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Creating and Evaluating Instructional Materials to Foster Purposeful Communication in Filipino Language Learning

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Abstract: This study developed and evaluated outcomes-based instructional materials to enhance purposeful communication in the Filipino language course, Malayuning Komunikasyon. Using a Type 1 developmental research design anchored on the ADDIE model, the researcher created an OBE-aligned syllabus and a student module responsive to the needs of both teachers and learners. A mixed-methods approach was employed to determine the materials' appropriateness and acceptability: questionnaires were used to gather quantitative data, while in-depth interviews with teachers and students provided qualitative insights. Quantitative data were analyzed using means and standard deviations, and qualitative responses were examined through thematic analysis using NVivo 12. Findings from the qualitative phase revealed challenges in teaching and learning the course, such as a lack of instructional materials, difficulty achieving competencies, inconsistent delivery, and the need for clear, structured, and culturally relevant resources. The developed instructional materials addressed these gaps, as shown by the quantitative results, which rated the OBE syllabus ($M = 4.70$) and student module ($M = 4.62$) as very highly appropriate, and the overall instructional materials as very highly acceptable ($M = 4.81$). The study concludes that the developed materials effectively align with outcomes-based education principles and significantly support the teaching and learning of Malayuning Komunikasyon. Their adoption is recommended to improve competency attainment and foster more purposeful and meaningful communication in Filipino.

Keywords: Language Oriented; Purposeful Communication; Instructional Materials; Outcomes-Based Syllabus; Developmental Research

1. Introduction

Developing language-oriented instructional materials is essential in supporting purposeful communication in Filipino, especially as learners navigate an increasingly globalized environment where linguistic ability and meaningful interaction are both required [1]. Instructional materials designed for active engagement help students strengthen their proficiency in Filipino and participate more effectively in communicative tasks [2]. Grounded in the Communicative Language Teaching (CLT) framework, such materials prioritize interaction as the primary mode of language acquisition [3].

The implementation of the K to 12 Basic Education Program and CHED Memorandum Order (CMO) No. 20, series of 2013 [4], required higher education institutions to align their programs with 21st-century competencies [5]. This reform introduced the new General Education curriculum, effective AY 2018–2019, which emphasizes intellectual skills, civic engagement, and culturally responsive learning [6]. Within this framework, Malayuning Komunikasyon (Purposeful Communication) plays a crucial role in developing essential competencies in listening, speaking, reading, writing, and presenting, all of which are vital for academic and professional success.

However, effective instruction in this course depends heavily on access to relevant, well-designed, and culturally grounded teaching resources [7]. Several studies confirm that high-quality language-oriented materials improve engagement, deepen understanding, and support better learning outcomes [8,9]. Yet despite these demands, there remains a significant lack of structured resources for Malayuning Komunikasyon, including modules, textbooks, and OBE-aligned syllabi [10].

This gap underscores the need to develop instructional materials that promote self-directed learning and ensure alignment with curriculum standards, particularly in flexible or modular learning environments. Guided by the ADDIE model [11,12], this study created and evaluated an OBE syllabus and student module grounded in the actual experiences of teachers and students of Malayuning Komunikasyon.

Ultimately, this research aims to provide instructional materials that enhance purposeful communication, strengthen Filipino language proficiency, and support learners in meeting the competencies required in both academic and real-world communication contexts.

2. Statement of the Problem

This study aimed to create and evaluate an instructional material for *Malayuning Komunikasyon* using the ADDIE model. (see **Figure 1**).

