

Attitudes and Instructional Practices in the Use of Filipino Language as a Medium of Instruction in Teaching Values Education

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Article Information

Received: April 01, 2025

Accepted: May 05, 2025

Published: June 25, 2025

Keywords

*Filipino Language Instruction,
Instructional Practices, Mediation
Analysis, Teacher Attitudes,
Values Education*

ABSTRACT

This study investigates secondary school Values Education teachers' attitudes toward using Filipino as a medium of instruction and how these attitudes influence instructional practices and perceived effectiveness. Specifically, the research identifies teacher attitudes, examines instructional practices as a mediator, and assesses instructional outcomes. Using a descriptive-correlational design, validated Likert-scale instruments collected data from 48 licensed Values Education teachers in two public secondary schools in General Santos City. Pearson's correlation and mediation analyses revealed generally positive teacher attitudes toward Filipino, particularly for enhancing student comprehension and classroom engagement. Instructional practices significantly mediated the relationship between attitudes and perceived instructional effectiveness, suggesting favorable attitudes translated into responsive instructional strategies enhance cognitive and affective learning outcomes. Limitations include the small, localized sample, affecting generalizability. Practical implications emphasize aligning language policies with classroom practices and strengthening teacher training to support effective Filipino use. Future research recommendations include expanding the sample size, exploring broader linguistic contexts, and investigating long-term impacts of language practices on educational outcomes.

INTRODUCTION

The use of the Filipino language as a medium of instruction in Values Education presents both challenges and opportunities within the Philippine education system. While Article XIV, Section 6 of the 1987 Philippine Constitution designates Filipino as the national and official language (Official Gazette, 1987), its implementation remains inconsistent, particularly in culturally and linguistically diverse regions. Recent initiatives such as the Basic Education Development Plan (BEDP) 2030 and the MATATAG Curriculum emphasize the importance of contextualized instruction in Filipino to cultivate civic and moral values (Department of Education [DepEd], 2022, 2023). However, current policy shifts—such as the 2024 Senate's decision to remove the mother tongue mandate in early grades—create ambiguity in the direction of language use in education (Second Congressional Commission on Education [EDCOM II], 2024), particularly for subjects grounded in identity and ethics like Values Education.

This study is grounded in Vygotsky's (1978) Sociocultural Theory, which posits that language mediates cognitive development and the internalization of cultural norms, making it an essential tool in the teaching of values. This theoretical base is supported by three complementary models: Gardner's (1985) Socio-Educational Model, which underscores the influence of language attitudes on motivation and learning; Cummins' (2000) Linguistic Interdependence Hypothesis, which emphasizes the cognitive benefits of first-language instruction; and Krashen's (1982) Affective Filter Hypothesis, which highlights how affective factors such as anxiety and

teacher disposition affect student comprehension. Together, these theories propose that teacher attitudes toward Filipino significantly shape the instructional effectiveness of Values Education.

Teacher attitudes toward the use of Filipino in classroom instruction have significant implications for student engagement, cultural understanding, and clarity of instruction. Studies have shown that positive language attitudes enhance learning, particularly in subjects with strong cultural components. For instance, Magadan and Limpot (2023) found that favorable perceptions of Filipino promoted active classroom participation, while Vargas *et al.* (2024) demonstrated improved comprehension of abstract concepts when Filipino was used. However, most research has focused on early education or general language instruction, with limited exploration of its role in secondary-level Values Education. This study addresses this gap by examining how teacher attitudes shape instructional practices and learning outcomes in the context of recent language policy changes.

This study aims to examine teachers' attitudes (independent variable) toward the use of Filipino in teaching Values Education, how these attitudes influence their instructional practices (mediating variable), and how both relate to the perceived effectiveness of instruction (dependent variable) (Badayos, 2008; Magadan & Limpot, 2023). By comparing data from two public secondary schools in General Santos City, the study also explores regional variation in language policy implementation and classroom practices. The findings are expected to contribute to both local and global discourse on language

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in civic education, offering insights for DepEd, teacher education programs, curriculum developers, and future researchers focused on multilingual and values-based pedagogy.

