

Professional Development, Instructional Materials, and Pedagogy on the Performance of Filipino Language Teachers

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Abstract: *The study aimed to develop a structural model on the performance of Filipino language teachers considering their professional development, use of instructional materials and practice of different pedagogies. It also delved into the relationships of the three independent variables toward the dependent variable the performance of the Filipino Language Teachers'. Moreover, it investigated the variables that predict teachers' performance. A structural model on teachers' performance was also explored in an attempt to find the best fitting model. The participants of the study were the 664 Filipino Language teachers' in the Department of Education Region 10. The data were gathered through the use of a survey questionnaire. The researcher used descriptive statistics, pearson product-moment correlation, the stepwise multiple-linear regression, and the structural equation modelling. Results revealed that most of the Filipino Language teachers had very satisfactory performance. It also shows that they have high professional development, high utilization of varied type of instructional materials and employment of different pedagogies. Only four sub-variables showed a significant relationship toward teachers' performance, and these are the utilization of teaching materials, use of various types of teaching materials, modification of instruction/teachers responsiveness and sheltering instruction. Modification of instruction/teacher responsiveness, sheltering instruction, use of various types of teaching materials and the utilization of teaching materials best predict the performance of Filipino language teachers. Finally, the structural model of the performance of the Filipino Language Teachers was best anchored on the professional development attained by the teachers, and on their use and application of instructional materials in their instruction.*

Keywords: Teachers' performance, instructional materials, professional development

1. Rationale

Teachers play a significant role in the educative process. Their main job is to deliver quality instruction among the school children. Quality instruction is a factor in quality education. Siason (2004) stressed that quality education could be disseminated to the pupils through teacher quality. The teachers are the most potent factors in attaining excellence in education. Teacher quality manifests the knowledge and expertise in lesson planning and delivery, learners' achievement, in school, home and community involvement.

The teacher is the crucial person in the teaching-learning situation. He must possess the ability to convey knowledge and make teaching effective. Successful teachers are effective and efficient in transmitting valuable knowledge and skills to the students. They are instruments of quality education which contributes significantly to the formation of a genuinely democratic society, and emotionally stable and physically fit individual (Muega, 2008). They are expected to develop a higher level of teaching and promote excellence in learning among the students.

Nolasco (2018) reported that one of the findings of the 2007 study on the world's top performing school systems is that the quality of education in the Philippines cannot exceed the quality of its teachers'. The low performance of the Filipino students in National and International tests is a manifestation that many Filipino teachers have not mastered the content of the curriculum and the subject matter.

Gonzales and Sibayan (2018) said that "The relation between the low achievement of pupils and lack of knowledge of subject matter among teacher as revealed in the pupils' and the teachers test is apparent; it is obvious that teachers' cannot teach what they do not know." They added if the standard passing percentage in Department of Education is 75%, the average teacher in both elementary and secondary would fail all the examinations since even in Filipino subject, the average is only 68%.

Filipino language teachers quality performance is affected by a lot of factors. Some of these are shown in the study conducted by Zamora, (2016) in which he found out that the activity given in the curriculum guide for grade 8 are not aligned with the given activities on the learning module used by the Filipino language teachers in the public schools. Second, the teachers do not mind at all if the module does not fit with the 21st-century skills needed by the students as they positively respond to the use of the learning module. In general, the researcher found out that there were lots of problems in the module particularly on the inconsistency of the design, as well as enrichment of the 21st-century skills and the alignment of the content in the curriculum.

Also, Valencia (2013) found that the usual problem in teaching Filipino subjects are the following: first, teachers' lack of knowledge in methods and strategies in teaching technical writings. The second was the lack of new and appropriate teaching materials like textbooks. The third was teachers' lack of vocabulary in both Filipino and Tagalog; teachers are not updated with the new form of words like *jejemon* and *bekimon*. Next is the lack of teachers'

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knowledge in terms of Filipino grammatical structures, not enough knowledge with the approaches to be used in teaching literature. The article also says that teachers have difficulty in understanding idiomatic expressions, lack of knowledge in the usage of authentic materials that could help the learning of the students. Lastly, Filipino language teachers are not sensitive to the language problems found in the textbooks and other learning materials even in communication that hinders the learning of the students in both language and literature.

