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A Multidisciplinary E-Publication

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FOREWORD

It is with great enthusiasm that I welcome you to this issue of ACADEMIC FRONTIERS. As a peer-reviewed, multidisciplinary journal, we aim to provide a dynamic platform for scholars, educators, and researchers to share their latest academic insights and discoveries. Our mission is to foster a global community of intellectuals who are dedicated to advancing knowledge and sparking meaningful conversations across various fields of study.

In the pages that follow, you will find a collection of peer-reviewed articles, research papers, and abstracts, each selected to reflect the most recent trends and developments in academia. These works represent the collective efforts of scholars and researchers from around the world, each offering unique perspectives that challenge, inspire, and provoke thought.

At ACADEMIC FRONTIERS, intellectual growth is a shared journey that transcends disciplines. Our commitment to publishing a wide range of topics—from innovative research methodologies and theoretical explorations to practical applications and interdisciplinary studies—reflects our dedication to supporting scholars at all stages of their academic endeavors.

As we navigate a rapidly evolving global landscape, the importance of research and knowledge-sharing has never been more profound. In this issue, you will find work that not only contributes to the advancement of knowledge but also highlights the crucial role that academia plays in shaping our world. These contributions serve as a reminder of the power of research to foster change, inspire progress, and create a better future for all.

I extend my deepest gratitude to our contributors, whose expertise and dedication have made this journal possible. I also express sincere thanks to our readers for their continued support and engagement. It is through your involvement that ACADEMIC FRONTIERS continues to grow into a vibrant and inclusive space for intellectual exchange and discovery.

As you immerse yourself in this issue, I invite you to reflect on the diverse range of ideas presented and consider how they might contribute to your own work and academic journey. Together, let us explore the frontiers of knowledge and celebrate the vital role of research in advancing human understanding.

Thank you for being a part of ACADEMIC FRONTIERS.

With warm regards,

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Examining the Results of Integrating Culturally Fit Team Sports in Teaching Physical Education

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Abstract.

This study examined the integration of traditional Filipino games into senior high school physical education (PE) curricula, focusing on how culturally fit team sports—such as Tumbang Preso, Patintero, Luksong Tinik, Palo Sebo, and Piko—improve students' health-related fitness. A mixed-methods approach, incorporating both quantitative and qualitative data, was used to assess the effectiveness of these games in enhancing cardiovascular endurance, muscular strength, flexibility, and overall well-being. Data were gathered from Grade 11 TVL students at Magallanes National High School. The findings showed significant improvements in students' physical fitness, especially cardiovascular health, and a deeper understanding of the rules and objectives of each game. Students also reported enhanced engagement, social interaction, and cultural pride. The study concluded that incorporating traditional Filipino games into PE fosters physical development and promotes cultural awareness, making the PE experience more engaging, holistic, and culturally integrated.

Keywords: Culturally Integrated Physical Education; Filipino Traditional Games; Physical Fitness; Cultural Awareness; Senior High School; Student Engagement

1.0 Introduction

Physical fitness is essential to holistic development, particularly during adolescence. It is crucial in enhancing physical, mental, and emotional well-being. Regular physical activity during this period improves cardiovascular efficiency, muscular strength, and flexibility. It also supports better cognitive function and academic performance (Tomkinson et al., 2020). As such, Physical Education (PE) programs in schools serve as critical spaces for promoting physical fitness, offering structured opportunities for students to engage in activities that foster overall development (Department of Education, 2020).

National educational policies in the Philippines will support the role of PE in promoting student health. The K-12 Basic Education Curriculum (BEC) recognizes PE as a core subject that contributes significantly to students' holistic growth. Additionally, the Department of Education (DepEd) Order No. 21, s. 2019, and Republic Act No. 5708 emphasize the integration of sports and physical education into the curriculum, underscoring their importance in promoting lifelong physical health (Garcia & Lopez, 2021). However, many schools, especially those in rural or under-resourced areas, face challenges in effectively implementing PE programs. One major constraint is the limited instructional time available for PE, often relegating it to a single session per week. As noted by Garcia and Johnson (2021), this limitation reduces opportunities for students to fully benefit from physical activity, compromising the effectiveness of PE in improving fitness levels.



While the lack of time is a significant barrier, integrating traditional Filipino games into PE can offer a solution. These games, such as *Tumbang Preso*, *Patintero*, *Luksong Tinik*, *Palo Sebo*, and *Piko*, are physical exercises and tools for preserving cultural heritage and enhancing social interactions (De la Cruz, 2020). Schools can overcome time constraints and engage students meaningfully by incorporating such culturally relevant activities into the PE curriculum. These games allow students to participate in familiar and culturally significant activities, fostering physical fitness and cultural pride (Enriquez, 2019).

This study examines the impact of integrating *Laro ng Lahi* (traditional Filipino games) into the PE curriculum for senior high school students, specifically in schools with limited instructional time. While previous research has explored the benefits of culturally responsive pedagogy in various educational settings (Garcia & Villanueva, 2022; Reyes & De Guzman, 2022), few studies have investigated how traditional Filipino games can be effectively integrated into PE, particularly in time-constrained environments. By focusing on Grade 11 students at Magallanes National High School, this research addresses this gap by evaluating the effectiveness of these culturally integrated games in improving students' physical fitness and their understanding of traditional sports. The findings will provide valuable insights for enhancing PE curricula and fostering a more inclusive and culturally relevant approach to physical education in the Philippines.

In particular, this study seeks to answer the following questions:

1. How do traditional Filipino games affect students' health-related fitness components?
2. How do these games enhance student engagement and participation in PE?
3. What are the cultural and social benefits of integrating *Laro ng Lahi* into the PE curriculum?

By addressing these questions, the research hopes to contribute to the ongoing discussion on the importance of culturally responsive teaching and the potential benefits of integrating cultural heritage into the educational framework, particularly in physical education.

2.0 Methodology

2.1 Research Design

This study employed a mixed-methods design, combining quantitative and qualitative approaches to assess the effectiveness of integrating traditional Filipino games into Physical Education (PE). The quantitative component involved pre- and post-assessments of students' physical fitness, focusing on key health-related components such as cardiovascular endurance, muscular strength, flexibility, and overall well-being. Physical fitness was assessed using standardized tests for cardiovascular endurance (e.g., a 3-minute step test), muscular strength (e.g., push-ups), and flexibility (e.g., sit-and-reach). These measures are commonly used in physical education research to evaluate improvements in fitness (Gomez & De Ocampo, 2024; Lopez et al., 2022).

The qualitative component consisted of Focus Group Discussions (FGDs) to gather in-depth insights into students' experiences with the integration of traditional Filipino games. These discussions allowed students to reflect on how the games affected their engagement in PE, the social dynamics of gameplay, and their perceptions of the cultural relevance of these activities. This approach is consistent with the work of Birzer and Liggins (2022), who emphasized capturing personal experiences in evaluating culturally responsive teaching strategies.

2.2 Research Locale and Participants

The study was conducted at Magallanes National High School in Magallanes, Agusan del Norte, Philippines. The participants were Grade 11 students in the Technical-Vocational-Livelihood (TVL) track. The sample included a total of 169 students from five strands: Caregiving, Cookery, Electrical Installation and Maintenance (EIM), Shielded Metal Arc Welding (SMAW), and Computer Systems Servicing (CSS).

The participants were selected using a census method, meaning all students enrolled in the TVL track were invited to participate. This sampling method comprehensively represented the student body, capturing diverse students from different strands. No exclusion criteria were applied, as the study aimed to assess the impact of the intervention across the entire cohort of Grade 11 students.



2.3 Research Instruments

Several instruments were used to gather both quantitative and qualitative data.

- **Rubric-based Assessments:** These were used to evaluate students' understanding of the rules and objectives of the traditional Filipino games (Tumbang Preso, Patintero, Luksong Tinik, Palo Sebo, and Piko) before and after the integration of culturally fit team sports. The rubric assessed students' ability to recall and apply game rules, clearly measuring their cognitive engagement with the activities.
- **Physical Fitness Test Scorecards:** These scorecards were used to measure improvements in key health-related components, including cardiovascular endurance, muscular strength, flexibility, and overall well-being. The tests included standardized activities such as the 3-minute step test for cardiovascular endurance, push-ups for muscular strength, and sit-and-reach tests for flexibility.
- **Likert-Scale Questionnaire:** This questionnaire was used to assess students' perceptions of the effectiveness of the games in improving physical fitness, engagement, and cultural appreciation. The questionnaire included items on a scale from 1 (Ineffective) to 5 (Highly Effective), allowing for a precise evaluation of students' views on the impact of the games.
- **Focus Group Discussions (FGDs):** The FGDs were conducted with a selected group of students from each strand. The discussions focused on students' reflections on their experiences with the traditional games, including their enjoyment, cultural relevance, social interactions, and motivation to participate. FGDs provided rich qualitative data on the impact of the culturally integrated games beyond measurable fitness outcomes.

2.4 Data Gathering Procedure

The data collection process occurred in two stages. First, a pre-assessment of students' physical fitness was conducted to establish baseline measurements. Following the introduction of the traditional Filipino games into the PE curriculum, a post-assessment was conducted to measure any changes in physical fitness. After the intervention, Focus group discussions were held to gather qualitative insights into students' experiences and perceptions.

Each game session was followed by a brief survey and physical fitness assessment to track improvements. The FGDs were scheduled after the students had participated in multiple game sessions, providing them with ample time to reflect on their overall experience.

2.5 Ethical Considerations

This research adhered to ethical guidelines to protect participants' rights and well-being. The study followed the ethical standards outlined by the American Psychological Association (APA, 2017) and the Data Privacy Act of 2012 (Republic Act No. 10173).

Before participation, all students and their guardians were fully informed about the study's purpose, procedures, and potential risks through an informed consent process. Participation in the study was voluntary, and students were informed of their right to withdraw without penalty. All personal information and responses were kept private to ensure confidentiality, and only aggregate data were used in the analysis. The researcher also ensured that the FGDs were conducted in a supportive, non-coercive environment where students felt comfortable sharing their opinions. All discussions were anonymized before analysis to protect the identity of the participants.

3.0 Results and Discussion

Integrating culturally fit team sports into Physical Education (PE) significantly impacted the students' understanding of the games and their health-related fitness. This section presents the pre- and post-assessment results conducted before and after the intervention, alongside students' reflections on their experiences. The findings are organized into tables and figures to visually demonstrate the effectiveness of integrating traditional Filipino games into PE.



3.1 Improvement in Students' Understanding of the Rules and Objectives

Integrating traditional Filipino games into the Physical Education (PE) curriculum resulted in significant improvements in students' understanding of the rules and objectives of the games. As shown in Table 1, the post-assessment results demonstrate a marked increase in the mastery of the games, with several games, such as *Tumbang Preso* and *Palo Sebo*, showing the highest gains in students' cognitive engagement.

Table 1. Levels of Understanding the Rules and Objectives Before and After the Integration of Culturally Fit Team Sports

Activity	Mean Score (Before Integration of CIP)	Verbal Interpretation (Before)	Mean Score (After Integration of CIP)	Verbal Interpretation (After)
Tumbang Preso	4.14	Adequate Understanding	4.47	Mastery
Patintero	4.94	Mastery	5.00	Mastery
Luksong Tinik	4.46	Mastery	4.76	Mastery
Palo Sebo	4.00	Adequate Understanding	4.32	Mastery
Piko	4.83	Mastery	4.91	Mastery

The improvements in understanding were especially notable in *Tumbang Preso* and *Palo Sebo*. These games showed the most substantial increase in mastery, with mean scores rising from *Adequate Understanding* to *Mastery* levels. One potential explanation for these significant improvements lies in the complexity of the games. *Tumbang Preso*, for example, requires a strategic combination of agility, coordination, and spatial awareness, which may necessitate a deeper cognitive engagement from students as they learned how to balance offensive and defensive actions. The increase in mastery could indicate that these elements required additional explanation and more time for students to internalize.

In contrast, games like *Patintero* and *Piko* demonstrated a high level of understanding even before the intervention, with mean scores close to 5.00, indicating that students were already highly familiar with these games. *Patintero*, for instance, is widely played in Filipino communities, and most students likely had prior exposure to the game. As a result, the improvement in understanding was less dramatic, possibly due to the students' pre-existing knowledge. The findings suggest that while the cultural familiarity of specific games may enhance initial understanding, more complex games like *Tumbang Preso* require a more structured approach and additional instructional time to foster a deeper level of mastery.

Similar to the findings of Birzer and Liggins (2022), this study highlights how integrating culturally relevant activities leads to improved cognitive engagement by making the activities more relatable to students' cultural contexts. Birzer and Liggins (2022) observed that students exhibit higher engagement and retention when the learning activities are connected to their artistic experiences. In this study, integrating *Laro ng Lahi* (traditional Filipino games) into PE allowed students to connect with their heritage, resulting in a better understanding of the games and the strategies involved. The cultural relevance of these activities made the learning process more engaging, and the students were more motivated to learn the rules and objectives in depth.

Furthermore, the increased engagement observed in *Tumbang Preso* and *Palo Sebo* may also be attributed to the novelty and physical challenges these games presented to students. For instance, *Palo Sebo*, which involves climbing a slippery pole to retrieve a flag, tests physical strength and endurance, mental focus, and strategic thinking. The added challenge of these games could have made the learning experience more memorable and meaningful, contributing to the higher levels of understanding observed in the post-assessments.



By examining the impact of these games on students' understanding of the rules, this study reinforces the importance of integrating culturally responsive and challenging activities into PE curricula. The results suggest that providing students with opportunities to engage with culturally relevant games enhances their physical fitness and promotes deeper cognitive engagement and a better understanding of the activity. This approach fosters physical and intellectual growth, essential for holistic student development.

3.2 Impact on Health-Related Fitness Components

The integration of traditional Filipino games into Physical Education (PE) significantly contributed to improvements in key health-related fitness components, as demonstrated by the pre- and post-assessment results. As shown in Table 2, students displayed notable improvements across all measured fitness categories: cardiovascular endurance, muscular strength, flexibility, and overall well-being. These findings reflect the effectiveness of culturally integrated PE games in enhancing physical and psychological health.