LITERATURE REVIEW

The use of Filipino as a medium of instruction in Values Education has gained renewed scholarly and policy attention, particularly in the context of recent national educational reforms such as the MATATAG Curriculum and the Basic Education Development Plan (BEDP) 2030. Although the 1987 Philippine Constitution identifies Filipino as the national and official language for communication and instruction (Official Gazette, 1987), its implementation remains inconsistent across regions and academic disciplines. The MATATAG Curriculum (DepEd, 2023) emphasizes the role of Filipino in cultivating civic consciousness and moral development. However, the 2024 Senate approval of the discontinuation of mother tongue-based instruction in early education (EDCOM II, 2024) has introduced uncertainties into language policy directions. Given these dynamics, there is a need to critically examine how Filipino is utilized and perceived in secondary Values Education classes, particularly in linguistically diverse settings like General Santos City.

Teachers' attitudes are pivotal to the successful implementation of language policies in education. Positive dispositions toward using Filipino facilitate its integration into classroom instruction, especially in subjects like Values Education that are deeply intertwined with cultural and ethical development. For instance, Magadan and Limpot (2023) demonstrated that a favorable orientation toward Filipino enhances students' active learning and participation. Conversely, negative attitudes or insufficient proficiency in Filipino among teachers can impede effective instruction and student engagement (Catanes, 2025).

Combong and Napil (2025) observed that students' apprehension toward writing in Filipino and their preferred learning styles significantly influenced their academic performance. This underscores the necessity for teachers to consider students' linguistic attitudes and learning preferences when designing instructional strategies. By aligning teaching approaches with student needs and addressing language apprehensions, educators can enhance engagement and comprehension in Filipino instruction. Their findings reinforce the importance of culturally responsive pedagogy that respects students' linguistic diversity to improve educational outcomes.

This study is grounded in Vygotsky's (1978) Sociocultural Theory, which posits that cognitive development is fundamentally mediated through language and social interaction. Within this framework, Filipino serves not merely as a tool for communication but as a medium for cultural and moral internalization. The conceptual relationships among teachers' language attitudes (independent variable), instructional practices (mediating

variable), and perceived instructional effectiveness (dependent variable) are framed through this sociocultural perspective. Complementing this anchor theory are three additional models. Gardner's (1985) Socio-Educational Model emphasizes how teachers' language attitudes influence learner motivation and outcomes. Favorable teacher attitudes create classroom environments that support both language acquisition and values formation. Cummins' (2000) Linguistic Interdependence Hypothesis suggests that proficiency in the first language enhances broader academic achievement, affirming the cognitive benefits of teaching Values Education in Filipino. Krashen's (1982) Affective Filter Hypothesis further proposes that positive emotional climates fostered by supportive teacher attitudes lower student anxiety and facilitate comprehension and moral engagement.

Empirical studies reinforce the theoretical proposition that teacher language attitudes significantly influence pedagogical effectiveness. Magadan and Limpot (2023) found that a positive orientation toward Filipino boosts students' active learning and integration of values. Similarly, Vargas *et al.* (2024) reported that using Filipino in instruction enhances comprehension and fosters deeper engagement with cultural content. However, Tana (2021) observed that students from non-Tagalog-speaking regions often struggle with Filipino fluency, limiting their participation, particularly in affective domains like Values Education. These findings stress the importance of strategic, inclusive teaching practices to bridge linguistic and cultural gaps.