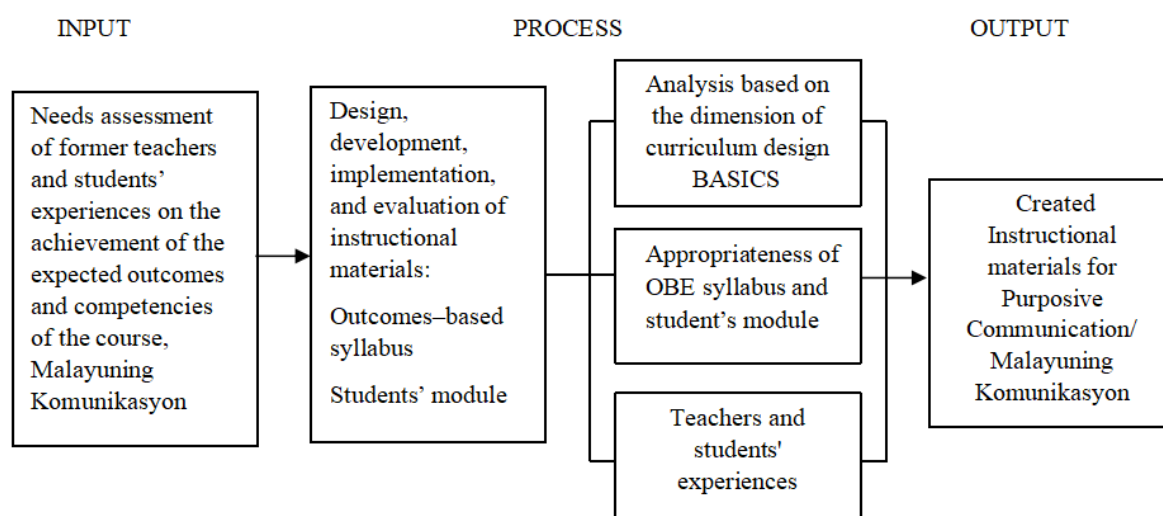


Figure 1. Creation and Evaluation of Instructional Materials for MK.

Specifically, this study sought answers to the following questions:

1. What are the experiences of professors and students during the first year of implementation of Malayuning Komunikasyon in relation to the expected outcomes and competencies of the course?
2. What instructional materials can be developed for Malayuning Komunikasyon based on the experiences and identified needs of teachers and students?
3. How do the developed instructional materials align with the curriculum design dimensions of BASICS—balance, articulation, scope, integration, continuity, and sequencing?
4. How do experts and teachers evaluate the appropriateness of the developed instructional materials in terms of:
 - a. OBE Syllabus: course description, course outcomes, teaching and learning methods, assessment, alignment, and performance feedback
 - b. Student Module: physical aspect and presentation, objectives, content, activities, and assessment
5. What is the level of acceptability of the developed instructional materials as evaluated by Filipino professors?
6. What are the experiences of teachers and students in using the developed instructional materials during pilot implementation?

3. Literature Review

Purposeful communication has become increasingly important in language education, especially as learners adapt to a globalized environment that demands both linguistic proficiency and meaningful interaction. Magno et al. [1] emphasize that students must develop the ability to convey and interpret messages across diverse contexts, not merely master grammatical skills. This aligns with the Communicative Language Teaching (CLT) approach of Richards and Rodgers [3], which views interaction as the primary means of acquiring language. In this regard, instructional materials play a critical role in helping learners develop communicative competence, as they provide structured opportunities to practice authentic and culturally relevant tasks. Cabiles et al. [13] note that well-designed learning resources encourage active participation in the language learning process, while Lamorinas et al. [8] found that high-quality, contextualized materials improve comprehension, motivation, and overall learning performance. Koparan [9] similarly emphasizes the value of interactive and engaging materials in deepening students' understanding of course concepts.

In the Philippines, the demand for culturally grounded instructional resources has grown alongside major educational reforms. The implementation of the K–12 Basic Education Program and CHED Memorandum Order No. 20, series of 2013, required higher education institutions to align their programs with 21st-century competencies and global academic standards. Barrot and Sipacio [5] point out that these reforms expanded the goals of higher education to include critical thinking, creativity, collaboration, and communication, while Garcia et al. [6] explain that the new General Education curriculum aims to broaden students' intellectual foundations and civic engagement. Within this curriculum, Malayuning Komunikasyon (Purposive Communication) serves as a core course that develops essential communication skills—listening, speaking, reading, writing, viewing, and presenting—that are indispensable in academic and professional settings. Effective implementation of this course, however, requires access to structured, updated, and outcomes-based instructional materials, which remain limited in many institutions [7].

