

PERCEPTION OF THE MOTHER TONGUE-BASED-MULTILINGUAL EDUCATION IMPLEMENTATION: BASIS FOR COURSE ENHANCEMENT

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ABSTRACT

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The purpose of this study is to assess the perception on the implementation of MTB-MLE and to know that teachers and school administrators have given proper attention and support to implement the MTB-MLE program effectively. Considering its implementation, the program brings challenging situations in terms of language policies especially on the five (5) elementary schools that are involved in the study. These schools are; Guiwanon Elementary School, Miguel

Oppus Memorial Elementary School, Montaña Elementary School, Baclayon Central Elementary School, and Laya Elementary School all in the District of Baclayon. These five (5) along the highway schools of Baclayon were also among the schools that were categorized as big and medium schools. This study utilizes the purposive descriptive-normative survey method of



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research. The researchers utilized a survey questionnaire in order to obtain the needed data and responses. Moreover, the contents reflected in the assessment as to the attainment of objectives of MTB-MLE was premised on the copy containing the competencies of the MTB-MLE. There are two (2) groups of respondents involved in this present study. They are the school administrators or the complete enumeration of the school heads and the elementary school teachers handling MTB-MLE in these five (5) basic elementary schools, specifically the Grades 1 to 3 teachers. There were five (5) school administrators who served as the first pool of respondents. All of these five (5) were females. On the other hand, there are twenty-three (23) total number of teachers involved in the study. In general, there were 28 number all in all and none were males aged from 41 years old to 50 years old. It was found out that overall, the administrators and teachers had rated Agree (AG) with a composite mean of 3.24, which means that they were fully in favor, administrators had satisfactory results and had met the prescribed standards or parameters set by the Department of Education (DepEd), although there are some areas that still need to be improved

INTRODUCTION

The Department of Education (DepEd) has designed a new curriculum and later on, fully implemented nationwide the K-12 Curriculum. The Philippines has adopted the said implementation of the latter, thus changing the old Basic Education Curriculum that comprises six years in elementary and four years in high school. Meanwhile, the new system requires the learners to enroll in kindergarten first before proceeding to grade 1. The number of years in elementary is the same; however, there are changes made in high school--four years in junior high and two years for senior high school. Alongside with this new educational system is the inclusion of Mother Tongue-Based Multilingual Education (MTB-MLE) policy in the curriculum, which covers from kindergarten to grade 3 only. The application of MTB-MLE adopted by the Department of Education engages the learners to begin their education in the language they understand best-- their mother tongue. Since there are more than a hundred dialects in the Philippines, DepEd adapted only 12 major regional languages to be regarded as the "mother tongue" for learning. Considering its implementation, the program brings challenging situation in terms of language policies especially on the five (5) elementary schools that involved in the study. These schools are; Guiwanon Elementary School, Miguel Oppus Memorial Elementary School, Montaña Elementary School, Baclayon Central Elementary School, and Laya Elementary School all in the District of Baclayon. In the case of MTB-MLE, the consideration has been given to the perspectives of those at the grassroots/ground level, namely teachers and school administrators. Further, this study aims to find out the

problems met by the teachers and school administrators according to their age, years of teaching, and their pieces of training. The researchers had presented and included in their present research undertaking the review of the literature and its background in order to strengthen the problem undertaken. The inclusion consists of underlying theories, legal bases, related literature, and related studies.

According to Lumen Learning (2017), Noam Chomsky has been known as the most influential linguist of the second half of the Twentieth Century. His theory, also known as the Nativist theory believes that children in every language and cultural community learn to understand and speak at a remarkably early age. He added that children are able to produce proper and unique language even in infancy but they are not merely mimicking language patterns they hear. He also stated in his study that children do not acquire their language easily, however, through interrupting and listening when people speak, they manage to learn their language all the same. Another theory to include is BF Skinner's Operant Conditioning, he believes that children's language acquisition is through reinforcement. Like once the child learns how to say drink then his mother definitely gives him a water. Thus, he would continue to do so and the language his mother taught him will be the first language he would understand. This follows the four-term contingency Skinner believes that it was the basis of language development – motivating operations, discriminative stimuli, response, and reinforcing stimuli.