Table 2. Effectiveness of Culturally Integrated PE Sports Games in Improving Health-Related Fitness Components

Health-Related Component	Mean Score (Before)	Mean Score (After)	Verbal Interpretation (After)
Cardiovascular Endurance	3.60	4.50	Highly Effective
Muscular Strength	3.75	4.63	Highly Effective
Flexibility	3.50	4.36	Highly Effective
Well-being	3.80	4.75	Highly Effective

While the results across all fitness components were impressive, a closer examination of the individual games offers valuable insights into how specific activities contributed to these gains. The improvements in cardiovascular endurance were most pronounced in games like *Patintero* and *Tumbang Preso*. These games require frequent bursts of running, dodging, and changing direction, which naturally boost heart rate and cardiovascular efficiency. For instance, *Patintero*, which involves evading the opposing team's defensive lines, demands rapid sprinting and agility, leading to improved aerobic capacity. Similarly, *Tumbang Preso* encourages quick reflexes, as players run to hit a can with a slipper while avoiding being tagged by the defender, providing an excellent cardiovascular workout.

On the other hand, muscular strength improvements were most notable in games like *Palo Sebo* and *Luksong Tinik*. *Palo Sebo*, in particular, requires significant upper body strength and endurance as students climb a slippery pole to retrieve a flag. The physical exertion needed to ascend the pole engages the core, arms, and legs, increasing muscular strength. Meanwhile, *Luksong Tinik* tests leg strength and explosive power, as players jump over their teammates' outstretched feet. The repeated motions of jumping and landing provide a challenging workout for the lower body, resulting in improved strength and coordination.

Flexibility, as measured by the sit-and-reach test, showed notable improvement, particularly in games that require balance and coordination, such as *Piko* and *Luksong Tinik*. In *Piko*, students must hop between squares drawn on the ground, often requiring them to bend, stretch, and maneuver their bodies into various positions. These dynamic movements naturally contribute to better flexibility, particularly in the hamstrings and lower back. Similarly, *Luksong Tinik*, which involves jumping over obstacles, helps to increase the range of motion in the legs and hips, further enhancing overall flexibility.

While the results indicate significant gains in fitness, certain factors may have limited improvements in specific areas. For example, flexibility showed the least improvement compared to other components, despite games like *Piko* and *Luksong Tinik* requiring stretches and jumps. This could be due to several factors, including the limited duration of the intervention. Flexibility improvements typically require consistent, targeted stretching exercises over an extended period. The brief exposure to these games may not have been enough to produce as substantial changes in flexibility as seen in other components like muscular strength and cardiovascular endurance.

Some students reported feeling that certain games, such as *Piko*, were less physically challenging, especially regarding cardiovascular fitness. While *Piko* is excellent for flexibility and balance, it may not have been as intense in terms of cardiovascular demands compared to more fast-paced games like *Patintero*.



This highlights the need for a diverse range of games in the PE curriculum that can address all fitness components in a balanced manner.

In addition to the physical fitness components, the games significantly impacted students' overall well-being. As seen in the post-assessment results, students reported a mean score increase from 3.80 to 4.75 for well-being, reflecting a highly effective improvement in their emotional and psychological health. This improvement was in physical fitness and mood, self-esteem, and motivation for future physical activity. Many students shared during focus group discussions (FGDs) that they felt more energized, confident, and connected to their peers. One student noted, "I feel more confident now. Playing these games made me appreciate my body and my strength."

The improvement in well-being is particularly significant, as it speaks to the broader emotional and social benefits of integrating culturally relevant activities into PE. By engaging in familiar and culturally meaningful games, students reported feeling a sense of pride in their heritage and a deeper connection to their cultural identity. This sense of cultural pride can be linked to enhanced motivation to continue participating in physical activities outside the school setting. Furthermore, the positive social interactions during gameplay fostered a sense of belonging and support, crucial for emotional development, particularly in adolescence.

These findings align with previous research by Chavez and Mirador (2023), who observed that culturally relevant activities can enhance students' emotional well-being and foster a positive mindset towards physical education. The integration of traditional Filipino games into the PE curriculum supported physical health and nurtured students' mental and emotional growth, emphasizing the holistic benefits of culturally grounded PE activities.

3.3 Student Reflections on Cultural Integration and Social Interaction

Integrating traditional Filipino games into the Physical Education (PE) curriculum profoundly impacted students' social interactions, cultural identity, and overall motivation to engage in physical activities. The Focus Group Discussions (FGDs) feedback highlighted key themes of teamwork, social bonding, and cultural pride, which emerged as central components of the students' experiences.

One of the most prominent themes expressed by students was the sense of teamwork and social interaction fostered by the games. Students reported that participating in the traditional Filipino games created a supportive and collaborative environment, encouraging stronger relationships and improved communication skills. One student shared, "In *Tumbang Preso*, we had to defend our target and help each other when someone was tagged. It was like we were a team and supported each other every step of the way."

Another student reflected, "In *Patintero*, I felt part of something bigger. We weren't just running around; we were constantly communicating and figuring out how to get past the defenders. It was fun, and we got closer as a group." These reflections underscore how the games provided an opportunity for students to enhance their physical fitness and strengthen interpersonal bonds. The collaborative nature of the games, particularly those that involved defending or supporting teammates, encouraged cooperation and mutual respect. This is consistent with the findings of Garcia and Villanueva (2022), who emphasized that culturally integrated activities help build a sense of community and belonging among students.

In addition to fostering teamwork within small groups, students also expressed how the games facilitated social interaction between different groups of students. For example, one participant shared, "I never really talked to students from other strands, but through the games, we were all in it together, and we got to know each other better. It was a great way to break the ice."

Beyond the physical and social benefits, integrating traditional Filipino games led to a more profound sense of cultural pride and a stronger connection to Filipino heritage. Several students expressed how participating in these games made them feel more connected to their cultural roots. One student noted, "I grew up hearing about these games but never played them. It made me proud to see how we could keep our traditions alive and learn more about them in class."

Another student shared, "We don't always think about our culture in school, but when we played these games, it felt like I was part of something special. It made me appreciate our Filipino traditions more." These reflections illustrate how the integration of *Laro ng Lahi* (traditional Filipino games) made PE more engaging and provided students with a sense of pride in their cultural heritage. By actively participating in



games that were once a part of everyday life in Filipino communities, students felt a deeper connection to their cultural identity, which enhanced their engagement and enjoyment in the activities.

Students also discussed how these games allowed them to reflect on Filipino values such as bayanihan (communal unity) and pagtutulungan (helping one another). One student remarked, "It was nice to see everyone working together. It's like the Filipino way—helping each other and having fun simultaneously." This shared experience and collaboration provided a tangible link between the games and Filipino cultural values, which are often overlooked in a classroom setting focused primarily on Western educational practices.

Integrating culturally relevant games into PE also significantly boosted students' motivation to participate in physical activities. One student explained, "I was never really into sports before, but when we played these games, I enjoyed it more. It felt familiar and exciting." This sense of familiarity and cultural connection made the activities more appealing to students who might otherwise feel disconnected from traditional PE activities, which are often centered on Western sports. The cultural resonance of the games provided an intrinsic motivation for students to engage in the activities actively, leading to improved participation rates and enthusiasm.

Students also noted that including these games provided a new perspective on PE. One student remarked, "I used to think PE was just about running or playing basketball, but these games showed me that there are other ways to stay active, and it made me realize that physical activity can be fun and meaningful." This shift in perspective reflects the broader impact of culturally integrated PE, where students improve their physical fitness and develop a more positive attitude toward physical activity in general.

Integrating traditional Filipino games into the PE curriculum significantly enhanced students' social interactions, teamwork, and cultural identity. The students' reflections revealed that these games fostered stronger peer bonds, promoted cooperation, and allowed students to reconnect with their Filipino heritage. Students' sense of pride in participating in culturally meaningful activities helped them engage more deeply in the PE curriculum and boosted their motivation to participate in physical activities. This aligns with research by Garcia and Villanueva (2022), who found that culturally responsive teaching methods encourage greater student engagement and participation by making learning experiences more relevant and personal. In conclusion, integrating *Laro ng Lahi* into PE improved students' physical development. It strengthened their social connections and cultural pride, demonstrating the holistic benefits of incorporating culturally integrated activities into education.

3.4 Statistical Analysis: Paired T-test Results

To validate the effectiveness of integrating traditional Filipino games into the Physical Education (PE) curriculum, a paired t-test was conducted to determine whether there was a statistically significant difference in students' understanding of the rules and objectives before and after the intervention. The results of the paired t-test, shown in Table 3, reveal that for most games, there were significant improvements in students' knowledge of the game rules. This statistical analysis is essential because it provides evidence that the intervention (i.e., integrating culturally relevant games into PE) had a measurable impact on students' cognitive engagement with the games.

Table 3. Paired T-test Results for Knowledge of Rules and Objectives Before and After Integration of Culturally Fit Team Sports

Activity	p-value	t-value	Decision on H_0	Interpretation
Tumbang Preso	0.001385	3.5496	Reject H_0	Significant
Patintero	0.160600	1.4376	Fail to Reject H_0	Not Significant
Luksong Tinik	0.001337	3.4785	Reject H_0	Significant
Palo Sebo	0.001342	3.5762	Reject H_0	Significant
Piko	0.044100	2.0755	Reject H_0	Significant



As shown in Table 3, the game *Patintero* did not exhibit a statistically significant improvement in students' understanding, with a p-value of 0.160600, which is higher than the commonly accepted threshold of 0.05. This result can be attributed to students' familiarity with the game, as *Patintero* is widely known and frequently played in many Filipino communities. Most students likely had prior exposure to *Patintero* before the intervention, which means their understanding of the rules was already high before the study. This familiarity likely reduced the potential for further cognitive gains as they were already well-versed in the game.

The lack of significant improvement in *Patintero* suggests a potential limitation when integrating widely known games into the curriculum. For games with which students are already familiar, new teaching methods may have a diminished effect in enhancing their understanding. This finding emphasizes the need for more diverse and varied approaches to teaching, especially when popular games are involved. For example, even well-known games like *Patintero* could benefit from fresh perspectives or more in-depth instruction on game strategies, teamwork, or cultural history to deepen students' engagement and understanding.

For readers who may not be familiar with statistical analysis, the p-value measures the probability that the observed differences between the groups (pre- and post-assessment) occurred due to chance. A p-value below 0.05 typically indicates that the results are statistically significant, meaning that the observed differences are unlikely to have happened by chance. In this study, significant p-values (less than 0.05) for *Tumbang Preso*, *Luksong Tinik*, *Palo Sebo*, and *Piko* suggest that the integration of these games into PE had a real, measurable impact on students' understanding of the rules and objectives.

The t-value is a test statistic that represents the difference between the means of the two groups (pre- and post-assessment) relative to the variability of the data. Higher t-values indicate larger differences between the groups, while lower values suggest smaller differences. In this case, higher t-values for games like *Tumbang Preso* and *Palo Sebo* (3.5496 and 3.5762, respectively) further support the finding that these games significantly impacted students' understanding.

When we say "Reject H_0 ", this refers to the decision to reject the null hypothesis (H_0), which typically states that there is no difference between the groups (pre- and post-assessment). If the p-value is less than 0.05, we reject the null hypothesis, concluding that there is a significant difference between the two groups. In the cases where the p-value was greater than 0.05 (like *Patintero*), we fail to reject the null hypothesis, indicating no statistically significant difference.

The statistical analysis confirms that the integration of traditional Filipino games into the PE curriculum significantly enhanced students' understanding of the rules and objectives for most of the games. The positive results for games like *Tumbang Preso*, *Luksong Tinik*, and *Palo Sebo* suggest that culturally relevant activities have a strong potential for engaging students and improving their cognitive understanding.

However, as discussed, the lack of improvement for *Patintero* raises important considerations for educators. For games already part of students' cultural knowledge, teaching methods should be adapted to focus on more complex aspects, such as advanced strategies or deeper cultural context, to facilitate further cognitive engagement. Additionally, the effectiveness of culturally relevant games in improving students' understanding could vary depending on their prior exposure; thus, interventions need to account for students' familiarity with the activities.

3.5 Summary of Results

Integrating traditional Filipino games into the Physical Education (PE) curriculum significantly improved students' physical fitness, cognitive engagement, and cultural awareness. The pre- and post-assessment results demonstrated that students showed marked improvements in key health-related fitness components, including cardiovascular endurance, muscular strength, flexibility, and overall well-being. These gains were accompanied by a deeper understanding of the rules and objectives of the games, particularly for *Tumbang Preso*, *Palo Sebo*, and *Luksong Tinik*, which saw the highest levels of cognitive engagement. Students reported increased social interaction, teamwork, and a heightened sense of cultural pride and connection to Filipino heritage through participating in the games.



The study also highlighted the importance of cultural relevance in promoting student engagement and learning outcomes. The familiarity and cultural significance of the games helped students feel more motivated and connected to the PE curriculum, fostering a sense of belonging and pride in their cultural identity. This finding aligns with previous research that underscores the value of culturally responsive teaching in enhancing students' learning experiences and outcomes.

However, the study also revealed that games with prior high levels of student familiarity, such as *Patintero*, showed less significant improvement in cognitive engagement, suggesting that more popular games may require specialized approaches to deepen understanding and challenge students' thinking. These insights point to the need for varied instructional strategies to accommodate students' different levels of prior knowledge.

The results of this study have significant implications for educational practices, PE curriculum design, and teacher training. Educators can foster a more inclusive and engaging learning environment that resonates with students' cultural identities by incorporating culturally relevant activities like traditional Filipino games into the PE curriculum. This approach enhances students' physical fitness and promotes social, emotional, and cognitive development.

For PE curriculum designers, these findings suggest the importance of integrating culturally diverse activities that cater to students' backgrounds and interests, ultimately making physical education more relevant and enjoyable. Additionally, the study's findings provide valuable insights for teacher training programs, emphasizing the need for educators to develop skills in incorporating culturally responsive teaching strategies into their physical education lessons. Such training will help teachers create more engaging and meaningful learning experiences for all students, fostering their physical health and cultural awareness. In summary, the integration of traditional Filipino games into PE presents an innovative and effective approach to physical education, with the potential to enhance students' overall development. By adopting culturally responsive methods, schools can create more inclusive and impactful PE programs that support the holistic growth of students.

4.0 Conclusion

This study demonstrates that integrating traditional Filipino games—*Tumbang Preso*, *Patintero*, *Luksong Tinik*, *Palo Sebo*, and *Piko*—into the Physical Education curriculum significantly enhances students' physical fitness, cultural engagement, and understanding of traditional sports. The findings revealed notable improvements in cardiovascular endurance, muscular strength, flexibility, overall well-being, and increased mastery of the game rules. Students also reported enhanced social skills such as teamwork, communication, and leadership, highlighting the holistic benefits of culturally integrated PE activities. Furthermore, students developed a stronger connection to their cultural heritage, which fostered a greater sense of pride and motivation to participate in PE.