Despite the importance of Malayuning Komunikasyon, several studies reveal significant gaps in available teaching resources. Teachers often report inconsistencies in syllabi, fragmented materials, and a lack of textbooks or modules aligned with OBE principles [10]. These gaps contribute to difficulties in teaching, confusion among students, and challenges in mastering required competencies. Adalia et al. [14] further highlight that Gen Z learners require modern, multimodal, and clearly scaffolded materials—an expectation often unmet by existing resources. As a result, the need for standardized, culturally relevant, and outcomes-based materials for MK has become increasingly urgent, particularly in flexible learning contexts where self-directed learning skills are essential.

To address these issues, researchers recommend the development of instructional materials using structured design models such as ADDIE—Analyze, Design, Develop, Implement, and Evaluate—which ensures systematic and learner-centered resource creation [11, 12]. The ADDIE model allows designers to incorporate learner feedback, curriculum requirements, and pedagogical principles into coherent materials. Complementing this model, Ornstein and Hunkins' [15] BASICS framework—Balance, Articulation, Scope, Integration, Continuity, and Sequencing—guides curriculum developers in ensuring that instructional content is aligned, comprehensive, and logically organized. These frameworks are widely applied in developmental research, particularly in Type 1 developmental studies that focus on producing and refining instructional materials through iterative evaluation [16]. Evaluative studies, such as those by Garil [17] and Mendoza [18], show that expert validation, pilot testing, and student feedback are essential in determining the effectiveness, usability, and alignment of instructional materials with intended learning outcomes.

Overall, the reviewed literature highlights the central role of culturally grounded, outcomes-based instructional materials in enhancing purposeful communication in Filipino language education. It also reveals a significant gap in available resources for Malayuning Komunikasyon, underscoring the need for systematically developed materials aligned with OBE principles, CLT foundations, and 21st-century learning demands. This gap provides the foundation for the present study, which seeks to develop and evaluate an OBE-aligned syllabus and student module responsive to the needs of both educators and learners.

4. Research Design and Methodology

This study employed a Type 1 developmental research design to create and evaluate language-oriented instructional materials for the General Education course Malayuning Komunikasyon. Developmental research focuses on the systematic design, implementation, and evaluation of instructional products to ensure their effectiveness and alignment with clearly defined learning outcomes [16]. Guided by this approach, the foundational data for developing the instructional materials were gathered through in-depth interviews with teachers and students who had previously taught or completed the course. Their experiences, insights, and perceived challenges served as the primary basis for formulating the outcomes-based syllabus and student module.

The development process followed the ADDIE model—Analyze, Design, Develop, Implement, and Evaluate—recognized as a structured framework for producing effective instructional resources [11,12]. In the analysis phase, the researcher collected qualitative data on the perceived competencies, instructional gaps, and learning difficulties associated with Malayuning Komunikasyon. Interview recordings were transcribed verbatim and analyzed using NVivo 12, which helped organize data, generate initial codes, and identify emerging themes [19]. These qualitative findings informed the design phase, during which curriculum mapping was conducted to ensure both vertical and horizontal articulation of competencies, learning outcomes, content, and assessment. A prototype of the OBE syllabus and student module was then drafted based on the identified needs and the CHED-prescribed course standards.

During the development phase, the instructional materials were written, refined, and structured using the BASICS curriculum design principles of Ornstein and Hunkins [15]. These principles ensured that the materials demonstrated balance, proper articulation of competencies, adequate scope, meaningful integration of skills, continuity across lessons, and logical sequencing from simple to complex tasks. The materials incorporated real classroom experiences gathered during interviews and were prepared for pilot testing.

The implementation phase involved a pilot try-out with three second-year Filipino major students who had previously completed the course and three instructors who had taught Malayuning Komunikasyon. These participants were selected through purposive sampling, as their direct familiarity with the course made them suitable evaluators for the developmental stage [17]. The OBE syllabus and student module were used in an actual learning context facilitated by the teacher-implementer. After the try-out, post-implementation interviews were conducted to gather feedback on the usability, clarity, and effectiveness of the materials. Their observations informed subsequent revisions to improve the instructional materials.