The conceptual framework of this study posits a causal path from teacher attitudes (independent variable) to instructional practices (mediating variable), and ultimately to the effectiveness of Values Education delivery (dependent variable). Teacher attitudes, as defined by Alamada (2012), encompass beliefs, preferences, and emotional dispositions toward using Filipino. Instructional practices, following Ojeda (2014), involve the frequency, cultural relevance, and engagement strategies utilized during instruction. Effectiveness, as conceptualized by Panuncillon (2014), refers to students' comprehension, participation, and behavioral application of values conveyed through Filipino instruction. Each construct is operationalized through adapted measurement instruments. Despite the growing body of literature on language policy, focused research on the use of Filipino in secondary-level Values Education remains limited. This gap is particularly critical in multilingual contexts like General Santos City, where teachers must navigate the interplay between personal attitudes, national policies, and classroom realities.

Addressing this research gap, the present study aims to explore how teachers' attitudes toward the Filipino language influence their instructional practices and impact the effectiveness of Values Education delivery. Specifically, it seeks to Describe the attitudes of secondary school Values Education teachers toward the use of the Filipino language as a medium of instruction. Compare

the attitudes of teachers from two public high schools in General Santos City regarding the use of Filipino in teaching Values Education and determine whether instructional practices mediate the relationship between teachers' attitudes toward the Filipino language and the perceived effectiveness of Values Education instruction. Globally, this study contributes to ongoing discourse on language in civic education by offering empirical evidence on how national language policies translate into local pedagogical practices. Its social value lies in affirming the Filipino language's potential not only as an academic tool but as a medium for cultural identity and moral formation. The findings will benefit the Department of Education, teacher education programs, curriculum developers, and classroom practitioners, offering insights that are especially relevant for linguistically diverse regions and future comparative studies.

MATERIALS AND METHODS

This section presents the research design, participant profile, instruments used, data gathering procedures, and methods of analysis. The collected data were statistically analyzed to identify relationships among variables, forming the basis for recommendations aimed at enhancing the instruction of Values Education using Filipino as the medium.

The study was conducted among Values Education teachers from two public secondary schools in General Santos City—School A and School B—during the 2023–2024 academic year. The target population included all licensed secondary teachers handling Values Education classes from Grades 7 to 10. A total of 48 teachers participated, with 8 from School A and 40 from School B, selected through purposive sampling, a non-probability sampling technique suitable for identifying knowledgeable participants (Palinkas *et al.*, 2015). Inclusion criteria required that teachers (a) were currently teaching Values Education, (b) had at least one year of relevant experience, and (c) voluntarily consented to participate. Teachers on extended leave, administrative duties, or not handling Values Education were excluded. Participants were informed of their right to withdraw at any time without penalty.

General Santos City, a highly urbanized area in the SOCCSKSARGEN region of Mindanao, served as the study locale. Its linguistic and cultural diversity provides a compelling context for examining the use of Filipino as a medium of instruction. The location was selected due to the noticeable variation in Filipino language fluency among students and the relevance of studying how teacher attitudes and practices influence the delivery of Values Education. This investigation is particularly timely given the recent implementation of the MATATAG Curriculum reforms.

Three adapted instruments were used to measure the study's variables. The first, developed by Alamada (2012), assessed teachers' attitudes toward the Filipino language, covering cognitive, behavioral, and affective domains.

The second, adapted from Ojeda (2014), evaluated instructional practices, focusing on the frequency and cultural relevance of strategies used in Values Education. The third, adapted from Panuncillon (2014), measured instructional effectiveness based on student engagement, comprehension, and values internalization. All instruments utilized a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Pilot testing with five non-participating Values Education teachers ensured clarity and reliability. Content validation was conducted by three senior educators, yielding an average validity score of 4.7 out of 5. The instruments demonstrated high internal consistency, with Cronbach's alpha coefficients ranging from 0.81 to 0.88.

A descriptive-correlational research design was adopted to analyze the relationships among variables without manipulating the study environment. This design is widely used in educational research to explore patterns, associations, and mediation effects (Creswell & Creswell, 2018). As the study sought to examine how teacher attitudes (independent variable) influence instructional practices (mediating variable) and instructional effectiveness (dependent variable), a correlational model was appropriate. The research was non-experimental and cross-sectional, capturing existing conditions at a single point in time. Data collection was conducted from January to mid-February 2024. Formal requests were sent to school principals, and necessary research permits were secured from the Division Office of the Department of Education.