On the other hand, Jean Piaget's theory of language development has two processes. These include assimilation and accommodation. He suggests that children use both processes to learn the language. According to him, children first create mental structures within the mind (schemas) and from these schemas, language development happens. Another language theory to consider was of Lev Vygotsky's Zone of Proximal Development (ZPD). This is a level of development obtained when children engage in social interactions with others. This theory, simply states that language acquisition is associated with social interactions. It means that the language of a certain society where the children grow had a big effect on their language development. Vygotsky's theory shows that Piaget underestimated the importance of social interactions in the development of language.

UNESCO Bangkok (2018) believes that the use of mother tongue in the child's first learning is a great help. According to them, high-quality early childhood education is possible only in a child's first language. It is a key to a sustainable development.

In the article of Dr. Yadava (2017). Nepal is one of the countries of South and Southeast Asia that implemented Mother Tongue-Based Multilingual Education. This country has been known for its linguistic diversity that allows children to learn both Nepali and English. However, many conducted studies related to this matter have shown that children will learn best through the language they first understand---their mother tongue. It has been said that,

if we use our first language as our medium of instruction, learning becomes easy and their cognitive development will be best supported. Further, this kind of approach (MTB-MLE) has made children engage in English for their international communication and learning science and technology. In connection with this, a discussion for MTB-MLE has been made to further assess this kind of educational system to offer support what should be done to implement this effectively. (Transcend Vision Nepal (TVN) Pvt. Ltd. 2017).

Finally, Bueno and Bueno (2013) in their study that focused on the culture-based multidisciplinary model of the MTB-MLE of the primary schools in the Philippines concluded that instructional materials of the mother tongue (Ilokano) in Northern Philippines had a wide disparity as to the language usage that is varied on its geographic and ethnographic considerations. Hence, the regional clustering of languages is distinct with no universality of its acceptability when translated by teachers. The primordial thrust of this research undertaking is to assess the perception of the Mother Tongue-Based Multilingual Education (MTB-MLE) implementation and the problems met. Specifically, it sought to answer the following sub-problems.

1. What is the profile of the respondents in terms of?
 - 1.1 School Administrators
 - 1.1.1 Sex;
 - 1.1.2 Age;
 - 1.1.3 Years in the position; and
 - 1.1.4 Highest educational attainment?
 - 1.2 Teachers
 - 1.2.1 Sex;
 - 1.2.2 Age;
 - 1.2.3 Years of service;
 - 1.2.4 Years of teaching MTB-MLE; and
 - 1.2.5 Highest educational attainment
2. What is the assessment of the perception of the MTB-MLE implementation as perceived by:
 - 2.1. School administrators; and
 - 2.2. MTB-MLE teachers?
3. What are the problems met in the MTB-MLE implementation as perceived by:
 - 3.1. School administrators; and
 - 3.2. MTB-MLE teachers?

4. Is there a significant degree of difference on the assessment of MTB-MLE implementation as perceived by the two groups of respondents?
5. Is there a significant degree of difference in the problems met as perceived by the two groups of respondents?
6. Is there a significant degree of variance in the responses of the MTB-MLE teachers of the five schools on?
 - 6.1. Assessment of MTB-MLE in terms of perception on the efficiency of MTB-MLE approach on teaching? And
 - 6.2. Problems met?
7. What improvement measure could be proposed on the basis of the findings?

The researchers had a deep conviction that this research study would become instrumental to a significant number of persons, as this study shall shed light on the present status of the Mother Tongue Based-Multilingual Education (MTB-MLE).

Department of Education (DepEd) Bohol Division. This allows the Bohol division to ensure that teachers and school administrators especially those in the deprived areas be given proper attention and support in order to implement the MTB-MLE program effectively. School Administrators. The study basically exposes the loopholes and bottlenecks in the implementation of MTB-MLE in their respective schools which may become their basis to design relevant and appropriate programs to counteract these concerns and issues relative to implementation.

MTB-MLE Teachers. The result of this study enables them to realize their effectiveness in teaching and carrying out the main objectives of MTB-MLE implementation. Further, the findings become their point of reference to strengthen the implementation of the program.

Future Researchers. The study shall become a reference for future research undertaking taking similar problems in different areas.