Lack of knowledge of the Filipino language teachers on the subject matter being taught, lack of skills in different methods, strategies and pedagogies to be employed and the lack of teaching materials to be used in teaching greatly affects the performance of the teachers. Silva (2008) said that excellent curriculum and teaching could be seen with the used of appropriate teaching materials.

In the same manner, Fabricante (2018), further said that one of the most apparent barriers to effective use of teaching materials is the failure to select, utilize and use various available teaching materials which might be useful to teachers. This is a serious handicap in a problem-centered curriculum, in which the search for evaluation of resource materials is necessary in the educational experience as knowing what the materials communicate.

Another factor that affects the performance of the Filipino language teachers is on attaining professional development. Since this field is just based in this country, the teachers' have a hard time finding and attending symposia, conference, and training that will develop their knowledge and skills in their field.

The research of Hargreaves and Flutter (2013) emphasized that teachers' positive sense of their status is closely linked to other aspects of quality education, including continuous professional development, engagement in research, collaboration and exchange with other teachers, and involvement in decision-making.

In this study, the researcher aimed to deal on teachers trainings and seminars attended, self-efficacy and advance degree in line with professional development. Also, selection, utilization and varying the types of teaching materials in line with content be dealt with. The researcher also touched on differentiated instruction, sheltering instruction, receptive and expressive language instruction, modification of instruction/teacher responsiveness, student-centered instruction, an assessment that matches with the pedagogy and content are some of the problems needed to be addressed as found in the previous studies. Thus, this study was conceptualized to investigate the factors that affect the performance of the Filipino Language Teachers.

2. Methodology

The participants of the study were the 664 Filipino Language Teachers' who are teaching Filipino subjects in the Department of Education Region 10. The data were gathered through the use of a survey questionnaire. The researcher used appropriate statistical tools for the analysis

of the quantitative data. The descriptive statistics were used in analyzing teachers' performance. The mean was used in describing the teachers' professional development, instructional materials and pedagogy. In identifying the relationship of the abovementioned variables, the researcher utilized the Pearson Product-Moment Correlation. The stepwise multiple-linear regression was used in finding out the best predictors of Filipino Language teachers' performance. A structural equation modeling, specifically the maximum likelihood was used in examining the best fitting model on performance. Indices such as scaled X^2 , Goodness fit Index (GFI), Normed Fit Index (NFI), Tucker-Lewis Index (TLI), Comparative Fit Index (CFI) and Root Mean Square of Approximation (RMSEA) were used in examining models of the goodness of fit.

3. Research Instruments

To facilitate the collection of the data necessary information and other backgrounds of the participants, a close-ended or structural form of a questionnaire was employed. The responses were prepared for the respondents to check as directed.

To test the reliability of the instrument, the questionnaire underwent a pilot testing at the Department of Education Region 12 Socksargen before the conduct of the study. The result shows that Professional Development, Instructional Materials, Pedagogy, and Teachers Performance got a Cronbach's alpha of .907, .826, .856, .827 respectively which mean that the items are reliable.

The questionnaire on professional development solicited data on training/seminar attended, self-efficacy and advanced degrees of the Filipino language teachers. It used a five-point scale.

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Very High Development
4	3.51-4.50	Agree	High Development
3	2.51-3.50	Neutral	Moderate Development
2	1.51-2.50	Disagree	Poor Development
1	1.00-1.50	Strongly Disagree	No development

The second part of the questionnaire was about the use of instructional materials which was adopted and modified from the international study of Council of the Great City Schools (2013) on "Instructional Materials for English Language Learners. It comprised of the following indicators; utilization of instructional materials; selection of instructional materials, availability of various types of instructional materials. The instrument was composed of 28 items using the five-point Likert scale rated 1 to 5 where 1 never practiced the content of the statement, and 5 indicated always practiced. The following scoring procedure was followed:

