɛ/. Additionally, the phoneme /Ɛ/ is used to replace /ɪ/ and vice versa. Likewise, the phoneme /u/ is used in replacement of /ɔ/.

With Dumagat words denoting occupation, it is evident that some are totally different from regular Filipino words with respect to sounds, whereas "pangingisda" is *[gƐ:sa:lad]*, *"paglalala"* is *[yƐ:ya:dɪ]*, *"pangangahoy"* is *[nɪ:ŋƐ:yō]*, and *"pagtatanim"* is *[gƐ:ta:nɔm].* There are also Dumagat words referring to occupation which have similarities with Filipino words: *"pagkakaingin"* is *[ka:Ɛ:ŋɪn],* "pagkakalakal" is [nɑ:ŋɑ:lɑ:kɑl], and *"pangangamuhan"* is *[na:ŋa:mō:han].* The only difference is that the change of certain   Filipino phonemes like /ɪ/, /a/, and /ʊ/ wherein they are transformed to /Ɛ/, /Ɛ/, and /ɔ/ in Dumagat. In the same manner, the Remontado words referring to occupation which are exactly the same as the   Tagalog words where *"pangingisda"* is [pɑ:ŋɪ:ŋɪs:'dɑ], *"paglalala"* is [pɑg:lɑ:'lɑ:lɑ], *"pagkakaingin"* is [pɑg:kɑ:kɑ:ɪ:'ŋɪn]*,* "pangangahoy" is [pɑ:ŋɑ:'ŋɑ:hoy], *"pagkakalakal"* is [pɑg:kɑ:kɑ:'lɑ:kɑl], "pagtatanim" is [pɑg:tɑ:tɑ:'nƐm]*,* and *"pangangamuhan"* is [pɑ:ŋɑ:ŋɑ:'mo:hɑn]. The data shows that albeit the terms are the same, there are slight changes when it comes to pronunciation, the Flipino phoneme /ɪ/ is changed into /Ɛ/ whilst the phoneme /u/ is changed into /ɔ/ and vice versa.

In terms of Dumagat words referring to words related to bathing, it can be noted that some are different from regular Filipino words concerning sounds, whereas *"tubig"* is *[ō:rat]*, *"balon"* is *[un:lu:na]*, *"ilog"* is *[un:bō:lōs]*, and *"paliligo"* is *[nan:dƐ:dƐ:yus]*. On the other hand, there are Dumagat words related to bathing which are similar to Tagalog words with only slight changes of the vowel sounds and an additional syllable at the beginning of the word whereas *"tabo"* is *[pan:ta:bu]*, *"timba"* is *[tɪm:bƐ]*, *"panghilod"* is [paŋ:hƐ:lud]*, *"langoy"* is *[na:na:ŋɔy]*, *"pag-iigib"* is *[na:ta:bō]*, and *"tuwalya"* is [tu:wɑl:yƐ]*. Moreover, the words used by the Remontados relating to words used in bathing concerning sounds are significantly similar to Filipino words with slight changes on pron.unciation whereas *"tubig"* is *"tubig"*, *"balon"* is *['bɑl:on]*, *"tabo"* is ['tɑ:bo]*, *"timba"* is *v*, *"ilog"* is [tɪm:'bɑ]*, "paliligo" is [pɑ:lɪ:'lɪ:gɔ]*, *"panghilod"* is [paŋ:'hɪ:lod]*, *"pag-iigib"* is *[pag:ɪ:ɪ:'gƐb]*, and *"tuwalya"* is [to:ˈwɑl:ya]*.

In relation to Dumagat words referring to terms used in everyday life, it can be observed that some are entirely different from regular Filipino words concerning sounds, whereas *"kain"* is [tɑ:mɑ:ŋan]*, *"inom"* is [nƐ:Ɛ:nɔm]*, *"laba"* is [lɪ:tap:tap], *"linis"* is *[lƐ:nƐs]*, *"luto"* is [gyƐ:pɑ:kɑ:lu:tɔ]*, "pagkanta" is [nƐ:kɑn:tɑ]*, *"dilig"* is *[dƐ:lƐg]*, *"bili"* is *[bƐ:lƐ]*, and *"hugas"* is *[ō:gas]*. Based on the data, it can be concluded that Dumagat words are dominated by the phoneme /Ɛ/ in replacement of the Filipino vowel sound /ɪ/ and /ɔ/ is replaced with /u/. Moreover, the Remontados words used in everyday life, concerning sounds, are significantly similar to Filipino words with slight changes on pronunciation whereas *"kain"* is ['kɑ:Ɛn]*, *"inom"* is [ɪ:'num]*, *"bili"* is *[bƐ:lƐ]*, *"laba"* is [lɑ:'bɑ]*, *"linis"* is *[ˈɪm:pɪs]*, *"luto"* is ['lu:to]*, *"ligo"* is ['lɪ:gu]*, *"kanta"* is [kɑn:'tɑ]*, *"dilig"* is [dɪ:'lƐg]*, and "hugas" is *['u:rōŋ]*. In addition, the data showed that though the terms are the same, there are slight changes when it comes to pronunciation; the Filipino phoneme /ɪ/ is changed into /Ɛ/ whilst the phoneme /u/ is changed into /ɔ/ and vice versa.

