

Challenges of Key Stage 1 Teachers in Implementing Mother Tongue-Based Multilingual Education (MTB-MLE) and Performance of Pupils in Modular Distance Learning Modality

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Abstract—The study aimed to determine the extent of challenges of key stage 1 teachers in implementing Mother Tongue-Based Multilingual Education (MTB-MLE) and the performance of pupils in modular distance learning. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher used the researcher-made survey questionnaire validated by District and School Head and gathered the 3rd quarter average grades of the pupils. Simple Percentage, Weighted Mean, and Pearson r were the statistical tools used. The data revealed great extent of key stage 1 teacher challenges in the implementation of MTB-MLE with all pupils passed the 3rd quarter for Math, ESP and MAPEH while not all of them passed on MTB-MLE and AP. Likewise, this study revealed that there is a significant relationship between the extent of challenges of key stage 1 teachers in the implementation of MTB-MLE and the performance of pupils on modular distance learning modality. Thus, the challenges of key stage 1 teachers in the implementation of MTB-MLE affect the performance of the pupils on modular distance learning modality.

Keywords — *Challenges, Key Stage 1 Teachers, Implementing, Mother Tongue-Based Multilingual Education (MTB-MLE), Performance, Pupils, Modular Distance Learning Modality*

I. Introduction

Many Filipino learners face various barriers in education, and one of these barriers is that our learners begin their schooling in a language where they do not comprehend. They do not understand the language of education being used as a medium of instruction in the classroom (3). Many learners become discouraged and tend to drop out of school. Low-quality education often has a disproportionate impact on vulnerable groups and leads to school, and resource wastage as learners drop out, are pushed out, or end up repeating grades (1,2). The learners should begin their education in a language they understand; it will develop a strong foundation and a motivation to attend school. In addition, it will develop their cognitive and reasoning skills enabling children to operate in different languages starting in the mother tongue with the transition to Filipino and then English.

Test carried out in several developing countries revealed that many students had not attained the competency levels required for their level of schooling. Thus, EFA reports that —millions of children are leaving school without having acquired basic skills (6). The EFA Report on the quality of education notes an enormous gap between the number of graduating from school and those among them are mastering the minimum level of literacy.

The Department of Education Order No. 16 s. February 17, 2012 (5), states that starting the school year 2012-2013, the Mother Tongue-Based Multilingual Education will be implemented in all public schools, specifically in Grade I, as part of the K to 12 Curriculum. The pupil's home language will be used to teach all the learning areas for literacy and as a medium of instruction inside the classroom.

The cognitive development and its effects in other academic areas, pupils taught to read and write in their first language acquire competencies more quickly. Pupils who have learned to read and write in their first language learn to speak, read, and write in a second language (L2) and third language (L3) more quickly than those who are taught in a second language or third language first; and in terms of cognitive development and its effects in other academic areas, pupils taught to read and write in their first language acquire such competencies more quickly (4).

The use of mother tongue enables the young learners to immediately construct and explain without fear of making mistakes, articulate their thoughts and add new concepts to that which they already knew. In turn, the teachers can more accurately assess what has been learned and identify the areas where they need help (7). Mother tongue-based education has a positive impact on educational and learning outcomes. The child's home language can effectively be used as a language of instruction in the early years of schooling as a bridge to learning. Appropriate language in education enables the teachers to instruct on the language a child speaks most at home and understands well enough to learn academic content through mother tongue.

There are plenty of advantages of using mother tongue as medium of instructions for the subjects in the Key Stage 1 except for Filipino and English especially during this time of health crisis. Learning facilitators had an easy access of understanding the lessons and activities in the

modules. Children will easily comprehend the stories they are reading because the story is written in their mother tongue. Mother tongue instruction promotes inclusion in education and improves the quality of education by building on the knowledge and experience of both learners and teachers (8). UNESCO believes and supports findings of studies showing evidence that mother-tongue instruction is a key factor for literacy and learning.