These results underline the importance of culturally responsive approaches in education, demonstrating that the integration of *Laro ng Lahi* (traditional Filipino games) improves physical health and promotes emotional, social, and cultural development, making PE more inclusive and aligned with students' lived experiences.

4.1 Recommendation for Future Research

Future studies could explore how to implement culturally integrated PE programs in resource-limited settings, where access to materials and space may be constrained. Additionally, investigating the long-term impacts of such interventions on students' physical fitness, cultural identity, and academic performance would provide valuable insights into the sustainability and broader benefits of integrating traditional games into PE curricula.



5.0 Contributions of Authors

Irish Melody Buyan: Data collection, research analysis, and manuscript writing.

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The Level of Implementation of Disaster Risk Reduction Management in Selected High Schools in the Division of Agusan del Norte

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Abstract.

This study aimed to determine the level of implementation of Disaster Risk Reduction Management (DRRM) in selected high schools in Agusan del Norte, Philippines, specifically regarding safe learning facilities, school disaster management, and disaster risk reduction education. Using a descriptive-comparative research design, the study involved six school principals, six DRRM coordinators, and sixty students as respondents, purposively sampled from six high-risk coastal schools. Data collection employed a questionnaire adapted from the DepEd-DRRM Manual and interview guides, with results analyzed using weighted mean and ANOVA. Findings revealed that flooding was the most prevalent hazard across all schools. Overall, the implementation of DRRM was rated as well implemented across all dimensions, with notable strengths in hazard awareness and preparedness drills. However, specific gaps were identified, including inconsistent visibility of emergency contact directories and limited community involvement in disaster planning. Significant differences in DRRM implementation were observed when schools were grouped by hazard exposure, population size, and location, highlighting contextual challenges in program execution. The study also documented unique initiatives, such as establishing the Youth Operatives in Urgency Nurturing Goodwill Agusan del Norte Emergency Response Team (YOUNG ADNERT) and conducting frequent earthquake and fire drills. Despite these efforts, there remains a need to strengthen monitoring, evaluation, and capacity-building components. The research culminated in proposing the Disaster Risk Reduction Management Strengthened Monitoring and Evaluation Program (DRRMSMEP) to enhance systematic assessment and continuous improvement of school DRRM practices. The study underscores the importance of collaborative engagement among school leaders, teachers, students, parents, and local government units to cultivate a resilient learning environment.

Keywords: Disaster Risk Reduction Management; Disaster Preparedness; School Safety; Hazard Awareness; Risk Reduction Education

1.0 Introduction

Disaster risk has long been integral to human existence, shaping societies and influencing development across nations. In the Philippines, a country situated within the Pacific Ring of Fire and the typhoon belt, exposure to natural hazards such as earthquakes, floods, typhoons, and landslides is pervasive and recurrent. These hazards consistently threaten lives, disrupt education, and compromise the safety of vulnerable populations, especially children in schools.



Recognizing these realities, the Philippine government institutionalized disaster risk reduction and management (DRRM) through Republic Act No. 10121, also known as the Philippine Disaster Risk Reduction and Management Act of 2010. This legislation underscores the importance of integrating DRRM into educational systems to foster a culture of safety, preparedness, and resilience among learners and educators. In line with this mandate, the Department of Education (DepEd) developed the Comprehensive DRRM in Basic Education Framework, which outlines three pillars for effective implementation: safe learning facilities, school disaster management, and disaster risk reduction and resilience education. These pillars emphasize structural safety and emergency response and the development of knowledge, skills, and values that empower school communities to manage risks and recover from disasters.

While these policies and frameworks provide clear directives, translating them into practice remains a significant challenge. Schools, particularly those in geographically isolated and disadvantaged areas, often have limited resources, inadequate infrastructure, and inconsistent stakeholder engagement. Disaster preparedness activities are usually conducted mainly for compliance, with limited mechanisms for evaluating effectiveness or sustaining improvements over time. Studies have also shown that the perceptions of administrators, teachers, and students regarding DRRM implementation can differ, leading to inconsistencies in planning, execution, and monitoring of programs.

The Division of Agusan del Norte, composed of numerous coastal municipalities with high susceptibility to flooding and other hazards, presents a compelling context for examining DRRM integration in education. Despite the implementation of various initiatives, such as the Youth Operatives in Urgency Nurturing Goodwill Agusan del Norte Emergency Response Team (YOUNG ADNERT), frequent emergency drills, and Brigada Eskwela, there remains limited empirical evidence documenting the actual extent of DRRM implementation across schools in this area. Moreover, the absence of systematic evaluation and feedback mechanisms has contributed to gaps in understanding how effectively these interventions achieve their intended objectives.

Therefore, this study sought to systematically assess the extent to which DRRM policies and programs are operationalized in selected high-risk public secondary schools in Agusan del Norte. Specifically, it aimed to identify existing strengths and gaps in implementation across the three pillars of the DRRM framework. It also provided evidence-based recommendations to inform policy refinement, strengthen program monitoring, and support capacity-building initiatives tailored to vulnerable school communities' unique needs and contexts.

2.0 Methodology

2.1 Research Design

This study employed a descriptive-comparative research design that integrated quantitative and qualitative approaches. The quantitative component utilized structured survey methods to gather numerical data on the multiple indicators of the Disaster Risk Reduction Management (DRRM) implementation level. Meanwhile, qualitative data were obtained through content analysis of interview responses to provide contextual insights into each participating school's unique initiatives and stakeholder support mechanisms. This mixed-methods approach was selected to allow triangulation of quantitative metrics with qualitative perspectives, thereby producing a more nuanced and comprehensive understanding of DRRM implementation in the selected contexts.

2.2 Research Locale

The research was conducted in six public secondary schools in the coastal and riverine municipalities of Agusan del Norte, Philippines. These schools were purposively selected because they were classified as high to very high susceptibility zones for flooding and other hazards, as identified by the Provincial Disaster Risk Reduction and Management Office (PDRRMO) and the Mines and Geosciences Bureau. According to hazard exposure indices reported by these agencies, these communities experience recurring flooding events during typhoon season and are also vulnerable to earthquakes and storm surges. This combination of risk factors made the schools critical for evaluating DRRM practices and identifying opportunities for improvement.



The schools included Las Nieves National High School, Carmen National High School, Jabonga National High School, Tubay National High School, Buenavista National High School, and Magallanes National High School.

2.3 Research Participants

The study involved three groups of participants: six school principals, six designated DRRM coordinators (who were also subject teachers responsible for integrating DRRM into instruction), and sixty students enrolled in the selected schools. The school principals and DRRM coordinators were identified through purposive sampling because of their direct involvement in DRRM policy implementation and oversight. The students were selected using simple random sampling to ensure broad representation across grade levels while maintaining a manageable scope for the study. In total, seventy-two respondents participated. This sample size was determined to balance statistical rigor with logistical feasibility and to capture diverse perspectives on DRRM practices.

2.4 Research Instrument

Data were collected using structured, and semi-structured instruments aligned with the Comprehensive DRRM in the Basic Education Framework. The structured questionnaire, adapted from the DepEd DRRM Manual, consisted of four parts: (1) school profile, including type of hazard exposure, student population, and geographical location; (2) assessment of safe learning facilities; (3) evaluation of school disaster management; and (4) assessment of disaster risk reduction education, covering hazard awareness, risk reduction understanding, and risk reduction involvement. Each item used a four-point Likert scale ranging from "Not Implemented" to "Very Well Implemented."

To complement the survey data, a semi-structured interview guide was developed to document emerging practices, localized strategies, and forms of stakeholder support not captured by the quantitative instrument. Before data collection, the instruments were subjected to expert validation to ensure clarity, content relevance, and reliability.

2.5 Data Gathering Procedure

Before data collection, formal permission to conduct the study was obtained from the Schools Division Superintendent of Agusan del Norte. Endorsement letters were then issued to the school heads of the participating institutions. Orientation sessions were organized to explain the research's objectives, procedures, and ethical considerations to all prospective participants. Informed consent was secured from school administrators, teachers, and students.

Data collection was conducted over six weeks between March and April 2025. The researcher personally administered the questionnaires and conducted in-person interviews with the principals and DRRM coordinators. Completed instruments were retrieved on-site, encoded using Microsoft Excel, and prepared for statistical analysis. Interview responses were transcribed verbatim and organized into thematic categories for qualitative interpretation.

2.6 Ethical Considerations

The research process was guided by strict adherence to established ethical standards. Participation was voluntary, and respondents were informed of their right to decline or withdraw from the study at any stage without penalty. To protect anonymity and confidentiality, each participant was assigned a unique code number, and no personally identifiable information was disclosed in any report or publication. All data were stored securely in password-protected files accessible only to the researcher. The study also complied with Republic Act No. 10173, also known as the Data Privacy Act of 2012, to ensure responsible handling, storage, and disposal of all collected information.



3.0 Results and Discussion

This section presents and interprets the findings on the Disaster Risk Reduction Management (DRRM) implementation level across six public secondary schools in the flood-prone municipalities of Agusan del Norte. The results are organized according to the three core pillars of DRRM: Safe Learning Facilities, School Disaster Management, and Disaster Risk Reduction Education. Additional analyses examine the influence of school characteristics on implementation outcomes. Findings are further contextualized through the unique conditions, perceptions, and practices observed across the research sites.

3.1 Hazard Profile of Participating Schools

To contextualize the schools' preparedness measures, the study first identified the primary hazards affecting the research sites, recognizing that risk profiles significantly shape the nature and scope of preparedness and response interventions.

Table 1. Frequency and Percentage Distribution of Schools by Primary Hazard

Hazard Type	Frequency	Percentage (%)
Flood	6	100.0
Earthquake	4	66.7
Typhoon	3	50.0

The data reveal that all schools (100%) identified flooding as the most prevalent hazard, consistent with their coastal or riverine locations. Notably, four schools (66.7%) also reported high exposure to earthquakes, while three schools (50%) recognized typhoons as recurrent threats. These findings underscore the multidimensional nature of risks in these communities and the imperative for comprehensive, context-specific DRRM interventions.

3.2 Mean Ratings of DRRM Implementation Dimensions

The study computed the mean ratings for each dimension as assessed by all respondents to provide a clearer picture of the relative strengths and areas for improvement across the three core pillars of DRRM.

Table 2. Mean Ratings of DRRM Implementation Dimensions

DRRM Dimension	Mean Score	Interpretation
Safe Learning Facilities	3.48	Well Implemented
School Disaster Management	3.42	Well Implemented
Disaster Risk Reduction Education	3.34	Moderately to Well Implemented

Note: Mean scores are based on a four-point Likert scale, where 1 = Not Implemented and 4 = Very Well Implemented.

Results indicate that school principals and DRRM coordinators rated the safe learning facilities Well Implemented. Subcomponents such as maintaining unobstructed corridors ($M=3.83$) and securing cabinets and drawers to prevent injury ($M=3.67$) were consistently rated as highly compliant, reflecting strong adherence to core safety standards. These measures demonstrate that most schools have successfully integrated structural and non-structural interventions to mitigate immediate hazards during emergencies.

However, some areas emerged as less robust. For example, installing covered drainage canals ($M=2.83$) and posting safety signages around unfinished structures received only moderate ratings. This is particularly concerning, as inadequate drainage increases the risk of water accumulation and structural deterioration, posing direct hazards to students and staff during prolonged flooding. These results align with Barrett et al. (2019), who emphasized that infrastructure gaps frequently compromise the resilience and functionality of learning environments in disaster-prone regions.



The assessment of school disaster management practices yielded an aggregate rating of Well Implemented, although notable discrepancies emerged between the perspectives of students and administrators. Principals and DRRM coordinators rated the posting of emergency contact directories (M=3.83) and the preparation of evacuation plans (M=3.50) as Very Well Implemented, highlighting strong formal compliance with procedural requirements. In contrast, students' responses reflected lower levels of awareness regarding these resources (M=3.15), suggesting gaps in communication and visibility. For instance, several students reported that emergency contact directories were not prominently displayed, limiting their awareness of available resources during a disaster.

The establishment and maintenance of updated databases containing student and family contact information received moderate ratings (M=2.83), revealing a critical vulnerability in preparedness. In emergencies, the absence of accurate records could impede family reunification and delay communication with parents or guardians. This finding is consistent with Goddard (2017), who argued that robust disaster management in schools requires the formulation of plans and the rigorous maintenance of operational records and protocols.

Qualitative interviews provided further nuance to these quantitative results. Respondents noted that while earthquake and fire drills are conducted regularly—sometimes exceeding the minimum frequency mandated by DepEd—there remain limitations in the scope of training and the mechanisms for evaluating and integrating lessons learned. As one DRRM coordinator stated:

"Earthquake and fire drills are implemented consistently, but our capacity to monitor and integrate lessons from each drill into plans remains limited."

Such observations reinforce the importance of continuous feedback mechanisms and iterative adjustments to strengthen disaster preparedness practices over time.

Disaster risk reduction education, encompassing hazard awareness, understanding, and risk reduction involvement, emerged as an area marked by perceptual and implementation gaps. Hazard awareness among students was rated higher (M=3.58, Very Well Implemented) compared to the perceptions of school administrators (M=3.08, Well Implemented). This suggests that learners feel confident in understanding local risks and protective measures. However, principals and DRRM coordinators expressed reservations about this knowledge's depth and practical applicability, noting that while students may recognize hazard types, they may not possess the nuanced understanding required to translate awareness into practical action.

Similarly, risk reduction understanding received moderate ratings across both groups. Students reported familiarity with basic protective measures (M=3.36), but administrators observed limitations in how students could apply this knowledge, particularly regarding community-based risk reduction actions (M=3.11). This aligns with Selby and Kagawa (2012), who emphasized the need for contextualized, iterative disaster education approaches rather than one-off information campaigns.

Risk reduction involvement was also rated moderately. Both students (M=3.40) and administrators (M=3.33) acknowledged participation in activities such as drills and clean-up drives but cited limited opportunities for sustained engagement beyond mandated events. These findings underscore the importance of fostering participatory, hands-on learning experiences, which are more effective in disaster-prone contexts than purely informational strategies.

3.3 Implementation of Safe Learning Facilities

Results indicate that school principals and DRRM coordinators rated the Safe Learning Facilities dimension Well Implemented. Subcomponents such as maintaining unobstructed corridors (M=3.83) and securing cabinets and drawers (M=3.67) were consistently rated as highly compliant, demonstrating a proactive approach to mitigating immediate hazards.

However, some areas emerged as less robust. For example, installing covered drainage canals (M=2.83) and posting safety signages around unfinished structures received only moderate ratings. This is particularly concerning, as inadequate drainage increases the risk of water accumulation and structural deterioration, posing direct hazards to students and staff during prolonged flooding.