The evaluation phase consisted of expert validation and acceptability testing. Experts and Filipino language teachers from various State Universities and Colleges (SUCs) in Western Visayas assessed the appropriateness of the materials using a standardized five-point Likert scale that measured aspects such as content accuracy, clarity of objectives, alignment with course outcomes, teaching and learning strategies, assessment practices, physical presentation, and overall usability. In addition, Filipino professors evaluated the acceptability of the materials using an 18-item instrument focusing on their usefulness, relevance, and capacity to address the needs of both teachers and students. Suggestions and comments from evaluators were incorporated into the final revision of the instructional materials.

Quantitative data gathered through evaluation forms were analyzed using descriptive statistics, particularly mean and standard deviation, to determine the level of appropriateness and acceptability [18]. Meanwhile, qualitative data from interviews conducted before and after implementation underwent thematic analysis based on Braun and Clarke's [20] six-phase framework—familiarization, coding, theme development, review, definition, and reporting. NVivo 12 facilitated the organization of themes and visualization of data patterns, ensuring accuracy and reliability in interpreting participants' experiences. Through these systematic procedures, the study ensured that the developed instructional materials were aligned with curriculum standards, responsive to learner needs, and effective in fostering intentional communication in Filipino.

5. Results and Findings

This section integrates the qualitative and quantitative findings of the study and discusses how these results relate to existing literature and the objectives of the research. The qualitative component explored the experiences of teachers and students during the initial implementation of Malayuning Komunikasyon, while the quantitative

component assessed the appropriateness and acceptability of the developed instructional materials.

5.1. Qualitative Findings

5.1.1. Teachers' Experiences

Theme 1: Challenges in Teaching

Teachers consistently reported significant difficulties in delivering Malayuning Komunikasyon due to a lack of sufficient teaching resources and unclear instructional guidelines. This resulted in inconsistent instruction and increased preparation time, which affected lesson quality and teacher confidence. These findings echo Pagcaliwagan [7], who emphasized that insufficient teaching materials impede the effective delivery of communication subjects. The challenges surfaced as systemic issues that hindered the achievement of intended learning outcomes.

"I struggle because I don't have enough materials..."

"Sometimes I feel lost because I have to create everything on my own."

Theme 2: Non-Achievement of Competencies

Teachers expressed that several expected competencies in Malayuning Komunikasyon—such as purposeful communication, analytical writing, and message construction—were not fully achieved during the course implementation. While the syllabus outlined the intended outcomes, the absence of aligned teaching materials and structured activities made it difficult to scaffold lessons effectively and guide students toward mastery.

"Even though there is a syllabus, there is still no support to achieve the outcomes."

"Students fall short in meeting the competencies because we lack examples and organized lessons."

This mirrors the findings of Barrot and Sipacio [5], who emphasized that competency attainment requires aligned instructional tools, practice activities, and clear performance benchmarks. The gap between intended curriculum and actual classroom experience underscores the urgent need for a coherent, outcomes-based module.

Theme 3: Lack of Instructional Materials

A major recurring issue was the lack of formal instructional materials specifically designed for Malayuning Komunikasyon. Teachers noted that the absence of a standardized reference resulted in varying interpretations of course content and inconsistent instructional quality. They highlighted that each teacher resorted to creating their own resources, leading to disparities in content depth, pacing, and assessment strategies.

"If there were a module, the teaching would be more efficient."

"We do not have a solid reference, so every teacher ends up using different materials."

This reinforces the study of Cabiles [13], which stressed that without structured materials, instruction becomes fragmented and less effective. Such inconsistency affects not only content delivery but also students' ability to achieve course outcomes.

Theme 4: Need for Module Development

Teachers strongly advocated for the creation of a culturally grounded, outcomes-based module that aligns with CHED's expectations for the course. They emphasized that a well-developed module should provide clear explanations, sample activities, assessment rubrics, and Filipino-centered examples to support both teachers and learners.

