

Challenges Met and Coping Mechanisms of Teachers in Teaching the Mother Tongue-Based Multilingual Education (MTB-MLE) of Key Stage 1 Learners in Blended Learning

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Abstract — The objective of this study is to determine the challenges met and extent of practices on the coping mechanisms of teachers in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) and performance of key stage 1 pupils in blended learning and its relationship. Moreover, this study utilized a descriptive-correlational research design. More so, complete enumeration was utilized to determine the respondents of the study. There were 7 teachers teaching the subject and 89 key stage 1 pupils enrolled in the current school year involved in this study. The researcher used the survey developed by Raagas (2021) in her study on Challenges, Opportunities and Performance of Elementary Teachers in Times of Pandemic and De Villa, et al., (2020) in their study on Secondary Teachers' Preparation, Challenges and Coping Mechanism in the Pre-Implementation of Distance Learning in the New Normal. It was revealed in the study that the challenges met and coping mechanism of teachers in teaching MTB-MLE is high while key stage 1 pupils got a very satisfactory rating in their 3rd quarter. Moreover, the data also shows a significant relationship between the challenges met by teachers and performance of key stage 1 pupils and extent of practice on the coping mechanisms to overcome the challenges met and performance of key stage 1 pupils respectively. Thus, this study proves that teachers are resilient in dealing with the challenges met in their teaching on blended learning and this does not hinder them to perform their task to provide the quality education that the pupils are needed despite of the new learning modality they adopted.

Keywords — **Challenges Met, Coping Mechanisms, Teachers, Mother Tongue-Based Multilingual Education, (MTB-MLE), Key Stage 1 Learners, Blended Learning**

I. Introduction

The pandemic has caused drastic changes at almost everything, including in education of which most of them closed in order not to get infected with the virus. A part of it is the transition from the face-to-face classes to various learning modalities such as modular or blended learning.

Modular learning is done through print materials that are composed of only decongested learning competencies and are being distributed to learners (De Villa & Manalo, 2020). As a matter of fact, the Department of Education has been utilizing modular learning instead of the traditional face-to-face for education to not be jeopardized (Abante et al., 2021). This has been the most convenient way for learning to be continued despite the strict implementation of physical gathering. The traditional “teacher-student” set-up has now put into halt. For generations, the practice of learning is done through the teacher speaking in front while learners sit and listen. However, modular learning is facilitated through print materials. This means that teachers are not the ones teaching the learners, instead, assistance from the learner’s family member is a must-apparently, their mothers. Mothers are known to be their child’s first teacher and the immediate person to assist the education of her child (Mazuru & Nyambi, 2012). Moreover, mothers are most likely to provide assistance as it greatly impacts on their child’s learning (Choi, Kang, Cho, & Sheo, 2019). In other words, mothers are the ones facilitating learning through assistance in their child’s modules.

The aforementioned shift applies in all subjects including in the Mother Tongue Based-Multilingual Education (MTB-MLE). MTB-MLE was established through Department of Education (DepEd) Order No. 74, which mandates the use of Mother Tongue (MT) as the primary medium of instruction (MoI) from kindergarten to grade III or what we call it Key Stage 1. The ground seen is that learners can express themselves through the comfort of their mother tongue in the classroom (Tupas & Martin, 2016). This implies that effective learning may occur when learners’ mother tongue is being utilized as medium of instruction as they can participate and share their ideas during class discussions. As a support, the studies of Dekker and Young (2005) and Nolasco, Datar and Azurin (2010) proved the effectiveness of the mother-tongue in delivering classroom instruction by showing overwhelming positive results compared to solely English as medium of instruction. Continuing, there are only twelve languages or lingua franca that the DepEd identifies as medium of instruction and one of which is Sinugbuanong Bisaya the medium of instruction in some parts of Leyte specifically Baybay City, Leyte.