METHODOLOGY

This study utilizes the purposive descriptive-normative survey method of research. The researchers utilize a survey questionnaire in order to obtain the needed data and responses. This survey instrument is basically drawn from another study conducted by Lualhati (2018) and was fairly modified to suit the needs of the study. The contents reflected in the assessment as to the attainment of objectives of MTB-MLE was premised on the copy containing the competencies of the MTB-MLE. There are two (2) groups of respondents involved in this present study. They are the school administrators or the complete enumeration of the school heads and the elementary school teachers handling MTB-MLE in these five (5) basic elementary schools, specifically

the Grades 1 to 3 teachers. The main tool employed by the researchers in order for them to acquire the needed data and responses is a survey questionnaire. The formulation of the tool is premised on the objectives reflected the copy of competencies of MTB-MLE issued by the Department of Education (DepEd). These items are slightly modified in order to fit in the study and to the respondents as well.

There are three (3) main parts of the instrument. The first part of the research tool exposes the demographic profile of the respondents. The second portion of the survey questionnaire reveals the assessment of the MTB-MLE implementation in the context of Perception on the efficiency of Mother Tongue-Based approach in teaching. The third and final part shows the problems met in the implementation of MTB-MLE. There are ten (10) items indicated that reflect this area. After the transmittal letter was presented to be approved by the Vice-President for Academic Affairs, Dr. Lumin T. Pamaran and by the Dean of Teachers College, Dr. Carolina O. Belarmino, letters will be sent to the concerned District Supervisor and the School Principals of the five (5) elementary schools of Baclayon namely, Baclayon Central Elementary School, Guiwanon Elementary School, Miguel Oppus Memorial Elementary School, Montaña Elementary School, and Laya Elementary School asking the permission to conduct the study to the Administrators and the MTB-MLE teachers of grades I to III. When the approval of the District Supervisor and the school principals are received, the researcher will secure a letter intended for the teachers asking permission to be the respondents of our research. The letters will be signed by the respondents and then the data gathering of the study will be conducted. In the analysis and interpretation of the data, the following formulas were used.

$$\begin{aligned} \text{Percentage (P)} &= F/N \times 100 \\ \text{WM} &= (\sum Fx)/N, \\ \text{Composite mean CM} &= (\text{Sum of WM})/N. \\ \text{Analysis of Variance (ANOVA).} \end{aligned}$$

To determine whether or not there is a significant degree of variance in the responses of the MTB-MLE teachers of the five schools on the assessment as to the attainment of objectives of MTB-MLE and the problems met, the data were subjected to ANOVA (Angeles, 2005:264) using the formula:

$$\begin{aligned} F &= \text{MSC}/\text{MSE} \\ \text{MSC} &= \text{SSC}/(C-1) \\ \text{MSE} &= \text{SSE}/(N-C) \\ \text{SST} &= (\sum x^2 - \frac{(\sum x)^2}{N}) \\ \text{SSC} &= (\sum (\sum x^2)) / N - ((\sum [x])^2) / N \end{aligned}$$

where:

F = variance factor

MSC = Mean Square Column

MSE = Mean Square Error

SST = Total Sum of Squares

SSC = Column Sum of Squares

SSE = Error Sum of Squares

df for SSC = C-1

df for SSE = N-C

df tot for SST = n-1

N= total samples

C= number of categories

RESULTS AND DISCUSSION

Profile of the Respondents. Tables II shows the demographic profile of the teachers and school administrators of the five (5) selected schools in Baclayon who served as the respondents of the study. Below is the table of the Profile of the respondents.

Table 1. *Respondents of the Study N=28*

Respondent	F	%	R
A. School Administrators			
Guiwanon E/S	1	20.00	3
Montaña E/S	1	20.00	3
Laya E/S	1	20.00	3
Baclayon Central E/S	1	20.00	3
MOMES	1	20.00	3
TOTAL	5	100.00	
B. MTB-MLE Teachers			
Guiwanon E/S	6	26.00	2
Montaña E/S	2	9.00	5
Laya E/S	3	13.00	4
Baclayon Central E/S	7	30.00	1
MOMES	5	22.00	3
TOTAL	23	100.00	
TOTAL NO. RESPONDENTS	28	100.00	

