

Experiences of Parents and Teachers in Handling English - Speaking Pupils under Mother-Tongue-Based Instruction

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Abstract: *This study explored the experiences of parents and teachers in dealing with pupils in the mother tongue-based instruction. It specifically answered the questions (a) what is the profile of the respondents in terms of age, sex and economic status (b) to what extent is the experiences of parents in handling English-speaking children under mother tongue – based instruction in terms of content knowledge, communication skills, mentoring strategies and learning performance (c) to what extent is the experiences of teachers in handling English-speaking children under mother tongue – based instruction in terms of content knowledge, quality of instruction and availability of resources? (d) is there a significant relationship between the extent of experiences of parents and teachers in handling English-speaking learners under mother-tongue based instruction that are grouped according to their profile? (e) based on the results of the study, what intervention program on MTBI may be proposed?*

Descriptive survey and causal comparative research design were used in this study. It was conducted in the Division of Surigao City with 110 teachers and 120 parents as respondents of the study. The data was systematically treated through mean and standard deviation and thematic analysis.

Findings revealed that most of the parent-respondents were females with 87 or 71.90%, followed by males with 34 or 29.10%. Most were aged 38 or 9% and received a salary of P13, 000.00 and above with 75.54%. While for teachers, most were females with 109 or 99.09% followed by male with 1 or .91%. Most aged 37 or 8.89% and received a salary of P23,705.00. Parents found difficulty in handling English-speaking learners under mother-tongue based instructions according to content knowledge, communication skills, mentoring strategies, and learning performance while teachers shared the same encounter with parents that they, too, found difficulty in areas like the knowledge on content, quality of instruction, and available learning resources. There is no significant difference between the extent of experiences of parents in handling English-speaking pupils who are under mother-tongue based instruction in terms of content knowledge, mentoring strategies and learning performance and their sex and age. However, there is a significant difference between their communication skills and economic status.

Findings of the study, the following conclusions were drawn: (a) parents found “difficulty” on matters related to content knowledge, communication skills, mentoring strategies, and learning performance as they deal with English-speaking learners under mother tongue based instruction (b) teachers found “difficulty” on areas related to knowledge of content and quality of instruction while dealing with English-speaking pupils who are under mother-tongue based instruction (c) considering content knowledge, teachers found it “very difficult” to Handle English-speaking pupils who are under mother tongue-based instruction, particularly on matters related to availability of resources (d) parent’s sex and age do not affect the experiences they have in handling English-speaking pupils who are under mother-tongue based instruction. Their economic status does. (e) teacher’s sex, age and economic status do not affect the experiences they have while handling pupils who are under mother-tongue based instruction.

Keywords: tongue-based instruction

I. INTRODUCTION

For learners from Kindergarten to Grade 3 under the K-12 Program, teachers need to use the mother tongue as a medium of instruction. This is to guarantee that quality education in the early years may be achieved using indigenous language. As stipulated in Department of Education Order No. 74, series of 2009 titled as the Institutionalization of Mother Tongue-Based Multilingual Language Education (MTB-MLE) in the Early Childhood Education in the Philippines, teachers need to support enrichment of curriculum and assessment strategies to promote the local use of dialect. Furthermore, school and home must provide opportunities to catch up and obtain crucial learning skills and meet the demands of language and communication such as skills in speaking, reading, listening, and writing the local way. Hence, teachers are seriously compelled to teach the national curriculum in a language they can easily understand and learned by the younger generation in an early age.

Proven effective to improve academic skills, to enhance classroom participation, to develop critical thinking, and to promote the multilingual education on a cultural pride, the use of mother tongue as primary medium of instruction in the primary level of education is necessary as prescribed, however, this poses a great challenge among teachers especially for learners in a high and advanced class who have the difficulty in understanding the knowledge on the basics of the local dialect teaching. Parents also may have limited awareness and inadequate competence of the language as an effect of poor institutionalization previously of the local dialect use. This becomes challenging to teachers on how to effectively teach the subject while learners and parents have the difficulty in learning it since they are not used to it and with their experience to learn easily English and Filipino (Guo, 2020).