There are studies conducted with regard to MTB-MLE. Tupas (2015) found out that MTB-MLE became a challenge as it shows the inequalities of multilingualism. He explained that the MTB-MLE focused on the language that is used by the majority but however disregarded those languages from the minority. Thus, this states that not all learners have the same mother tongue that is being identified as medium of instruction in their classroom. As a matter of fact, Tupas (2016) stated that Romblomanon, as the language of Romblon, must be the medium of instruction instead of Tagalog. The identified medium of instruction of DepEd was not totally accepted by the Romblomanon. In a similar vein, parents from Zamboanga City exhibited limited positively with regard to Chavacanoas medium of instruction (Francisco et al., 2020). With regard to modular learning, Mazrekaj and De Witte (2019) suggested positive benefits of modular learning such as less dropout rate. However, De Villa and Manalo (2020) stated that modular learning is challenging as it requires time in printing and dividing conventional courses into smaller chunks called modules (Mazrekaj & De Witte, 2019).

On the other hand, after 2 years of implementing modular learning, the Department of Education release a directive to implement limited face-to-face classes to selected schools who can comply the prescribed guidelines set by the department. Thus, being compliant with the prescribed guidelines for the opening of limited face-to-face classes which is the School Safety Assessment Tool (SSAT), Gaas Elementary School of Baybay III District successfully open the school. With the attendance of the pupils in schools, it was found out that key stage 1 pupils find difficulty in understanding the lessons where most of them were identified as non-readers and non-numerates. With this pressing problem of the school, the researcher decided to conduct a survey to determine what are those factors which affects their low performance in literacy and numeracy. With this, the researcher conducted a survey of which it was found out that most of the pupils have difficulty in understanding their lessons even when the medium of instruction is in their mother tongue. Moreover, it was also found out that key stage 1 teachers find difficulty or met challenges in teaching mother tongue-based instruction.

Thus, it was on the above premise that the researcher is motivated to conduct this study to determine the challenges met by key stage 1 teachers in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) and on the extent of practices of coping mechanism to overcome the challenges they encountered and how this affects the performance of the pupils. With the result of the study, the researcher will be able to formulate a proposed intervention plan which will guide and assist the teachers in teaching MTB-MLE to help improve the performance of the pupils.

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 determines the relationship between challenges met and coping mechanisms of teachers in assessing and monitoring the reading performance of the learners in Gaas Elementary School, Baybay District III, Baybay City Division. The findings of the study will be the basis for the proposed intervention plan.

Specifically, this study sought to answer the following questions:

1. What are challenges met by teachers in teaching the Mother Tongue-Based Multilingual Education (MTB-MLE) of Key Stage 1 learners in blended learning?
2. What is the extent of practice on the coping mechanism of teachers to overcome the challenges met in teaching the Mother Tongue-Based Multilingual Education (MTB-MLE) of Key Stage 1 learners in blended learning?
3. What is the level of performance of the learners in Mother Tongue-Based Multilingual Education (MTB-MLE) of Key Stage 1 learners in blended learning in the 3rd quarter?

4. Is there a significant relationship between the challenges met by teachers in teaching the Mother Tongue-Based Multilingual Education (MTB-MLE) and performance of Key Stage 1 learners in blended learning?
5. Is there a significant relationship between the extent of practice on the coping mechanism of teachers to overcome the challenges met in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) and performance of Key Stage 1 learners in blended learning?
6. Is there a significant relationship between the challenges met and extent of practice on the coping mechanisms of teachers in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) in blended learning?
7. What intervention plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the descriptive-correlational research design to determine the relationship between challenges met and coping mechanisms of teachers in assessing and monitoring the reading performance of the learners. Gaas Elementary School, Baybay District III, Baybay City Division is the main locale of the study. The respondents of this study were the seven (7) teachers and 89 key stage 1 pupils randomly selected and currently enrolled in the present school year. The research instrument used in this study has two (2) parts of which Part 1 of the instrument is a survey which determines the challenges met by teachers in teaching MTB-MLE, the researcher used the survey developed by Raagas (2021) in her study on Challenges, Opportunities and Performance of Elementary Teachers in Times of Pandemic while Part 2 of the instrument is also a survey used by De Villa, et al., (2020) in their study on Secondary Teachers' Preparation, Challenges and Coping Mechanism in the Pre-Implementation of Distance Learning in the New Normal which measures the extent of practices on the coping mechanisms of teachers to overcome the challenges met in teaching the subject and to determine the performance of Key Stage 1 learners in Mother Tongue-Based Multilingual Education (MTB-MLE), the researcher gathered the grade of the selected learners in the subject for the 3rd quarter. This research is focused in determining the challenges met and coping mechanisms of teachers in assessing and monitoring the reading performance of the learners and its relationship. A Proposed Intervention Plan based on the findings of the study is the output.