Table 2. *Profile of the Respondents N=28*

Item	Administrators N=5			Teachers N=23			Overall N=28		
	F	%	R	F	%	R	F	%	R
A. Sex									
Male	0	0.00	2	0	0.00	2	0	0.00	2
Female	23	100.00	1	5	100.00	1	28	100.00	1
TOTAL	23	100.00		5	100.00		28	100.00	
B. Age									
21-30	0	0.00	3	3	13.04	4	3	10.71	4
31-40	0	0.00	4	5	21.74	3	5	17.86	3
41-50	4	80.00	1	8	34.78	1	12	42.86	1
51-60	1	20.00	2	7	30.43	2	8	28.57	2
61 and above	0	0.00	5	0	0.00	5	0	0.00	5
TOTAL	5	100.00		23	100.00		28	100.00	
C. Years of Service									
5 years and below	0	0.00	3	4	17.39	3	4	14.29	4
6 -15 years	0	0.00	4	9	39.13	1	9	32.14	1
16-25 years	1	20.00	2	7	30.43	2	8	28.57	2
26-35 years	4	80.00	1	3	13.04	4	7	25.00	3
36 years and above	0	0.00	5	0	0.00	5	0	0.00	5
TOTAL	5	100.00		23	100.00		28	100.00	
D. Years of Teaching MTB-MLE									
Below 1 year				4	17.39	4			
1-3 years				6	26.09	2			
4-6 years				5	21.74	3			
7 years – above				8	34.78	1			
TOTAL				23	100.00				
E. Years in Position									
5 years and below	0	0.00	5	7	30.43	2	7	25.00	2
6 -15 years	5	100.00	1	10	43.48	1	15	53.57	1
16-25 years	0	0.00	2	5	21.74	3	5	17.86	3
26-35 years	0	0.00	3	1	4.35	4	1	3.57	4

36 years and above	0	0.00	4	0	0.00	5	0	0.00	5
TOTAL	5	100.00		23	100.00		28	100.00	
F. Highest Educational Attainment									
BS Degree Holder	0	0.00	5	15	65.22	1	15	53.57	1
BS with MA units	4	80.00	1	7	30.43	2	11	39.29	2
MA Degree holder	0	0.00	4	1	4.35	3	1	3.57	3.5
MA with doctorate units	1	20.00	2	0	0.00	4	1	3.57	3.5
Doctorate holder	0	0.00	3	0	0.00	5	0	0.00	5
TOTAL	5	100.00		23	100.00		28	100.00	

Table 3. MTB-MLE Assessment N=28

Item	Administrators N=5	Teachers N=23	Overall N=28						
	Mean	DV	R	Mean	DV	R	WM	DV	R
1. Objectives are clear, achievable, time-bound and easy to facilitate.	3.40	SA	4.5	3.04	AG	12.5	3.11	AG	12
2. Instructional materials are appropriate, accessible and easy to prepare.	3.20	AG	11	3.00	AG	15.5	3.04	AG	16
3. Individual and group activities can enhance the skills of the learners to achieve the desired objectives.	3.20	AG	11	3.30	SA	2	3.29	SA	3.5
4. Activities are suitable for achieving the desirable objectives can be easily planned.	3.00	AG	17	3.17	AG	8	3.14	AG	9

5. Delivering the lessons, presentation of activities can be carried effortless and is not time-consuming.	3.00	AG	17	2.70	AG	18	2.75	AG	18
6. Learning tasks and topics included in the curriculum and course outline for the subject can be easily covered within the allotted time.	2.80	AG	19	2.96	AG	17	2.93	AG	17
7. Learning tasks and topics can be easily organized sequentially for the ease of smooth transition of the lesson.	3.20	AG	11	3.04	AG	12.5	3.07	AG	14.5
8. Delivery of the lesson is simpler and easier.	3.60	SA	2	3.00	AG	15.5	3.11	AG	12
9. Connecting previous lesson to present lesson is easily carried out in a variety of means.	3.40	SA	4.5	3.26	SA	5	3.29	SA	3.5
10. Variety of assessment of tools can be easily employed to evaluate students' learning.	3.00	AG	17	3.04	AG	12.5	3.11	AG	12
11. Leads to a better understanding of mathematical concepts that make the lesson meaningful for the students.	3.20	AG	11	2.61	AG	19	2.71	AG	19
12. Allow the use of a variety of instructional strategies that may enhance student cognitive development and reasoning skills.	3.40	SA	4.5	3.09	AG	9.5	3.14	AG	9