The phonological patterns of the first-generation Dumagat and Remontado communities revealed distinct linguistic features shaped by their cultural and geographic context. Dumagat words exhibit significant divergence from Filipino, including phoneme substitutions such as /ɪ/ with /Ɛ/ and /ɔ/ with /u/, as well as unique stress patterns. In contrast, Remontado words are more closely aligned with Filipino vocabulary, displaying only slight phonological adjustments.

These findings support Wardhaugh's (2010) assertion that geographic and cultural isolation contributes to linguistic variation, as evidenced by the unique characteristics of Dumagat words. Additionally, the retention of cultural markers in Dumagat phonology aligns with Malinowski's (2010) concept of language as a means of preserving cultural heritage. The closer alignment of Remontado words with Filipino suggests greater integration with mainstream linguistic influences, validating the idea of language as a reflection of cultural interaction and adaptation.

Second Generation Phonological Variation

The phonological characteristics of the second-generation Dumagat and Remontado communities exhibit strong continuity with those of the first generation, with minimal observable changes. Phonological patterns, such as the substitution of /ɪ/ with /ɛ/ and /u/ with /ɔ/, remain consistent, likely due to the first generation's direct influence on the second generation's linguistic practices.

This finding aligns with Malinowski's (2010) perspective on language as a unifying force facilitating cultural communion. The intergenerational transmission of these linguistic traits reinforces the critical role of cultural stability in maintaining phonological patterns over time. Furthermore, the consistency in language use across generations highlights how geographic and social stability plays a crucial role in preserving linguistic identity within communities.

Table 2

Third Generation Phonological Variation

Words (English and Filipino)	Transcrip-tion	Dumagat	Transcrip-tion	Remon-tado
Family Members				
grandfather (lolo)	[ˈɪːbuːbu]	ibubu	[ˈluːlo]	lulo
grandmother (lola)	[ɪˈbuːbu]	ibubu	[ˈluːla]	lula
sister (ate)	[ˈɑːti]	ati	[ˈɑːtɛ]	ate
Animals				
carabao (kalabaw)	[dɛˈmuːlɑg]	demulag	[kɑːlɑˈbɑw]	kalabaw
snake (ahas)	[bɛˈbɛːyɑk]	aas	[ɑːhɑs]	ahas
goat (kambing)	[ˈkɑmːbɛŋ]	kambeng	[ˈkɑmːbɪŋ]	kambing
Kitchen Items				
scoop (sandok)	[loˈkɔy]	lokoy	[sɑnˈdok]	sandok
stove (kalan)	[ɑˈpuːyɛn]	apuyen	[kɑˈlɑn]	kalan
basin (palanggana)	[pɑːlɑŋˈgɛːnɑ]	palanggena	[pɑːlɑŋːgɑːˈaːnɑ]	palanggaa-na
Occupation				
fishing (pangingisda)	[pɑːŋɪːŋɪsːˈdɑ]	pangingis-da	[pɑːŋɪːŋɪsːˈdɑ]	pangingis-da
weaving (paglalala)	[pɑgˈlɑːlɑːlɑ]	paglalala	[pɑgˈlɑːlɑːlɑ]	paglalala
clearing (pagkakaingin)	[kɑːˈɛːŋɪn]	kaengin	[pɑgˈkɑːkɑːɪːˈŋɪn]	pagka-kaingin
Words Related to Bathing				
water (tubig)	[ˈõːrɑt]	orat	[ˈtuːbɪg]	tubig
well (balon)	[unˈluːna]	unluna	[ˈbɑlːon]	bal-on
dipper (tabo)	[pɑnˈtɑːbu]	pantabu	[ˈtɑːbo]	tabo
Verbs				
eat (kain)	[tɑˈmɑːŋɑn]	tamangan	[ˈkɑːɛn]	kaen
drink (inom)	[nɛːˈɛːnɔm]	neenom	[ɪˈnum]	inum
buy (bili)	[ˈbɛːlɛ]	bele	[bɪˈlɛ]	bile

The vowel sound /a/ is replaced with /ə/. In addition, the word referring to grandfather and grandmother in Dumagat is "*ibubu*." Although the words are the same, they have differences in stress. The stress of the word *'ibubu'* referring to grandfather is placed on the first syllable "/ɪˈbubu/" while the other one referring to grandmother is placed on the second syllable "/ɪbuˈbu/." But it can also be noticed that the usual stress in words used by the Dumagats when speaking is placed on the first syllable for a two-syllabled word while it is on the second syllable for a three-syllabled word.