Sampling. There are seven (7) and 89 selected Key Stage 1 pupils involved in this study. The research was conducted personally by the researcher with consent from the parents of the pupils and with the approval of the local IATF.

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 and permit from the Schools Division Superintendent of Leyte Division, District Supervisor of Baybay III District and school head of the said locale 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, District MTB Coordinator and School Head was secured before the actual gathering of data. Orientation of the participants and administration of the survey using face-to-face modality was done during the conduct of the school meeting of teachers. Results of the 3rd quarter test were gathered. After the accomplishments of the survey, results were collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Intervention Plan followed.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of Leyte Division, District Supervisor of Baybay III District and school head of Gaas Elementary School. Orientation of the respondents was done during the teachers' conference. 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 challenges met and coping mechanism practiced by teachers and reading performance of the learners. **Pearson r** will be used to determine the significant relationship between the dependent and independent variables of the study. This formula proved or disproved what was postulated in the hypothesis.

III. Results and Discussion

Table 1
Challenges Met by the Teachers in Teaching MTB-MLE (N=7)

No	Indicators	Weighted Mean	Description	Interpretation
1	Prepare learning activities accomplished on a time allotted for the subject.	3.84	Agree	High
2	Use different teaching methods and strategies on the activities provided in the modules.	3.92	Agree	High
3	Create valuable learning experiences through the activities provided for the learners in the modules.	3.91	Agree	High
4	Draw learners' attention through the activities in the modules.	4.00	Agree	High
5	Analyze answers of pupils on the activities provided on the modules and prepare innovative projects to enhance learning.	4.12	Agree	High
6	Teachers treat students as individuals by maintaining a learning environment that conveys high expectations of every student.	4.18	Agree	High
7	Teachers work collaboratively with families of students and other significant adults by communicating and collaborating with the home and community for the benefit of students.	4.06	Agree	High

8	Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults by maintaining a positive and nurturing learning environment.	4.00	Agree	High
9	Teachers embrace diversity in the school community and in the world by using materials or lessons that counteract stereotypes and acknowledge the contributions of all cultures	4.17	Agree	High
10	Teachers led in the classroom by positive management of student behavior, effective communication to defuse and deescalate disruptive or dangerous behavior, and safe and appropriate seclusion and restraint techniques.	3.85	Agree	High
11	Teachers cannot reach the pupils regularly due to restrictions.	3.67	Agree	High
12	Lack of materials and equipment for the reproduction of learning assessment materials.	3.89	Agree	High
13	Unable to deliver the lesson to the pupils on face-to-face classroom.	3.86	Agree	High
14	Unsure of the lessons conveyed is mastered by the pupils.	3.56	Agree	High
15	Increase number of non-readers and non-numerates in the class.	3.50	Agree	High
AVERAGE		3.90	Agree	High

Table 1 presents the challenges met by teachers in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) among the Key Stage 1 pupils. It was revealed on the table that the challenges met by Key Stage 1 pupils in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) has an average mean of 3.90 which is interpreted as high. This mean that teachers often met challenges in teaching MTB-MLE. This implies that most of the teachers find difficulty in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) in blended learning because the pupils had been away from school in almost two years. Some of them were identified as non-readers because they were not taught face-to-face by their teachers because of the pandemic. Furthermore, teachers also are on the state of adjusting the learning modality and with that of their learners. They started their lesson from the basic like in the introduction of producing the sounds of the letters of the alphabet to be able to achieve literacy among learners.

