


Original Article

# The Readiness of Teachers in Teaching Filipino Literature in Secondary Schools

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**Abstract.** Teacher readiness in teaching Filipino Literature (Panitikang Filipino) remains underexplored, particularly in provincial secondary schools where access to training and digital resources may be limited. This study aimed to assess the level of teachers' readiness to teach Filipino Literature in selected secondary schools in Villanueva and Tagoloan, Misamis Oriental. A descriptive-correlational design was employed, with a validated survey administered to 31 Filipino teachers and analyzed using means, standard deviations, t-tests, and the Kruskal-Wallis H test. The results showed that most teachers were mid-career, female, and holders of bachelor's degrees. They demonstrated a high level of readiness across content knowledge (M=4.54), instructional materials (M=4.40), teaching methods (M=4.55), and Filipino language proficiency (M=4.51). Minor gaps were identified in technology-based assessment and interdisciplinary integration. No significant relationship was found between demographic factors and readiness, indicating that preparedness is consistent across groups. The study concludes that teachers are generally well-prepared to teach Filipino Literature, but enhancing digital literacy and interdisciplinary skills is essential to further strengthen instructional quality in the 21st-century classroom.

**Keywords:** Teachers' readiness; Filipino language proficiency; Instructional materials; Teaching methods; Filipino literature (Panitikang Filipino).

Teaching is a meaningful process of transmitting knowledge, skills, and values that shape learners' character and understanding of the world. Over time, teachers have been entrusted with the responsibility of delivering quality instruction through effective strategies and appropriate materials. Rashid (2025) describes teaching as a dynamic profession that requires continuous growth to keep pace with educational developments. Likewise, Sayadi (2024) stresses the importance of understanding learners' experiences and learning styles to promote meaningful engagement. Peñeda (2021) further emphasizes that well-planned lessons and creative strategies enhance students' interest and comprehension.

Teaching Filipino Literature (Panitikang Filipino) plays a vital role in strengthening students' cultural identity. Literary forms such as novels, poems, short stories, and epics allow teachers to impart Filipino values and historical consciousness. Pagcanlungan and Pagcanlungan (2021) note that literature instruction becomes more effective when teachers appreciate the essence of literary works and successfully communicate this to learners. Gloria (2021) adds that connecting literature to students' realities increases interest and participation, while Dikitanan (2023) highlights its role in developing critical thinking and social awareness.

Despite its importance, teachers continue to face challenges in sustaining students' engagement with Filipino

Literature (Panitikang Filipino), particularly amid increasing technological distractions and foreign cultural influences. Clavel and Salazar (2025) observed that many learners now gravitate toward digital media and global trends, reducing their interest in local literature. Nicolas and Nicolas (2021) note that teachers must make literature more relevant and engaging to maintain students' attention. However, Clavel and Salazar (2025) found that limited proficiency with digital tools hinders the effective integration of technology into literature instruction. These concerns make teacher readiness a critical factor in adapting instruction in Filipino Literature (Panitikang Filipino) to contemporary learning environments.

Research by Ogunseemi et al. (2022) and Yadav et al. (2024) indicates that teacher readiness extends beyond educational qualifications; it also encompasses the ability to adapt strategies and use appropriate instructional tools. Behhay et al. (2024) explain that readiness reflects teachers' attitudes, competence, and adaptability to curriculum changes and technological demands. In the context of Filipino Literature (Panitikang Filipino), readiness includes content mastery, use of instructional materials, teaching methods, and proficiency in the Filipino language.

While the existing literature highlights these requirements, few studies have specifically measured teachers' readiness to teach Filipino Literature (Panitikang Filipino) in secondary schools, especially in provincial settings where access to training and professional development may be limited (Benito, 2023; Galino, 2025). Most available studies focus either on general teaching readiness or on literature instruction broadly, leaving a gap in understanding how prepared Filipino teachers are to teach Filipino Literature (Panitikang Filipino) amid current curricular and technological shifts.

Given these observations, it is necessary to determine the extent to which teachers are prepared to teach Filipino Literature (Panitikang Filipino) and whether certain demographic factors influence their readiness. Thus, this study assesses the level of teachers' readiness in teaching Filipino Literature (Panitikang Filipino) in selected secondary schools in Villanueva and Tagoloan, Misamis Oriental, and examines whether their demographic characteristics relate to their readiness levels. The findings will provide valuable insights for school administrators, curriculum planners, and teacher trainers in designing targeted training programs that enhance teachers' competence and support more effective instruction in literature.