Moreover, the words used by the Remontados pertaining to family members are by far similar to Filipino words whereas "nanay" is *"mama,"* "tatay" is *"papa,"* "lolo" is *"lulo,"* "lola" *is* *"lula,"* "ate" is *"ate,"* "kuya" is *"kuya,"* "tiyo" is *"tiyo,"* *"tiya"* is *"tiya,"* "pinsan" is *['pƐn:san],* and "biyenan" is *[bɪːyƐːˈƐːnan].* As shown in the table, the Remontado words are variations of Filipino words, meaning they have similarities, but there is also a slight change in the phoneme vowel where/o/ is changed into /ʊ/. Additionally, compared with the Dumagat word *"pinsan,"* /ɪ/ is replaced with /Ɛ/.

In terms of Dumagat words referring to animals, it can be observed that some are entirely different from regular Filipino words concerning sounds, whereas *"kalabaw"* is [dƐːˈmuːlɑg], *"ahas"* is [bƐːˈbƐːyɑk], *"isda"* is [ˈɪk:yɑn], and *"bayawak"* is *"binalis."* On the other hand, there are also Dumagat words which are relatively similar to Filipino words, however, there are slight changes in terms of pronunciation. Whereas *"kambing"* is [ˈkɑm:bƐŋ], *"manok"* is [ˈmaːnuk], "aso" is [ˈɑːsu] and *"kabayo"* is [kƐːˈbƐːyu]. Relative to this, the vowel sound /ɪ/ is replaced with /Ɛ/ while /ɔ/ is replaced with phoneme /u/. Also, there is a Dumagat word referring to animal which is very similar to Filipino words, the word *"baka"* is also *"baka"* in Dumagat. Thus, the sound is also the same.

Moreover, the words used by the Remontados about family members concerning sounds are by far similar to Filipino words with slight changes on pronunciation whereas *"kalabaw"* is [kɑːlɑːˈbaw], *"baka"* is [ˈbaːkɑ], *"ahas"* is [ɑːhas], *"kambing"* is [ˈkam:bƐŋ], *"isda"* is [ɪs:dɑ], *"manok"* is [ˈmaːnuk], "aso" is [ˈɑːsu], "ibon" is [ˈɪːbon], "kabayo" is [kɑːˈbaːyo], and *"bayawak"* is [bɑːˈyaːwɑk]. Noticeably, most of the words and sounds are akin to Filipino words, and the rest of the words are similar to Dumagat words in terms of pronunciation, wherein the vowel sound /ɪ/ is replaced with /Ɛ/ and /ɔ/ is replaced with phoneme /u/.

In terms of Dumagat words referring to kitchen items, it can be noted that some are completely dissimilar from regular Filipino words concerning sounds, whereas *"sandok"* is [loːkɔy], *"kalan"* is [ɑːpuːyƐn], *"kutsilyo"* is [kam:pɪt], and *"bilao"* is [tap:han]. On the other hand, there are also Dumagat words about kitchen items have similarities with Filipino words in terms of sounds where *"palanggana"* is *[paːlaŋːgƐna],* *"kaldero"* is *[kƐlːdƐːru],* *"kawali"* is *[kƐːwaːlɪ],* *"baso"* is *[bƐːsu],* *"pinggan"* is *['pɪŋːgƐn],* and *"pitsel"* is *[pƐtːsƐl].* It can be

concluded that Dumagat words are dominated by the phoneme /ɛ/ in replacement of the Filipino vowel sound /ɪ/, and /ɔ/ is replaced with /u/.

In addition, the words used by the Remontados about kitchen items concerning sounds are considerably similar to Filipino words with slight changes in pronunciation whereas *"sandok"* is *[sɛn:'duk]*, phoneme /a/ is replaced with /ɛ/ and /ɔ/ is replaced with /u/, *"kalan"* is [kɑ:'lɑn], *"palanggana"* is [pɑ:lɑŋ:gɑ:'a:nɑ], the /a/ sound on the third syllable is elongated, *"kaldero"* is [kɑl:'dɪ:ru], *"kawali"* is [kɑ:'wɑ:lɛ], *"kutsilyo"* is [kut:'sɛl:yu], *"bilao"* is [bɛ:'lɑ:o], *"baso"* is ['ba:su], *"plato"* is ['pla:to], and *"pitsel"* is [pɪt:'sɪl]. Relative to this, Remontado words are dominated by the phoneme /ɛ/. Additionally, the phoneme /ɛ/ replaces /ɪ/ and vice versa. Likewise, the phoneme /u/ is used in replacement of /ɔ/.