Selection of Teaching Materials

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Always	Highly Relevant and appropriate
4	3.51-4.50	Frequent	Relevant and appropriate
3	2.51-3.50	Sometimes	Moderately Relevant and appropriate
2	1.51-2.50	Seldom	Irrelevant and Inappropriate
1	1.00-1.50	Never	Highly irrelevant and inappropriate

Utilization of Teaching Materials

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Always	Very High Utilization
4	3.51-4.50	Frequent	High Utilization
3	2.51-3.50	Sometimes	Average Utilization
2	1.51-2.50	Seldom	Low Utilization
1	1.00-1.50	Never	Very Low Utilization

Varied Type of Teaching Materials

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Always	Always Used
4	3.51-4.50	Frequent	Frequently Used
3	2.51-3.50	Sometimes	Moderately Used
2	1.51-2.50	Seldom	Rarely Used
1	1.00-1.50	Never	Not used at all

The third part of the questionnaire was teaching pedagogy of Filipino language teachers which was adopted and modified from the work of Arens, and others (2012) and Fabricante (2018). It included the differentiated instruction, sheltering instruction, receptive and expressive language instruction, modification of instruction or the teacher responsiveness, student-centered instruction and assessment. The instrument composed of 27 items using Likert scale rated 1 to 4 where 1 indicates never and 4 as always. The following scoring procedure was followed:

Scale	Range	Descriptive Rating	Qualitative Interpretation
4	3.51-4.00	Always	Always Practiced
3	2.51- 3.50	Sometimes	Sometimes Practiced
2	1.51-2.50	Rarely	Rarely Practiced
1	1.00-1.50	Never	Never Practiced

Finally, the fourth part of the questionnaire was the performance of the Filipino Language Teachers' teaching-learning process, learning outcome, community involvement, and professional growth and development and special task/plus factor. The instrument is composed of 12 items using Likert scale rated 1 to 5 where 1 indicated

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Outstanding	Performance represents an extraordinary achievement and commitment
3.51-4.50	Very Satisfactory	Performance exceeded expectations
2.51-3.50	Satisfactory	Performance met Expectations
1.51-2.50	Unsatisfactory	Performance failed to meet expectations
1.00-1.50	Poor	Performance was consistently below Expectations

The result is detailed by their responses on the teachers' performance assessment that got an overall rating of "very satisfactory" as indicated by the mean of 3.85.

Summary of Teachers' Performance

Table 9 shows the summary of teachers' performance with an overall mean of 3.85 indicating a very satisfactory performance. The teaching-learning process of 4.14, learning outcome 4.17, community involvement 4.27, professional growth and development 3.56 and special task plus factor is 3.11. These suggest that teacher's performance in the teaching-learning process, learning outcome, community involvement, professional growth and development, and special task/plus factor exceeded expectations.

strongly disagree and 5 indicated strongly agree. The following scoring procedure was followed:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Strongly Agree	Outstanding
4	3.51-4.50	Agree	Very Satisfactory
3	2.51-3.50	Moderately Agree	Satisfactory
2	1.51-2.50	Disagree	Unsatisfactory
1	1.00-1.50	Strongly Disagree	Poor

Data Gathering Procedures

The researcher sought permission from the Region Director of the Department of Education Region X (Northern Mindanao Region) to conduct the study. After which, another letter addressed to the different Division Superintendents attached was the approved communication from the Regional Director to survey their respective divisions. Both the public schools district supervisors and the school principals were given furnished copies of the approved letter of request from the Regional Director and Schools Division Superintendent.

4. Results and Discussion

Among the 664 Filipino Language teachers' in the Department of Education Region X as the participants of this study, only 19 or 2.86% got an outstanding performance while 489 of them or 73.64 % got the very satisfactory performance and 156 or 23.50% of the participants are having a satisfactory performance.