Table 2
Extent of Practice on the Coping Mechanism of Teachers (N=7)

Indicators	Weighted Mean	Description	Interpretation
POSITIVE WELL-BEING			
Boosting self-confidence by encouraging others.	3.92	Often	High
I take vitamins for my health to reduce stress.	3.90	Often	High
When I feel tired, I also take a rest for a moment and pray for God's strength.	3.80	Often	High
The only thing I have in mind now is positivity.	3.82	Often	High
I still believe that above all of these things we are experiencing right now, there will always be ways to reduce the learners holistically.	3.58	Often	High
AVERAGE	3.8	Often	High
TIME MANAGEMENT			
Keep track of pupils' academic performance.	4.01	Often	High
Follow basic prescribed content of the curriculum.	4.10	Often	High
Build rapport with pupils.	4.15	Often	High
Interact with learners equally.	3.84	Often	High
Select appropriate learning materials congruent to the lesson objectives.	3.84	Often	High
AVERAGE	3.99	Often	High
OPENESS TO CHANGE			
It's a good thing that I'm very open to new learnings and I'm very interested in the new techniques as to the technology tools and online resources are involved.	3.80	Often	High
We, teachers, are very adaptive to the changing teaching-learning process because we are said to engage in never-ending learning.	4.12	Often	High
Every day we learn new things and these things are helpful for us to cope with the challenges of the new normal.	4.02	Often	High
I am resilient to change.	3.87	Often	High
I tried my best to learn new things from peers and superior to effectively implement the new normal way of education.	3.90	Often	High
AVERAGE	3.94	Often	High
PEER MENTORING			
Seeking help from my co-teachers since we are dealing with the same pressure in making good outputs is important.	4.00	Often	High
I ask help from my colleagues in studying different computer applications and gathering online resources and references to make my teaching easier.	3.92	Often	High

I ask assistance from those who are experts in using technology so I will be more acquainted in integrating it into my lessons.	3.76	Often	High
I value the support given me by my colleagues.	3.88	Often	High
I apply the technical assistance given to me by my mentor.	3.98	Often	High
AVERAGE	3.91	Often	High
COLLABORATION			
We ask assistance from the stakeholders in the proper implementation of distance learning modality.	4.22	Always	Very High
We seek help from external stakeholders for the other things we need that our schools cannot provide.	4.35	Always	Very High
I seek help and support from the parents of my pupils in assisting and guiding their children learning at home.	4.44	Always	Very High
I join school activities which will help improve my teaching career and in dealing with people during this pandemic.	4.52	Always	Very High
We ask support from the stakeholders in providing materials for our learners.	4.35	Always	Very High
AVERAGE	4.38	Often	High
Average	4.00	Often	High

Table 2 presents the extent of practice on the coping mechanism of teachers to overcome the challenges met in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) in terms of positive well-being, time management, openness to change, peer mentoring and collaboration. It was revealed on the table that the extent of practice on the coping mechanism of teachers to overcome the challenges met in teaching MTB-MLE has an overall average mean of 4.00 which is interpreted as high. This means that the fact that teachers met challenges in teaching MTB-MLE, they find ways on how to overcome such and continue to serve the pupils to achieve positive learning outcomes. This implies that teachers are resilient in dealing with circumstances and has the willingness to provide the best services to their clientele.