It is on this context that the researcher was prompted to conduct this study to find out the experiences of teachers and parents in handling English-speaking K-3 learners who were in the Mother Tongue classes and whose other subjects used mother tongue as medium of instruction.

II. REVIEW OF LITERATURE AND STUDIES

Background of Mother Tongue-Based Education

Gaylo (2020) discussed that in 2012, DepEd Secretary, Brother Armin A. Luistro FSC released DepEd Order No. 16, s., 2012 for the pioneer schools involved in the initial years of implementation since 2012. DepEd believed that MTB-MLE can develop the following areas like language improvement and lifelong learning; cognitive improvement centered on higher order thinking skills; academic improvement which trained and prepared the children to obtain mastery of learning competencies in every subject area; and socio-cultural understanding which increased the tradition, custom, language and way of life of every learner (DepEd Order No. 16, s. 2012). Inclusion to that order was the mandate to use the 12 mother tongue languages. The other seven mother tongue languages were added in 2013 (DO No. 28, s. 2013).

In 2013, the K to 12 Program became a law through Republic Act No. 10533 known as “The Enhanced Basic Education Act of 2013” which includes salient features. The first feature is to strengthen early childhood education. The second is to build proficiency through language. Lastly, to provide specialized upper secondary education. This lifts the condition of MTB-MLE and also connects it with other significant reforms. Since then, the mother tongue as part of the curriculum was widely implemented across the nation.

Experiences of Parents in handling pupils who are into mother-tongue-based instruction

As parents become para-teachers in this time of pandemic, understanding the local dialect and using it for teaching makes it hard for them to share. The vocabulary in the use of an indigenous language (Leano, 2019) is also very limited that they may use sentences with confusing ideas in comparison with the second language learned. Some parents and even learners manifest difficulty in the local dialect when they find it so hard to understand and translate what the teacher is saying and are troubled processing information and expressing thoughts into spoken words using the second language.

Content Knowledge. Content knowledge generally refers to the facts, concepts, theories, and principles that are taught and learned in specific academic courses, rather than to related skills—such as reading, writing, or researching—that students also learn in school. Understanding on the content knowledge is important in order to mediate learning outcomes (Carlson, et al. 2019) and that no teacher should not think for what is best for the parents in the time of

Covid-19. Dowd, et.al. (2017) also stressed that government especially DepEd should support the delivery (with context-based modalities) of 'take-home' learning packages and child-oriented books to parents, provide support for homework and using 'take-home' learning packages; advocate to parents and communities the importance of quality learning, in particular for foundational reading and numeracy skills, including through the use of 'Community for Development' tools and processes, and factoring in gender, cultural and social norms; analyze further the impact of parental engagement on learning outcomes and carry out implementation research on the most cost effective modalities of support to parental engagement in children's learning, including for parents with no or limited education themselves (Watson, 2020)

Communication Skills. The ability to communicate through language is unique to human, and such is a mean to attain learning and creative thinking. In the study of Alieto (2018), parents exhibited an attitude described as "slightly positive" on communication skills – willing to teach children, but the difficulty to communicate becomes a problem. In education, the language choice for instruction generally plays a vital role, as the chosen language can either serve as a key to understanding or a barrier of learning. For some parents whose practice is to speak in English, communicating the first language becomes challenging as it shows difficulty in understanding words and sentences in the face-to-face discussion of the Self-Learning Modules, lectures online, and instruction. With respect also to the difficulty of other subjects, it is noted to be a problem and such must undergo a two-way process. The first is to understand the concepts being taught through the teachers' way of instruction, and the second is to be able to communicate such understanding to children (Perez & Alieto, 2018). In the study of Crux & Mahboob (2018), there is a poor attitude toward mother tongues in school where English is still largely perceived as the ideal medium of instruction and communication. Filipino and other local languages were only considered to be valuable in primary or elementary education but not in higher studies. About 50% of the respondents felt that English should be the medium of instruction in primary education, over 80% felt it was ideal for secondary school, and close to 95% preferred it to be the language of higher education.