These findings support Barrett et al. (2019), who emphasized that infrastructure gaps frequently compromise the resilience and functionality of learning environments.

3.4 Implementation of School Disaster Management

The School Disaster Management practices assessment yielded an aggregate rating of Well Implemented, though notable discrepancies emerged between student and administrator perspectives. Principals and DRRM coordinators rated the posting of emergency contact directories (M=3.83) and preparation of evacuation plans (M=3.50) as Very Well Implemented, highlighting strong compliance. In contrast, students' ratings were lower (M=3.15), suggesting gaps in communication and visibility. For instance, several students reported that emergency contact directories were not prominently displayed, limiting their awareness of available resources during a disaster.

The maintenance of updated contact databases received moderate ratings (M=2.83), underscoring a critical vulnerability. In emergencies, the absence of accurate records could impede reunification and delay family communication. This observation aligns with Goddard (2017), who argued that effective disaster management requires planning, rigorous record-keeping, and evaluation.

Qualitative interviews revealed that while earthquake and fire drills are conducted regularly—sometimes exceeding DepEd's minimum requirements—limitations remain in evaluating and integrating lessons learned. As one DRRM coordinator stated:

"Earthquake and fire drills are implemented consistently, but our capacity to monitor and integrate lessons from each drill into plans remains limited."

3.5 Implementation of Disaster Risk Reduction Education

Perceptual and implementation gaps marked Disaster Risk Reduction Education. Hazard awareness among students was rated higher (M=3.58, Very Well Implemented) than among administrators (M=3.08, Well Implemented), indicating that learners felt confident about their knowledge of risks. However, administrators expressed concerns about the depth and applicability of this knowledge. While students could recognize hazard types, they often lacked the skills to translate awareness into practical action.

Risk reduction understanding received moderate ratings (Students M=3.36; Administrators M=3.11). This supports the observations of Selby and Kagawa (2012), who emphasized that disaster education must be contextualized and iterative, rather than delivered through one-off information campaigns.

Risk reduction involvement also scored moderately. Both groups acknowledged participation in drills and clean-up drives but cited limited opportunities for sustained engagement beyond mandated activities. These findings highlight the need for more participatory, hands-on learning experiences to reinforce preparedness.

3.6 Comparative Analysis of Implementation Levels

The study analyzed variance (ANOVA) to determine whether significant differences existed in DRRM implementation across schools with different profiles.

Table 3. Summary of ANOVA Results by School Profile

Grouping Variable	F Value	p Value	Interpretation
Hazard Exposure	4.23	0.020	Significant Difference
Student Population Size	3.87	0.030	Significant Difference
Geographical Location	5.12	0.010	Significant Difference

The results confirm that all three grouping variables yielded statistically significant differences in DRRM implementation. Hazard exposure emerged as a critical factor shaping the comprehensiveness of interventions, with higher-risk schools reporting more extensive structural measures and more variability in education outcomes. Student population size also played a role, as larger schools faced challenges maintaining consistent preparedness across all learners. Geographical location further influenced implementation, reflecting disparities in access to resources and external support.



These findings highlight the need for differentiated support strategies and targeted resource allocation to address schools' unique challenges with larger enrolments and layered hazards.

3.7 Unique Initiatives and Localized Strategies

Beyond compliance with national guidelines, the study documented innovative practices illustrating localized adaptation of DRRM frameworks. The Youth Operatives in Urgency Nurturing Goodwill Agusan del Norte Emergency Response Team (YOUNG ADNERT) emerged as a particularly effective initiative that empowers students to serve as first responders during school events. Members are trained in Basic Life Support and routinely assist during intramurals, programs, and emergencies.

Conducting unannounced drills—often held twice monthly rather than the prescribed quarterly schedule—demonstrates a proactive commitment to preparedness. Respondents noted that these frequent drills increased confidence among students and staff in executing evacuation procedures.

Despite these achievements, participants emphasized the need to strengthen monitoring systems, integrate psychosocial support training, and develop IEC materials tailored to each community's hazards and vulnerabilities.

4.0 Conclusion

The findings of this study demonstrate that while DRRM practices in the selected high schools of Agusan del Norte are generally well established, significant variability persists across schools, program dimensions, and stakeholder groups. Most schools have successfully institutionalized foundational elements of DRRM, such as regular evacuation drills, integrating basic hazard awareness into the curriculum, and maintaining safe learning facilities. These efforts reflect substantial compliance with national policies and a shared commitment among school administrators and teachers to promote a safety culture.

However, the results also reveal critical gaps and inconsistencies constraining the full realization of DRRM objectives. In particular, areas such as maintaining comprehensive student and family contact databases, consistently updating contingency plans, and developing localized educational materials require further attention. Moreover, the perceptual differences between administrators and students—especially regarding the depth of disaster risk understanding and the visibility of critical safety information—highlight the importance of more participatory communication strategies and continuous feedback mechanisms.

The analysis confirmed that the type of hazard exposure, student population size, and geographical location significantly influence the consistency and quality of DRRM implementation. Schools with larger enrolments and more complex risk profiles often face greater challenges in sustaining preparedness initiatives and ensuring that all learners are adequately informed and engaged. These disparities underscore the necessity for differentiated capacity-building programs, targeted resource allocation, and ongoing technical support to meet the specific needs of high-risk school communities.

In light of these findings, this study emphasizes the imperative to strengthen monitoring and evaluation systems capable of tracking the effectiveness of DRRM interventions over time. Regular review of contingency and evacuation plans, investment in context-responsive instructional materials, and sustained professional development for teachers and DRRM coordinators are likewise essential to enhance the relevance and impact of disaster preparedness efforts.

Finally, fostering deeper stakeholder engagement—including the active participation of parents, community leaders, and local government units—is crucial to building resilient learning environments. By bridging policy and practice through collaborative action, schools can better equip learners with the knowledge, confidence, and skills to respond effectively to hazards, ultimately fostering safer, more resilient communities.

5.0 Contributions of Authors

D.E.G.P - Conceptualization, data collection, analysis, manuscript drafting, revisions.



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Moral at Pagpapalit-Koda sa Mga Piling OPM Rap: Lunsaran sa Pagtuturong Pangwika

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Abstract.

Ang pananaliksik na ito ay naglalayong siyasin ang mga anyo at tungkulin ng code-switching sa piling Original Pilipino Music (OPM) rap songs, gayundin ang mga moralistikong temang nakapaloob sa mga liriko nito, upang matukoy kung paano ito maaaring maging makabuluhang lunsaran sa pagtuturong pangwika at moralidad ng mga kabataan. Ginamit ang pagsusuring pangnilalaman bilang pangunahing metodolohiya, kalakip ang analitikong balangkas nina Poplack (1980) hinggil sa mga uri ng code-switching at nina Appel at Muysken (2006) para sa mga tungkulin nito. Labinlimang (15) OPM rap songs mula sa mga kontemporaryong artist tulad nina Al James, Andrew E., Dionela, Ex Battalion, at Nik Makino ang pinakinggan, binasa, at sinuri nang masinsinan. Lumabas sa resulta na ang intra-sentential switching ang pinakapangunahing anyo ng pagpapalit-koda (243 insidente), kasunod ang inter-sentential switching (17) at tag-switching (8). Ipinakita ng pagsusuri na ang mga tungkulin ng pagpapalit-koda ay nakatuon sa pagpapahayag ng emosyon, pagbibigay ng estilistiko at kultural na representasyon, at pagpapalapit sa karanasan ng kabataang Pilipino. Bukod pa rito, malinaw na ang mga liriko ay nagsisilbing salamin ng kontemporaryong pananaw ukol sa pag-ibig, pananampalataya, pagkatao, at pakikibaka. Ipinapakita rin ng pag-aaral na ang OPM rap songs ay maaaring gamitin bilang materyal sa pagtuturo ng wika at sa pagpapalalim ng kamalayang moral ng kabataan. Inirerekomenda na gamitin ang mga kantang ito sa mga asignaturang Filipino, Panitikan, o Komunikasyon bilang kongkretong halimbawa ng code-switching at bilang daluyan ng pagbabahagi ng mga pagpapahalagang Pilipino.

Keywords: Code-switching; OPM Rap Songs; Moralistikong Tema; Wika at Kultura; Edukasyong Pangwika

1.0 Introduction

Ang musika ay isa sa mga makapangyarihang daluyan ng pagpapahayag ng damdamin, ideolohiya, at kultura sa lipunan. Ayon kina Shang (2019) at Sanchez Gonzales (2020), ang popular na musika, lalo na ang rap, ay hindi lamang isang anyo ng aliwan, kundi isang kasangkapang diskurso na naglalantad ng mga panlipunang realidad. Sa konteksto ng Pilipinas, lumalaganap ang tinaguriang Original Pilipino Music (OPM), na umiinog sa iba't ibang anyo ng wika, kabilang ang pag-angkop sa code-switching o pagpapalit-koda. Ang phenomenon na ito ay isang natural na ekspresyon ng bilinggwal na identidad ng mga Pilipino, na nagbubuo ng sariling tatak ng kultura at komunikasyon.

Sa pag-aaral nina Bautista (2004) at Bernardo (2005), lumalabas na ang paggamit ng code-switching ay hindi lamang palatandaan ng pagkasanay sa dalawang wika, kundi indikasyon din ng estratehikong pagpili ng wika upang magpahayag ng partikular na mensahe o emosyon.



Ayon kina Villadarez (2021) at Rusli et al. (2018), ang code-switching sa mga awitin ay nagsisilbing estilistiko at pragmatikong paraan upang mapalapit ang mga tagapakinig sa nilalaman ng kanta. Subalit, hindi maitatangi ang moralistikong epekto nito. Ang mga liriko ng OPM rap songs ay nagiging salamin ng paniniwala, pagpapahalaga, at pananaw ng kabataan ukol sa ugnayan, pamilya, at lipunan.

Sa kasalukuyang panahon, ang paggamit ng code-switching ay nagiging bahagi ng diskursong pang-edukasyon. Sinabi ni Qing (2010) na ang maingat na paggamit nito ay makatutulong sa mabisang pagtuturo ng wika, at ayon kina Myers-Scotton (2002) at Sert (2005), maaari rin itong magsilbing daluyan ng kulturang identidad. Kaugnay nito, ang pagsusuri sa moralistikong tema ng mga kanta ay nagbibigay-daan sa mas malalim na pag-unawa sa positibo o negatibong impluwensya nito sa kabataan.

Kaya't ang pananaliksik na ito ay nakatuon sa dalawang pangunahing dimensyon: una, ang pagtalakay sa mga anyo at tungkulin ng code-switching sa piling OPM rap songs; at ikalawa, ang paglinang ng mga moralistikong tema bilang lunsaran sa pagtuturong pangwika. Nilalayan nitong patunayan na ang musika—bilang artepakto ng kultura—ay maaaring maging matibay na kasangkapan sa pagbubuo ng makataong pananaw sa wika, moralidad, at lipunan.

2.0 Metodolohiya

2.1 Disenyo ng Pananaliksik

Ang pananaliksik na ito ay gumamit ng deskriptibong pagsusuring pangnilalaman (qualitative content analysis), na itinuturing nina Hsieh at Shannon (2005) bilang isang mabisang pamamaraan sa pag-unawa sa mga tema, estruktura, at kultural na kahulugan ng mga teksto. Layunin nitong tukuyin at ilarawan ang mga uri at tungkulin ng code-switching sa piling OPM rap songs, gayundin ang masusing pagsusuri sa mga moralistikong temang nakapaloob sa mga ito bilang lunsaran sa pagtuturong pangwika. Bilang suporta, isinama rin ang elementong quantitative tallying upang mailahad ang dalas at distribusyon ng iba't ibang anyo ng pagpapalit-koda sa bawat awitin.

2.2 Kaligiran ng Pananaliksik

Inisagawa ang pag-aaral sa Surigao del Norte State University, Lungsod ng Surigao. Ang unibersidad na ito ay kilala bilang isang pangunahing institusyon sa rehiyon na nagsusulong ng makabagong pananaliksik at aktibong nagtataguyod ng paggamit ng wikang Filipino at pagpapahalaga sa kulturang Pilipino bilang bahagi ng diskursong akademiko. Pinili ang lugar ng pananaliksik dahil sa mataas na interes ng mga mag-aaral at guro sa kontemporaryong anyo ng musika tulad ng rap at hip-hop, na masasabing makabuluhang bahagi ng kabataang kultura.

2.3 Mga Partisipante

Bagaman pagsusuring pangnilalaman ang pangunahing disenyo ng pananaliksik, nakapanayam din ang tatlong (3) guro ng Filipino at tatlong (3) kabataang tagapakinig upang mapalalim ang pag-unawa sa konteksto ng pagtanggap at interpretasyon ng code-switching sa mga napiling kanta. Ang kanilang pananaw ay nakatulong upang mailagay ang pagsusuri sa mas konkretong pananaw ng mga aktwal na tumatangkilik ng musika.

2.4 Instrumento ng Pananaliksik

Ang pangunahing instrumento sa pananaliksik na ito ay ang labinlimang (15) piling OPM rap songs na inawit ng mga kilalang kontemporaryong artist. Pinili ang mga kantang ito batay sa malinaw na presensiya ng code-switching at moralistikong tema sa kanilang mga liriko. Kabilang sa mga sinuring kanta ay ang sumusunod:

- Atin-Atin Lang, Mood, Repeat – ni Al James
- Banyo Queen, Binibirocha, Stupid Love – ni Andrew E.
- Hoodie, Marilag, Sining – ni Dionela
- Come With Me, Fallin, No Games – ni Ex Battalion



- Binibini, Moon, We Made It – ni Nik Makino

Ang bawat liriko ay inanalisa batay sa teoretikal na balangkas nina Poplack (1980) para sa klasipikasyon ng mga uri ng code-switching, at nina Appel at Muysken (2006) para sa mga tungkulin nito.

2.5 Paraan ng Paglikom ng Datos

Ang sumusunod na mga hakbang ang isinagawa upang makalap at masuri ang datos:

1. Pagpili ng Teksto – Pinili ang mga kantang may malinaw at makabuluhang paggamit ng code-switching.
2. Transkripsyon – Kinopya at sinuri ang mga opisyal na liriko ng bawat kanta mula sa mga mapagkakatiwalaang online na sanggunian.
3. Pagkondensa ng Datos – Tinukoy at binilang ang mga sagnong at linyang nagtataglay ng code-switching.
4. Pag-aanalisa – Inuri ang bawat linya ayon sa uri (inter-sentential, intra-sentential, tag-switching) at tungkulin (emosyonal, kultural, representasyonal) batay sa inihandang analitikong balangkas.
5. Pagpapatunay ng Bisa – Nakipagkonsultasyon ang mananaliksik sa isang inter-rater expert upang tiyakin ang pagiging valid ng klasipikasyon at interpretasyon ng datos.