"It would be easier if we had a guide. I hope there are materials that really fit Filipinos."

"A complete module will help us teach confidently and consistently."

This aligns with Reigeluth's [11] instructional design principles, which state that effective learning materials

must be structured, learner-centered, and contextually appropriate. Teachers' sentiments clearly demonstrate the need for comprehensive instructional support materials.

5.1.2. Students' Experiences

Theme 1: Course Difficulty

Students described Malayuning Komunikasyon as a difficult subject, primarily due to the lack of structured guidance, unclear explanations, and limited examples. Without a module or organized learning tool, many struggled to follow lessons and complete course tasks independently. This difficulty was heightened in self-directed learning settings, where students relied heavily on teacher-provided materials that varied from one class to another.

"It's hard to understand, especially if it's self-study."

"Sometimes I get confused because the lessons are not clearly explained."

These findings support Lamorinas et al. [8], who noted that Filipino learners perform better when lessons are scaffolded, sequenced, and easy to follow. The absence of structured content made learning strenuous and hindered students' confidence.

Theme 2: Failure to Achieve Competencies

Students reported that several competencies—such as analytical communication, message construction, and coherent writing—were not fully achieved throughout the course. They attributed this to minimal examples, unclear lesson guides, and insufficient practice activities. Without tangible models or guided exercises, students found it difficult to understand expectations and produce high-quality outputs.

"It's like we didn't reach what we were supposed to learn."

"We lacked practice, so sometimes we just did the tasks without fully understanding them."

This parallels the teachers' concerns and reinforces Barrot & Sipacio [5], who emphasized that communication competencies require continuous practice supported by structured instructional materials.

Theme 3: Course Change/Instructional Mismatch

Students expected modern, interactive, and technology-supported lessons aligned with 21st-century learning styles. However, many felt the teaching approach was too traditional or theoretical, making it difficult to relate the lessons to real communication scenarios. This mismatch between expectations and instructional methods reduced engagement and hindered learning.

"It would have been better if the approach were more modern."

"Some lessons feel outdated, like they don't match how we learn today."

This aligns with Adalia et al. [14], who highlighted that Gen Z learners need multimodal, interactive approaches to stay engaged in communication courses.

Theme 4: Need for Additional Resources

Students strongly expressed the need for a complete and structured learning module. They believed that having organized lesson content, step-by-step activities, sample outputs, and clear instructions would help them study independently, prepare better for assessments, and understand concepts more deeply.

"When we have our own module, I understand better."

"A complete module will help us learn even without relying too much on the teacher."

This echoes Edwin Jason Duenas [21], who found that well-developed modules significantly enhance student comprehension and performance, especially in language and communication subjects.

5.2. Quantitative Findings

The quantitative phase of the study aimed to determine the appropriateness and acceptability of the developed instructional materials—specifically the OBE syllabus and the student module—based on evaluations from experts, teachers, and prospective educators. The results are presented in three parts: (1) appropriateness of the OBE syllabus, (2) appropriateness of the student module, and (3) acceptability of the overall instructional materials. The analysis integrates statistical results with relevant literature and reinforces the qualitative findings of the study.

5.2.1. Appropriateness of the OBE Syllabus

Evaluation of the OBE syllabus (see **Table 1**) showed a very high level of appropriateness, with an overall mean rating of $M = 4.70$ ($SD = 0.33$). This indicates that experts and teachers found the syllabus highly aligned with CHED requirements, OBE principles, and the intended learning outcomes of Malayuning Komunikasyon.

Table 1. Overall Appropriateness of the Created OBE Syllabus.