Mentoring Strategies. To aid difficulty, it is suggested that parents should have to create a resource bank of language teaching strategies, ideas and techniques like tutorial with the native speakers to use when implementing units of inquiry (Tavoosy & Jelveh, 2019). To increase verbal interaction further, teachers should provide opportunities to increase verbal interaction in activities online with parents to help ensure that students are exposed to the native language as possible and allow students opportunities to practice using the target language.

Learning Performance. Education and literacy among parents in the time of Covid-19 are still a problem which they can't support learning to students. The same thing is true to modular learning which parents can't afford to give education to their children due to their less knowledge and education and they are sometimes stressed with the bulk of printed or digitized modules affecting their academic performance once modules are given to. Stress today has become an essential topic in academic circles and society in the new normal leading to ineffectiveness of learning as evident on the negative responses of the learners based from the study conducted by Harefa, et.al. (2020). Thus, every teacher is expected to evaluate on how to teach and re-teach the approaches of learning by adjusting to the current situation of the students to generate interest and willingness to learn. Because teachers can't be with the students, teaching is amplified through the parents' support at a much larger rate (Brossard, et al., 2020).

Experiences of Teachers in handling pupils who are into mother-tongue-based instruction

Sanchez-Danday et al. (2021) supposed that any teacher must build on the experience and knowledge that learners bring into the classroom, and the instruction should always promote abilities and talents. This assumption led to the implementation of the mother tongue-based multilingual education program asserting that a child's mother tongue is a rich linguistic and cultural heritage that reinforces learning. However, this brings a disadvantage as some teachers in advanced classes have these obstacles which include (1) expressive language disabilities, (2) mixed receptive-expressive language difficulties, and (3) social communication difficulties.

Language, materials, instruction, and the program itself becomes a problem among teachers in handling fast learners as it would hamper easy academic learning. In the study of Arispe et al. (2019), the use of mother tongue as a medium of communication and in the representation of it in some learning materials is difficult as it would demand time for understanding content, upgrading knowledge, standardizing concepts, and interacting people. With the bilingual policy also as implemented, learning is interrupted as learners thought differently in words and in concept. Moreover,

language complication arises as learners would process information the other way and would experience the difficulty of instruction and academic issues like in Mathematics and Science.

The findings of Eslit (2017) showed negativity in the implementation of mother tongue as it was found that the respondents' voices like teachers were loud enough to call for the government and the affected community to demystify the current MTB-MLE and the need to reassess the processes based on the existing challenges not from top to bottom since it is walking in a marshy path with challenges growing. But such challenges must not stop the MTB-MLE's noble intention. Its birthing stage must not be allowed to die, but must be cherished, nurtured, encouraged until it will be perfected or so in its practical sense. Elucidating the concurrent challenges is part in giving a solution. Further, despite assumptions that the reforms were being implemented in alignment with explicit policy statements, recommendations rose that policies must be interpreted and appropriated differently depending on the context. This points to the importance of parents, teachers and students in the policy process because, in essence, their actions affect the implementation of the policy itself.

According to Anudin (2018), universal challenges are faced in the implementation of MTB-MLE which include two main predicaments: first, the struggle from teachers, who believe that they cannot properly deliver lessons using the mother tongue to parents and learners; and the insufficient or scarce resources, principally instructional materials. As supported by Leano et al. (2019), materials cater the context and unique needs of learners. Furthermore, in spite of the complications faced, the MTB-MLE has been perpetually implemented over the last six years which becomes integral to teachers. Consequently, enforcing the implementation as language of instruction (DepEd Order No. 74 s., 2009) is fundamental in the learning process.

In a study of Perfecto (2020), the need to consider the knowledge of content, quality of instruction, and availability of resources are important since teachers faced different problems in the delivery of the instruction. Because of this, teachers utilized different trans-linguaging strategies like direct translation, code-switching, metalinguistic comparison-contrast and metalinguistic explanation. These strategies used the various linguistic and semiotic resources of both students and teachers as mediating tools to allow more efficient teaching and learning and more active participation from students in the language learning activities.

Knowledge on Content. As emphasized by Lualhati (2018), despite evidences on the positive effects of the MTB-MLE in instruction, it is still not yet fully accepted by teachers and parents. One potential explanation is that such policies are directly undermined as "Western language ideologies" including an "ideology of contempt" for indigenous languages. Considering its academic benefits, but still certain factors are needed to be understood clearly like the rules and regulations, educational language policies, language testing, public language use, and ideology, myths, propaganda and coercion.