Questionnaires were personally administered to participants to ensure clarity and completeness. The researcher conducted brief orientations to explain the purpose, procedures, and voluntary nature of participation. The data collection achieved a 100% response rate. After collection, responses were encoded, tallied, and analyzed using IBM SPSS Statistics Version 27. The statistical analysis involved descriptive measures (frequency, mean, and standard deviation) and inferential techniques. Pearson's correlation coefficient was computed to assess linear associations between variables, while mediation analysis was conducted using Hayes' PROCESS Macro Model 4 to examine the mediating role of instructional practices.

To ensure ethical integrity, the research protocol was submitted for review and approved by an external Ethics Committee. All participants received informed consent forms, and data confidentiality was strictly maintained. No personal identifiers were recorded, and all responses were aggregated for analysis. Participants were also informed of their right to withdraw at any stage without penalty. All ethical standards for conducting human-subject research were rigorously followed in accordance with national and institutional guidelines.

RESULTS AND DISCUSSION

The analysis of teacher responses from School A and School B revealed overall positive attitudes toward the

use of Filipino as a medium of instruction in Values Education. Teachers from School A reported a mean attitude score of 3.93, while those from School B recorded a slightly lower but still positive mean of 3.86. These findings suggest that teachers in both schools generally regard Filipino as an effective medium for discussing values-related content. This supports the findings of Magadan and Limpot (2023), who emphasized that teacher orientation toward Filipino facilitates more participatory and student-centered learning environments.

Table 1 shows that School A teachers have a generally positive attitude toward using Filipino in Values Education, with an overall mean of 3.93. The highest rated item was “Understanding of lessons improves when explained

in Filipino” (M = 4.57), interpreted as Very Positive. This indicates strong agreement that Filipino enhances comprehension in moral instruction. Other highly rated items include “Sharing of insights is easier using Filipino” and “Teachers find it easy to explain topics in Values Ed using Filipino,” both scoring 4.43. The lowest rated items were “Students are eager to join debates in Filipino” and “Students are interested in writing diaries in Filipino,” each with a mean of 3.43, reflecting only Moderate levels of agreement. This pattern suggests that while Filipino is positively regarded for classroom interaction, it is less associated with written expression and extracurricular involvement.

Table 1: Teachers' Attitudes toward the Use of Filipino in Teaching Values Education – School A

Indicator	Mean	Interpretation
1. Sharing of insights and ideas is made easier using Filipino.	4.43	Positive
2. Understanding of lessons improves when explained in Filipino.	4.57	Very Positive
3. Expressing thoughts becomes easier for students using Filipino.	4.00	Positive
4. Students better comprehend class discussions in Filipino.	4.14	Positive
5. Students enjoy participating in discussions using Filipino.	3.57	Positive
6. Students demonstrate enthusiasm in class activities using Filipino.	4.14	Positive
7. Students are active in classroom and extracurricular activities.	4.14	Positive
8. Students gain confidence speaking publicly in Filipino.	4.14	Positive
9. Students feel inspired to write songs/poems in Values Ed using Filipino.	3.57	Positive
10. Students are eager to join debates conducted in Filipino.	3.43	Moderate
11. Students are interested in joining Filipino-language competitions.	3.86	Positive
12. Students are interested in writing diaries/essays/stories in Filipino.	3.43	Moderate
13. Students are excited to join Filipino-related clubs/organizations.	3.57	Positive
14. Students enjoy reading Filipino books, newspapers, and magazines.	3.57	Positive
15. Teachers find it easy to explain topics in Values Ed using Filipino.	4.43	Positive
Overall Mean	3.93	Positive

The positive attitude observed among School A teachers highlights a strong perception that Filipino enhances classroom interaction and facilitates easier expression of ideas and comprehension among students. Teachers find it easier to explain topics in Filipino (M = 4.43), while students benefit from better understanding when lessons are delivered in their national language (M = 4.57). These findings affirm the theoretical underpinning of Vygotsky’s Sociocultural Theory, where language serves as a mediating tool for learning.