With Dumagat words denoting occupation, it is evident that are totally different from regular Filipino words with respect to sounds, whereas "pangingisda" is *[gɛ:sa:lad]*, "paglalala" is *[yɛ:ya:dɪ]*, "pangangahoy" is *[nɪ:ŋɛ:yō]*, and "pagtatanim" is *[gɛ:ta:nɔm]*. There are also Dumagat words referring to occupation which have similarities with Filipino words: "pagkakaingin" is *[ka:ɛ:ŋɪn]*, "pagkakalakal" is *[na:ŋɛ:la:kal]*, and "pangangamuhan" is *[na:ŋa:mō:han]*. The only different is that the change of certain Filipino phonemes like /ɪ/, /a/ and /u/ wherein they are transformed to /ɛ/, /ɛ/, and /ɔ/ in Dumagat. In the same manner, the Remontado words referring to occupation which are exactly the same as the Tagalog words where "pangingisda" is *[pa:ŋɛ:ŋɛs:'da]*, "paglalala" is [pɑg:la:'la:la], "pagkakaingin" is *[pag:ka:ka:ɛ:'ŋɪn]*, "pangangahoy" is *[pa:ŋa:'ŋa:hUy]*, "pagkakalakal" is [pɑg:kɑ:kɑ:'la:kal], "pagtatanim" is [pɑg:ta:ta:'nɛm], and "pangangamuhan" is *"pangangamohan"*. The data showed that albeit the terms are the same, there are slight changes when it comes to pronunciation, the Filipino phoneme /ɪ/ is changed into /ɛ/ whilst the phoneme /u/ is changed into /ɔ/ and vice versa.

In terms of Dumagat words referring to bathing, it can be noted that some are different from regular Filipino words concerning sounds, whereas "tubig" is *[ō:rat]*, "balon" is *[un:lu:na]*, "ilog" is *[un:bō:lōs]*, and "paliligo" is *[nan:dɛ:dɛ:yus]*. On the other hand, there are Dumagat words related to bathing, which are similar to Tagalog words with only slight

changes of the vowel sounds and an additional syllable at the beginning whereas "tabo" is *[pan:ta:bu],* "timba" is *[tɪm:bɛ], "panghilod"* is [paŋ:hɛ:lud]*,* "langoy" is *[na:na:ŋɔy],* "pag-iigib" is *[na:ta:bō],* and "tuwalya" is [tu:wɑl:yɛ]*.* Moreover, those words used by the Remontados in bathing are significantly similar to Filipino words with slight changes on pronunciation whereas "tubig" is *"tubig,"* "balon" is *['bal:on],* "tabo" is *"tabu,"* "timba" is *[tɛm:'ba],* "ilog" is *"ilog,"* "paliligo" is *[pa:lɛ:'lɛ:gu], "panghilod"* is *[paŋ:hɛ:lod],* "pag-iigib" is *[pag:ɪ:ɪ:'gɛb]*, and "tuwalya" is [to:'wɑl:yɑ]*.*

About Dumagat words referring to terms used in everyday life, it can be observed that some are entirely different from regular Filipino words concerning sounds, whereas "kain" is [tɑ:mɑ:ŋɑn]*,* "inom" is [nɛ:ɛ:nɔm]*,* " "laba" is [lɪ:tɑp:tɑp], "linis" is *[lɛ:nɛs],* "luto" is *[gyɛ:pa:ka:lu:tɔ], "pagkanta"* is *"nakenta," "dilig"* is *[dɛ:lɛg]*, "*bili"* is *[bɛ:lɛ],* and "hugas" is *[ō:gɑs].* Based on the data, it can be concluded that Dumagat words are dominated with phoneme /ɛ/ in replacement of the Filipino vowel sound /ɪ/ and /ɔ/ is replaced with /u/. Moreover, the Remontado words used in everyday life, concerning sounds, are significantly similar to Filipino words with slight changes on pronunciation whereas "kain" is ['kɑ:ɛn]*,* "inom" is [ɪ:'num]*, "bili"* is *[bɛ:lɛ], "laba"* is *"laba,"* "linis" is *['ɪm:pɪs],* "luto" is *"luto", "ligo"* is *"ligo",* "kanta" is *"awit",* "dilig" is *[dɪ:'lɛg]*, and "hugas" is *['u:rōŋ].* In addition, data showed that though the terms are the same, there are slight changes when it comes to pronunciation, the Filipino phoneme /ɪ/ is changed into /ɛ/while the phoneme /u/ is changed into /ɔ/ and vice versa.

The phonological patterns of the third-generation Dumagat and Remontado communities showed a significant shift, especially among the former, who now favor Filipino over traditional terms for daily communication. This decline in usage reflects the influence of formal education, digital media, and broader cultural exposure (Lim & Griffith, 2016), aligning with Wardhaugh's (2010) observation that external social factors drive linguistic change, even in small communities. While the younger generation still understands traditional Dumagat terms, their active use is declining, posing challenges to intergenerational language transmission.

