



Azal Arts and Humanities

Volume 2, Issue 2, 2025

<https://azalpub.com/index.php/AAH>

OPEN ACCESS

RESEARCH ARTICLE

Article Info

Received: 10/5/2025

Accepted: 11/25/2026

Published: 12/30/2025

Integrating Guidance Advocacy into Filipino Language Pedagogy: The Case of Dipaculao National High School

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Abstract

This study examined the integration of guidance advocacy into Filipino language pedagogy at Dipaculao National High School, with particular focus on teachers' instructional practices, awareness of guidance principles, and the influence of such integration on learners' engagement, behavior, and participation. Using a qualitative descriptive research design, data were gathered through semi-structured interviews, classroom observations, and document analysis involving selected Filipino subject teachers. Thematic analysis revealed that Filipino language instruction serves as a natural and effective platform for guidance advocacy due to its reflective, contextual, and values-oriented nature. Teachers integrated guidance principles through literary discussions, open-ended questioning, reflective activities, and real-life contextualization, fostering a supportive and inclusive classroom environment. However, findings also showed that while teachers possessed basic awareness of guidance advocacy, its application was largely informal and not consistently reflected in lesson plans or instructional materials. Despite this limitation, guidance-integrated pedagogy positively influenced learners' classroom engagement, respectful behavior, and willingness to participate. The study concludes that intentional and systematic integration of guidance advocacy can enhance both academic learning and socio-emotional development. It underscores the need for structured professional development and clearer instructional guidelines to strengthen the alignment of Filipino language pedagogy with DepEd guidance and counseling policies.

Keywords: *guidance advocacy, Filipino language pedagogy, values formation, learner engagement, secondary education*

Suggested Citation:

Cabebe, S. E. (2025). Integrating Guidance Advocacy into Filipino Language Pedagogy: The Case of Dipaculao National High School. 2 (2), 86-91.

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Introduction

Language instruction in secondary education plays a vital role not only in developing learners' communication skills but also in shaping their values, behavior, and socio-emotional well-being. In the Philippine basic education context, Filipino as a subject serves as a powerful medium for self-expression, cultural identity formation, and moral reflection. As such, Filipino language pedagogy provides a meaningful space for integrating guidance advocacy that supports learners' personal, social, and emotional development alongside academic learning.

The Department of Education has emphasized the importance of strengthening guidance and counseling programs in schools to promote learner welfare, mental health, values formation, and positive behavior. Guidance advocacy, when embedded in classroom pedagogy, allows teachers to address learners' developmental needs proactively through values-laden discussions, reflective activities, and contextualized learning experiences. In Filipino language classes, literary texts, oral discourse, and writing tasks can be used as platforms for discussing real-life concerns, decision-making, interpersonal relationships, and self-awareness.

Despite the policy emphasis on learner support systems, the integration of guidance advocacy into subject-area pedagogy remains uneven and often informal. At Dipaculao National High School, Filipino teachers are uniquely positioned to integrate guidance-oriented practices into instruction due to the subject's reflective and contextual nature. This study therefore seeks to examine how guidance advocacy is integrated into Filipino language pedagogy, assess teachers' awareness and application of guidance principles, and determine how such integration influences learners' engagement, behavior, and participation. The findings aim to inform pedagogical enhancements aligned with DepEd guidance and counseling policies.

While existing literature affirms the importance of guidance advocacy and recognizes the pedagogical value of Filipino language instruction, there remains a notable gap in empirical studies that examine the intentional integration of guidance advocacy into Filipino language pedagogy at the secondary school level. Most studies focus either on guidance and counseling programs as stand-alone services or on general teaching strategies in Filipino, with limited attention to how guidance principles are embedded in daily classroom instruction.

Furthermore, there is a lack of school-based qualitative research that captures teachers' actual classroom practices, awareness, and challenges in integrating guidance advocacy into Filipino language teaching. Specifically, limited studies explore how such integration influences learners' engagement, behavior, and participation within real classroom contexts. Addressing this gap, the present study focuses on Dipaculao National High School to provide context-specific evidence that can inform pedagogical improvements and strengthen the alignment of Filipino language instruction with DepEd guidance and counseling policies.

Review of Related Literature

Guidance Advocacy and School-Based Support Systems

Guidance advocacy in schools is grounded in the principle that learner development extends beyond academic achievement to include emotional resilience, social competence, and ethical formation. Studies on comprehensive school guidance programs emphasize the role of teachers as frontline advocates who reinforce guidance objectives through daily classroom interactions. Research indicates that when guidance principles are embedded in teaching practices, learners demonstrate improved behavior, self-regulation, and classroom engagement (Gysbers & Henderson, 2012).

In the Philippine context, guidance services are framed as an integral component of the basic education system, supporting learners' holistic development. However, literature suggests that guidance programs are often confined to the guidance office, limiting their reach and impact on daily classroom learning (Bernardo, 2018). This has led to calls for classroom-based guidance integration, particularly in subjects that allow reflective and dialogic learning.