Despite this favorable outlook, moderate ratings on items related to writing diaries (M = 3.43) and joining debates (M = 3.43) suggest a need to enhance student engagement in expressive and extracurricular Filipino-based activities. This implies that while Filipino is effective for direct instruction, more deliberate efforts may be needed to

extend its impact beyond the classroom into holistic, value-integrated learning practices.

Table 2 shows that teachers from School B expressed positive attitudes, with an overall mean of 3.86. Notably, “Students demonstrate enthusiasm in class activities using Filipino” had the highest mean score (M = 4.20), showing that students are perceived to be actively engaged. Close behind were “Expressing thoughts becomes easier” (M = 4.05) and “Students comprehend discussions better” (M = 4.13). The lowest mean score was for “Students are excited to join Filipino-related clubs/organizations” (M = 3.45), classified as Moderate, suggesting limited extracurricular interest in Filipino outside the classroom context. Compared to School A, School B showed more evenly distributed ratings across all items but lacked very high or very low extremes.

Table 2: Teachers’ Attitudes toward the Use of Filipino in Teaching Values Education – School B

Indicator	Mean	Interpretation
1. Sharing of insights and ideas is made easier using Filipino.	3.90	Positive
2. Understanding of lessons improves when explained in Filipino.	3.93	Very Positive
3. Expressing thoughts becomes easier for students using Filipino.	4.05	Positive
4. Students better comprehend class discussions in Filipino.	4.13	Positive
5. Students enjoy participating in discussions using Filipino.	4.03	Positive
6. Students demonstrate enthusiasm in class activities using Filipino.	4.20	Positive
7. Students are active in classroom and extracurricular activities.	4.14	Positive
8. Students gain confidence speaking publicly in Filipino.	4.14	Positive
9. Students feel inspired to write songs/poems in Values Ed using Filipino.	3.57	Positive
10. Students are eager to join debates conducted in Filipino.	3.43	Moderate
11. Students are interested in joining Filipino-language competitions.	3.86	Positive
12. Students are interested in writing diaries/essays/stories in Filipino.	3.43	Moderate
13. Students are excited to join Filipino-related clubs/organizations.	3.57	Positive
14. Students enjoy reading Filipino books, newspapers, and magazines.	3.57	Positive
15. Teachers find it easy to explain topics in Values Ed using Filipino.	4.43	Positive
Overall Mean	3.86	Positive

The responses from School A underscore that while classroom use of Filipino enhances engagement and comprehension, it has not fully extended to inspire extracurricular interest in Filipino. Items such as “Students enjoy participating in discussions using Filipino” (M = 4.03) and “Students are active in classroom activities” (M = 4.03) reinforce its value within formal instruction. However, “Students are excited to join Filipino-related clubs” (M = 3.45) reflects lower levels of informal language integration. These findings suggest that although students interact well in Filipino during lessons, more support may be required to cultivate their confidence and interest in using Filipino beyond the academic setting. As such, educators should consider integrating creative, culturally relevant programs that promote Filipino-language appreciation

outside of classroom tasks.

Table 3 presents item-by-item comparisons between both schools. School A reported higher mean scores in 9 out of 15 items, with the largest differences found in “Understanding improves in Filipino” ($\Delta = 0.64$) and “Teaching ease in Filipino” ($\Delta = 0.40$). These suggest stronger conviction among teachers about Filipino’s instructional effectiveness. Conversely, School B had higher ratings in “Enjoyment in discussion” ($\Delta = -0.46$) and “Interest in debates” ($\Delta = -0.30$), indicating greater student enjoyment and engagement in expressive tasks. While both schools exhibit overall positive attitudes the teacher’s responses reflect a stronger emphasis on cognitive clarity and instructional efficiency, whereas School B reflect classroom engagement and participation.