With its intention to embrace cultural identity, the implementation has several loopholes that need to be addressed such as the lack of teaching materials and qualified teachers to implement the program, however, what bring on top among these challenges are the experiences of teachers and parents who were found to be pedagogically unprepared to teach children with mixed- vocabularies as confirmed in the findings of Sanchez-Danday (2018). The difficulty of the parents in assisting their children may also reflect that they, too, do not have a strong linguistic foundation in the use of dialect and would bring problem as they teach these things to their children who are advanced and practicing the second language. Though the program for some causes language confusion and clashes with the aims of it, but such results need further research. What learners should learn and what parents should teach should be considered to achieve quality content and instruction.

Quality of Instruction. It is common knowledge that education is the key to become productive citizens so that most, if not all, of the parents are working hard to earn money just to sustain the needs of their children. But the present education system has encountered challenges in delivering basic education caused by the COVID-19 pandemic (Guo et al, 2020), where holding of classes in schools is compromised due to prohibitions following the implementation of general health and safety protocols such as convergence and face-to-face contact.

The production of Self Learning Modules (SLM) includes the Most Essential Learning Competencies, pre-test, discussion, and a series of evaluation/assessment. They are distributed to all learners with the modular learning class schedule. The class will guide the learners on what subjects and modules they have to study and learn for the particular

week. Learners will just focus on two subjects in a week with the intended number of modules per subject. Textbooks and other learning materials in schools are also ready for dissemination as additional learning references.

However, issues on understanding basic local words as stipulated in the modules and the knowledge of parents and teachers about content are among the expected problems, particularly for the Kindergarten to Grade Three classes. Phan et al (2017) believed that reading and writing are necessary in these stages of learning, but modules cannot guarantee in building the fundamental of the said skills. In this level, actual discussion is essential but because of the restrictions imposed on face-to-face contact, curated videos are created stored in a CD or flash disc and distributed to the K-3 parents/guardians which will be shown to their kids as part of the teaching-learning process. But still, under the new normal, some parents could not understand the modules especially if as specified in its local dialect.

Availability of Resources. Teachers don't have enough resources, but they work hard to deliver appropriate learning materials in context. Students can also access materials as suggested by the teachers by downloading electronic copies through their computer, tablet PC, or smartphone. However, in the study of Sanchez-Danday (2021), the parents experienced several difficulties in the implementation of mother tongue instruction in the time of pandemic. They claimed that these challenges were related to instructional difficulty in using the mother tongue and the shortage of instructional materials which could hamper learning since most of them don't have the problems on language confusion. Eslit (2017) believed that there is a need to address the use of mother tongue in spite the scarcity of learning materials and books which are supposed to help sustain the hope and enthusiasm of the learners for them to understand and unleash their learning potentials.

Synthesis of Review. The implementation of MTB-MLE was supported by different laws as stipulated by DepEd Order No. 6, 2012, DepEd Order No. 16, s. 2012, DepEd Order No. 74 s., 2009 and DepEd Order No. 28, s. 2013 as emphasized by Gaylo (2020). Considered to be poor as punctuated by Crux & Mahboob (2018), stressful (Harefa, et.al.,2020), difficult (Arispe et al., 2019), and unacceptable (Lualhati, 2018), certain universal struggles among parents (Anudin, 2018) continued to rise even in the time of pandemic (Guo et al, 2020) like its use of vocabulary (Leano, 2019) and content knowledge (Carlson, et al. 2019), thus, support from the government is expected and be provided (Watson, 2020) like proper communication (Perez & Alieto 2018), tutorial strategies (Tavoosy & Jelveh, 2019), good instruction (Sanchez-Danday et al., 2021), reassessment (Eslit, 2017), contextualization (Leano et al., 2019), reconsideration of content (Perfecto, 2020, and alignment to modern online platforms (Uslo, 2018) as those are necessary to building fundamental skills (Phan et al., 2017). Thus, the literatures reviewed would help the present study, however, slight differences can be equated to the fact that some of these materials cited were perspectives of writers or authors whose background differed culturally with the locale of the study. Meaning, what is true in the Western countries may not be the same condition happening locally. Thus, difference in this matter was being given attention.