In contrast, the Remontado community demonstrated stronger retention of traditional language features, likely due to the closer alignment of their phonological patterns with Filipino, allowing for smoother integration. This continuity reflects Malinowski's (2010) idea

of language as a tool for preserving cultural identity, and it also highlights how cultural and linguistic proximity to mainstream influences aids language survival.

These findings align with Republic Act No. 8371, which emphasizes protecting Indigenous Peoples' languages. The observed linguistic shift underscores the need for initiatives, such as integrating indigenous languages into education, to safeguard these cultural legacies for future generations while addressing the challenges of linguistic assimilation.

Conclusion

The study revealed notable phonological variations across three generations of Dumagat and Remontado communities. These differences illustrated the dynamic interaction of cultural preservation, intergenerational language transmission, and external influences such as education, digital media, and exposure to mainstream Filipino culture. The findings emphasized the continuity and evolution of language within these indigenous groups.

Among the first-generation Dumagat and Remontado speakers, linguistic patterns were deeply tied to their cultural and geographic roots. Dumagat words exhibited distinctive phonological traits, including phoneme substitutions and stress patterns, while Remontado words closely resembled Filipino vocabulary with minor adjustments. These patterns reflected the significant role of language in preserving cultural identity and heritage.

The second generation demonstrated a strong connection to the linguistic traits of the first generation, maintaining similar phonological patterns due to their close interaction with older family members. This continuity emphasized the importance of intergenerational transmission in preserving linguistic identity. It also reflected the limited external influences during this time, which allowed these communities to retain their linguistic traditions.

The third generation, however, revealed a marked shift, especially among the Dumagats, who increasingly adopted Filipino vocabulary for daily communication. This shift highlighted the influence of formal education, digital media, and societal integration on language use. While the Remontado community retained stronger ties to its linguistic heritage due to the closer alignment of its phonology with Filipino, the Dumagats faced significant challenges in

sustaining their distinct linguistic identity. The diminishing use of traditional language among the Dumagats underscores the vulnerability of indigenous languages to external pressures and changing social dynamics.

The findings emphasized the need for educational initiatives to address the generational gaps in linguistic practices and support preserving indigenous languages. Republic Act No. 8371, which calls for protecting and promoting Indigenous Peoples' rights, points to the importance of integrating indigenous languages into the education system. Such integration would enable younger generations to connect with their linguistic heritage while equipping them to thrive in a modern, interconnected world. Moreover, educational efforts should prioritize documenting and teaching indigenous languages through culturally sensitive curricula. Schools in Dumagat and Remontado communities could implement programs like bilingual education or dedicated classes for indigenous languages to strengthen linguistic heritage. Additionally, leveraging digital tools and media can provide innovative and engaging ways to teach and promote these languages.

By addressing intergenerational linguistic gaps and raising awareness of the value of indigenous languages, education can play a vital role in preserving the cultural and linguistic heritage of the Dumagat and Remontado communities. This approach not only strengthens the cultural identity of these groups but also enriches the diversity and inclusivity of the Philippine education system.

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Designing Effective Rubrics for Evaluating Non-Objective English Assessments

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Abstract

This study aimed to determine the acceptability and potential enhancements of a set of rubrics for evaluating non-objective English assessments. A rubric is a versatile grading tool used to assess student work and performance, which is particularly essential in contexts where English is not the first language. Specifically, the rubrics were designed to help educators detect and evaluate qualitative distinctions in student outputs effectively. The study employed quantitative research design, using structured questionnaires to gather data. Results showed that the rubrics were very much acceptable across key variables, including objectives, content, language use and style, usefulness, and graphics. The findings suggest that the material provides an innovative tool for enhancing evaluation practices, with notable implications for pedagogy. Recommendations for further refinement include addressing the graphical presentation and ensuring task alignment with learner's needs.

Keywords: *rubrics, evaluation tools, English assessments, non-objective tests, pedagogical implications*

Introduction

Evaluating student learning through outputs and performance is a critical aspect of education, particularly as schools are increasingly held accountable for measurable outcomes. In this context, educators must adopt innovative and effective evaluation tools that adhere to sound principles of assessment while ensuring the well-being and success of all learners. Rubrics offer educators a structured framework for assessing student performance with clarity and consistency, aligning with best practices in evaluation.

Rubrics are defined as explicit sets of criteria for assessing specific types of work or performance, providing more detail than a single grade or mark (TLT Group, n.d.). They help educators grade objectively, clarify expectations for students, and guide their self-assessment. Rubrics are increasingly utilized in research and practice at all educational levels for both summative and formative purposes (Dawson, 2015; Hack, 2015). They also provide a valid means of assessing multi-dimensional performances, offering insights into the quality of student outputs (Jonsson & Svingby, 2007; Moskal & Leydens, 2000).