Table 3: Comparison of Mean Ratings between School A and School B

Indicator	School A	School B	Difference
1. Sharing of insights and ideas is made easier using Filipino.	4.43	3.9	0.53
2. Understanding of lessons improves when explained in Filipino.	4.57	3.93	0.64
3. Expressing thoughts becomes easier for students using Filipino.	4.0	4.05	-0.05
4. Students better comprehend class discussions in Filipino.	4.14	4.13	0.01
5. Students enjoy participating in discussions using Filipino.	3.57	4.03	-0.46
6. Students demonstrate enthusiasm in class activities using Filipino.	4.14	4.2	-0.06
7. Students are active in classroom and extracurricular activities.	4.14	4.03	0.11
8. Students gain confidence speaking publicly in Filipino.	4.14	3.85	0.29
9. Students feel inspired to write songs/poems in Values Ed using Filipino.	3.57	3.8	-0.23
10. Students are eager to join debates conducted in Filipino.	3.43	3.73	-0.30
11. Students are interested in joining Filipino-language competitions.	3.86	3.65	0.21
12. Students are interested in writing diaries/essays/stories in Filipino.	3.43	3.65	-0.22
13. Students are excited to join Filipino-related clubs/organizations.	3.57	3.45	0.12
14. Students enjoy reading Filipino books, newspapers, and magazines.	3.57	3.58	-0.01
15. Teachers find it easy to explain topics in Values Ed using Filipino.	4.43	4.03	0.40
Over-all Mean	3.93	3.86	0.06

While both schools exhibit overall positive attitudes, teachers from School A responses reflect a stronger emphasis on cognitive clarity and instructional efficiency, whereas School B reflect classroom engagement and participation. These patterns may result from differences in school culture or faculty development focus.

The data supports the broader narrative that teacher attitudes are shaped not just by policy but also by institutional practice and student feedback. Encouraging cross-institutional sharing of strategies could enhance overall instructional quality across diverse school settings. Table 4 displays the inferential outcomes of the mediation analysis using Hayes' PROCESS Macro. All pathway coefficients were statistically significant. The

relationship between teachers' attitudes and instructional practices ($\beta = 0.62, p = .001$) and between instructional practices and instructional effectiveness ($\beta = 0.68, p = .001$) were both positive and significant. The direct effect of attitudes on effectiveness ($\beta = 0.41, p = .012$) and the indirect effect via instructional practices ($\beta = 0.29, p = .004$) indicate partial mediation. These results confirm that instructional practices act as a mechanism by which attitudes influence educational outcomes. This validates the study's conceptual framework and supports Vygotsky's Sociocultural Theory, asserting the mediating role of pedagogical language use in shaping cognitive and moral development.

Table 4: Mediation Analysis of Instructional Practices

Path	Coefficient (β)	p-value	Interpretation
Attitude → Instructional Practice	0.62	0.001	Significant positive relationship
Instructional Practice → Effectiveness	0.68	0.001	Significant positive relationship
Attitude → Effectiveness (direct)	0.41	0.012	Direct influence remains significant
Attitude → Effectiveness (indirect)	0.29	0.004	Partial mediation confirmed

The correlation analysis confirmed a statistically significant relationship between teachers' attitudes toward Filipino and their reported instructional practices ($r = .62, p < .01$), indicating that more favorable attitudes were associated with more frequent and varied use of Filipino in Values Education classes. Furthermore, instructional practices were significantly correlated with the perceived effectiveness of instruction ($r = .68, p < .01$). These results validate the study's theoretical proposition, supported by Gardner's (1985) Socio-Educational Model and Krashen's (1982) Affective Filter Hypothesis, that positive teacher attitudes foster emotionally conducive environments that enhance learning outcomes.