## **Methodology**

### **Research Design**

This study employed a descriptive-correlational research design to describe the level of readiness of teachers in teaching Filipino Literature (Panitikang Filipino) in selected secondary schools in Villanueva and Tagoloan, Misamis Oriental, and to determine whether there is a significant relationship between their demographic characteristics, age, gender, educational attainment, and years of teaching Filipino, and their level of readiness. The descriptive design was used to portray the status of teachers based on four main aspects: (1) readiness in content knowledge, (2) use of instructional materials, (3) teaching methods, and (4) proficiency in the Filipino language. Meanwhile, the correlational approach was utilized to examine possible relationships among the variables. This design was chosen because it enabled the collection of accurate data that clarified the factors associated with teachers' readiness to teach Filipino Literature (Panitikang Filipino).

### **Participants and Sampling Technique**

The participants in this study were teachers of Filipino Literature (Panitikang Filipino) from four (4) public secondary schools in Villanueva and Tagoloan, Misamis Oriental. A total of thirty-one (31) teachers participated in the study. The researchers used a total sampling technique, in which all qualified teachers who handled Filipino subjects in the selected schools were included. This method was chosen due to the small population size and to ensure comprehensive data collection from all possible respondents. Teachers were included based on their active teaching assignment in Filipino Literature (Panitikang Filipino) during the study.

### **Research Instrument**

The study used a researcher-developed survey comprising items assessing teachers' readiness across four dimensions: content knowledge, use of instructional materials, teaching methods, and proficiency in the Filipino language. The questionnaire was developed based on related studies and the research's theoretical framework. It underwent content validation by three (3) experts in Filipino and educational research to ensure appropriateness, grammatical accuracy, and alignment with the study's objectives. A pilot test was conducted to verify the clarity

of items and the respondents' interpretation. The reliability testing yielded a high Cronbach's alpha coefficient of 0.985, indicating excellent internal consistency. Each item was rated on a five-point Likert scale from 1 ("Never/Not at all") to 5 ("Always/At all times") to measure teachers' level of readiness.

### **Data Gathering Procedure**

After securing approval from the adviser, the dean, and the principals of the selected schools, the researchers administered face-to-face surveys. The purpose of the study was explained to the participants, and confidentiality of responses was assured before the validated questionnaire was distributed. The data collection process lasted for two weeks. After retrieval, responses were organized and encoded in a spreadsheet for statistical analysis. The researchers ensured that participation was voluntary and that no respondent was coerced into answering the questionnaire.

### **Data Analysis Procedure**

Both descriptive and inferential statistics were used to analyze the collected data. Frequency and percentage were used to describe the teachers' demographic profile, while mean and standard deviation were used to assess their level of readiness in each aspect. To determine whether there were significant relationships between teachers' demographic profiles and their level of preparedness, the Independent Samples t-test and the Kruskal-Wallis H Test were utilized. All statistical analyses were conducted using appropriate software to ensure the accuracy and reliability of the results.

### **Ethical Considerations**

The researchers ensured compliance with the Data Privacy Act of 2012 and adhered to standard ethical guidelines in conducting research. Before data collection, approval was obtained from the adviser, the Dean of the College of Education, and the principals of the participating schools. All participants were provided with informed consent forms detailing the study's objectives, their right to withdraw at any time, and the confidentiality of their responses. No personal information was used beyond the purposes of the study. Throughout the research process, the researchers maintained professionalism, fairness, and integrity in handling data and reporting findings.

## **Results and Discussion**

### **Demographic Profile of the Respondents**

The results showed that most teachers (67.7%) were aged 31–40, indicating that most respondents are mid-career professionals. This age group is often characterized by accumulated teaching experience, increased confidence, and stronger mastery of instructional practices. Such characteristics are essential in teaching Filipino Literature (Panitikang Filipino), which requires both content knowledge and the ability to relate literary concepts to students' experiences. The relatively small proportion of teachers aged 51 and above (3.2%) also suggests limited access to senior mentors in schools, which may affect opportunities for coaching and modeling best practices. As highlighted by Quiño and Corpuz (2021) and Adaya (2022), teachers' age and experience influence teaching quality, as more experienced educators tend to develop more refined strategies in delivering complex subjects such as literature.

Regarding gender, 83.9% of respondents were female, while 16.1% were male. This reflects the continuing trend of women dominating language and literature teaching roles, consistent with Santos's (2020) observations. While this imbalance mirrors broader patterns in the Philippine teaching workforce, it is noteworthy that both male and female teachers demonstrated high levels of readiness. This suggests that preparedness is shaped not by gender but by professional training and exposure, underscoring the inclusive nature of the competencies required for teaching Filipino Literature (Panitikang Filipino).