Further, the table shows extent of practice on the coping mechanism of teachers to overcome the challenges met in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) in terms of positive well-being. It was revealed on the table that the extent of practice on the coping mechanism of teachers in terms of positive well-being has an average mean of 3.8 which is interpreted as high. This means that teachers often possess a positive vibe when they met challenges in their teaching. They do not think it as a problem but a challenge to do their best and to achieve positive learning outcomes among learners. This implies that despite the fact that learning modality is new to all school personnel and challenges is everywhere, they conceive it as a way of improving their teaching.

Moreover, the table shows the extent of practice on the coping mechanism of teachers to overcome the challenges met in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) in terms of time management. It was revealed on the table that the extent of practice on the coping mechanism of teachers in terms of time management has an average mean of 3.99 which is interpreted as high. This means that to cope up with the challenges they met in teaching the Mother Tongue, they need to manage their time in order not to overlap their activities. This implies that teachers have to prepare the plan and implement it with activities which can be attained in a specific time allotment and be conscious on the timeline set for the activities.

Furthermore, the table shows the extent of practice on the coping mechanism of teachers to overcome the challenges met in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) in terms of openness to change. It was revealed on the table that the extent of practice on the coping mechanism of teachers in terms of openness to change has an average mean of 3.94 which is interpreted as high. This means that key stage 1 teachers often show willingness to adopt the new normal learning modality. This implies that key stage 1 teachers are often embrace changes in the curriculum brought about by pandemic and other calamities. They are resilient to every situation that may occur and automatically find solutions or interventions to make learning to happen and to achieve positive learning outcomes.

Additionally, the table shows the extent of practice on the coping mechanism of teachers to overcome the challenges met in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) in terms of peer mentoring. It was revealed on the table that the extent of practice on the coping mechanism of teachers in terms of peer mentoring has an average mean of 3.91 which is interpreted as high. This means that teachers are resourceful in looking for ways on how to cope up with the challenges they met in their teaching. They seek for peer mentoring from other teachers for them to be coached and to improve their teaching. This implies that teachers have innate attitude to assist and guide their fellow educator especially if they met challenges in their teaching.

Finally, the table shows the extent of practice on the coping mechanism of teachers to overcome the challenges met in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) in terms of collaboration. It was revealed on the table that the extent of practice on the coping mechanism of teachers in terms of collaboration has an average mean of 4.38 which is interpreted as high. This means that one way of coping with the challenges they met in teaching mother tongue is to collaborate with fellow teachers, stakeholders and school head to help them in achieving their teaching goals. This implies that partnership and linkage to stakeholders help teachers in achieving their goals. The support that stakeholders extended to the school help ease the challenges that teachers met in their teaching.

Table 3
Performance of Key Stage 1 Pupils

Range	Description	Frequency	Percentage
90-100	Outstanding	22	54
85-89	Very Satisfactory	9	22
80-84	Satisfactory	8	20
75-79	Fairly Satisfactory	2	4
74 AND BELOW	Needs Improvement	0	0
	Total	41	100
	Average	89	Very Satisfactory

Table 3 presents the performance of key stage 1 pupils in Mother Tongue Based Multilingual Education (MTB-MLE) for the 3rd quarter. It was revealed on the table that among the 89 selected key stage 1 pupils, 22 or 54% got an outstanding rating of 90-100, 9 or 22% got a very satisfactory rating of 85-89, 8 or 20% got a satisfactory rating of 80-84 and only 2 or 4% got a rating of 75-79 which is fairly satisfactory. It was also revealed on the table that the average grade of the pupils in very satisfactory. This means that all pupils passed the subject for the grading period. This implies that teachers had done their part in making the pupils learn with the learning materials provided to them and their patience and dedication in making the materials suited to the learning needs of the pupils.