DepEd noted empirical studies like, the Lingua Franca Project and Lubuagan First Language Component Program, showing that learners learn to read more quickly in their first language. The study revealed that pupils who have learned to read and write in their first language learn faster to speak, read, and write in a second language and third language than those who are taught in a second or third language first. In terms of cognitive development and its effects in other academic areas, pupils taught to read and write in their first language acquire such competencies more quickly (4).

On the other hand, during this time of pandemic where pupils are learning at home with the assistance and guidance of their learning facilitators in accomplishing the modules, the Key Stage 1 teachers have encountered challenges in MTB-MLE since the modules downloaded to the school needs to be contextualized and translated into the mother tongue of the pupils. The lack of learning resources to help the pupils learn how to read or enhance their reading skills is also their problem. They also lack MTB-MLE vocabulary especially in translating the language to its mother tongue and many more. Thus, the researcher conducted this study to determine the significant relationship between the challenges of Key Stage 1 teachers in implementing the Mother Tongue-Based Multilingual Education (MTB-MLE) and performance of pupils on modular distance learning modality. A proposed enhancement plan will be formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program.

This study determined the significant relationship between the challenges of key stage 1 teachers in implementing the Mother Tongue-Based Multilingual Education (MTB-MLE) and performance of pupils on modular distance learning modality of selected schools in Ormoc District II, Ormoc City Division. A proposed enhancement plan was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

1. What is the extent of challenges of key stage 1 teachers in implementing the Mother Tongue-Based Multilingual Education (MTB-MLE) in terms of the following:
 - a. Contextualization of Modules;
 - b. Lack of Vocabulary;
 - c. Parent's support and involvement;
 - d. Difficulty in translation;
 - e. Inadequate Learning resources;

- f. Teacher's training;
 - g. Attitude towards the subject; and
 - h. Other challenges?
2. What is the performance of the key stage 1 pupils on modular distance learning modality?
 3. Is there a significant relationship between the challenges of key stage 1 teachers in implementing Mother Tongue-Based Multilingual Education (MTB-MLE) and the performance of pupils?
 4. What enhancement plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the descriptive-correlational research design employing the qualitative and quantitative data to determine the extent of challenges of key stage 1 teachers in implementing Mother Tongue-Based Multilingual Education (MTB-MLE) and performance of pupils in modular distance learning. Quezon Jr. Elementary School of District II, Ormoc City Division is the main locale of the study. The thirty (30) key stage teachers teaching Mother Tongue-Based Multilingual Education (MTB-MLE) in the district are the main respondents of the study and a researcher-made survey questionnaire validated by District and School Head was used and the 3rd quarter average grades of the pupils were gathered. This research is focused on determining the extent of challenges of key stage 1 teachers in implementing Mother Tongue-Based Multilingual Education (MTB-MLE) and performance of pupils in modular distance learning and its relationship. A Proposed Enhancement Plan based on the findings of the study is the output.

Sampling. There are 30 Key Stage 1 teachers are involved in this study. The research instruments were distributed personally with consent from the Local IATF and strictly following the prescribed Health Protocol during the distribution and retrieval of the modules.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head and District Supervisor was sought. Orientation of the participants and administration of the questionnaire was done through face-to-face. Permission from the Barangay and Local IATF was secured. After accomplishing the survey, the researcher collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan followed.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school

principal. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

Treatment of Data. The Simple Percentage and Weighted Mean was employed to determine the extent of challenges of key stage 1 teachers in implementing Mother Tongue-Based Multilingual Education (MTB-MLE) and performance of pupils in modular distance learning. Pearson r was used to determine the significant relationship between the dependent and independent variables of the study.