Conceptual Framework of the Study

Tadeo & Queroda (2020) believed that 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. However, the time of pandemic has challenged teachers and parents on mother tongue-based instruction with its negative and positive effects to language skills like reading, speaking, listening and writing skills.

Language as a process of thought is a complex system in its own turn. Indeed, language is the great manifestation of thought that once acquired helps development of cognition and later on, enhances higher intellectual functioning. This study is anchored on the theory of Cognitive Development of Jean Piaget which intellectually developing children organize experiences into schemes (organized patterns of action or thought) that help them understand the world.

In Piaget's theory, two major principles operate on scheme development: adaptation and organization. Humans desire a state of cognitive balance or equilibration. When the child experiences cognitive conflict (a discrepancy between what the child believes the state of the world to be and what s/he is experiencing). At the center of Piaget's theory is the principle that cognitive development occurs in a series of four distinct, universal stages like sensorimotor, pre-operational, concrete operational, and formal operational. These stages always occur in the same order, and each builds a concept.

This study focused on the experiences of parents and teachers in handling K-3 pupils who were on mother tongue-based instruction. Premised on these concepts, the operational framework of the study was drawn up and presented in Figure 1. The first box contained the profile of parents in terms of age, sex and economic status 2. The second box contained variables like content knowledge, communication skills, mentoring strategies, and learning performance.

Content knowledge. It refers to the facts, concepts, theories, and principles that are taught and learned in specific academic courses.

Communication skills. It refers to the abilities you use when giving and receiving different kinds of information. Communication skills involve listening, speaking, observing and empathizing.

Mentoring strategies. It refers to something that provides special, often individual instruction,

Learning Performance. It refers to learning by observing, listening, exploring, experimenting and asking questions. Being interested, motivated and engaged in learning is important for children once they start school. It can also help if they understand why they're learning something

The third box contained variables like content knowledge, quality of instruction, availability of resources, and teachers' preparedness.

Content knowledge. It refers to the facts, concepts, theories, and principles that are taught and learned in specific academic courses.

Quality of instruction. Quality instruction means that the teacher can effectively engage students in the learning process and relay relevant knowledge. Quality instruction means the delivery of an instruction in a way that evokes students' interest, critical thinking, and learning in a meaningful way

Availability of resources. It refers to what resources one can use on certain program, project or activity.