2.6 Etikal na Pagsasaalang-alang

Ang pag-aaral na ito ay mahigpit na nakasunod sa Research Ethics Guidelines ng Surigao del Norte State University. Iningatan ang karapatan sa intelektuwal na pag-aari ng mga artist na bumuo ng mga awitin, at isinagawa ang pagsusuri para sa layuning akademiko at edukasyonal lamang. Ang mga kalahok sa panayam ay binigyan ng informed consent at ipinaliwanag sa kanila ang layunin at saklaw ng pananaliksik bago sila sumang-ayon na makibahagi. Ang lahat ng impormasyon mula sa mga partisipante ay mananatiling kumpidensyal.

3.0 Mga Resulta at Pagtalakay

Batay sa masusing pagsusuri sa labinlimang (15) piling OPM rap songs, malinaw na lumitaw ang dominasyon ng code-switching bilang natural na ekspresyon ng bilinggwala na identidad ng mga kabataang Pilipino. Ipinapakita sa ibaba ang komprehensibong resulta:

3.1 Kabuuang Dalas ng Uri ng Pagpapalit-Koda

Talahanayan 1. Kabuuang Distribusyon ng mga Uri ng Code-Switching sa Lahat ng Kanta

Uri ng Pagpapalit-Koda	Bilang ng Insidente	Porsyento (%)
Intra-sentential Switching	243	90.67%
Inter-sentential Switching	17	6.34%
Tag-switching	8	2.99%
Kabuan	268	100%

Makikita sa datos na ang intra-sentential switching ang pinakamadalag gamitin sa mga liriko ng OPM rap songs, na bumubuo sa mahigit siyamnapung porsyento (90.67%) ng lahat ng naitalang insidente. Ibig sabihin, karaniwan at natural na isinasanib ng mga artist ang mga salitang Ingles sa loob mismo ng pangungusap o parirala sa wikang Filipino. Ipinapakita nito ang mataas na antas ng pagiging bilinggwala ng mga lumikha ng kanta at sumasalamin sa aktuwal na paraan ng komunikasyon ng kabataang Pilipino sa kasalukuyang panahon.

Samantala, ang inter-sentential switching, na bumubuo lamang sa 6.34%, ay karaniwang makikita sa mga bahagi ng kanta kung saan may pagbabago ng tono o intensyon, tulad ng chorus o pambungad na linya. Ang ganitong anyo ay madalag gamitin upang ipahayag ang mahalagang mensahe o bigyang-diin ang sentral



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na tema ng kanta. Halimbawa, ang buong Ingles na linyang “When the night has come...” mula sa Banyo Queen ni Andrew E. ay nagsisilbing pambungad na pahayag na kumukuha ng pansin ng tagapakinig.

Ang tag-switching naman ang pinakabihirang anyo, na may kabuuang 2.99% ng insidente. Ito ay nakikita sa simpleng pagsingit ng interjeksyon o ekspresyong Ingles tulad ng “Yup,” “Whoo,” at “Just us.” Ang paggamit nito ay may estilistiko at emosyonal na layunin—karaniwang ginagamit upang magpahiwatig ng pakikipag-ugnayan sa tagapakinig o magdagdag ng kontemporaryong tono.

Mga Halimbawa:

- Intra-sentential Switching:
“Tamang pausok sa room.”
(Mood – Al James)
Ipinapakita nito ang pagsasanib ng simpleng Tagalog at Ingles sa pangungusap upang magbigay ng kontemporaryong tono.
- Inter-sentential Switching:
“When the night has come...”
(Banyo Queen – Andrew E.)
Isang buong sugnay sa Ingles na ginamit bilang pambungad sa chorus.
- Tag-switching:
“Yup” at “Whoo”
(Atin-Atin Lang – Al James)
Mga salitang interjeksyon na nagdaragdag ng kasiglahan sa liriko.

Ang malakas na presensya ng intra-sentential switching ay sumasalamin sa phenomenon na tinatawag ni Bautista (2004) bilang natural hybrid communication, kung saan hindi na hiwalay ang paggamit ng dalawang wika. Sa halip, ito ay nakaugat sa kultural na realidad ng mga Pilipino na sanay gumamit ng Tagalog at Ingles nang sabay-sabay.

Ayon kina Gardner-Chloros (2009) at Villadarez (2021), ang ganitong estilo ng wika ay hindi lamang bunga ng pagnanais na magpamalas ng modernong identidad kundi isang sinadyang estratehiya upang gawing mas relatable at makabago ang mensahe ng kanta.

Kaugnay nito, ang mas bihirang inter-sentential at tag-switching ay makikita bilang mga teknik na nagbibigay diin at dinamismo sa naratibo ng kanta, pinipili lamang sa mga piling bahagi kung saan nais maglatag ng emphasis o dramatisasyon.

3.2 Dalas ng Uri ng Pagpapalit-Koda Bawat Kanta

Talahanayan 2. Buod ng Code-Switching Per Kanta

Kanta	Intra-sentential	Inter-sentential	Tag-switching	Kabuuhan
Atin-Atin Lang	10	1	6	17
Mood	29	1	0	30
Repeat	28	1	2	31
Banyo Queen	9	2	0	11
Binibirocha	10	0	0	10
Stupid Love	13	2	0	15
Hoodie	7	2	0	9
Marilag	12	2	0	14
Sining	9	2	0	11
Come With Me	18	0	0	18
Fallin	17	2	0	19
No Games	24	2	0	26
Binibini	7	0	0	7
Moon	20	0	0	20
We Made It	22	0	0	22
Kabuuhan	243	17	8	268



Makikita sa Talahanayan 2 na may malinaw na pagkakaiba ng distribusyon ng code-switching sa bawat awitin, na nagsasalamin sa magkakaibang estilo, layunin, at target audience ng mga artist. Ang sumusunod ay mga pangunahing pananaw na mababakas mula sa datos:

1. Dominasyon ng Intra-sentential Switching- Sa lahat ng kanta, ang intra-sentential switching ang laging nangingibabaw. Ang mga kantang Mood (29 insidente), Repeat (28 insidente), No Games (24 insidente), Moon (20 insidente), at We Made It (22 insidente) ang may pinakamataas na bilang. Ipinahihiwatig nito na ang ganitong uri ng pagpapalit-koda ay sadyang inangkop bilang pangunahing estilo ng lirikal na komposisyon, upang magmukhang natural ang paggamit ng wikang Ingles bilang bahagi ng pang-araw-araw na wika.

Sinasalamin nito ang kontemporaryong kabataang bilinggwal, na komportableng ipinapasok ang mga terminong Ingles sa loob ng mga Filipino na pahayag bilang ekspresyong estilistiko, pagpapalawak ng pananaw, at pagpapatingkad ng damdamin.

2. Mababang Presensiya ng Inter-sentential Switching- Ang inter-sentential switching ay naitala lamang sa ilang piling kanta (halimbawa: Banyo Queen, Stupid Love, Hoodie, Marilag, Sining, Fallin, at No Games), at halos laging matatagpuan sa chorus o transition. Ibig sabihin, ginagamit ito bilang isang diskurso-marking device o panghatak ng atensiyon, gaya ng linya:

“When the night has come...”

(Banyo Queen – Andrew E.)

Ang ganitong pagsasanib ay may pragmatikong tungkulin—nagbibigay ng bigat at pagbabago ng ritmo sa daloy ng kanta.

3. Limitadong Paggamit ng Tag-switching- Ang tag-switching ay kakaunti (8 lamang na insidente) at halos puro nakikita sa Atin-Atin Lang at Repeat. Ang mga salitang “Yup,” “Whoo,” “Just us,” at iba pang interjeksyon ay ginagamit upang makipag-ugnayan sa tagapakinig, magdagdag ng kasiglahan, at magpatingkad ng estetikong biswal at auditibo.

Halimbawa:

“Yup!”

(Atin-Atin Lang – Al James)

Ang mababang bilang ng tag-switching ay nagpapakita na mas pinahahalagahan ng mga artist ang mas integratibo at tuloy-tuloy na pagsasanib ng wika, kaysa sa simpleng interjeksyon lamang.

4. Mga Kantang May Pinakamaraming Code-switching- Ang tatlong kanta na may pinakamaraming naitalang insidente ay:
 - Repeat – 31 insidente
 - Mood – 30 insidente
 - No Games – 26 insidente

Ang mataas na bilang sa mga kantang ito ay sumasalamin sa dominanteng estilong bilingual na nakatuon sa kabataang audience, na mas komportableng nakikinig at nakauunawa ng sabayang paggamit ng Filipino at Ingles.



5. Mga Kantang May Pinakamababang Code-switching- Samantala, ang mga kantang Binibini (7 insidente), Banyo Queen (11 insidente), at Sining (11 insidente) ay may mas kaunting paggamit ng code-switching. Ang mas mababang bilang na ito ay maaaring bunga ng mas tuwirang pagtalakay sa tema at mas simpleng estruktura ng liriko.
6. Pagkakaiba sa Estilo ng mga Artist- Makikita rin ang pattern ng estilo bawat artist:
 - o Al James – mataas ang consistent intra-sentential switching (Mood, Repeat).
 - o Andrew E. – gumagamit ng inter-sentential bilang pagbubukas ng chorus (Banyo Queen, Stupid Love).
 - o Ex Battalion – puro intra-sentential, mas conversational at street language.
 - o Dionela – gumagamit ng metapora at malalalim na liriko na may halo ng English.
 - o Nik Makino – mataas ang intra-sentential switching sa temang aspirasyon.

Ipinapakita ng mga datos na halos lahat ng OPM rap songs ay sistematikong gumagamit ng intra-sentential code-switching bilang pangunahing anyo, na may kaunting inter-sentential at tag-switching na ginagamit lamang sa piling bahagi. Ang pagkalat ng ganitong uri ng pagsasanib ay:

- Salamin ng modernong kabataang wikang Filipino-Ingles, na hindi na itinuturing na magkahiwalay kundi bahagi ng isang hybrid na diskurso.
- Nagpapatunay sa obserbasyon ni Villadarez (2021) na ang code-switching sa musika ay naglalarawan ng “linguistic innovation” at “identity formation.”

3.3 Mga Tungkulin ng Pagpapalit-Koda

Batay sa pagsusuri, lumitaw na ang code-switching sa mga piling OPM rap songs ay may apat na pangunahing tungkulin. Bawat isa ay may tiyak na papel sa pagpapalalim ng bisa ng liriko at sa pagbibigay-kahulugan sa kulturang konteksto kung saan ito nilikha at pinakikinggan.

1. Emosyonal at Estilistiko

Ang code-switching ay pangunahing ginagamit bilang ekspresibong kasangkapan upang palakasin ang damdaming nais iparating ng awitin. Karaniwan itong nakikita sa mga bahagi ng kanta kung saan:

- Nais bigyang-diin ang personal na karanasan o nararamdaman.
- Nais ipahayag ang tono ng saloobin gaya ng saya, pananabik, lungkot, o pangungutya.

Halimbawa:

“Eyes low faded patago pero dama mo pa rin ang aking aura.”

(Repeat – Al James)

Sa linyang ito, ang salitang “eyes low faded” ay hindi lamang literal na paglalarawan, kundi nagdadala ng imaheng konektado sa kultura ng kabataan at urban na lifestyle. Ang ganitong pagsasanib ng Ingles at Filipino ay lumilikha ng estilong hip-hop na awtentiko at may personal na dating.

2. Representasyonal/Kultural

Ang code-switching ay nagsisilbing salamin ng bilinggwal na identidad ng mga kabataang Pilipino. Ipinapakita nito na:

- Ang paggamit ng dalawang wika ay hindi na itinuturing na hadlang, kundi normal at natural na bahagi ng pang-araw-araw na komunikasyon.
- May kultural na pagkilala at pride sa pagkakaugnay ng sariling wika sa global na wika ng Ingles.

Halimbawa:

“Ako’y tagalupa pero tingin nila sa aking galawan ay alien.”

(Mood – Al James)



Sa pahayag na ito, malinaw na inihahayag ang kontraste ng sariling pagkakakilanlan laban sa pananaw ng ibang tao. Ang pagsasanib ng Tagalog (“Ako’y tagalupa”) at Ingles (“alien”) ay may simbolikong gamit bilang representasyon ng hybrid na identidad ng kabataan.

3. Pragmatiko

Gamit ang code-switching, binibigyang-diin ng mga artist ang mahalagang bahagi ng kanta. May tatlong pangunahing pragmatikong layunin:

- Pambigay-diin: Ginagamit ang Ingles upang magmarka ng mga linya o mensahe na nais ipokus ng tagapakinig.
- Pagbabago ng tono: Lumilikha ito ng shift mula sa naratibo patungo sa dramatic o chorus na bahagi.
- Pagpapatingkad ng imahen: Iniuugnay ang kanta sa global na kulturang popular.

Halimbawa:

“When the night has come...”

(Banyo Queen – Andrew E.)

Ang paggamit ng buong sugnay na Ingles bilang pambungad sa chorus ay nagpapalakas ng dramatikong epekto at lumilikha ng pagbabagong tono na madaling tandaan.

4. Pampalawak ng Audience

Isa sa pinakamahalagang tungkulin ng code-switching ay ang pampalawak ng saklaw ng tagapakinig. Pinapadali nitong maunawaan ng mas malawak na grupo ng kabataang bihasa sa Filipino at Ingles ang kanta. Sa tulong nito:

- Nagiging mas relatable ang awitin sa audience na sanay sa bilingual na diskurso.
- Nadadagdagan ang “mainstream appeal” sa mga nakikinig sa digital platforms kung saan dominado ang wikang Ingles.

Ayon kina Villadarez (2021) at Rusli et al. (2018), ang ganitong estratehiya ay nakatutulong upang mapalapit ang kanta sa kultura ng kabataang millennial at Gen Z na likas na nasanay sa halong wika.