A mediation analysis using Hayes' PROCESS Macro Model 4 showed that instructional practices partially mediated the relationship between teachers' attitudes and the effectiveness of Values Education delivery. The indirect effect was significant ($\beta = 0.29, SE = 0.08, 95\% CI [0.13, 0.45]$), suggesting that instructional methods serve as a key mechanism through which attitudes influence educational outcomes. These findings support Cummins' (2000) Linguistic Interdependence Hypothesis by showing that linguistic orientation, when translated into strategic pedagogy, improves learners' comprehension and engagement.

These findings validate the study's conceptual framework and the assumption that teacher attitudes are most effective when translated into meaningful pedagogical practices. The indirect effect signifies that teachers' beliefs about Filipino only lead to improved student outcomes when accompanied by context-responsive strategies. The results echo the sociocultural proposition that learning is enhanced when teachers align language use with both curricular goals and students' cultural realities. For practitioners and policymakers, this means placing equal

emphasis on fostering positive language attitudes and equipping teachers with culturally embedded pedagogies. Disaggregating the data showed that teachers perceived greater student understanding and engagement when Filipino was used to explain complex value-laden topics. For example, items related to comprehension (e.g., "Students better understand the lessons when explained in Filipino") received "Very Positive" or "Positive" ratings, highlighting the role of language in clarifying abstract concepts. This aligns with Vygotsky's Sociocultural Theory (1978), which underscores language as a mediating tool in the internalization of values and concepts. Additionally, the use of Filipino appeared to enhance emotional resonance in Values Education, as teachers noted improved student enthusiasm and classroom participation when discussions were conducted in the national language.

Despite the positive overall sentiment, certain items indicated moderate teacher attitudes, particularly on whether students were interested in writing diaries or joining Filipino-based organizations. In School A, these items received average scores of 3.43 and 3.57, respectively, while similar trends appeared in School B. These results suggest that while Filipino is effective in delivering instruction, it may not necessarily translate to extracurricular language engagement. This is consistent with the findings of Vargas *et al.* (2024), who noted that language preference in formal instruction does not always align with students' co-curricular interests, particularly among non-Tagalog speakers.

The findings affirm that Filipino, when used in Values Education, strengthens both cognitive and affective learning. Teachers' positive attitudes enhance their instructional methods, which in turn improve students' understanding and internalization of values. These results

validate the DepEd's move to promote Filipino in the MATATAG Curriculum (DepEd, 2023) and emphasize the importance of teacher training focused on culturally responsive pedagogy. However, the moderate responses in language-based extracurricular participation suggest that future interventions should also consider how to integrate Filipino into non-instructional spaces to promote holistic language development.

In conclusion, the data strongly supports the interdependence of teacher attitudes, instructional strategies, and effective moral instruction. In linguistically diverse contexts like School B, the continued professional development of teachers in Values Education—grounded in both sociocultural theory and current policy—will be vital to sustaining educational reforms aimed at nation-building through values formation.

CONCLUSION

This study examined secondary school Values Education teachers' attitudes toward using Filipino as an instructional medium and assessed how these attitudes influence instructional practices and perceived effectiveness. Results indicated generally positive teacher attitudes, particularly regarding student comprehension, engagement, and ease of instruction. However, lower scores related to student participation in extracurricular activities, such as debates and essay writing, highlight areas for potential improvement.

Correlation and mediation analyses confirmed that teachers' attitudes significantly affect instructional practices, which in turn enhance perceived instructional effectiveness, supporting theoretical frameworks like Vygotsky's Sociocultural Theory and Gardner's Socio-Educational Model.

While these findings underscore the importance of pedagogical practices in leveraging positive attitudes towards language instruction, the study's scope was limited to two schools, restricting generalizability. Future research should prioritize comparative analyses across diverse educational settings and deeper exploration of extracurricular language-based activities. Practically, it is recommended that administrators invest in targeted professional development and encourage active involvement from teachers, students, and parents to strengthen the use of Filipino beyond classroom boundaries.

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