Parts	Experts		Teachers		SD	M	Description *
	SD	M	SD	M			
1. Course Description	0.43	4.67	0.00	5.00	0.22	4.84	Very high
2. Course Outcomes	0.46	4.33	0.00	5.00	0.23	4.67	Very high
3. Teaching and Learning Methods	0.14	4.92	0.29	4.83	0.22	4.88	Very high
4. Assessment	0.29	4.83	0.58	4.67	0.44	4.75	Very high
5. Alignment	0.58	4.50	0.14	4.92	0.58	4.71	Very high
6. Performance Feedback	0.43	4.42	0.58	4.33	0.51	4.38	High
Overall rating	0.39	4.61	0.26	4.79	0.33	4.70	Very high

* Note: Description is based on the following scale. 4.51–5.0 (Very High), 3.51–4.50 (High), 2.51–3.50 (Moderate), 1.51–2.50 (Low), 1.0–1.50 (Poor).

Among the components, Teaching and Learning Methods obtained the highest combined rating ($M = 4.88$), suggesting that the instructional strategies were considered effective, varied, and pedagogically sound for promoting purposeful communication. Meanwhile, Performance Feedback received the lowest mean rating ($M = 4.38$), although still classified as “High”, indicating the need for clearer guidelines on how teachers should provide feedback on student outputs.

These findings reflect strong adherence to Ornstein and Hunkins’ [15] BASICS framework, particularly in articulation, scope, and continuity. The high ratings provide quantitative validation for the qualitative results, where teachers expressed the need for structured instructional guidance—gaps that the newly designed OBE syllabus effectively addressed.

5.2.2. Appropriateness of the Student Module

The student module received a very high overall appropriateness rating of $M = 4.62$ ($SD = 0.39$) (see **Table 2**). All five components—Physical Aspect and Presentation, Objectives, Content, Activities, and Assessment—fell within the “Very High” range (4.51–5.00), signifying that the module is clear, well-organized, and aligned with course outcomes.

Table 2. Overall Appropriateness of the Created Students’ Module.

	Experts		Teachers		SD	M	Description *
	SD	M	SD	M			
Physical aspect and presentation	0.48	4.50	0.38	4.72	0.43	4.61	Very high
Objectives	0.58	4.40	0.23	4.80	0.35	4.60	Very high
Content	0.35	4.60	0.46	4.73	0.40	4.66	Very high
Activities	0.35	4.46	0.35	4.73	0.35	4.60	Very high
Assessment	0.35	4.53	0.35	4.73	0.35	4.63	Very high
Overall Rating	0.42	4.50	0.35	4.74	0.39	4.62	Very high

* Note: Description is based on the following scale. 4.51–5.0 (Very High), 3.51–4.50 (High), 2.51–3.50 (Moderate), 1.51–2.50 (Low), 1.0–1.50 (Poor).

The highest rating was observed in the Content component ($M = 4.66$), demonstrating that evaluators perceived the lessons as accurate, logically sequenced, relevant, and culturally grounded. Slightly lower—but still very high—scores in Objectives and Activities may indicate opportunities to add additional differentiated tasks, enrichment activities, or extended practice exercises.

These results strongly align with the works of Embajador [22] and Edwin Jason Duenas [21], who emphasized the importance of structured, outcomes-based modules in promoting better mastery of competencies. The exceptionally high appropriateness ratings also affirm that the student module addresses instructional gaps identified in the qualitative findings—such as students' difficulties in comprehension and the absence of clear examples and guided tasks.

5.2.3. Acceptability of the Instructional Materials

The instructional materials obtained a very high acceptability rating of $M = 4.81$ ($SD = 0.35$) from prospective teachers (see **Table 3**). This reflects strong approval of the materials' clarity, relevance, usability, and value in facilitating classroom instruction.

Table 3. Acceptability of Instructional Material.