Talahanayan 3. Pagkakahati ng mga Tungkulin ng Code-Switching

Tungkulin	Paglalarawan
Emosyonal at Estilistiko	Pagpapalalim ng damdamin, pagbibigay-kulay sa liriko, at pagpapatampok ng personalidad ng rapper.
Representasyonal/Kultural	Pagpapakita ng bilinggwal na identidad at pagsasabuhay ng kontemporaryong kabataang kulturang Pilipino.
Pragmatiko	Pambigay-diin, pagbago ng tono, at pagbibigay-linaw sa sentral na mensahe ng kanta.
Pampalawak ng Audience	Pagiging inklusibo sa mas malawak na hanay ng tagapakinig at pagpapataas ng popularidad ng awitin.

Makikita sa ganitong paggamit ng code-switching na hindi ito simpleng palamuti ng wika. Ayon kay Myers-Scotton (2002), ang ganitong diskurso ay produkto ng motivated linguistic choices kung saan ang artist ay pumipili ng wika batay sa intensyon at target na epekto sa tagapakinig.

Sa kaso ng OPM rap songs, nagiging diskursibong larangan ang kanta na pinagdarausan ng interplay ng wika, kultura, at identidad. Kung titingnan mula sa pananaw ng teoryang kultural, ipinapakita nito na ang code-switching ay nagiging simbolo ng:

- Paninindigan sa makabagong kabataang kulturang Filipino.
- Pagkilala sa pagiging bahagi ng globalized na pamumuhay.
- Pagtanggap sa pagbabagong sosyal na nakaugat sa multilinggwalismo.



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3.4 Mga Moralistikong Tema

Bagama't ang OPM rap ay karaniwang iniuugnay sa urban culture at makabagong estetikong anyo, hindi maikakaila na ang mga liriko nito ay nagsisilbing daluyan ng mga pagpapahalagang Pilipino. Ipinapakita ng pagsusuri na sa kabila ng kontemporaryong lengguwahe at istilo, malinaw na may moralistikong laman at mensahe ang maraming kanta. Makikita ito bilang salamin ng paniniwala, pananaw, at karanasang bumabalot sa kabataang Pilipino.

1. Pagmamahal at Katapatan

Makikita sa mga awitin tulad ng Fallin at Stupid Love ang tema ng wagas at tapat na pag-ibig, gayundin ang sakripisyo at kabiguan. Ang Fallin ay puno ng mga pahayag na naglalarawan ng damdaming hindi matitinag, sa kabila ng mga pagsubok:

"Laging iingatan at umasa ka na sa akin, 'di na papatak ang luha sa iyong mga mata."
(Fallin – Ex Battalion)

Ipinapakita rito ang paninindigan sa relasyon, isang pagpapahalaga na nakaugat sa tradisyong Pilipino ng katapatan sa iniibig. Sa kabilang banda, ang Stupid Love ay nagtatalakay sa madilim na bahagi ng pagmamahal: panlilinlang, sakit, at ang proseso ng pagbangon mula rito. Ang temang ito ay nagsisilbing paalaala ng kahalagahan ng dignidad at paggalang sa sarili, na pawang mga moral na aral.

2. Katatagan sa Pagsubok

Ang kantang We Made It ni Nik Makino ay tumatalakay sa kakayahang bumangon mula sa kahirapan at kabiguan. Ang mga liriko ay nagpapahiwatig ng pag-asa at determinasyong lampasan ang limitasyon:

"Tandang-tanda ko pa nung panahon ng tagtuyot... buti mas inugali ko pa ring pukpok ng pukpok."

Sa diskursong ito, ipinapakita ang moral na mensahe ng pagsisikap, tiyaga, at pagtitiyaga bilang sandigan ng tagumpay, na itinuturo sa kabataan bilang haligi ng integridad at pananampalataya sa sariling kakayahan.

3. Pagkilala sa Sarili at Kultura

Sa mga kantang Mood at Moon, masasalamang ang pride sa sariling identidad at aspirasyon.

Halimbawa, sa Mood ni Al James:

"Ako'y tagalupa pero tingin nila sa aking galawan ay alien."

Ipinapakita rito ang temang self-awareness at ang pagyakap sa sariling pinagmulan sa kabila ng modernong impluwensya. Ang Moon naman ay naglalahad ng ideya ng pag-angat sa buhay bilang kolektibong pangarap ng kabataan:

"Tara bumyahe pa-ulap... 'di na ako taghirap."

Ang ganitong liriko ay nagsisilbing paalaala sa kabataan na ang tagumpay ay bunga ng pagsusumikap na may paggalang sa sariling ugat at pinagmulan.

4. Pagtuligsa sa Negatibong Gawi

Hindi rin iniwasan ng ilang kanta ang kritikal na pagtingin sa negatibong asal, gaya ng labis na materialismo at kawalan ng pagpapahalaga sa dignidad. Sa Binibirocha ni Andrew E., makikita ang ironikal na paglalarawan ng pabayang ugnayan at labis na pagkahumaling sa pisikal na aliw.



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Gayundin sa Banyo Queen, ang liriko ay puno ng puna sa kawalan ng pananagutan at relasyon na nakabatay lamang sa pansamantalang pagnanasa:

“Walang-wala sa isip ko ang kanyang baywang... nang makita ko siya naka-underwear lang.”

Ang ganitong tema ay may moral na implikasyon: pagkilala sa kahinaan ng tao at ang pangangailangang maging mapanuri sa sariling pag-uugali.

Talahanayan 4. Mga Temang Moralistiko sa Piling Kanta

Kanta	Mga Tema
Fallin	Pagmamahal, Katapatan
Stupid Love	Sakripisyo, Pananakit, Pagbangon
We Made It	Katatagan, Pag-asa
Mood	Identidad, Pangarap
Moon	Kultura, Aspirasyon
Binibirocha	Materialismo, Imoralidad
Banyo Queen	Pagtuligsa sa karahasan, Walang-responsableng relasyon

Makikita na ang mga temang ito ay hindi lamang simpleng dekorasyon sa awitin. Ayon kay Salimullah et al. (2023), ang musika ay may sikolohikal na kapangyarihan na magpakilos ng emosyon at makapagpaunlad ng moral na kamalayan. Sa konteksto ng kabataang Pilipino, ang mga OPM rap songs ay nagsisilbing:

- Plataforma ng pagbabahagi ng mga kolektibong karanasan (hal. pagsubok at tagumpay).
- Diskurso ng mga pagpapahalagang Pilipino (hal. katapatan, respeto sa sarili, aspirasyon).
- Babala sa panganib ng walang prinsipyong pamumuhay (hal. labis na materyalismo at kawalan ng pananagutan).

Gayundin, nakikita rito ang interseksyon ng kultura at moralidad—isang hybrid na diskursong umiikot sa tradisyunal na pagpapahalaga at kontemporaryong karanasan ng kabataan. Ang ganitong nilalaman ay nagiging makapangyarihang kasangkapan upang linangin ang *critical thinking* at moral discernment ng mga mag-aaral sa asignaturang Filipino at Panitikan.

3.5 Pangkalahatang Interpretasyon

Batay sa kabuuang pagsusuri, malinaw na ang mga OPM rap songs ay hindi lamang simpleng midyum ng aliwan, kundi nagsisilbing multi-dimensional na larangan ng diskurso kung saan sabay-sabay na umuusbong ang emosyonal, kultural, lingguwistikong, at moral na kamalayan ng kabataan.

Makikita sa mga datos at analisis na ang code-switching, nilalaman ng mga liriko, at porma ng musikalidad ay nagtutulay sa pagitan ng tradisyunal at makabagong anyo ng komunikasyon, na may sumusunod na pangunahing implikasyon:

1. Daluyan ng Pagpapahayag ng Emosyon at Kultural na Identidad

Ang paggamit ng code-switching at makukulay na metapora ay nagpapakita na ang OPM rap ay nagsisilbing sentro ng emosyonal na paglalantad ng kabataan. Sa mga liriko, isinasalaysay nila ang kanilang:

- Personal na karanasan ng pag-ibig, kabiguan, at aspirasyon.
- Pag-angkat ng global cultural references (hal. slang, urban imagery) bilang bahagi ng kanilang self-expression.

Ito ay tumutugma sa pananaw nina Myers-Scotton (2002) at Villadarez (2021) na ang bilinggwal na komunikasyon sa musika ay isang representasyong kultural na pumapanday sa identidad ng kabataan sa konteksto ng globalisadong lipunan.



2. Instrumento ng Pagpapalawak ng Komunikasyon at Diskurso

Lumilitaw rin na ang OPM rap ay epektibong lingguwistikong tulay sa pagitan ng mga kabataang may magkaibang antas ng kasanayan sa Filipino at Ingles. Pinapadali ng code-switching ang:

- Mas inklusibong pag-unawa sa mensahe.
- Pagbuo ng koneksyon sa magkakaibang audience sa social media at streaming platforms.

Sa ganitong paraan, ang musika ay nagsisilbing pragmatikong instrumento ng komunikasyon, na ayon kay Sert (2005) ay isang mabisang paraan upang maipaabot ang mga kaisipan at damdamin sa multilinggwal na komunidad.

3. Lunsaran ng Moralistikong Diskurso

Hindi matatawaran ang presensiya ng mga moral na tema na inilalatag ng mga kanta. Kabilang dito ang:

- Pagtuturo ng katatagan (hal. We Made It).
- Pagpapahalaga sa dignidad (hal. Stupid Love).
- Kritikal na pagtingin sa materialismo (hal. Binibirocha).
- Pagpapakita ng aspirasyon at self-worth (hal. Mood, Moon).

Ang mga elementong ito ay nagpapatunay na ang OPM rap ay hindi lamang nilalayong maghatid-alih, kundi nagsisilbi ring salamin ng panlipunang realidad at moral na aral. Ayon kina Salimullah et al. (2023), ang ganitong anyo ng sining ay may potensyal bilang transformative pedagogy sa mga kabataan.

4. Patunay ng Pag-angkop sa Globalisadong Wika at Kultura

Makikita na sa pamamagitan ng masinop na paggamit ng bilinggwalismo, ang mga artist ay:

- Nakikibahagi sa global hip-hop culture habang pinananatili ang sariling tinig.
- Nagtatampok ng hybrid identity – isang uri ng identidad na hindi lubos na Kanluranin ngunit hindi rin lubos na tradisyunal.
- Lumilikha ng bagong anyo ng kontemporaryong Pilipinong panitikan, na nakaangkla sa digital at transnasyonal na espasyo.

Ipinapakita nito na ang kabataang Pilipino ay aktibong:

- Nakikibagay sa pandaigdigang wika at impluwensya.
- Hindi rin bumibitaw sa sariling kultura at pananaw.
- Gumagamit ng musika bilang espasyo ng self-assertion at kultural na pagkilala.

4.0 Konklusyon

Batay sa masusing pagsusuri ng labinlimang (15) piling OPM rap songs, malinaw na ang code-switching ay hindi lamang teknikal na elemento ng wika kundi isang diskursibong pahayag na nakaugat sa kultural, emosyonal, at moral na realidad ng kabataang Pilipino. Ang sumusunod ay mga pangunahing kongklusyon na nabuod mula sa datos, obserbasyon, at interpretasyon:

4.1 Code-switching bilang Likás na Bahagi ng Komunikasyong Kabataan

Lumilitaw na ang paggamit ng code-switching ay:

- Natural at sistematiko, partikular sa mga urban na konteksto.
- Sumasalamin sa lingguwistikong hybrid na paraan ng pakikipagtalastasan ng kabataang Pilipino na sabay na nalilintang sa wikang Filipino at Ingles.

Talahanayan 1. Buod ng Dalas ng Mga Uri ng Pagpapalit-Koda

Uri ng Pagpapalit-Koda	Kabuuang Bilang	Porsyento (%)
Intra-sentential Switching	243	90.67%
Inter-sentential Switching	17	6.34%
Tag-switching	8	2.99%
Kabuuang	268	100%



Makikita sa talahanayan na ang intra-sentential switching ang pinakamadalas, na tumutukoy sa pagsasanib ng Ingles sa loob mismo ng mga pahayag sa Filipino. Ang ganitong paraan ng pagsasalita at pagsulat ay itinuturing ni Bautista (2004) bilang marker ng modernong identidad.

4.2 Code-switching bilang Estilistikong at Pragmatikong Estratehiya

Ayon sa mga naitalang insidente at mga halimbawa ng liriko:

- Ang code-switching ay sinadyang estratehiya upang:
 - Magbigay-diin sa mahahalagang mensahe.
 - Magpatingkad sa ekspresyon ng damdamin.
 - Lumikha ng hip-hop authenticity.

Talahanayan 2. Mga Tungkulin ng Code-switching

Tungkulin	Paglalarawan
Emosyonal at Estilistiko	Nagpapalalim ng damdamin at estetikong bisa ng kanta.
Representasyonal/Kultural	Nagpapakita ng hybrid na identidad at kultural na ugnayan.
Pragmatiko	Nagbibigay-diin sa mga ideya at lumilikha ng pagbabagong tono.
Pampalawak ng Audience	Nagiging tulay sa mas maraming kabataang tagapakinig.

Ipinapakita nito na ang code-switching ay hindi simpleng pagkahalo ng wika, kundi diskursibong pagpili na may malinaw na layunin at epekto.

4.3 Ang OPM Rap Bilang Daluyan ng Moralistikong Tema

Kahit moderno at urban ang istilo ng OPM rap, hindi maikakaila ang presensiya ng mga moralistikong tema tulad ng:

- Pagmamahal at katapatan (Fallin, Stupid Love)
- Katatagan sa hirap (We Made It)
- Pagkilala sa sarili at kultura (Mood, Moon)
- Pagtuligsa sa negatibong gawi (Binibirocha, Banyo Queen)

Talahanayan 3. Mga Temang Moralistikong Inilahad

Kanta	Mga Tema
Fallin	Pagmamahal, Katapatan
Stupid Love	Sakripisyo, Pananakit, Pagbangon
We Made It	Katatagan, Pag-asa
Mood	Identidad, Pangarap
Moon	Kultura, Aspirasyon
Binibirocha	Materialismo, Imoralidad
Banyo Queen	Pagtuligsa sa karahasan, Walang-responsableng relasyon

Makikita sa datos na ang mga moralistikong paksang ito ay nagbibigay-daan sa mga tagapakinig na:

- Magnilay sa sariling pananaw at ugali.
- Maging mapanuri sa mga impluwensiyang sosyal.
- Bumuo ng matibay na moral na paninindigan.

4.4 Pagbubuo ng Identidad at Panlipunang Diskurso

Sa kabuuan, ang OPM rap ay nagsisilbing plataporma ng pagbubuo ng identidad at diskurso ng kabataan. Ang sabayang paggamit ng Filipino at Ingles ay:

- Nagpapatibay sa kultural na hybrididad.
- Nagpapalakas sa damdamin ng pagiging bahagi ng pandaigdigang kabataang kultura.