Table 4
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Challenges Met & Performance	0.77	3.882	1.346	Reject Ho	Significant Relationship
Coping Mechanism & Performance	0.75	3.762	1.346	Reject Ho	Significant Relationship

Table 4 presents the test of relationship between the challenges met and coping mechanism of teachers in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) and performance of key stage 1 pupils in the 3rd quarter. It was revealed on the table that challenges met by teachers in teaching MTB-MLE and performance of key stage 1 pupils has a computed value or t of 3.882 which is greater than the tabular value at 0.05 level of significance of 1.346, so null hypothesis is rejected. This means that there is a significant relationship between the challenges met by teachers in teaching Mother Tongue-Based multilingual Education (MTB-MLE) and performance of key stage 1 pupils in blended learning. The r value of 0.77 shows a

significant relationship between the two variables. This implies that the fact that teachers met high challenges in teaching the subject, still they were able to perform their duties to provide the appropriate teaching techniques and materials to the pupils. They reversibly conceived the challenges into positive to do better in their teaching so pupils were able to achieve a very satisfactory rating in their performance.

Moreover, the table also shows the test of relationship between the extent of practice on the coping mechanism of teachers to overcome the challenges met in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) and performance of key stage 1 pupils in the 3rd quarter. It was revealed on the table that the extent of practices on the coping mechanism of teacher to overcome the challenges met in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) and performance of pupils in the 3rd quarter has a computed value or t of 3.762 which is greater than the table value of 1.346 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of practice on the coping mechanism of teachers to overcome the challenges met in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) and performance of key stage 1 pupils in the 3rd quarter. The r value of 0.75 shows a significant relationship. This implies that the high extent of practices on the coping mechanisms of teachers to overcome the challenges met in teaching the subject had resulted to a very satisfactory performance of the pupils. This implies further that the teachers are capable of providing the necessary materials and services to help improve the performance of the pupils despite the fact that they experience or met challenges in their teaching on blended learning modality.

IV. Conclusion

The data revealed a significant relationship between the challenges met and coping mechanism of teachers in teaching Mother Tongue-Based Multilingual Education (MTB-MLE) and performance of key stage 1 pupils in the 3rd quarter on blended learning. The fact that teachers had high extent of challenges met did not hinder them to provide the necessary services to the pupils to attain a positive learning outcome. Moreover, the teachers are resilient enough in overcoming the challenges met through the adaptation of strategies and not to get affected with their task of providing quality education to the learners.

V. Recommendations

The researcher offered the following recommendations based on the result of the study:

1. The intervention plan formulated should be utilized;
2. School Heads should provide technical assistance to the teachers for the improvement of the teaching-learning process on blended learning;

3. Teachers should enhance their teaching competencies and employing the use of different strategies and techniques in teaching the subject;
4. Teachers should encourage parents and other stakeholders through strengthening of partnership;
5. School Heads should encourage teachers for further learning for the improvement of their teaching and for professional growth;
6. School Heads should allocate sufficient funds for the improvement of the teachers teaching performance and that of the pupils; and
7. 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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The author is Mrs. Mary Ann B. Mantilla. She was born on April 12, 1976 at Brgy. Gaas Baybay City, Leyte. She is married for 17 years to Mr. Ernesto G. Mantilla Jr. and has two children. She is presently residing at Brgy. Candadam Baybay City, Leyte. She finished her elementary education at Gaas Elementary School, Brgy. Gaas Baybay City, Leyte in the year 1983-1989 and continue her Secondary education at Franciscan College of the Immaculate Conception Baybay City, Leyte in the year 1990-1994. She enrolled and finished her Bachelor in Science and Home Economics at Visayas State College of Agriculture in the year 1994-1998. She took up Master of Arts in Education major in Supervision and Administration with complete academic requirements at Western Leyte College of Ormoc City Inc.

She has been in the teaching profession for almost twenty-two years and a Teacher III at Gaas Elementary School. She has been a school board teacher in Kantagnos Primary School for 2 years and teaching multigrade class and was transferred at Butigan primary School as a permanent teacher for 14 years. Currently she is a Grade 2 adviser at Gaas Elementary school. She also attended series of seminars and trainings to improved her level of awareness, increase her professional growth as a teacher and increase her motivation to perform her job well.