The Instructional Material...	SD	M	Description *
1. has numerous contributions in teaching Malayuning Komunikasi.	0.42	4.80	Very high
2. is a useful reference in the effectiveness of the discussion.	0.48	4.70	Very high
3. can be used by teachers and students as instructional and learning materials.	0.32	4.90	Very high
4. can help the curriculum implementers in addressing the needs in instructional materials in teaching.	0.42	4.80	Very high
5. can help teachers provide more exercises for students to learn.	0.48	4.70	Very high
6. is useful to teachers in the higher education.	0.32	4.90	Very high
7. addresses the pace of learning of the students.	0.48	4.70	Very high
8. gives meaningful learning in writing, speaking and presentation.	0.42	4.80	Very high
9. widens the interest of the teachers and students in Malayuning Komunikasi.	0.48	4.70	Very high
10. useful to researchers working on instructional materials.	0.42	4.80	Very high
11. can be used frequently by teachers and students frequently.	0.48	4.70	Very high
12. was easy to use and follow.	0.52	4.60	Very high
13. addresses the 21 st century skills of students and teachers.	0.42	4.80	Very high
14. has various and well integrated functions.	0.67	4.70	Very high
15. is consistent with the content of OBE syllabus and students' module.	0.00	5.00	Very high
16. saves time in preparation for teaching and learning Malayuning Komunikasi.	0.00	5.00	Very high
17. enhances one's confidence in teaching and learning Malayuning Komunikasi.	0.00	5.00	Very high
18. addresses the competencies in the curriculum guide for Malayuning Komunikasi.	0.32	4.90	Very high
Over-all rating	0.35	4.81	Very High

* Note: Description is based on the following scale. 4.51–5.0 (Very High), 3.51–4.50 (High), 2.51–3.50 (Moderate), 1.51–2.50 (Low), 1.0–1.50 (Poor).

Three indicators received perfect scores (5.00): 1) Consistency with the OBE syllabus and module, 2) Reduction of preparation time for teachers, and 3) Enhancement of teacher confidence.

These results indicate that the materials are practical and highly implementable, even for teachers with limited preparation time. They also validate Saylo [23], who argued that well-designed instructional materials significantly increase teacher confidence and instructional efficiency. The uniformly high ratings further reveal strong usability, perceived effectiveness, and alignment with the competencies required in Malayuning Komunikasi.

6. Conclusions

This study examined the experiences of teachers and students in the initial implementation of Malayuning Komunikasi and developed an OBE-aligned syllabus and student module to address the instructional gaps identified. The conclusions below are drawn from the integrated qualitative and quantitative findings of the research.

First, the qualitative analysis revealed that both teachers and students encountered significant challenges in the delivery and learning of Malayuning Komunikasi. Teachers struggled due to the absence of formal instructional materials, unclear guidelines, and inconsistent teaching resources. Students, in turn, found the course dif-

ficult, reported limited mastery of competencies, and expressed confusion resulting from insufficient examples, explanations, and structured learning support. These concerns highlight systemic instructional gaps that hindered the achievement of learning outcomes.

Second, the findings affirmed the urgent need for structured, outcomes-based instructional materials. Teachers emphasized the necessity of a culturally grounded module that aligns with CHED outcomes, while students called for organized, clear, and guided materials to support independent and meaningful learning. The convergence of these perspectives justified the development of the OBE syllabus and student module created in the study.

Third, the quantitative evaluation demonstrated that the developed instructional materials are highly appropriate and highly acceptable for use in teaching Malayuning Komunikasyon. The OBE syllabus received very high appropriateness ratings across all components, particularly in teaching methods and alignment with course outcomes. Likewise, the student module obtained very high ratings in content, assessment, and presentation, confirming its clarity, organization, and relevance to learner needs. The overall acceptability of the materials was also rated very high, with perfect scores in alignment, time-saving utility, and enhancement of teacher confidence.

Lastly, the convergence of qualitative needs and quantitative validation demonstrates that the instructional materials effectively addressed the challenges identified in the early implementation of the course. The OBE syllabus and student module developed through the ADDIE process offer a structured, learner-centered, and competency-based framework that supports both teachers and students in achieving the intended outcomes of Malayuning Komunikasyon. As such, the materials are ready for adoption and may serve as models for similar instructional development initiatives in Filipino language education.

7. Recommendations

Based on the findings and conclusions of the study, the following suggestions were advanced:

This effort acknowledges that students can greatly benefit from carefully designed materials that aid their educational experience, even when direct teacher support is lacking. For Malayuning Komunikasyon (MK) students, the development of instructional materials is crucial. These materials aim to promote self-guided learning, enabling learners to investigate and connect with the language independently. Through the use and adaptation of these resources, learners can improve their comprehension and communication abilities in Filipino.