Table 3: Level of teachers' performance

Scale	Range	Frequency	Percentage	Descriptive Rating
5	4.51-5.00	19	2.86%	Outstanding
4	3.51-4.50	489	73.64%	Very satisfactory
3	2.51-3.50	156	23.50%	Satisfactory
2	1.51-2.50	0	0	Unsatisfactory
1	1.00-1.50	0	0	Poor
Total		664	100%	

Table 9: Summary of the level of teachers' performance

Indicators	Mean	Interpretation
Teaching-learning process	4.14	Very Satisfactory
Learning Outcome	4.17	Very Satisfactory
Community Involvement	4.27	Very Satisfactory
Professional Growth and Development	3.56	Very Satisfactory
Special task/Plus factor	3.11	Satisfactory
Mean	3.85	Very Satisfactory

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Outstanding
3.51-4.50	Agree	Very Satisfactory
2.51-3.50	Moderately Agree	Satisfactory
1.51-2.50	Disagree	Unsatisfactory
1.00-1.50	Strongly Disagree	Poor

The teacher does not only focus on quality instruction but also improves instruction to suit the needs of the pupils so they can uplift their standard of living. They are also encouraged to involve and participate in the global community. Baragona (2004) also said that an effective teacher is capable of learning, able to sense the interest of the pupils—recognizes their needs and makes learning more potent to course objectives. Likewise, Basang (2004) said that teachers influence the learning performance of pupils. Hence, it is essential that teachers should do something to provide a good teaching-learning situation for pupils.

The first variable which is the professional development had a grand mean of 3.74. The three sub-variables training and seminar attended got a mean of 3.77, self-efficacy of 3.70 and advanced degree of 3.73.

Summary of Teachers’ Professional Development

Table 13 shows the summary of the level of Filipino Language Teachers’ professional development which has an overall mean of 3.74. It indicates that the teachers are highly developed professionally. It is supported by its three variables namely: training and seminars attended with 3.77 which also holds the highest mean, followed by the advanced degree of 3.73, lastly, the self-efficacy with a mean of 3.70. It entails that the Filipino language teachers have high professional development. They attended trainings and seminars and enrolled in advance degrees and also they have highly developed self-efficacy practices.

The result is affirmed with the study made by Cabanates as cited by Marohom (2018) that the school administrators and teachers should grow professionally in their respective line of expertise to improve professionally and personally. The professional growth is necessary to improve competence and to broaden outlook, thus it enhance better task performance that would affect the learning of students in the school.

Table 13: Summary of teachers’ professional development level

Indicators	Mean	Interpretation
Training/seminar Attended	3.77	High Development
Advanced Degree	3.73	High Development
Self-Efficacy	3.70	High Development
MEAN	3.74	Highly Developed

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very High Development
3.51-4.50	Agree	High Development
2.51-3.50	Neutral	Moderate Development
1.51-2.50	Disagree	Poor Development
1.00-1.50	Strongly Disagree	No Development

The findings are supported Hammond et al. (2017) that one way to support the increasingly complex skills of the students is through teachers’ professional development. It needs a quality and sophisticated teaching to develop the students’ competencies, mastery of the subject matter, application of critical thinking skills, complex problem solving and enhance communication skills. Therefore, active professional development (PD) is needed to help teachers learn and refine the instructional strategies required to teach these skills.

The second variable, the use of instructional materials received a grand mean of 3.74. Its three sub-variables namely: the selection of teaching materials got a mean of 3.65, utilization of teaching materials with 3.73 and usage of various types of teaching materials which are 3.80.

On the aspect of pedagogy, it received a grand mean of 3.49. This is supported by the result of its five sub-variables. The first one is the differentiated instruction with 3.41, sheltering instruction of 3.52, receptive and deceptive language instruction of 3.56, modification of instruction/teacher responsiveness of 3.52 and student-centered instruction of 3.46.

Based on the correlation analysis, the variable on professional development did not show any significant relationship towards teachers’ performance as demonstrated by its correlation coefficient $r = -0.016$ and p-value of .684 that is greater than 0.05. Its three sub-variables training and seminar attended got an $r = -0.008$ with a p-value of .832 that is greater than 0.01, self-efficacy with $r = 0.020$ and p-value of .608, and advance degree with its $r = 0.036$ and p-value of 0.349 are statistically insignificant to the performance of the Filipino Language teachers.