Filipino Language Pedagogy as a Platform for Guidance Integration

Filipino language instruction inherently supports values formation and socio-emotional learning through literature, oral discourse, and contextual writing activities. Studies on language pedagogy highlight that narrative texts, poems, and essays provide opportunities for learners to explore moral dilemmas, personal experiences, and social issues (Lumbera, 2017). When teachers intentionally frame discussions around empathy, respect, and responsible decision-making, language classes become vehicles for guidance advocacy.

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Research further shows that learner-centered and values-oriented language pedagogy promotes active participation and meaningful engagement. Filipino teachers who contextualize lessons to learners' lived experiences help create safe spaces for expression, which in turn supports emotional awareness and positive classroom behavior (Navarro & Santos, 2020).

Teacher Awareness and Challenges in Integrating Guidance Advocacy

Several studies have documented that teachers generally possess basic awareness of guidance concepts such as emotional support, fairness, and positive discipline. However, the systematic integration of guidance advocacy into lesson planning and assessment remains limited due to insufficient training, lack of clear instructional guidelines, and time constraints (De Guzman, 2019). Teachers often apply guidance principles intuitively rather than intentionally, resulting in inconsistent implementation across classrooms.

Moreover, research highlights that subject teachers tend to view guidance advocacy as the responsibility of counselors rather than as a shared pedagogical role. This perception restricts the potential of classroom-based guidance integration, particularly in language subjects where reflective engagement is central (Alampay, 2021).

Research Objectives

This study aims to examine how guidance advocacy is integrated into Filipino language pedagogy at Dipaculao National High School. Specifically, it seeks to identify pedagogical practices in Filipino instruction that reflect guidance advocacy principles, assess teachers' awareness and application of these principles in classroom teaching, and determine the influence of guidance-integrated pedagogy on learners' engagement, behavior, and participation. The study further aims to identify challenges encountered in the integration process and to generate pedagogical insights that may inform the enhancement of Filipino language instruction aligned with DepEd guidance and counseling policies.

Research Methods

This study employed a qualitative descriptive research design to examine the integration of guidance advocacy into Filipino language pedagogy at Dipaculao National High School. The participants of the study consisted of selected Filipino subject teachers who were directly involved in classroom instruction. Purposive sampling was used to ensure that participants had adequate experience in teaching Filipino and in implementing classroom-based guidance practices. The research setting was Dipaculao National High School, where Filipino language instruction served as the primary context for the investigation.

Data were collected through semi-structured interviews, classroom observations and document analysis. The interviews focused on teachers' pedagogical practices, awareness of guidance advocacy principles, and experiences in integrating guidance-related strategies into Filipino language lessons. Classroom observations were conducted to examine actual instructional practices, learner engagement, and behavioral interactions during Filipino classes. In addition, lesson plans, instructional materials, and school-related documents were reviewed to identify the extent to which guidance advocacy was reflected in instructional planning and implementation.

The collected data were analyzed using thematic analysis. Interview transcripts, observation notes, and documents were systematically coded and categorized to identify recurring patterns and themes related to guidance-integrated pedagogy, learner engagement, and classroom behavior. Triangulation of data sources enhanced the credibility and trustworthiness of the findings. Ethical considerations were strictly observed throughout the study, including securing informed consent from participants, ensuring confidentiality and using the data solely for academic and research purposes.

Results and Discussion

Based on the thematic analysis of interview transcripts, classroom observations, and document analysis, four major themes emerged that addressed the objectives of the study on integrating guidance advocacy into Filipino language pedagogy at Dipaculao National High School.

Theme 1: Filipino Language Pedagogy as a Natural Platform for Guidance Advocacy

Findings revealed that Filipino teachers intentionally used literary texts, oral discussions, and writing activities to address learners' personal, social, and moral concerns. Teachers viewed Filipino as a subject that naturally lends itself to guidance advocacy because of its reflective and values-oriented content.

One participant stated, "*Sa pagtuturo ng kuwento at tula, napag-uusapan namin ang tamang desisyon, respeto sa kapwa, at mga personal na karanasan ng mga bata.*" Classroom observations confirmed that discussions often extended beyond comprehension to include life lessons and emotional reflections.

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This finding aligns with Lumbera (2017), who emphasized that Filipino language instruction serves as a medium for values formation and social awareness. Similarly, Navarro and Santos (2020) noted that contextualized language teaching promotes meaningful engagement and learner reflection.

Theme 2: Guidance Advocacy Integrated through Classroom Interaction and Teaching Strategies

The study found that guidance advocacy was integrated through teaching strategies such as open-ended questioning, reflective journaling, group sharing, and contextual examples related to learners' real-life situations. Teachers emphasized creating a safe classroom environment where learners could freely express their thoughts and emotions.

As one teacher shared, "*Kapag may isyung lumalabas sa kwento, hinahayaan kong magbahagi ang mga estudyante ng opinyon at karanasan nila.*" Observations showed that teachers encouraged respectful listening and positive peer interaction during discussions.

This supports Gysbers and Henderson (2012), who stressed that classroom-based guidance strengthens learners' social and emotional competencies. Alampay (2021) likewise highlighted that teachers play a crucial role in embedding socio-emotional learning into daily instruction.