MK educators are crucial within this educational system. Their initiative in pursuing better teaching methods may result in improved learning results. Considering the difficulties presented by the current global pandemic, it is essential for educators to develop additional teaching resources that are in harmony with current General Education classes. This involves creating outcomes-based education (OBE) curricula, student materials, and educator handbooks, which offer organized direction for in-person and online learning settings. These resources allow teachers to track student development and promote self-directed learning.

Filipino curriculum creators are urged to innovate and modify the curriculum to address the varied needs of students in these unpredictable times. This might include updating the skills and anticipated results for Filipino classes and developing learning resources that facilitate self-directed study. In doing so, they can improve the entire educational program and equip students more effectively for communication obstacles. To improve the instructional materials' nationwide applicability, further research is urged to test and modify them in various regional contexts.

School leaders play a vital role in creating an atmosphere that supports learning. They can launch initiatives aimed at creating educational resources, offering teacher training, and guaranteeing access to sufficient learning environments. Working with stakeholders to tackle issues and enhance school facilities can result in more impactful learning experiences, even in unforeseen circumstances.

The Commission on Higher Education (CHED) is responsible for managing the execution of new General Education courses. Their responsibilities involve collecting feedback on how effective these courses are and developing standardized teaching materials for extensive use. By tackling the difficulties encountered by teachers and learners, CHED can ease the shift to the new curriculum.

The language-oriented instructional materials created by the researcher are meant for educators in Western Visayas. These resources have experienced thorough development, incorporating feedback from educators and trial testing with students. The resources are designed to encourage creativity and participation among students, grounded in comprehensive assessments from both educators and pupils.

Authors of textbooks are likewise urged to take into account the varied requirements of students while creating material. They must aim for relevance in the curriculum by designing activities that connect with students and align with the OBE method, ultimately improving student outcomes.

Higher education institutions are encouraged to include the creation of instructional materials in their teacher training programs. This will prepare upcoming teachers with the abilities needed to develop impactful learning materials and adjust to the changing educational environment. In this way, institutions can maintain educational continuity, even during times of crisis.

Parents are essential in aiding their children's learning. Fostering a constructive outlook on the new curriculum launched by CHED can assist students in adapting to change and succeeding in their educational pursuits.

Finally, researchers are encouraged to investigate comparable studies that concentrate on various subject areas and the assessment of educational resources. Their discoveries may aid in the creation of resources that support both students and educators, ultimately improving the educational experience in learning the Filipino language.

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Institutional Review Board Statement

The study was conducted in accordance with the ethical principles outlined in the Declaration of Helsinki. The evaluation and approval process for this research was conducted through West Visayas State University's institutional review process, which serves as the equivalent of an Institutional Review Board. This ensured that all ethical standards for research involving human participants, such as informed consent, confidentiality, and voluntary participation, were duly observed. Formal ethical review and approval were therefore considered satisfied under the university's institutional guidelines.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study. Before participation, individuals were provided with clear and comprehensive information about the research's purpose, the procedures to be followed, the expected duration of their involvement, and any potential risks or benefits. They were also informed of their right to withdraw at any time without penalty. To ensure transparency, participants were allowed to ask questions and seek clarification before providing their consent.

Furthermore, participants were assured that their personal information would remain confidential and would only be used for the purposes of this study. Written informed consent was secured before data collection, signifying that participants fully understood and voluntarily agreed to take part in the research..

Data Availability Statement

No new datasets were generated or analyzed in this study. All data supporting the findings of this research are derived from previously published sources, which are fully cited and available in the reference list of this paper.

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research both possible and meaningful. Their contributions not only enriched the findings but also highlighted the realities of teaching and learning that this study hopes to address.

Conflicts of Interest

The author declares no conflict of interest from any parties known to the researcher in the design of the study, in the collection and analysis of data, in the writing of the manuscript, or in the decision to publish the results.

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