The use of instructional materials with its sub-variables which are the selection, utilization and the use of various types got an $r = -0.160^{**}$ with the p-value of .000 which is lesser than 0.05 that implies a significant relationship with the performance of the Filipino language teachers. Its two sub-variables which are the utilization of teaching materials had an $r = -0.101^{**}$ and p-value of .009 lesser than 0.05, and the use of various types of teaching materials with an $r = -0.124^{**}$ at a p-value of .001 showed a significant relationship to teachers’ performance. The last sub-variable which is the selection of teaching materials got the $r = -0.066$ and p-value of .090 greater than .05 that connotes a negative relationship to the teachers’ performance. The overall result entails that the utilization of the varied type of teaching materials helps improve teachers’ performance in delivering instruction.

The variable on pedagogy with its five sub-variables which comprised of differentiated instruction, sheltering instruction, receptive and expressive language instruction, modification of instruction/teachers responsiveness and student-centered instruction got an $r = 0.024$ with a p-value of .535 which means that pedagogy has no significant relationship towards teachers’ performance. It is also supported by the result of differentiated instruction with an $r = 0.038$ and p-value of .323, sheltering instruction with $r = -0.074$ and the p-value of .058, receptive and expressive language instruction with an $r = -0.015$ and the p-value of .697 and the student-centered instruction with $r = -0.014$ with a p-value of .716. However, modification of instruction/teachers’ responsiveness shows a correlation result of $r = -0.197^{**}$ with a p-value of .000 implies a significant relationship towards the performance of the Filipino language teachers. The results show that teachers’ pedagogy doesn’t have an effect on teachers performance except for the modification of instruction/teachers responsiveness.

The stepwise multiple regression analysis revealed that there are four sub-variables that best predict the performance of the Filipino language teachers in the Department of Education, Region X. These are the modification of instruction/teacher responsiveness, sheltering instruction, various types of teaching materials and the utilization of teaching materials. Specifically, modification of instruction/teacher responsiveness got a $\beta=.229$, $t=5.765$ ($p<0.01$), sheltering instruction with $\beta=-.155$, $t=-3.356$ ($p<0.01$), and the two sub-variables of instructional materials which are the use of various types of teaching materials with $\beta=.086$, $t=2.770$, ($p<0,01$) and the utilization of teaching materials with the $\beta=.101$, $t=2.607$ and ($p<0.01$). It means that these indicators are the best predictors of the performance of the Filipino Language teachers'.

Nevertheless, the sheltering instruction shows a negative prediction toward teachers' performance. It implies that seldom the teacher used sheltering instruction, it precisely maintains the performance of the teacher in delivering the lessons. Teachers' performance is not affected by not using sheltering instruction in the teaching process. Teachers are still able to deliver instruction in high or better performance.

Moreover, the R^2 value of the regression model is .076 which means that 7.6% of the differences in teachers' performance can be explained by a modification of instruction/ teacher responsiveness, sheltering instruction, utilization of teaching materials and the various types of teaching materials. Hence, 92.4% of the difference in teachers' performance can be attributed to the other variables apart from the regression model.

Structural Model 5 was found to be the best fit model, and it is composed on professional development with its three sub-constructs which are the training and seminars attended, self-efficacy, advanced degree. Also, the instructional materials with its three measures which are the selection of teaching materials, utilization of teaching materials and the various types of teaching materials but only two sub-variables of teachers' performance are included such as teaching-learning process and learning outcome. This model shows an excellent fit to the data with chi-square/degrees of freedom of .658 that is lesser than 2, a p-value of .806 which is higher than .05. It is also consistently supported by its other indices such as the normed fit index of .966; Tuckerlewis index of 1.042; goodness fit index of .997 and comparative fit index of 1.000 which all fall within the acceptable range of $> .95$. The RMSEA also reflected as .000 that is $<.05$.

Structural Model 5 entails that the performance of the Filipino Language Teachers' in Region 10 is best anchored on the professional development attained by the teachers and on the instructional materials used and applied by the teachers' in their instruction.