True rubrics feature criteria appropriate to an assessment's purpose, describing these criteria across a continuum of performance levels (Brookhart, 2018). Their benefits include clarifying expectations, enhancing understanding of learning goals, providing constructive feedback, and encouraging self-assessment (Panadero E & Jonsson A., 2013). Feedback is particularly impactful in improving learning outcomes (Bangert-Drowns et al., 1991; Kulhavy, 1977), yet it remains underutilized due to misconceptions about its purpose. Effective feedback must go beyond grades to foster meaningful and lasting interactions between students and educators, emphasizing improvement over mere justification of scores.

This study aimed to develop rubrics as innovative and efficient tools for evaluating non-objective English assessments. Specifically, it sought to answer the following research questions:

1. What is the level of acceptability of the rubrics with respect to objectives, content, language use and style, usefulness, and graphics?

2. What enhancements are proposed to improve the developed material?

The study's purpose aligns with the growing demand for transparent, objective, and effective evaluation tools in education.

Methodology

This study employed a quantitative research design, focusing on numerical data to assess the acceptability and effectiveness of the rubrics. Quantitative data were collected using a structured questionnaire-checklist. The questionnaire was chosen for its ability to ensure uniformity in data collection, enhancing the validity and reliability of results. Respondents included 14 English Chairpersons and 18 Grade 7 English teachers, selected through purposive sampling. These individuals were deemed suitable due to their expertise in language pedagogy, classroom practices, and curriculum design. Their feedback provided a balanced view of the rubrics' applicability and effectiveness.

The questionnaire consisted of two parts: (1) evaluation of the rubrics based on objectives, content, language use and style, usefulness, and graphics, and (2) open-ended feedback for identifying strengths, weaknesses, and suggested enhancements.

Quantitative data were analyzed using descriptive statistics, including means and one-way Analysis of Variance to identify significant differences across respondent groups. The structured analysis ensured a clear understanding of respondent evaluations and facilitated targeted recommendations for improvement.

The rubrics were developed in alignment with the Most Essential Learning Competencies (MELCs) for English 7. Tasks were designed to enhance key skills, including writing, reading, speaking, listening, and viewing. The rubrics included both analytic and holistic dimensions to cater to varied assessment needs. Additional features, such as a transmutation matrix and customizable evaluation criteria, were incorporated to enhance usability and adaptability. Feedback from validators and evaluators further informed the material's refinement, ensuring its relevance to the target audience.

Results and Discussion

Table 1

Level of Acceptability of the Rubrics with respect to Objectives, Content, Language Use and Style, Usefulness, and Graphics

Variable	Chairper-sons Mean	Teachers Mean	Overall Mean	Verbal Interpretation
Objectives	4.86	4.88	4.87	Very Much Acceptable
Contents	4.80	4.84	4.83	Very Much Acceptable
Language Use and Style	4.80	4.86	4.83	Very Much Acceptable
Usefulness	4.90	4.92	4.91	Very Much Acceptable
Graphics	4.79	4.84	4.82	Very Much Acceptable
Grand Mean	4.83	4.87	4.85	Very Much Acceptable

The data indicate that the rubrics are highly acceptable across all variables. Notably, objectives and usefulness scored the highest means, highlighting the rubrics' alignment with educational goals and practicality. However, graphics scored slightly lower, suggesting room for improvement in visual presentation. These findings align with the study of Fansury (2019), which emphasized the importance of authentic and engaging materials in motivating learners and enhancing comprehension.

Chairpersons noted that the rubrics effectively guided assessment but suggested enhancing the clarity and detail of the indicators. Teachers highlighted the practicality of the tool but emphasized the need for brighter, more dynamic graphics to engage students better. Themes emerging from the qualitative analysis included the importance of visual appeal, alignment with learner needs, and clear task instructions.

Proposed Enhancements to Improve the Developed Material

Respondents suggested improvements focused on graphics and task presentation. Chairpersons recommended clearer and more detailed indicators, while teachers emphasized the need for brighter and more dynamic visuals. These enhancements aim to reduce learner anxiety and facilitate independent task completion, as supported by Zaid's (2020) findings on the benefits of graphic materials in reducing cognitive load and enhancing engagement.

Conclusion

The developed rubrics are highly acceptable and possess key elements required for effective application in classroom settings. Findings highlight the need for improvements in graphics to better align with the visual needs of Grade 7 learners. Limitations include the restricted focus on Grade 7 English teachers and the reliance on a single standardized questionnaire. Future studies should explore broader applications across different grade levels and disciplines.