III. Results and Discussion

Table 1
Extent of Challenges of Key Stage 1 Teachers in Implementing MTB-MLE (N=30)

Indicators	Weighted Mean	Description	Interpretation
CONTEXTUALIZATION OF MODULES			
Lack of knowledge on contextualization of modules and other learning activities.	4.10	Agree	High
Lack of time in contextualizing the materials due to late downloading of modules from the Central Office.	4.32	Agree	High
Lack of supervision from the school head on reviewing the contextualized materials.	3.86	Agree	High
Lack of resources to be used in contextualizing the materials.	4.00	Agree	High
The lack of contextualized materials in the mother tongue pushes administrators and teachers to adopt materials whose content, activities, language, and culture appropriateness are in question.	4.00	Agree	High
AVERAGE MEAN	4.06	Agree	High
LACK OF VOCABULARY			
Pupils do not readily understand mother-tongue language's content and structure because they use other language/s at home	3.90	Agree	High
Pupils need English or Filipino translations in order to understand the	3.78	Agree	High



lesson/s or interaction/s given in mother-tongue language.			
Some Sinugbuanong Bisaya terms are hard to understand by the teachers.	3.90	Agree	High
Teachers need more vocabularies of the language in the locality.	3.92	Agree	High
The divergence of the mother tongue at home and in school creates confusion among the children, parents, and teachers due to the inclusion of age-old words in the mother tongue vocabulary.	3.91	Agree	High
AVERAGE MEAN	3.88	Agree	High
PARENTS' SUPPORT			
Parents assist the child in accomplishing the modules.	3.91	Agree	High
Parents translate the instructions into their mother tongue at home.	4.10	Agree	High
Adequate knowledge of parents in assisting the modules of their children.	4.15	Agree	High
Parents can read and understand the activities written in the modules.	4.12	Agree	High
Lack of time of parents to assist their children at home.	3.90	Agree	High
AVERAGE MEAN	4.04	Agree	High
DIFFICULTY IN TRANSLATION			
Teacher can speak the language.	3.76	Agree	High
Some words in mother-tongue are hard to understand.	4.00	Agree	High
Lack of time to translate the language written in the modules.	3.78	Agree	High
Teacher uses other language to be able to translate the mother-tongue	3.80	Agree	High
Lack of background knowledge on the language or mother-tongue of the locality.	3.85	Agree	High
AVERAGE MEAN	3.84	Agree	High
INADEQUATE LEARNING RESOURCES			
Not all subjects in the key stage 1 have complete modules.	3.92	Agree	High



Lack of materials for the reproduction of modules and other learning resources.	3.93	Agree	High
Not all pupils have access to learning resources suited for the abilities and needs.	4.01	Agree	High
Lack of time of formulating learning activity sheets, worksheets and other learning materials.	4.10	Agree	High
Unavailable learning resources at home for enhancement.	3.86	Agree	High
AVERAGE MEAN	3.96	Agree	High
TEACHERS' TRAINING			
Teachers are trained and equipped to teach mother-tongue.	4.00	Agree	High
Shortage of suitably trained teachers in mother tongue teaching and crafting of learning materials.	4.10	Agree	High
Lack of close supervision and technical assistance from the school head regarding teaching and crafting of learning materials in mother-tongue.	3.29	Moderately Agree	Moderate
Teachers attended relevant trainings for the new normal learning modality.	4.20	Agree	High
There is a mismatch between trainings and expected outcomes.	4.18	Agree	High
AVERAGE MEAN	3.95	Agree	High
ATTITUDE TOWARDS THE SUBJECT			
Some teachers are not ready to learn and teach mother-tongue language of the locality.	3.41	Moderately Agree	Moderate
There are not enough mother-tongue based teaching guidelines and references provided for the teachers.	3.39	Moderately Agree	Moderate
Mother-tongue is boring.	3.38	Moderately Agree	Moderate
The subject needs more activities for better understanding.	3.36	Moderately Agree	Moderate
Right attitude towards the crafting of learning resources.	3.90	Agree	High