5. Conclusions

Based on the findings of the study the following conclusions are drawn:

Most of the Filipino language teachers in the Department of Education Region X are having a very satisfactory performance. These are measured in terms of the teaching-learning process, learning the outcome, community involvement, professional growth and development, and special task/plus factor. Hence, being a teacher is not just about preparing lesson plans, delivering quality instruction or teaching, setting the tone of the classroom, mentoring and nurturing students, building a warm environment and becoming a role model. Being a Teacher is beyond the four walls of a classroom, establishing connections with the community, the parents and other stakeholders, responding to a call of service like being a speaker in a program, training, and seminars to share ideas to others and serving as a committee member/chairman during activities.

The Filipino language teachers have high professional development. They attended training and seminar and enrolled in advance degrees and also they have highly developed self-efficacy practices. They also developed high self-efficacy in which they become more resilient, open-minded and support not just to their students but also with their co-teachers.

The relevant and appropriate selection, high utilization and employment of various teaching materials are noticeable in the result. Hence, teaching materials play a significant role in supporting student learning and increasing student success. Likewise, these also help teachers' performance to become better.

The high practice of different pedagogies in teaching Filipino subjects is noticeable. It helps teachers cater to the different learning styles and abilities of the students. It makes the instruction better and easier for the students.

Filipino language teachers' performance is significantly correlated to the utilization of teaching materials, the use of varied types of teaching materials and the pedagogy modification of instruction/ teacher responsiveness. Therefore, the null hypothesis stating that there is no single or in combination variables that related to teachers' performance is rejected.

The best predictors of teachers' performance are the utilization of teaching materials, the use of varied types of teaching materials and modification of instruction/ teacher responsiveness and sheltering instruction. Therefore, the null hypothesis stating that there is no single or in combination variables that best predict teachers' performance is rejected.

The model that best fits teachers' performance is anchored on professional development and instructional materials. Therefore, the null hypothesis stating that no model predicts teachers' performance is rejected. If Filipino Language teachers attend more training and seminar, strengthen their self-efficacy, enrol in postgraduate studies, they will be more equipped with the necessary knowledge and skills in their field of specialization. Also, the selection and utilization of various types of teaching materials would yield better instruction, promote and improve teaching and learning process and improve their performance.

The best fitting structural model on teachers' performance is best anchored on the professional development of attending trainings and seminars, enhancing self-efficacy, earning an advanced degree and using various instructional materials.

Steered Teachers' Performance Paradigm

Based on the five hypothesized generated models, the study finally proposes the derived model on Teachers' Performance called Steered Teachers' Performance Paradigm. The Steered Teachers' Performance Paradigm showed the correlation of the three independent variables professional development, use of instructional materials and pedagogy toward the dependent variable the teachers' performance. The teachers' performance is placed at the center of the paradigm which implies that it is affected by all three independent variables.