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Administrators' Instructional Supervisory Practices and Teachers' Performance

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Abstract

This study aimed to determine the instructional and supervisory practices of administrators and their influence on faculty teaching performance at the largest private higher education institution in Northern Quezon. The focus was on instructional supervision dimensions, recognizing the significant role faculty members play in teaching and their interaction with administrators. The research employed a descriptive-quantitative design, using a researcher-made and validated survey questionnaire to collect data from 55 teachers with at least two years of teaching experience. Results indicated that administrators "often" practiced instructional planning (mean: 3.52), instructional delivery (mean: 3.45), and instructional evaluation (mean: 3.42). However, a negligible relationship ($r = 0.03$, $p = 0.83$) between these practices and teaching performance was found, suggesting that supervisory practices do not significantly impact faculty teaching effectiveness. The study concluded that instructional preparedness of administrators alone does not influence teaching performance. Recommendations included improving instructional evaluation through regular classroom observation, conducting training programs, and integrating instructional planning, delivery, and evaluation into a comprehensive supervisory approach. Further research was suggested to identify other variables influencing teaching performance and to propose policies enhancing instructional supervision.

Introduction

Effective instructional supervision by school administrators is pivotal in enhancing teaching quality and improving student outcomes. Instructional supervision involves various processes, including lesson planning, delivery, and evaluation, which help maintain high teaching standards (Wanzare, 2011). When school administrators actively engage in classroom supervision, provide constructive feedback, and facilitate professional development, teachers are more likely to improve their instructional strategies, resulting in better student performance (Wienaah et al., 2019).

In the Philippines, the Department of Education (DepEd) has emphasized the importance of instructional supervision as a tool for improving the quality of education (Panigrahi, 2012). However, challenges persist, particularly in private higher education institutions in rural regions such as Northern Quezon. These challenges often stem from limited resources, variability in administrators' competencies, and diverse faculty backgrounds (Yildirim, 2013).

While studies have explored instructional supervision in various educational contexts, research in the Philippine setting, particularly in cooperative colleges, remains scarce. Furthermore, most studies have focused on general education settings, neglecting the nuances of higher education institutions (Wanzare, 2011; Panigrahi, 2012). Additionally, limited attention has been given to how instructional supervisory practices influence teaching performance within private institutions in rural areas.

This study aims to address these gaps by examining the instructional supervisory practices of administrators in a cooperative college in Northern Quezon and assessing their relationship to faculty teaching performance. The research focuses on specific dimensions of instructional supervision—planning, delivery, and evaluation, and evaluates their implementation in the unique college context.

By addressing these gaps, this study seeks to provide evidence-based recommendations for enhancing instructional supervision practices and improving teaching performance in similar educational settings.

Methodology

This study utilized a descriptive-quantitative research design to examine the instructional and supervisory practices of school administrators and their relationship to faculty teaching performance. The descriptive approach was employed to identify and describe the supervisory practices, while the quantitative aspect enabled the analysis of numerical data obtained from a survey questionnaire. However, to comprehensively assess these practices, a mixed-methods approach might provide richer insights by integrating qualitative perspectives. The primary sources of data were the 55 faculty members who had been teaching for at least two years. Most were aged 21-30, female, married, and had completed master's units.

The main data collection instrument was a researcher-made and validated survey questionnaire, which focused on assessing three key dimensions of instructional supervisory practices: instructional planning, instructional delivery, and instructional evaluation. While interviews were initially planned, the process conducted did not align with traditional protocols. Instead, informal consultations or feedback sessions were held to gather additional insights into the implementation of supervisory practices. Data were collected by distributing the survey questionnaire to the teacher-respondents and conducting informal consultations to provide qualitative context.

The data were analyzed using descriptive statistics, such as weighted mean, to determine the extent of administrators' supervisory practices. Correlation analysis was applied to examine the relationship between these practices and faculty teaching performance. The methodology section is organized into five components: research design, respondents, data collection instrument, data collection procedure, and data analysis, each thoroughly discussed to ensure clarity and transparency in the research process.

Results and Discussion

Table 1 shows the frequency and percentage distribution of the teachers' teaching performance.

Table 1

Frequency and Percentage Distribution of the Teachers' Teaching Performance

Performance Rating (%)	Frequency	Percentage (%)	Rank
76 – 78	1	1.82	7
79 – 81	0	0	8
82 – 84	2	3.64	6
85 – 87	7	12.73	5
88 – 90	8	14.55	4
91 – 93	16	29.09	1
94 – 96	12	21.82	2
97 - 99	9	16.36	3
Total	**100**	**100**	

The distribution of teaching performance ratings among the faculty reveals critical insights into the instructional quality at the institution. A significant proportion of teachers achieved a performance rating within the range of 91-93%, constituting 29.09% of the respondents. This was followed by 21.82% of teachers who attained ratings between 94-96%, and 16.36% who scored within 97-99%. Notably, no teachers fell within the 79-81% range, while only 1.82% scored between 76-78%. These results suggest a generally high level of teaching competence, with the majority of teachers performing above 88%.

The findings are consistent with Sanders and Rivers' (2002) study, which emphasized the critical role of teacher quality in student development and achievement. High teaching performance correlates with positive educational outcomes, as effective educators are better equipped to meet diverse student needs and adapt to pedagogical demands. However, while the average teaching performance was 92%, the distribution underscores the necessity for targeted interventions to elevate those at the lower end of the performance spectrum. Institutions should consider implementing professional development programs, mentorship opportunities, and personalized coaching to address specific teaching challenges and ensure consistent quality across the board (Fehintola, 2015).