AVERAGE MEAN	3.49	Moderately Agree	Moderate
OTHER CHALLENGES			
Some pupils do not speak the mother tongue of the locality.	3.00	Moderately Agree	Moderate
Provision of evaluation tools to measure the performance of the pupils.	4.20	Agree	High
Mandatory compliance to DepEd Order.	4.21	Agree	High
Multilingual environment of the child at home.	4.00	Agree	High
Focus and concentration of learners who are learning at home is insufficient.	3.90	Agree	High
AVERAGE MEAN	3.86	Agree	High
Grand Mean	3.90	Agree	High

Table 1 presents the extent of challenges of key stage 1 teachers in terms of contextualization of modules, lack of vocabulary, parent's support, difficulty in translation, inadequate learning resources, teacher's training, attitude towards the subject and other challenges in implementing Mother Tongue-Based Multilingual Education (MTB-MLE) on modular distance learning modality. It was revealed on the table that the extent of challenges of key stage 1 teachers in implementing Mother Tongue-Based Multilingual Education (MTB-MLE) on modular distance learning modality has a grand mean of 3.90 which is interpreted as high. This means that the key stage 1 teachers agree that they are experiencing challenges in the implementation of MTB-MLE on modular distance learning modality. This implies that with the implementation of modular distance learning modality where teachers had to contextualize the materials provided by the Central Office, key stage 1 teachers experience different challenges.

The table shows that the extent of challenges of key stage 1 teachers in terms of contextualization of modules has an average mean of 4.06 which is interpreted as high. This means that key stage 1 teachers agree that they are challenge in contextualizing the modules provided to them. This implies that despite of using the mother-tongue as medium of instructions, key stage 1 teachers suffer these challenges because most of the terms used are hard to understand.

Moreover, this table also shows that the extent of challenges of key stage 1 teachers in terms of lack of vocabulary has an average mean of 3.88 which is interpreted as high. This means that key stage 1 teachers agree that they lack the vocabulary in their mother-tongue for they are used to teach Filipino and English.

Furthermore, the extent of challenges of key stage 1 teachers in terms of parent's support has an average mean of 4.04 which is interpreted as high. This means that key stage 1 teachers agree that parents lack support to their children in accomplishing the modules which made it as their challenges.

Likewise, the extent of challenges of key stage 1 teachers in terms of difficulty on translation has an average mean of 3.84 which is interpreted as high. This means that key stage 1 teachers agree that they have difficulty in translating the modules into the vernacular or mother tongue.

Another challenges of key stage 1 teachers in the implementation of MTB on modular distance learning modality is inadequate learning resources with an average mean of 3.96 which is interpreted as high. This means that key stage 1 teachers lack learning resources to be provided to the pupils while learning at home. This implies that they need to provide varied learning resources to the pupils for easy understanding of the lessons in the modules.

Additionally, the extent of challenges of key stage 1 teachers on teacher's training has an average mean of 3.95 which is interpreted as high. This means that they agree that teachers still need more trainings especially that this learning modality is new to them.

The attitude towards the subject is another challenge of key stage 1 teachers with an average mean of 3.49 which is interpreted as moderate. This means that key stage 1 teachers moderately agree that attitude towards the subject contribute to the challenges they are facing in the implementation of modular distance learning modality.

Finally, this table shows the extent of other challenges identified by the key stage 1 teachers and it has an average mean of 3.86 which is interpreted as high. This means that aside from contextualization of modules, lack of vocabulary, parent's support, difficulty in translation, inadequate learning resources, teacher's training and attitude towards the subject, there are still other challenges that the key stage 1 teachers are facing in the implementation of MTB-MLE on modular distance learning modality. This implies that with the implementation of modular distance learning modality teachers are facing different challenges which requires the school head to provide technical assistance and other support to overcome these challenges.