• Naglalahad ng mga tema na may kaugnayan sa moralidad, aspirasyon, at kolektibong karanasan. Ang mga awitin ay nagiging:

- Kasangkapan ng social commentary, na nagtutuligsa sa mga di kanais-nais na gawi.
- Daluyan ng aspirasyonal na diskurso, na nag-uudyok sa kabataan na mangarap at magsikap.

4.5 Impluwensiyang Pedagogikal at Kultural

Sa perspektiba ng edukasyon, malinaw na ang OPM rap ay may potensyal bilang:

- Makabuluhang materyal sa pagtuturo ng Filipino at Komunikasyon.
- Tekstong pampanitikan na nagbibigay-halaga sa moral na edukasyon.
- Inspirasyong kultural na nagtataas ng kamalayang lingguwistiko at pagpapahalaga sa sariling kultura.

Ayon kina Qing (2010) at Sert (2005), ang integrasyon ng code-switching sa edukasyonal na diskurso ay epektibong estratehiya upang mapalapit ang wika sa karanasan ng mag-aaral at mapalawak ang kanilang pananaw.

4.6 Pangkalahatang Sintesis

Sa huli, lumilitaw na ang OPM rap songs ay:

- Hindi lamang aliwan, kundi disksibong espasyo ng emosyonal at moral na pagninilay
- Isang makapangyarihang kasangkapan sa pagtuturo ng wika at kultura, dahil sa natural na pagsasanib ng Filipino at Ingles.
- Patunay sa pag-usbong ng kontemporaryong hybrid identity ng kabataang Pilipino na may matibay na pagyakap sa sariling pinagmulan at kakayahang makibagay sa global na pamumuhay.

Talahanayan 4. Pangkalahatang Buod ng Konklusyon

Dimensiyon	Pangunahing Natuklasan
Lingguwistikong Estruktura	Dominanteng intra-sentential switching; sistematikong estratehiya sa liriko.
Diskursibong Tungkulin	Emosyonal, estilistiko, representasyonal, pragmatiko, at inklusibong komunikasyon.
Temang Moralistik	Pagmamahal, katapatan, katatagan, pagtuligsa sa imoralidad, at aspirasyon.
Panlipunang Impluwensiya	Pagpapahayag ng kolektibong karanasan at kritikal na pagninilay ng kabataan.
Pedagogikal na Potensyal	Makabuluhang sanggunian sa pagtuturo ng Filipino, Panitikan, at Edukasyong Moral.

5.0 Mga Ambag ng May-Akda

Ang pananaliksik na ito ay nagbigay ng mga sumusunod na makabuluhang ambag:

1. Empirikal na Datos sa Code-switching sa OPM Rap- Naglatag ang pag-aaral ng detalyado at sistematikong datos sa uri, dalas, at tungkulin ng *code-switching* sa labinlimang piling OPM rap songs. Pinayaman nito ang literatura ukol sa kontemporaryong bilinggwal na diskurso sa musika.
2. Pagsusuri ng Moralistikong Tema- Inilantad ng pananaliksik ang presensiya ng moralistikong tema – pagmamahal, katatagan, kritikal na pagtanaw sa materialismo – bilang bahagi ng liriko ng rap, na karaniwang itinuturing na “aliwan” lamang.
3. Panukalang Lunsaran sa Edukasyong Pangwika at Moral- Nagbigay ang pag-aaral ng argumento at halimbawa kung paano maaaring gamitin ang OPM rap bilang kasangkapan sa pagtuturo ng Filipino, Panitikan, at Edukasyong Pagpapakatao.
4. Pagpapalawak ng Diskurso sa Identidad ng Kabataan- Tumulong ito sa mas malalim na pag-unawa sa pagbubuo ng kultural at lingguwistikong identidad ng kabataang Pilipino sa konteksto ng globalisadong kultura.



6.0 Pagpopondo

Ang pananaliksik na ito ay isinagawa nang walang tinanggap na anumang uri ng pondong pinansyal mula sa gobyerno, pribadong institusyon, o komersiyal na entidad. Lahat ng gastusin ay personal na sinagutan ng may-akda.

7.0 Pahayag ng Salungat na Interes

Ipinapahayag ng may-akda na walang salungat na interes na maaaring makaapekto sa disenyo, pagsusuri, interpretasyon, at publikasyon ng pananaliksik na ito.

8.0 Pasasalamat

Ang may-akda ay taos-pusong nagpapasalamat sa mga sumusunod:

- Sa Surigao del Norte State University Graduate School, sa pagbibigay ng plataporma para sa pananaliksik.
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- Sa mga estudyante at kabataang tagapakinig na nagbahagi ng pananaw tungkol sa OPM rap, na nagpayaman sa diskusyon ng pag-aaral.

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Teachers' English Proficiencies: Basis for Teachers' Enhancement Program

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Abstract.

The primary objective of this study was to assess the English proficiency of teachers and its correlation with the academic achievement of fourth-year high school students in Surigao City and Surigao del Norte Divisions, with the ultimate goal of informing a proposed faculty enhancement program. Specifically, it examined teacher profiles—educational qualification, teaching experience, continuing education, and efficiency rating—and assessed their English proficiency in listening, speaking, reading, writing, grammar, and literature. Students' performance in the same skills was also evaluated. The study employed a descriptive-correlational design, involving 32 English teachers and 381 students from 30 mainland high schools, which were selected using Slovin's formula and stratified random sampling. Data were gathered using the Regional Unified Test (REUNITE) and a researcher-developed profile survey, and analyzed using means, standard deviations, Pearson correlations, and t-statistics. Results revealed that both teacher and student performance in English skills were at an average level, with literature and grammar identified as the weakest areas. A significant positive correlation ($r = 0.75, p < 0.05$) was found between teachers' English proficiency and their teaching experience, suggesting that expertise enhances instructional skill. However, no significant relationships were found between teacher proficiency and educational qualification ($t = 1.389$), continuing education ($t = 0.6111$), or efficiency rating ($t = 1.167$). Likewise, there was no significant correlation between teacher proficiency and student achievement ($r = 0.30, t = 1.765$). These findings suggest that while experience influences teacher proficiency, other variables may also independently impact student achievement. The study recommends targeted professional development interventions focused on reading and literature instruction to strengthen both teacher effectiveness and student outcomes.

Keywords: Teachers, English proficiencies, fourth-year high school students, English achievement, faculty enhancement program.

1.0 Introduction

Language is the cornerstone of communication and an essential medium through which individuals connect, express, and exchange ideas. Its impact extends beyond daily conversation, influencing cultural, social, and intellectual development within society. In the Philippines, English holds a particularly significant position—not only as a second language but also as a medium of instruction and a key to accessing global opportunities in education, employment, and diplomacy.



However, despite the acknowledged importance of English, there has been a documented decline in students' proficiency, especially in writing, speaking, and reading comprehension. This decline has been reported by several scholars (Celce-Murcia & Hiles, 1988; Lado, 1964), who emphasize that language instruction must go beyond grammar and focus on communicative competence. York (1994) notes that literature plays a crucial role in language learning by fostering critical thinking, cultural awareness, and emotional development—skills that are often underemphasized in many classrooms. Similarly, Littlewood (1981) argued that effective foreign language teaching must develop communicative skills in listening, speaking, reading, and writing, rather than just focusing on isolated grammatical accuracy.

Several studies have also linked teacher-related factors to student outcomes in language learning. Galarrita (1990) and Del Rosario (1990) observed that teacher proficiency in English has a substantial impact on student achievement, while Cummins (1997) underscored the importance of teacher preparedness in bridging the gap between instructional strategies and student comprehension. Despite this, some scholars argue that academic qualifications alone do not guarantee teaching effectiveness (Ruiz, 1990), suggesting a need to examine other variables such as teaching experience, training, and personal commitment.

Recognizing this background, the present study explores the relationship between the English proficiency of teachers and the academic achievement of their students in Surigao City and Surigao del Norte Divisions. Specifically, it evaluates English teachers' proficiency in six language domains—listening, speaking, reading, writing, grammar, and literature—and investigates how teacher-related factors such as educational qualifications, teaching experience, continuing education, and efficiency ratings may correlate with student performance. The goal is to determine whether these teacher characteristics have measurable effects on learners' achievement and, ultimately, to develop a targeted faculty enhancement program.

The following research questions guide the study:

1. What is the profile of the teacher-respondents in terms of their educational qualifications, teaching experience, continuing education, and efficiency ratings?
2. What is the teachers' proficiency level in English in terms of the skills: listening, speaking, reading, writing, grammar, and literature?
3. Considering the same skills in problem number 2, what is the achievement of fourth-year high school students in English?
4. Is there a significant relationship between the teachers' proficiency level in English and each of the following factors: educational qualification, teaching experience, continuing education, and efficiency?
5. Is there a significant relationship between students' English achievement levels and their teachers' proficiency levels in English?
6. What activities might be planned for an English enhancement program for the faculty?

The importance of addressing these research questions lies in their potential to uncover the dynamics between teacher proficiency and student achievement. By identifying the specific factors that contribute to or hinder effective English instruction, this study can inform future curriculum and professional development initiatives aimed at enhancing the teaching quality of English educators. Moreover, the findings could provide valuable insights for policymakers to design targeted interventions that will elevate both teacher competence and student performance in English, ultimately benefiting the broader educational landscape.

This research, therefore, aims to provide a comprehensive analysis of the factors that contribute to English language learning success, with a particular emphasis on the role of the teacher as a key influencer of student outcomes. By doing so, it seeks to contribute to the ongoing dialogue about improving the quality of English education in the Philippines.



2.0 Methodology

2.1 Research Design

This study employed a descriptive-correlational research design. According to the manuscript, this design was selected to describe the existing relationship between the English proficiency of teachers and the academic achievement of their students. It specifically aimed to identify any significant relationships between teachers' proficiency in various English skills and their students' performance in the same areas. The descriptive aspect allowed the study to depict the profiles of the teachers, including their qualifications, experience, and efficiency ratings. The correlational aspect facilitated the examination of any associations between these variables and the students' proficiency levels.

2.2 Research Locale and Participants

The study was conducted in the mainland schools of Surigao City and Surigao del Norte Divisions, which includes both public and private high schools. The focus of the research was on fourth-year high school students and teachers handling English IV. The division of Surigao City had five national high schools and three private high schools, while Surigao del Norte Division included seventeen national high schools and five private high schools. This geographical setting was crucial as it covered a broad spectrum of public and private educational institutions within the two divisions. The study utilized a sample of 381 fourth-year high school students drawn from a population of 3,818 students enrolled in the mainland schools of Surigao City and Surigao del Norte Divisions.

The sample size was calculated using the Slovin formula with a margin of error set at 0.05, ensuring that each participant had an equal chance of selection. Stratified random sampling was employed, with the lottery technique used to select the actual respondents from the various schools within the two divisions.

Moreover, 32 English IV teachers from these schools were chosen as participants. These teachers were responsible for teaching English to the fourth-year students, and their inclusion was vital to assess their proficiency levels in comparison to the students' performance.

2.3 Research Instruments

The main instrument used to gather data in this study was the Regional Unified Test (REUNITE), formulated and first administered during School Year 1998-1999. The test was specifically designed to assess proficiency in the core areas of listening, speaking, reading, writing, grammar, and literature, which are central to the study. Teachers were assessed on the same skills as the students to determine their proficiency levels in each area.

The study also used a questionnaire to gather information on the teachers' profiles, including their educational qualifications, teaching experience, continuing education (training and seminars attended), and efficiency ratings. The teacher questionnaires were completed alongside the REUNITE tests, providing a comprehensive view of both teacher qualifications and their proficiency in teaching the English language.

2.4 Data Gathering Procedure

The data gathering was conducted in October 1999 with the researcher personally administering the REUNITE tests and questionnaires to both the teachers and students. Each test took approximately one hour to complete. The students and teachers were informed about the nature of the study, and their participation was voluntary. Informed consent was obtained from all respondents. The tests were designed to be administered in a standardized manner, ensuring that each participant received the same instructions and had the same time to complete the tasks.

Upon completion of the tests and questionnaires, the data was compiled for statistical analysis. The results were carefully examined to assess the relationship between the proficiency levels of the teachers and the students' achievements in English.



2.5 Ethical Considerations

This study adhered to ethical research guidelines. Ethical considerations included ensuring the confidentiality of participants' identities and responses, as well as obtaining informed consent from all participants. The research was conducted with respect to the rights and privacy of the respondents, and all data collected was used solely for academic purposes. Additionally, approval for the use of the REUNITE test was sought from the Department of Education, Culture, and Sports (DECS), and permission was granted from the Regional Director and the Schools Division Superintendents to conduct the study in the identified schools.

3.0 Results and Discussion

The purpose of this section is to present and analyze the data collected from the study regarding the teachers' proficiency levels in English and the students' achievement levels in the same subject. The findings provide insights into how teacher qualifications, teaching experience, continuing education, and efficiency ratings relate to their proficiency in various English skills. The analysis also explores the correlation between teacher proficiency and students' academic achievement in English.

Table 1. Profile of Teacher-Respondents in Terms of Educational Qualification

Educational Qualification	Frequency	Percentage (%)
BSE major in English	18	56.25
English Major with MA Units	8	25.00
MAT in English	1	3.13
Others (AB)	5	15.62
Total	32	100.00

As shown in Table 1, the majority of the teacher-respondents (56.25%) were BSE graduates majoring in English. However, only 25% of the teachers had English Majors with MA units. A smaller percentage had completed MAT in English (3.13%) or held an AB degree (15.62%). This suggests that, although most teachers were qualified to teach English, a notable proportion did not have advanced degrees in English, which may impact their overall proficiency in teaching the subject.

Table 2. Profile of Teacher-Respondents in Terms of Teaching Experience

Teaching Experience	Frequency	Percentage (%)
Below 5 years	22	68.75
5-9 years	3	9.38
10-14 years	3	9.38
15-19 years	3	9.38
20 & above	1	3.12
Total	32	100.00

Table 2 shows the distribution of teacher-respondents based on their teaching experience. The majority of the teachers (68.75%) had less than 5 years of experience teaching English, indicating a relatively young teaching cohort. Only a small percentage had more extensive experience, with 9.38% having taught for 5-9 years, 10-14 years, and 15-19 years respectively. This suggests that a significant portion of the teachers may lack the extensive teaching experience that could enhance their proficiency in English language instruction.