13. Fosters collaboration and supportive interaction inside the classroom through the use of native language.	3.80	SA	1	3.26	SA	5	3.39	SA	1
14. Enables the students to freely and spontaneously ask or answer questions or discuss observation with the teachers and with the peers.	3.20	AG	11	3.26	SA	5	3.25	SA	6
15. Encourages maximum participation for both high and low performing students to be actively involved in the learning process.	3.40	SA	4.5	3.09	AG	9.5	3.14	AG	9
16. Promotes self-motivation, positive social-interaction and active engagement among learners.	3.20	AG	11	3.30	SA	2	3.29	SA	3.5
17. Enables the teacher to easily assess students of what has been learned and identify areas where students need further assistance as they express themselves.	3.20	AG	11	3.30	SA	2	3.29	SA	3.5
18. Provides opportunities for formulating effective and challenging questions that develop higher order thinking skills of learners.	3.20	AG	11	3.04	AG	12.5	3.07	AG	14.5

19. Isa applicable to different styles of learning that allow constructing, exploring, and learners' own knowledge.	3.20	AG	11	3.22	AG	7	3.21	AG	7
CM	3.24	AG		3.09	AG		3.12	AG	

Legend: 3.25-4.00 – Strongly Agree (SA) 1.75-2.49 – Disagree (DA)
 2.50 – 3.24 – Agree (AG) 1.00 – 1.74 – Strongly Disagree (SD)

Administrators. On the school administrators' perspective on the problems met in the implementation of the Mother Tongue-Based-Multilingual Education (MTB-MLE), three (3) problems were rated Extremely Felt (EF). These items got weighted mean scores of 4.00, 3.80 and 3.40. These problems are Mathematical terms are difficult to translate in a mother tongue, Pupils lack confidence in speaking English and Pupils no longer try to express their ideas in English, respectively.

On the other hand, three (3) items were ranked at the bottom three (3), and were rated with the descriptive value of Moderately Felt (MF). Of these items, two (2) items got the weighted mean score of 2.80 and the remaining item got 2.60. These were, the level of assessment is broad, Activity sheets for the pupils are incomplete and Teachers lack training in MTB.

In general, the problems met in the implementation of MTB-MLE on the five (5) basic elementary schools as perceived by the school administrators is Moderately Felt (MF) which means that the problem were serious and needs attention, obtaining a composite mean of 3.24. This problem significantly affects the implementation of MTB-MLE.

Teachers. Premised on the teacher's assessment on the problems encountered, there were three (3) problems rated Extremely Felt (EF). These items are Mathematical terms are difficult to translate in a mother tongue, Pupils lack confidence in speaking English and Pupils no longer try to express their ideas in English. These identified problems as to the assessment of the implementation of MTB-MLE got weighted mean ratings of 3.61, 3.39 and

3.26, respectively.

Three (3) were rated lowest. These were The level of assessment is broad, Incomplete lesson guides for the teachers from first grading up to the last grading and Teachers lack training in MTB. These items were rated Less Felt (LF) and Moderately Felt (MF), respectively, obtaining the weighted mean scores of 2.57 and two (2) items with 2.43.

Overall, the teachers serving as the second group of respondents rated the problems encountered as Moderately Felt (MF) with a composite mean of 2.89 which means that the problems met in the MTB-MLE implementation were serious and need further action. It can also be deduced that these problems significantly affect the MTB-MLE implementation.

Average. As to the general responses on the problems met, the school administrators and teachers rated the problems met Moderately Felt (MF) scoring an overall mean of 2.95, which means that the problems were serious and need further action. This also implies that the problems significantly affect the MTB-MLE implementation.

Specifically, three (3) items were rated in the highest three. These items were Mathematical terms are difficult to translate in a mother tongue, Pupils lack confidence in speaking in English and Pupils no longer try to express their ideas in English with overall weighted means of 3.68, 3.46 and 3.29, respectively. On the other hand, there were also three (3) items ranked in the bottom three. These were The level of assessment is broad, Incomplete lesson guides for the teachers from first grading up to the last grading and Teachers lack training in MTB. These items got the weighted means of 2.61, 2.57 and 2.46, respectively.