Educational attainment showed that 54.8% of teachers held a Bachelor's Degree, 19.4% held a Master's Degree, and another 19.4% had earned Master's units. Although the majority have not yet completed graduate studies, the presence of teachers pursuing advanced education indicates an emphasis on continuous professional development. This finding aligns with Guirhem (2023), who emphasized that advanced academic preparation strengthens teachers' ability to design effective and culturally responsive literature lessons. The call for more teachers to pursue graduate studies is particularly relevant in literature teaching, where higher-order analysis and interdisciplinary integration are required.

Regarding teaching experience, 77.5% of teachers had 6 to 15 years of service, indicating that most respondents have sufficient professional expertise with classroom dynamics, student diversity, and curriculum demands. This range of experience supports greater readiness, as teachers with several years of practice tend to develop greater pedagogical flexibility and confidence. In the context of Filipino Literature (Panitikang Filipino), this is beneficial because literature instruction often requires deeper interpretation, contextualization, and the use of creative strategies and skills, which are refined through years of practice.

The demographic profile suggests that teachers in the selected schools are generally equipped with the foundational characteristics that support readiness. Their age, gender distribution, educational attainment, and teaching experience reflect a workforce capable of meeting the demands of teaching Filipino Literature (Panitikang Filipino). However, continued professional development, primarily through graduate studies, remains essential to sustaining instructional quality.

### **Level of Teachers' Readiness in Teaching Filipino Literature (Panitikang Filipino)**

Based on the collected data, the overall level of teachers' readiness to teach Filipino Literature (Panitikang Filipino) was rated "High" (Mean = 4.50), indicating that teachers were well prepared for their instructional duties. The results were analyzed across four major dimensions of readiness.

**Table 1.** *Level of Teachers' Readiness in Teaching Filipino Literature (Panitikang Filipino)*

Aspects of Teachers' Readiness	Mean	SD	Description	Interpretation
Readiness in Content Knowledge	4.54	0.32	Always	Highly Ready
Use of Instructional Materials	4.40	0.30	Often	Ready
Teaching Methods	4.55	0.27	Always	Highly Ready
Proficiency in the Filipino Language	4.51	0.32	Always	Highly Ready
<b>Overall Mean</b>	<b>4.50</b>	<b>0.26</b>	<b>Always</b>	<b>Highly Ready</b>

#### ***Readiness in Content Knowledge (Mean = 4.54)***

Teachers demonstrated strong capability in aligning lessons with the curriculum guide, providing concrete examples, and relating literary works to students' experiences. However, a slight weakness was noted in the interdisciplinary integration of literature into other subjects. This aligns with Benito (2023), who emphasized that a teacher becomes more effective when they possess broad subject knowledge and can apply it across different learning contexts.

#### ***Use of Instructional Materials (Mean = 4.40)***

Results revealed that teachers frequently used collaborative and multimedia materials in their instruction. However, their use of technology for learning assessment was relatively lower. As Sali et al. (2024) noted, it is essential to strengthen teachers' digital competence to effectively use learning management systems and online assessment tools in literature instruction.

#### ***Teaching Methods (Mean = 4.55)***

This aspect recorded the highest mean, indicating that teachers were excellent in planning strategies suited to varying student levels. This finding supports Lane's (2024) theory that effective teaching methods sustain students' interest and active class participation. However, some teachers faced challenges in developing materials due to the limited instructional resources available in schools.

#### ***Proficiency in the Filipino Language (Mean = 4.51)***

Teachers demonstrated a high level of proficiency in Filipino, particularly in explaining concepts clearly and expressively. Nevertheless, there remains a need to strengthen instruction on grammar and correct usage, consistent with Dominguez (2022), who stressed that language is a teacher's primary tool for conveying knowledge effectively to learners.

### **Relationship Between Demographic Profile and Level of Readiness**

Based on analyses using the Independent Samples t-test and the Kruskal-Wallis H Test, no significant relationships were found between teachers' age, gender, educational attainment, and years of teaching experience and their level of readiness. This finding indicates that teachers' readiness is not dependent on their demographic characteristics but rather on their professional dedication and ongoing professional development in teaching.

This result aligns with the findings of Yadav et al. (2024) and Behhay et al. (2024), who asserted that teacher readiness is a product of ongoing professional growth and instructional adaptability, rather than demographic factors.