Theme 3: Teacher Awareness with Informal and Unsustained Application of Guidance Advocacy

Results indicated that teachers possessed basic awareness of guidance advocacy principles, particularly those related to emotional support, positive discipline, and learner well-being. However, the application of these principles was largely informal and not explicitly reflected in lesson plans or assessments.

One participant explained, "*Alam namin na mahalaga ang guidance, pero wala kaming malinaw na gabay kung paano ito isasama sa lesson plan.*" Document analysis supported this response, as guidance-related objectives were seldom indicated in instructional materials.

This finding is consistent with Bernardo (2018), who found that guidance services in Philippine schools are often isolated from classroom instruction. De Guzman (2019) also reported that teachers tend to apply guidance principles intuitively due to limited training and policy integration.

Theme 4: Positive Influence of Guidance-Integrated Pedagogy on Learner Engagement and Behavior

Teachers observed that integrating guidance advocacy into Filipino instruction positively influenced learners' engagement, classroom behavior, and participation. Learners were more attentive, willing to participate in discussions, and respectful of differing opinions when guidance-oriented strategies were employed.

A participant noted, "*Mas nagiging aktibo ang mga estudyante kapag nararamdaman nilang pinapakinggan sila at may malasakit ang guro.*" Classroom observations showed reduced disruptive behavior and increased collaborative interaction during guidance-integrated lessons.

This finding supports UNESCO (2020), which emphasized that inclusive and supportive classroom environments enhance learner engagement. Aligned with this, Gysbers and Henderson (2012) argued that guidance-integrated instruction fosters positive learner behavior and academic motivation.

Thus, the study demonstrated that Filipino language pedagogy at Dipaculao National High School provides a meaningful avenue for integrating guidance advocacy. While teachers effectively embedded guidance principles through classroom interaction and contextual instruction, the lack of systematic planning and formal alignment with DepEd guidance policies limited consistent implementation. The findings highlight the need for structured professional development and explicit instructional guidelines to strengthen the intentional integration of guidance advocacy into Filipino language pedagogy.

Conclusions

This study concludes that Filipino language pedagogy at Dipaculao National High School provides a natural and

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meaningful platform for integrating guidance advocacy within secondary education. The findings demonstrate that Filipino teachers consciously use literary texts, oral discussions, and writing activities to address learners' personal, social, and moral concerns, thereby extending language instruction beyond academic objectives. Through reflective discussions and contextualized learning experiences, Filipino classes become spaces where values formation, emotional awareness, and social responsibility are actively cultivated.

The study further concludes that while teachers possess basic awareness of guidance advocacy principles such as emotional support, positive discipline, and learner well-being the integration of these principles into instruction remains largely informal and not sustained. Guidance-oriented practices are often applied intuitively during classroom interactions but are seldom explicitly reflected in lesson plans, learning objectives, or assessment strategies. This indicates a disconnect between policy intentions and classroom-level implementation.

Despite these limitations, the integration of guidance advocacy into Filipino language teaching was found to have a positive influence on learner engagement, classroom behavior, and participation. Learners demonstrated increased attentiveness, openness in sharing ideas, and respectful interaction with peers when guidance-integrated strategies were employed. Overall, the study affirms that intentional integration of guidance advocacy in Filipino language pedagogy enhances both academic and socio-emotional learning, highlighting the need for more systematic support and instructional alignment with DepEd guidance and counseling policies.

Implications of the Study

The findings of this study imply that Filipino language instruction can be further strengthened by intentionally embedding guidance advocacy into everyday classroom practice. Filipino teachers are in a strategic position to integrate guidance principles such as emotional awareness, values formation, and positive social interaction into lesson objectives, learning activities, and assessments. Making guidance advocacy an explicit component of instructional planning rather than an informal or intuitive practice can help ensure consistency and sustainability in addressing learners' socio-emotional and behavioral needs alongside academic learning.

The study also highlights important implications for teacher professional development. While teachers demonstrate basic awareness of guidance principles, there is a clear need for structured training that equips subject teachers with concrete strategies for integrating guidance advocacy into pedagogy. Professional development programs should clarify teachers' shared role in learner support systems and provide practical models for embedding guidance-oriented activities in language instruction, particularly in reflective and discussion-based lessons.

At the institutional level, the findings suggest that school administrators and policymakers should strengthen alignment between classroom instruction and DepEd guidance and counseling policies. Developing clear guidelines and fostering collaboration between guidance counselors and subject teachers can institutionalize classroom-based guidance advocacy and extend its impact beyond the guidance office. Such collaboration can also support teachers in addressing learner concerns more proactively and systematically.

Finally, the positive influence of guidance-integrated pedagogy on learner engagement, behavior, and participation implies that supportive and values-oriented classroom environments are essential to holistic learner development. By creating safe spaces for expression and reflection, guidance-integrated Filipino instruction can promote self-awareness, respect for others, and responsible decision-making skills that are vital for learners' academic success and personal growth in an increasingly complex educational landscape.

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