Difference on the Assessment of MTB-MLE Implementation as Perceived by the Two Groups of Respondents N = 28

t-Test: Two-Sample
Assuming Equal Variances

	<i>Administrators</i>	<i>Teachers</i>
Mean	3.24	3.09
Variance	0.04	0.15
Observations	5	23
Pooled Variance	0.13	
Hypothesized Mean Difference	0	
Df	26	
t Stat	0.8741	
P(T<=t) one-tail	0.1950	
t Critical one-tail	1.7056	
P(T<=t) two-tail	0.3901	
t Critical two-tail	2.0555	
Result : Insignificant Decision : Accept Ho		

Significant Degree of Difference in the Problems Met as Perceived by the Two Groups of Respondents.

Table VI-A reflects the difference of the responses of teachers and administrators as to the problems met. In order to ascertain its difference, T-test of significant degree of difference was utilized in the study. Result reveals that the T-test computed value of 1.3679 is less than the critical value of 2.0555 at 26 df and 0.05 level of significance. This result leads to acceptance of the null hypothesis. This means that there is insignificant degree of difference between the responses of the teachers and administrators as to the problems met of MTB-MLE Implementation. This simply implies that both teachers' and administrators' perception as to the problems met were similar. The ratings obtained were 2.89 and 3.00 from the teachers and administrators respectively. The qualitative remark was Moderately Felt (MF). This can also mean that the problems had significantly affected the implementation of the MTB-MLE.

Table 4. *Difference in the Problems Met as Perceived by the Two Groups of*

Respondents

Administration (N=5)	Teachers (N=23)
2.40	2.50
3.10	3.00
3.20	3.30
3.80	3.40
3.50	3.40
	2.70
	2.60
	3.70
	2.00
	3.00
	2.80
	2.00
	2.70
	3.00
	2.80
	2.80

t-Test: Two-Sample Assuming Equal Variances		
	<i>Administration</i>	<i>Teachers</i>
Mean	3.20	2.89
Variance	0.28	0.20
Observations	5	23
Pooled Variance	0.21	
Hypothesized Mean Difference	0	
Df	26	
t Stat	1.3679	
P(T<=t) one-tail	0.0915	
t Critical one-tail	1.7056	
P(T<=t) two-tail	0.1830	
t Critical two-tail	2.0555	
Result: Insignificant		
Decision: Accept Ho		

Variance on the Perception of MTB-MLE implementation

Anova: Single Factor				
SUMMARY				
Groups	Count	Sum	Average	Variance
BCES	8	24.68	3.09	0.20
Guiwanon	7	22.63	3.23	0.10
Laya	4	13.68	3.42	0.01
Momes	6	17.58	2.93	0.10
Montana	3	8.63	2.88	0.03

Variance on the Perception of MTB-MLE implementation

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.85	4	0.2137	1.8840	0.1474	2.7955
Within Groups	2.61	23	0.1134			
Total	3.46	27				
Result: Insignificant						
Decision : Accept Ho						

Significant Degree of Variance in the Responses as to Problems Met as Perceived by Teachers in Five Schools. To determine whether there is a significant degree of variance in the responses as to the problems met as perceived by teachers in five schools, the data were subjected to statistical treatment using Analysis of Variance (ANOVA). Results of the computation were revealed in tables VIII-A and VIII-B.

Result of the F-test computation exposes that the computed F value of 0.7179 is lesser than the critical value of 2.7955 at 4 by 23 df and 0.05 level of significance. This basically leads to the acceptance of the null hypothesis. This result showed that there is no significant degree of variance on the responses as to problems met as perceived by teachers in five schools.

The results mean that the problems met as perceived by the teacher-respondents from the five schools were similar. It means that they moderately felt the problem on the ground that these problems were serious and need further action, since they significantly affect the implementation.

CONCLUSIONS

Anchored on the aforementioned discussion on the summary of findings and as stated and yielded in the result of the study, the succeeding conclusions are drawn.