Table 2
Performance of Key Stage 1 Pupils (N=557)

EQUIVALENT	RANGES	MTB	MATH	AP	ESP	MAPEH	TOTAL
Outstanding	96-100	5	68	1	0	1	75
	91-95	67	133	48	57	53	358
Very Good	86-90	148	185	145	176	168	822
Good	81-85	176	155	194	197	204	926
Fair	76-80	155	16	158	127	131	587
Did not Meet Expectation	75-below	6	0	11	0	0	17
	Total	557	557	557	557	557	

Table 2 presents the performance of key stage 1 pupils on modular distance learning modality. It was revealed on the table that of the 557 key stage 1 pupils, there are 72 pupils with outstanding rating in MTB, 148 are very good, 176 are good, while 155 are fair and 6 did not meet the expectation. This means that majority of the key stage 1 pupils pass the subject in the 3rd quarter.

Moreover, this table also shows the performance of the key stage 1 pupils in Math. It was revealed on the table that among the 557 key stage 1 pupils, 201 are outstanding, 185 are very good, 155 are good and 16 are fair. This means that all of the key stage 1 pupils passed the subject for the 3rd quarter.

Likewise, this table also shows the performance of the key stage 1 pupils in Araling Panlipunan. It was revealed on the table that among the 557 key stage 1 pupils, 49 are outstanding, 145 are very good, 194 are good, 158 are fair and 11 did not meet the expectation. This means that majority of the key stage 1 pupils passed the Araling Panlipunan subject for the 3rd quarter.

Furthermore, this table shows the performance of the key stage 1 pupils in Edukasyon sa Pagpapakatao (ESP). It was revealed on the table that among the 557 key stage 1 pupils, 57 are outstanding, 176 are very good, 197 are good, and 127 are fair. This means that all key stage 1 pupils passed the Edukasyon sa Pagpapakatao (ESP) subject for the 3rd quarter.

Finally, this table shows the performance of the key stage 1 pupils in Music, Arts, Physical Education and Health (MAPEH). It was revealed on the table that among the 557 key stage 1 pupils, 54 are outstanding, 168 are very good, 204 are good, and 131 are fair. This means that all key stage 1 pupils passed the Music, Arts, Physical Education and Health (MAPEH) subject for the 3rd quarter.

Table 3
Test of Relationship Between Learning Style and Academic Performance

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
EXTENT OF CHALLENGES AND PERFORMANCE OF KEY STAGE 1 PUPILS	0.68	1.742	0.232	Reject Ho	Significant Relationship (High)

Table 3 presents the test of relationship between the extent of challenges of key stage 1 teachers in the implementation of MTB-MLE and performance of pupils on modular distance learning modality. It was revealed on the table that the computed value or t of 1.742 is greater than the tabular value of 0.232 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of challenges of key stage 1 teachers in the implementation of MTB-MLE and performance of pupils on modular distance learning modality. The r value of 0.68 shows a high significant relationship. This implies that the challenges of key stage 1 teachers affect the performance of the pupils. This implies further that when teachers are experiencing challenges in their work, their work is affected, and they cannot function well and most of their output like the modules is not of good quality and create a confusion among the pupils which result to poor performance.

IV. Conclusion

The data revealed that there is a significant relationship between the extent of challenges of key stage 1 teachers in the implementation of MTB-MLE and performance of pupils on modular distance learning modality. Thus, challenges of key stage 1 teachers in the implementation of MTB-MLE affects the performance of the pupils on modular distance learning modality.

V. Recommendations

1. The proposed enhancement plan formulated should be utilized;
2. Teachers should attend Lac sessions, trainings and webinars to upgrade their knowledge in MTB-MLE teaching and construction of learning materials;
3. School Heads should provide appropriate technical assistance to the teachers especially in the contextualization of learning materials like the modules;
4. School Heads should conduct trainings to teachers to enhance their knowledge on the construction of contextualized learning materials to be used in the implementation of modular distance learning modality;
5. School Heads and teachers should conduct feed backing activities to improve teachers' performance and that of their pupils; and
6. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

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