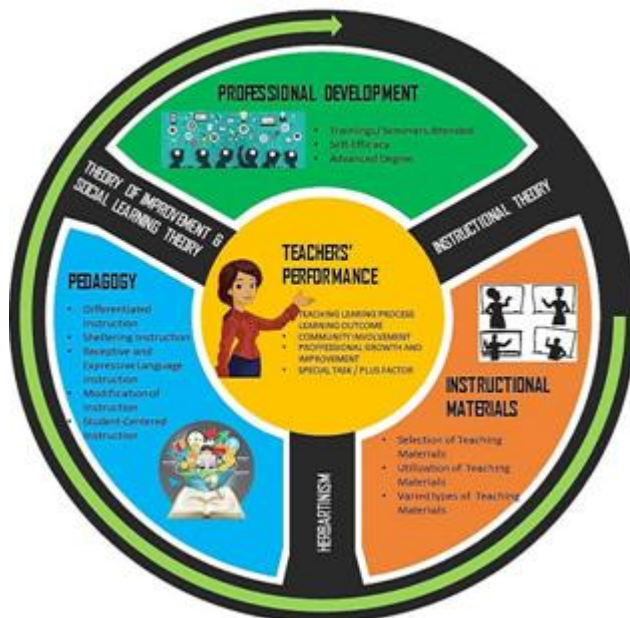


Figure 12: Steered Teachers' Performance Paradigm

The word steered came from the steering wheel which is a part of a vehicle, vessel or aircraft. It is used to make it move or sail in a particular direction just like teaching which needs a steering wheel or the teachers that will steer the students to the right path of their lives. Likewise, teachers need to consider the instructional materials, and the pedagogies they will use and employ in teaching must be suited to the learning styles, level, and diversity of the students. It is also essential to upgrade their knowledge with the latest changes and trends related to their field of specialization and skills that can be used in delivering the instruction. Hence, these three variables served as vital factors that could steer teachers' performance to a high level and exceeding expectations.

As can be gleaned in the paradigm, the teachers' performance with its five sub-variables is placed at the center part of the wheel which also implies that these variables serve carries and transfer the load of knowledge to the students. It also connects to other variables affecting it to move in the right direction. In teaching the quality of education depend on the high performance of the teachers to provide quality instruction to students. The rim is the external circumference consist of the long arrow which implies continual development of teachers'.

The four theories use in the paradigm are the Theory of Improvement, Theory of Social Learning Theory, Herbartianism and Instructional theory. The two upper spokes which are the theory of improvement and self-efficacy and instructional theory carry the most tension or need to improve the performance of the Filipino Language teachers' While the lower spokes carry theory of Herbartianism that is employed and followed by the teachers' in delivering the lessons.

The proponent used color orange for the variable instructional materials since this communicates activity and energy. It signifies fun and vibrancy that is suited to the youth. As teachers will deliver the lessons to students, they will choose, instructional material that fit the age or level, the relevancy, and appropriateness of the material that would make them actively engage in the discussion.

Colour green is for professional development. Green implies a down-to-earth attitude. Green also represents a new beginning and growth. The color suggests that teachers continue to grow academically by attending training, seminars, doing research and enrolling graduate studies with a down-to-earth disposition in life.

The color blue is for pedagogy since it conveys strength, reliability, trustworthiness, and communications. It is also implies a calming and harmonious personality. The pedagogy that teachers must apply has to harmonize with the content, the type of students and the objectives of the lesson.

Yellow is used for teachers' performance since it symbolizes optimism, cheerfulness, playfulness, happiness, and energy which are the characteristics that must be possessed by a quality teacher. Yellow also represents mental clarity and high intellect.

The long arrow located at the outer circle represents the continual development of teachers' as they continued to pursue a high level of professionalism, use relevant and appropriate instructional materials and employ a pedagogy suited to the level of the students.

The paradigm is anchored on the four theories. On the aspect of professional development, it is linked with the Theory of Improvement coined by Bentham, Gulikers, Jong, and Mulder in the year 2011. It described how characteristics of a professional development program contribute to teachers' learning. In this Theory of Improvement, the essential elements of the professional development in assessment for learning were mentioned and explained and justified how these elements contribute to teachers' learning. This Theory of Improvement leads to the most suitable approach for professional development.

According to Avalos (2011) that the active element of this theory is the realization that teacher professional development should stimulate teachers learning which results in higher student outcomes. An important focus in professionalization should thus be the improvement of students' learning. An element which should not be forgotten in this regard is the need to create a culture for learning at

the workplace which is essential to stimulate teachers' and thus students' learning.

Next is the Observational or Social Learning Theory of Albert Bandura that highlights the belief that a particular action is possible and that individual can accomplish it. In his cognition, the emphasis is self-efficacy in one work. It is judging one's ability, competence in teaching materials and instructional proficiency to attain better performance on how capable of success they think they are. One's efficacy is impacted by two important components, namely human agency and triadic reciprocal causation. The interplay between this symbiotic influence results in actual behavior and thought in the individual. In his triadic model, social context, perception, and behavioral action all impact a teacher's judgment about whether he/she or will be able to execute the steps necessary to impact student learning positively.