1. The school administrators of the five schools in the District of Baclayon agreed (AG) on the implementation of the Mother-Tongue Based Multilingual Education (MTB-MLE). This means that the implementation had satisfactory results and had met the standards or the parameters set by the Department of Education, although there were areas that need improvement. The composite mean obtain is 3.24 which is interpreted as Agree (AG).
2. In like manner, the teachers handling MTB-MLE of the five schools in Baclayon also agreed (AG) on the implementation of the Mother-Tongue Based Multilingual Education (MTB-MLE). This means that the implementation has able to meet the standards or the parameters set by the Department of Education and had produced satisfactory results, although there were areas that need improvement. The composite mean obtain is 3.09 which is interpreted as Agree (AG).
3. The overall perception of the respondents of the study on the implementation of the MTB-MLE is Agreed (AG). This means that both school administrators and teachers perceived the implementation as meeting the standards or parameters set by the DepEd, and had satisfactory results, although there were areas that need improvement. The overall composite obtained is 3.12 which means Agree (AG).
4. On the assessment of the school administrators on the problems met, they indicated that the problems encountered in the implementation of the MTB-MLE was Moderately Felt (MF) which means that the problems were serious and needs attention. Further, these problems significantly affect the implementation of the MTB-MLE program. The obtained composite mean score is 3.20 which means Moderately Felt (MF).
5. As perceived by the teachers, the result indicated that the problems encountered in the MTB-MLE program was Moderately Felt (MF). This means that the problems were serious and needs attention. Further, these problems significantly affect the implementation of the MTB-MLE program. The obtained composite mean score is 2.89 which means Moderately Felt (MF).
6. The overall assessment of the respondents of the study, both school administrators and teachers, on the problems encountered in the MTB-MLE implementation is Moderately Felt (MF). This means that the problems were serious and needs attention. Further, these problems significantly affect the implementation of the MTB-MLE

- program. The overall obtained composite mean score is 2.95 which means Moderately Felt (MF).
7. The result showed that there is no significant difference in the responses of teachers and administrators of the assessment of MTB-MLE implementation as perceived by the two groups of respondents. In addition, the results of the computed T-Test revealed that the responses of the teachers and administrators are similar in which the mean scores of 3.04 from the teachers and 3.24 from the administrators were obtained. Both respondents interpreted the implementation as Agree (AG) which means that they were in favor, although there are still areas that need improvement.
 8. There is insignificant degree of difference between the responses of the teachers and administrators as to the problems met of MTB-MLE Implementation. This simply implies that both teachers' and administrators' perception as to the problems met were similar. The ratings obtained were 2.89 and 3.00 from the teachers and administrators respectively. The qualitative remark was Moderately Felt (MF). This can also mean that the problems had significantly affected the implementation of the MTB-MLE.
 9. The result revealed that there is no significant degree of variance in the response of the MTB-MLE teachers of the five schools on the assessment of MTB-MLE implementation in terms of perception of the MTB-MLE implementation. The results mean that the perception on the efficiency of the MTB-MLE as perceived by the teacher respondents from the five schools was similar. It means that they all agree on the ground that they were in favor.
 10. There is no significant degree of variance on the responses as to problems met as perceived by teachers in five schools. The results mean that the problems met as perceived by the teacher-respondents from the five schools was similar. It means that they moderately felt the problem on the ground that these problems were serious and need further action.

RECOMMENDATIONS

Based on the foregoing findings and conclusions of the study, the researchers offer the following relevant recommendations.

1. Provide relevant references or teaching-learning aids in Mathematics with respect to the use of MTB-MLE in this learning area.
2. Teachers together with the school heads must revisit the curriculum guide especially the learning competencies to be delivered, and sub-

task them if they are broad.

3. Revisit the curriculum guide and teachers guide and deliberate on the time allotment of the learning competencies.
4. Provide teachers ample time to prepare for their instructional materials during in-service training.
5. There must be evaluation of instructional materials as to its appropriateness.
6. Conduct trainings for teachers on the art of questioning for enhancement.
7. Engage students to actively participate in the teaching-learning process. Furthermore, intervention by teachers and administrators to constantly provide platforms/opportunities for student participation in constructing new knowledge in English.
8. In the last quarter, design and provide students activities that develop their communication skills.

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