Table 3. Profile of the Teacher-Respondents in Terms of Continuing Education

Number of Seminars Attended	n	%
1-5	21	65.63
6-10	7	21.88
11-15	2	6.25
16-20	1	3.12
21-25	1	3.12
TOTAL	32	100.00

This reflects that teachers had trainings on the strategies and techniques in teaching the language. As Littlewood (1981) stressed that the four broad domains of skills which make up a person communicatively competent must be recognized by teachers in teaching the foreign language. Thus, training is necessary.

Table 4. Profile of the Teacher-Respondents in Terms of Efficiency Rating

Efficiency Rating	n	%
Outstanding	3	9.38
Very Satisfactory	22	68.75
Satisfactory	7	21.87
TOTAL	32	100.00

Table 4 shows the profile of teacher-respondents in terms of efficiency rating. Majority of the teacher-respondents, that is, 22 of 68.75 percent rated Very Satisfactory. There were 7 or 21.87 percent who rated Satisfactory, while those rated outstanding were only 3 or 9.38 percent. The implication is that the teacher-respondents delivered instruction efficiently and performed their responsibilities as expected of them by the Education Department to improve quality of teaching.

Table 5. Teachers' Proficiency Level in English (n=32)

Classification	SKILLS						
	Listening (n / %)	Speaking (n / %)	Reading (n / %)	Writing (n / %)	Grammar (n / %)	Literature (n / %)	Overall Ave. (n / %)
60 & above (Above Average)	3 9.38	8 25.00	6 18.75	4 12.50	6 18.75	7 21.87	2 6.25
40-59 Average	25 78.12	20 62.50	21 65.62	24 75.00	21 65.62	19 59.38	29 90.62
Average 39 & Below	4 12.50	4 12.50	5 15.63	4 12.5	5 15.63	6 18.75	1 3.13
x	50.00	50.02	49.97	50.00	50.01	49.90	49.98
SD	9.98	9.98	9.99	10.00	9.99	10.16	10.02
Description	Average	Average	Average	Average	Average	Average	Average

Shown in the table, were Teachers' Proficiency Level in English. The lowest is the LITERATURE (x= 49.90) followed by Reading (x 49.97). In as much as literature is an important component of learning a second or foreign language because it promotes social and group relationships and the love of nature and the understanding of physical environment (York, 1994), this result challenges the teachers to improve the quality of their instruction so that the present crop of students will develop nobler values.

Similarly, with Reading as the teachers' second-lowest skill, it can be inferred that they were not very adequate in English and this could be one of the reasons for the students' inadequacies in the language. The same findings were stressed by Celce et.al. (1988). Reading precedes all other skills because to read is to grasp the language patterns from written presentation. Literacy is essential because if a student is handicapped on the principles and techniques in reading, it will be a factor of his failure (Lado, 1964).



Table 6. Fourth Year High School Students' Level of Achievement in English (n=381)

Skills							
Classification	Listening (n / %)	Speaking (n / %)	Reading (n / %)	Writing (n / %)	Grammar (n / %)	Literature (n / %)	Overall Ave. (n/%)
60 & above (Above Average)	67 / 17.59	51 / 13.39	72 / 18.90	67 / 17.59	58 / 15.22	75 / 19.69	4 / 1.05
40-59 Average	240 / 62.99	280 / 73.49	243 / 63.78	248 / 65.09	241 / 63.26	238 / 62.47	359 / 94.23
Average 39 & Below	74 / 19.42	50 / 13.12	66 / 17.32	66 / 17.32	82 / 21.52	68 / 17.84	18 / 4.72
X	50.03	50.00	50.00	51.10	48.15	49.05	49.72
SD	10.01	10.00	10.02	22.16	10.39	10.24	9.35
Description	Average	Average	Average	Average	Average	Average	Average

Table 6 presents the profile of student respondents as to their Achievement in English. As shown in the table, the students' overall mean Achievement level in English was 49.72 on AVERAGE with a standard deviation of 9.35 which suggests that they were homogeneous in their ability.

Across skills, the students got the highest in WRITING ($x = 51.10$) followed by listening ($x = 50.03$) and speaking and reading with similar means of $x = 50.0$.

On the other hand, the students were lowest in Grammar ($x = 48.15$) followed by literature ($x = 49.05$). Grammar, as another communicative competence, can be considered as a type of rule-governed behavior. In fact, commentators of English point their fingers at inadequacies of students' language claiming that all. Such symptoms could be eradicated by a good dose of grammar (Celce-Mucia and Hiles, 1988).

Similarly, with literature as the second lowest skill among students, it can be inferred that students were not adequately equipped on the principles and strategies in understanding literature particularly in understanding a poem. In fact, as pointed by York (1994) the educational benefits for literature in the personal growth of English are very different from other skills. It is through literature that students can gain a broader perspective of the world and an understanding of the state of affairs in other countries and at different periods.

Table 7. Relationship Between Teachers' Proficiency Level in English and Educational Qualification

Educational Qualification	n	X	SD
BSE major in English	18	49.67	4.28
English Major with MA Units	8	49.11	6.47
MAT in English	1		
Others- AB	5	50.21	6.69
TOTAL	32		
Ims = 0.25 t-statistic = 1.389 Critical t = 2.042 Df = 30 Significance $p > 0.05$ Decision = Do not reject H_0 .			

Table 7 presents the data and the results of computation of multi-serial correlation of the relationship between teachers' proficiency level in English and educational qualification. It can be gleaned from the table that the computed r was 0.25 which suggests a low coefficient. This value was tested using a t-test. The results showed that the computed t-value was very much lower than the critical t-value of 2.042 at $\alpha = 0.05$ with $df = 25$. Thus, the null hypothesis was not rejected.

It can be deduced then that teachers' proficiency level in English is not significantly related to educational qualification. Hence, whether they are non-BSE English majors or at least BSE-English



majors either they could or could not produce quality performance among their students. Acquiring a teaching course with English as a field of concentration is not a guarantee to be effective in teaching the language because there are other factors that contribute to a teachers' proficiency in English language teaching, such as dedication, sincerity, and hard work.

Table 8. Relationship Between the Teachers' Proficiency Level in English and Teaching Experience

Teaching Experience	n	X	SD
Below 5 years	22	49.58	6.39
5-9	3	48.23	4.13
10-14	3	52.21	0.78
15-19	3	52.77	0.09
20 & above	1		
TOTAL	32		
rxy = 0.75 t-statistic = 6.25 df = 30 Significance = p>0.05 Decision = Reject Ho.			

Between Teachers' Proficiency Level in English and Teaching Experience. Table 10 shows the data and the results of computation of correlation between teachers' proficiency in English and teaching experience.

The computed rxy was 0.75 which suggests low coefficient. This value was tested with the t-test. The results showed that the computed t-value is lower than the critical t-value of 2.042 at $\alpha = 0.05$ with $df = 30$. Thus, the null hypothesis was rejected.

It can be inferred that teachers' proficiency level in English is significantly related to teaching experience. The explanation could be, beginning teachers generally cannot teach equally well as those who have taught for a long time since the teacher still lack the techniques that experience provides an old timer.

Table 9. Relationship Between the Teachers' Proficiency Level in English and Continuing Education

Number of Seminars Attended	n	\bar{x}	SD
1-5	21	48.73	5.99
6-10	7	52.31	5.18
11-15	2	53.23	0.43
16-20	1	52.86	0
21-25	1	51.10	0
TOTAL	32		
rxy = 0.11 t-statistic = 0.6111 critical = 2.042 df = 30 Significance = p>0.05 Decision = Do not reject Ho.			

The table shows that the computed rxy of 0.11 is lower than the critical t-value of 2.042 at $\alpha = 0.05$ with $df = 30$. Thus, the null hypothesis was rejected. It can be inferred that the teachers' proficiency level in English is not significantly related to continuing education.

Attendance in seminars and workshops and participation in further training are not enough to ensure improvement of a teacher's proficiency level because the factors of attitude and values of the teachers are strong determinants of their learning and not solely on the inputs given during these human resource development activities.



Table 10. Relationship Between the Teachers' Proficiency Level in English and Efficiency Rating

Efficiency Rating	N	Mean (\bar{x})	SD
Outstanding	3	44.84	7.66
Very Satisfactory	22	51.25	4.55
Satisfactory	7	42.12	6.25
TOTAL	32		
rxy = 0.21 t-statistic = 1.167 critical t = 2.042 df = 30 Significance p>0.05 Decision: Do not reject Ho			

Table 10 reflects the data and results of the computation of the correlation between teachers' English proficiency and efficiency rating.

It can be gleaned from the table that the computed r was 0.21 which suggests a low coefficient. The results showed that the computed r-value is lower than the critical r-value of 2.042 at $\alpha = 0.05$ with $df = 30$. Thus, the null hypothesis was not rejected.

The results can be interpreted that teachers' proficiency level in English is not significantly related to efficiency rating. A teacher may be proficient in teaching but may not be efficient in his/her job because of personal factors such as poor health, lack of commitment or enthusiasm, no sense of agency, and also due to some school factors, such as dissatisfaction in terms of compensation, or a disharmonious relationship with administrators, peers, an individualistic and impersonal school culture.

Table 11. Relationship Between the Students' English Achievement Level and teachers' Proficiency Level in English

Efficiency Rating	n	x	SD
Students' English Achievement Level (X)	381	49.79	9.35
Teachers' Proficiency Level in English (Y)	32	49.98	10.02
rx	0.30		
t-statistic	1.765		
critical t	2.042		
df	30		
Significance	p>0.05		
Decision	Do not reject Ho.		

Table 11 shows the data and the results of the computation of the correlation between the students' achievement level and the teachers' English Proficiency Level.

It can be gleaned from the table that the computed rxy was 0.30 which suggested low coefficient. The results revealed that the computed r-value is lower than the critical t-value of 2.042 at $\alpha = 0.05$ with $df = 30$. Thus, the null hypothesis was not rejected. It means that the students' achievement level and teachers' English Proficiency Level are not significantly related to each other.

Therefore, it does not necessarily follow that when a teachers' English proficiency level is high, he will produce students of high English achievement level, and vice versa.

4.0 Conclusion

Based on the foregoing findings, the conclusions are as follows:

1. The teacher-respondents were educationally qualified to teach English as they were BSE graduates major in English; however, there is a need to upgrade themselves by taking Master's Degree courses.



2. Both public and private school teacher- respondents had been teaching below 5 years which implies that they still lack the wealth of experience in teaching the subject.

3. Both public and private school teacher- respondents had been trained from 1-5 years which reflects that they were trained in the strategies in teaching English language; however, they have to continually undergo trainings and other forms of human resource development activities to keep them informed and skilled on recent techniques and innovations in English teaching.

4. Both public and private school teacher- respondents were VERY SATISFACTORY in their efficiency rating. This shows a positive picture of teachers. Their commitment to duty shows in their teaching efficiency. And this is recognized by their administrators.

5. The teachers' proficiency level in English was AVERAGE. The teacher has the facility to teach the students on the skills: listening, speaking, reading, writing, grammar and literature. There is still, However, room for improvement. The teachers' proficiency has to be raised to a higher level.

6. The students' achievement level in English was AVERAGE. This is an indication that they have learned to a moderate degree the English language from their teachers. But like their teachers' level of proficiency the student's level of achievement in English need to be improved.

7. Since there is no significant relationship between teachers' proficiency level in English and their educational qualification, continuing education and efficiency rating, but a significant relationship existed between teachers' proficiency level in English and their teaching experience, it can be concluded that teachers who have long been in the service and have developed skills and techniques become more adept in delivering English language instruction compared to those who may have adequate trainings and are efficient, but are inexperienced.

8. There is no significant relationship between students' English achievement level and teachers' English proficiency level. Therefore, the students' English achievement level is not necessarily caused by the teachers' proficiency level in teaching English.

4.1 Recommendation for Future Research

For further research, the following are recommended:

- A comparative study on the attitude towards learning the English language between students in public and private schools considering gender and other factors.
- Strategies and approaches in teaching English language and their implications to the development of the New Secondary Education Curriculum.
- The Philippine English Language Program: Its Impact to International Relationship.

4.2 Proposed English Enhancement Activities

The findings of this study highlight the need for targeted interventions to enhance the English proficiency of high school teachers, particularly in the areas of literature, grammar, and reading comprehension. Based on the identified weaknesses and informed by best practices in professional development, the following enhancement activities are proposed:

1. Literature Teaching Strategies Workshop

Objective: Improve teachers' skills in delivering engaging and meaningful literature instruction.

Topics:

- Teaching poetry appreciation and literary devices
- Facilitating thematic literary analysis



- Culturally responsive literature selection
Output: Teachers create a model lesson plan and demo-teach a literary piece.
- 2. Grammar for Communicative Competence Seminar
Objective: Strengthen grammar instruction aligned with real-life communication.
Topics:
 - Common grammatical errors and remedies in Filipino classrooms
 - Integrating grammar in listening and speaking tasks
 - Assessment techniques for grammar
 Output: Teachers develop grammar-integrated activities that span multiple skills.
- 3. Reading Comprehension and Text Analysis Bootcamp
Objective: Equip teachers with strategies to improve students' reading comprehension and critical thinking.
Topics:
 - Skimming, scanning, inferencing, and predicting
 - Text structure and genre-based approaches
 - Using graphic organizers for comprehension
 Output: A class reading intervention plan tailored to student needs.
- 4. Lesson Study and Peer Mentoring Circles
Objective: Promote collaborative improvement in teaching practice.
Structure:
 - Teachers co-plan, observe, and reflect on actual lessons
 - Share best practices in literature, grammar, and reading
 Output: Documented reflection reports and revised teaching strategies.
- 5. Continuing Professional Development Tracking
Objective: Sustain proficiency improvement through measurable progress.
Structure:
 - Quarterly professional development targets
 - Attendance in national/international webinars
 - Reflective journals or action research
 Output: Portfolio of CPD accomplishments reviewed annually.

These activities are intended to be implemented over one academic year, with support from school heads, division supervisors, and language program coordinators. The goal is to create a sustained and collaborative environment that fosters teacher growth, directly addressing the areas of need highlighted in this study.

5.0 Contributions of Authors

Dr. Isidro M. Biol, Jr., led the research project, including the conceptualization, data gathering, analysis, and manuscript writing.

All co-authors—Shadrach Malana, Chrizelle Mae G. Rodriguez, Allen Sean R. Pentojo, Libeth H. Janer, Jessa Mae B. Galope, Genalyn T. Diez, Kirk John G. Coral, and Stephanie M. Perez—contributed to various aspects of the study, such as literature review, fieldwork, data validation, editing, and preparation of the final manuscript. All authors reviewed and approved the final version of the paper.

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7.0 Conflict of Interests

The authors declare no conflict of interest.

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