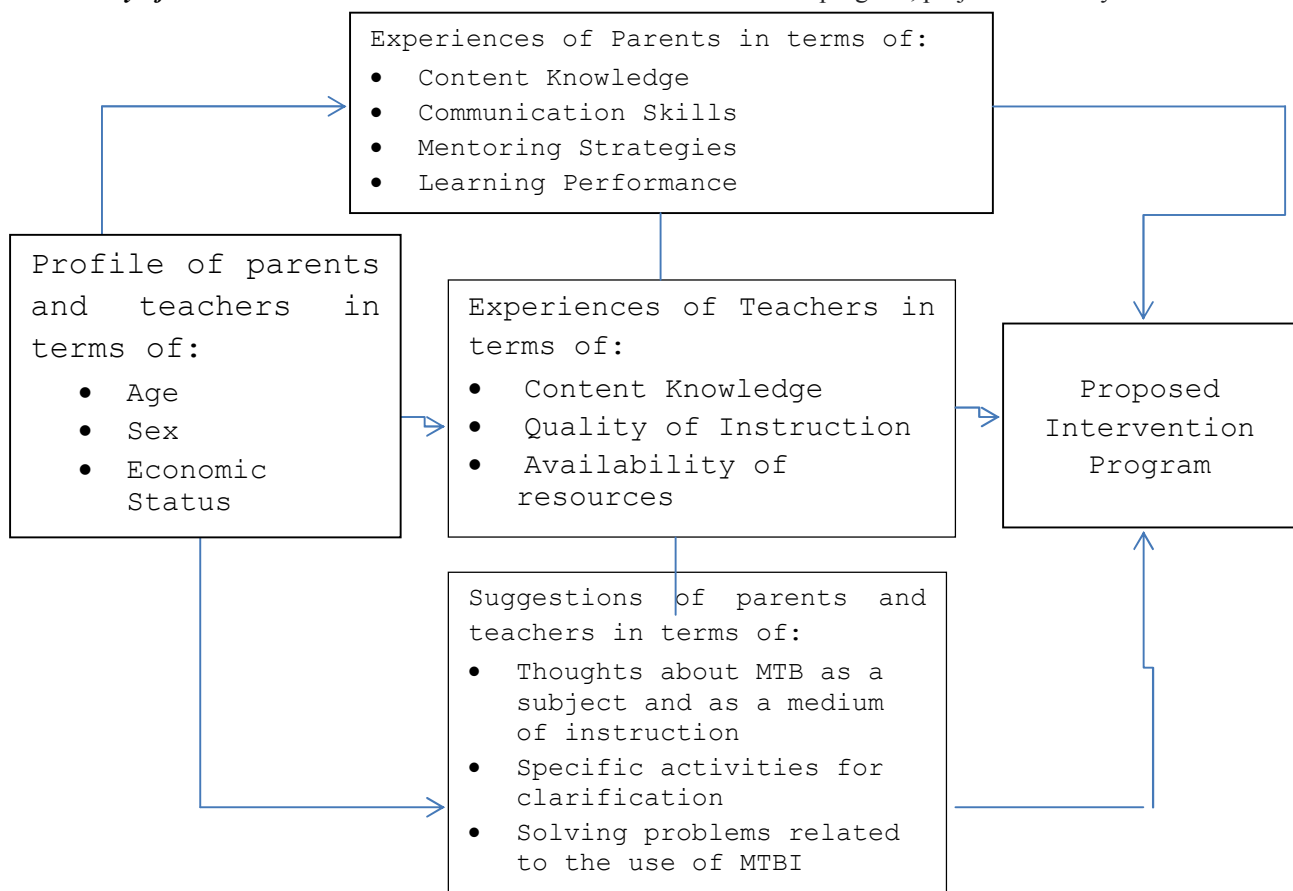


Figure 1: Schematic Diagram of the Study

The fourth box comprises the suggestions of parents and teachers in terms of thoughts about MTB as a subject and as a medium of instruction; specific activities for clarification and solving problems related to the use of Mother Tongue-Based Instructions.

The fifth box contained the proposed intervention programs.

The lines connecting the five boxes indicate the relationship of the respondents' profile to the experiences of parents and teachers in handling English-speaking pupils under mother tongue based instruction and the suggestions of parents and teachers. These 4 variables will link to the proposed intervention programs based on the results of the study.

Statement of the Problem

The study determined the experiences of parents and teachers handling English speaking pupils under Mother-Tongue-Based-Instruction of Division of Surigao City. Specifically, itsought answers to the following questions:

What is the profile of the respondents in terms of:

- 1.1 age,
- 1.2 sex, and
- 1.3 economic status?

To what extent is the experiences of parents in handling English speaking children under mother tongue-based instruction in terms of:

- 2.1 content knowledge;
- 2.2 communication skills;
- 2.3 mentoring strategies; and
- 2.4 learning performance?

To what extent is the experiences of teachers in handling English speaking learners under mother tongue-based instruction in terms of:

- 3.1 content knowledge;
- 3.2 quality of instruction; and
- 3.3 availability of resources?

Is there a significant relationship between the extent of experiences of parents and teachers in handling English-speaking learners under mother tongue-based instruction that are grouped according to their profile?

Based on the results of the study, what intervention program on MTBI may be proposed?

Hypothesis

Ho1: There is no significant relationship between the extent of experiences of parents and teachers in handling English speaking learners under mother tongue-based instruction and their profile.

Significance of the Study

The findings of this study would contribute to the existing body of knowledge in education particularly in the implementation of MTBI. Specifically, it would be very beneficial to the following:

Department of Education. The results of the study would help the organization to assess the implementation of the MTB-MLE and provide interventions to further strengthen the program.