Instructional materials are associated with the instructional theory coined by Benjamin Bloom as a result of his Taxonomy of Education Objectives. It originated in the United States. This theory offers explicit guidance on how to help better people learn and develop (Reigeluth, 1999). It also focuses on the process of structuring material in promoting the education of human beings, particularly the youth. It is typically influenced by three general educational thought: the behaviorist, the cognitive and the constructivist school of thought.

It also has four characteristics such as design-oriented, identifies methods and situations, includes component methods, and is probabilistic. Design-oriented means that an instructional theory should provide direct guidance on how to achieve a learning goal. Because this focuses on the guidance, this can be called as means-oriented, and at the same time, this can be considered as goal-oriented because it focuses on achieving a learning goal. Therefore, this theory is both means-oriented and goal-oriented. Its primary purpose of instructional methods is to guide educators.

Second, it identifies methods and situations wherein it focuses on direct guidance, which mainly includes methods of instruction, that is, how to teach, facilitate, and support learning. Third, the practices of instruction in which this instructional theory should provide detailed guidance with specific components to educators such as parts of the more general method, (2) kinds of the more general approach, and (3) criteria that the general method. Finally, the main feature of this theory is that the instructional methods are probabilistic which to uplift the chances of learning success. Therefore, the goal of the instructional theory is to achieve the highest possible chance of the desired learning outcome effectively and efficiently.

Just in the context of e-learning, instructional theory plays significant learning objects to structure and deliver the lesson. One of the excellent examples of this learning object is a stand-alone educational animation that can be re-used as the basis for different learning experiences.

Herbartianism coined by a German educator named Johann Friedrich Herbart in the year 1776-1841 which is applied

mainly in the instruction of adolescents, had a profound influence on the late 19th-century teaching practices mainly in the United States.

Herbartianism followed five formal steps such as (1) preparation which is a process of relating the new material to be learned to relevant past ideas or memories to give the pupil a vital interest in the topic under consideration. Second, is the presentation where new ideas or lessons using concrete objects or experience. The third is the association that can be through assimilation of new ideas and consideration of their similarities and differences to implant the new ideas in mind. Fourth is the generalization which is a procedure especially crucial to the instruction of adolescents and is designed to develop the mind beyond the level of perception and the concrete. The fifth is the application which is using acquired knowledge, not in a purely practical way but so that every idea becomes a part of the functional mind, an aid to a clear interpretation of life.

6. Recommendations

In light of the findings as mentioned above and conclusions, the following recommendations are offered:

As part of the teachers' performance, Filipino language teachers' may consider improving the last two indicators of their performance. In professional growth and development, teachers' may craft or conduct innovations or actions research that is related to their specialization. Participate in having a special task such as performing as resource speaker in seminar or training.

Filipino language teachers' are encouraged to attend more local or national training and seminars that would give them an update to the new developments or changes in Filipino subjects that they are teaching. Enrolling in a post graduate study can make them acquire new knowledge and skills with regard in their field of specialization that they can use or share during their daily instructions. Through this, they will build a strong self-efficacy or high confidence to teach and touch young ones and make a difference in their lives.

Teachers are encouraged to select and utilize various types of teaching materials that are relevant and appropriate to the lessons to be tackled in order to cope up with the diverse students. It is also an excellent means for the students to be more active in the discussion and to understand the lessons easily.

It would be best if the Filipino Language teachers would employ different pedagogies in delivering the lessons to cater to diverse learners and learning styles.

Filipino Language teachers are encouraged to utilize not just the textbooks, but a varied type yet contextualize teaching materials that would enhance the teaching and learning process. Also, the practice of modifying instruction may be given more importance.

The government may allocate more funds for procuring adequate teaching materials as this will enhance an active and learning process.

Further, to elevate more the performance of the Filipino Language teachers' in the organization, the administrators may provide training and seminars for them to update their knowledge and enhance their ability. Also, the department may establish a faculty development program that would support teachers' to enrol in the postgraduate study for free. The government may also provide the necessary teaching materials as this will enhance an effective teaching and learning process.

Other Filipino language researchers are also encouraged to conduct similar studies to identify other related factors affecting their performance.

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