Table 2 presents the composite table on administrators' instructional supervisory practices in terms of instructional planning, instructional delivery and instructional evaluation as assessed by teachers.

Table 2

Administrators' Instructional Supervisory Practices in terms of Instructional Planning; Instructional Delivery and Instructional Evaluation as Assessed by Teachers

Instructional Supervisory Practices	Mean	Interpretation
Instructional Planning	3.52	Often
Instructional Delivery	3.45	Often
Instructional Evaluation	3.42	Sometimes
Grand Mean	3.46	Often

The composite analysis of instructional supervisory practices reveals that administrators were rated as "often" engaging in instructional planning (mean: 3.52) and instructional delivery (mean: 3.45), while their instructional evaluation practices were rated as "sometimes" (mean: 3.42). The overall mean score of 3.46 interpreted as "often," indicates a moderate level of engagement in instructional supervision.

Instructional planning was the strongest dimension, reflecting the administrators' consistent efforts to provide structured and well-prepared instructional guidance. This aligns with Glickman, et al (2004), who argued that meticulous instructional planning is foundational to effective teaching and learning processes. However, the relatively lower mean for instructional evaluation suggests a need for improvement in this area. Instructional evaluation, which involves monitoring classroom activities, assessing faculty methods, and ensuring alignment with learning outcomes, is pivotal in fostering reflective teaching practices and continuous improvement (Idris, 2016).

The findings imply that while administrators are proactive in planning and delivering instructional guidance, their evaluative efforts require enhancement. Strengthening this dimension could involve regular classroom observations, constructive feedback mechanisms, and collaborative evaluation strategies. Such practices are essential

for creating a culture of accountability and professional growth among educators (Aseltine et al. 2006).

Table 3 presents the test of the relationship between the school administrators' instructional supervisory practices and teachers' teaching performance as assessed by the teachers.

Table 3

Test of Relationship (r) between the School Administrators' Instructional Supervisory Practices and Teachers' Teaching Performance as Assessed by the Teachers

Variables	Computed r-value	Type of Relationship	p-value (α=1%)	Interpretation	Decision
Instructional Supervisory Practices and Teacher's Teaching Performance	0.03	Negligible Relationship	0.83	Not Significantly Related	Accept Ho

This result is consistent with Fehintola (2015), who posited that external factors, such as instructional supervision, might not always exert a measurable influence on teaching effectiveness. Instead, intrinsic teacher attributes, including motivation, professional competence, and classroom management skills, may play a more significant role. The findings underscore the complexity of teaching performance determinants and suggest that instructional supervision alone may not suffice to drive significant improvements in teaching outcomes.

The analysis of the relationship between administrators' instructional supervisory practices and teachers' teaching performance yielded an r-value of 0.03 with a p-value of 0.83, indicating a negligible and statistically insignificant relationship. These findings suggest that the instructional supervisory practices of administrators do not directly impact teachers' teaching performance.

The implications of these findings are multifaceted. First, while instructional supervisory practices are important, they should be integrated with other systemic strategies, such as teacher empowerment initiatives, resource provision, and fostering a collaborative teaching environment. Second, administrators should focus on developing a holistic supervisory framework that combines planning, delivery, and evaluation with capacity-building measures for educators. This aligns with Mukoro (2013), who emphasized the catalytic role of instructional supervision in improving educational quality when combined with supportive and developmental interventions.

Conclusion

This study underscores the intricate relationship between instructional supervisory practices and teaching performance in higher education. While administrators often engage in instructional planning and delivery, their evaluative efforts remain an area for growth. The findings reveal that, contrary to expectations, these supervisory practices have a negligible direct impact on teaching performance, suggesting that other intrinsic and extrinsic factors might play more significant roles.

The study highlights the need for a comprehensive approach to instructional supervision that integrates planning, delivery, and evaluation into a cohesive strategy. Moreover, the results emphasize the importance of professional development and collaborative practices in enhancing teacher effectiveness and student outcomes. As Rivers and Sanders (2002) noted, teacher quality is a critical determinant of educational success, making it imperative to explore systemic approaches that empower educators and promote reflective teaching practices.

It is recommended that institutions prioritize creating supportive environments that balance supervisory practices with teacher autonomy and professional growth. A strong focus on evidence-based policies and capacity-building initiatives will not only enhance instructional quality but also ensure sustained academic success. Finally, the findings invite further exploration into how supervisory practices can adapt to diverse educational contexts, raising a critical question: how can administrators best align their supervisory roles with evolving pedagogical needs? By addressing

these challenges, educational institutions can better equip their teaching force to navigate the complexities of modern teaching and learning environments, ultimately fostering a culture of excellence and innovation.

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