**Table 2.** Relationship Between Demographic Profile and Level of Teachers' Readiness in Teaching Filipino Literature (Panitikang Filipino)

Demographic Variable	Statistical Test Used	df	Computed Value	p-value	Interpretation
Age	Kruskal-Wallis H Test	3	1.322	0.724	No Significant Relationship
Gender	Independent Samples t-test	29	0.587	0.561	No Significant Relationship
Educational Attainment	Kruskal-Wallis H Test	3	2.116	0.436	No Significant Relationship
Years of Teaching Filipino	Kruskal-Wallis H Test	3	1.894	0.596	No Significant Relationship

Legend:  $p \leq 0.05$  - Significant Relationship;  $p > 0.05$  - No Significant Relationship

The findings confirm that readiness in teaching Filipino Literature (Panitikang Filipino) is not influenced by age, gender, educational background, or length of service. Instead, it reflects teachers' shared commitment to pedagogical excellence and their willingness to adapt to modern teaching demands.

### Discussion of Findings

The consistently high level of teachers' readiness in teaching Filipino Literature (Panitikang Filipino) demonstrates that the respondents possess strong foundational competencies in content knowledge, instructional materials, teaching methods, and language proficiency. This level of preparedness is essential because literature teaching requires not only mastery of literary concepts but also the ability to guide students in interpreting cultural, historical, and social meanings embedded in texts. When teachers are highly prepared, classroom instruction becomes more meaningful, culturally responsive, and better able to promote critical thinking skills, which are essential for Filipino learners in the 21st century.

However, the study also revealed gaps in two critical areas: the use of technology for assessing learning and the integration of literature across other disciplines. These findings matter because both regions are central to current educational reforms. As classrooms increasingly shift toward digital platforms and performance-based assessments, teachers must be able to use technological tools to accurately measure learning and provide timely, effective feedback. Clavel and Salazar (2025) emphasize that without sufficient digital competence, literature teachers may struggle to engage learners who are already immersed in multimedia environments.

The limited integration of literature with other subject areas also has important implications. Interdisciplinary approaches help students see literature as connected to real-life issues, science, history, and social change. When such integration is weak, opportunities for deeper understanding and higher-order thinking are reduced. Strengthening this aspect can make Filipino Literature (Panitikang Filipino) more relevant and meaningful to today's learners.

The findings indicate the need for stronger, more targeted in-service training programs that prioritize digital literacy and interdisciplinary instruction. While teachers in Villanueva and Tagoloan exhibit strong readiness, sustaining quality teaching requires continuous professional development, supportive school leadership, and access to resources that encourage innovation. By addressing the identified gaps, schools can further enhance the delivery of Filipino Literature (Panitikang Filipino), enrich students' appreciation of their cultural identity, and prepare them to become critical, reflective, and nationally conscious citizens.

### Conclusion

Based on the study's findings, teachers of Filipino Literature (Panitikang Filipino) in selected secondary schools in Villanueva and Tagoloan, Misamis Oriental, demonstrated a high level of professional readiness. The results showed they performed well in content mastery, use of instructional materials, teaching methods, and proficiency in Filipino. However, it was also revealed that there is a continuing need for training and support in the use of technology for teaching and assessment, as well as in the implementation of interdisciplinary approaches in literature instruction. This implies that teachers' readiness is not solely a function of their demographic characteristics but is primarily shaped by their commitment and ongoing professional development as educators.

This study makes a significant contribution to the field of education by providing empirical evidence to guide the



planning of teacher training and professional development programs. School administrators and training coordinators may utilize the findings to design policies that promote digital literacy, pedagogical innovation, and collaborative teaching of Filipino Literature (Panitikang Filipino). Through these initiatives, teachers will be better able to adapt to modern teaching methods and address the learning needs of 21st-century students.

In terms of educational policy, the Department of Education and local academic institutions are recommended to include capacity-building initiatives to integrate technology and literature. Likewise, higher education institutions may consider incorporating courses or training programs on digital pedagogy and literary innovation into their Filipino curriculum to strengthen teachers' preparedness for contemporary teaching challenges.

As a guide for future research, it is recommended that the study's scope be expanded to include additional regions and educational levels to validate the results further. Researchers may also employ qualitative or mixed-methods approaches to gain deeper insights into factors influencing teacher readiness, particularly in the areas of digital transformation, culture, and pedagogical creativity.

## Contributions of Authors

Author 1 contributed to the study's conceptualization and led data collection and analysis.

Authors 2, 3, and 4 assisted in data gathering and contributed to data analysis. They also participated in the writing of the research proposal and provided support to the research team throughout the study.

Author 5 served as the research adviser, guiding conceptualization, methodological alignment, and content refinement. Also contributed to the writing of the research proposal, assisted with data collection, and provided overall technical supervision of the study.

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## Conflict of Interests

The authors declare that there is no conflict of interest regarding the conduct, analysis, or publication of this research.

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