School Administration. The findings of the study would contribute to the academic progress and development of the school administration in giving training and technical assistance to teachers. This study would also guide the school management to improve better relationship and rapport towards the teacher-to-teacher relationship that will develop and acquire an essence of trust and confidence to his/ her teachers.

K-3 Teachers. Results of the study would provide the information of teacher's challenges they have experienced, and how they will adjust as to better understand the process. Through this study, teachers will understand the teacher's needs being an active participant to this problem and to make solutions. This would enfold an attitude of being responsible and productive that results to stimulation of better delivery of instruction.

Parents. Gathered data through recorded observations and outcomes would assist the parents to strengthen and deeper patience and understanding of their children's teachers and to be better understand them.

Future Educational Researchers. The outcome and recommendations of the study would enable them to gain information and insights about the problem being studied and if they will like to make further study, it will serve as an essential reference for them.

Scope and Limitation of the Study

This study focused on the experiences of teachers and parents in handling learners who are under the mother tongue-based instruction in the Division of Surigao City. It was conducted for School Year 2021-2022.

Definition of Term

For the purpose of clarity in this study, the following terms were used and defined operationally and conceptually:

English-language learners. These refer to students who are unable to communicate fluently or learn effectively, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language, their native language and in their academic courses.

Experiences. These refer to the process of living through an event **or** events you learn by experience. The skill or knowledge gained by actually doing a thing.

Mother Tongue-Based Multilingual Education Instructions (MTB-MLE). It is a program which serves learners of non-dominant language communities who do not understand or speak the language of instruction when they begin their formal education.

III. METHODS

This chapter presents the research design, respondents, locale, instrument, ethical consideration, data gathering procedures, and statistical treatment.

Research Design

This study explored the experiences of parents and teachers in dealing with pupils who were in the mother tongue-based instruction, descriptive-survey and causal correlational research design were chosen for this study. A descriptive-survey research design is an approach of descriptive research that blends quantitative and qualitative data to provide relevant and accurate information. On the other hand, a causal-correlational research attempted to determine the cause or consequences of differences that already exist between or among groups of individuals. It is an attempt to identify a causative relationship between independent and dependent variable.

Respondents

The respondents of this study are parents and teachers who are handling English-speaking learners under mother tongue based instruction. It is a time-efficient research method which engages the people who are at the center of the research objective.

Research Environment

The study was conducted in the Division of Surigao City - one of the divisions in Caraga Region. It covers 10 districts with 22 secondary schools. Further, it functions as a separate division from Surigao del Norte through Division Memorandum No. 31, s. 1974 issued to the field by the Academic Supervisor explicitly pronounced effective October 11, 1974. It houses at Brgy. Washington, Surigao City within CV Diez Memorial Central Elementary School. The Schools Division of Surigao City continues to deliver quality, efficient, and timely services for the learners. With the supervision, leadership, and management of the best and highly qualified staff and teachers. It is a division of excellence up to present.

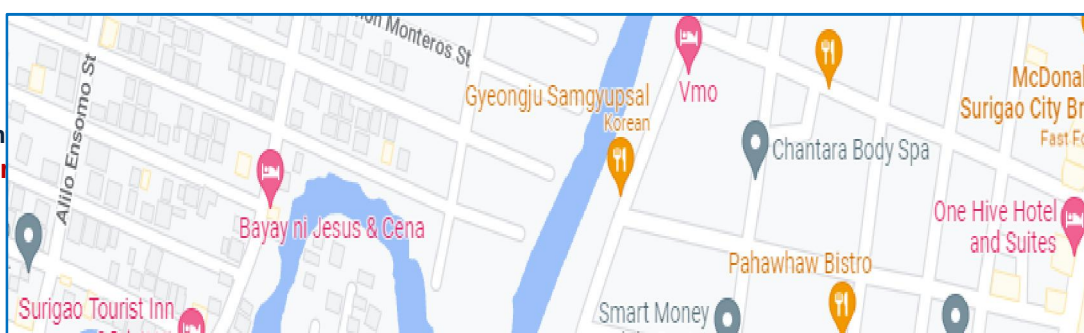


Plate 1: Location Map of DepEd Surigao City Division, Brgy. Washington, Surigao City, Surigao del Norte, Philippines

Research Instrument

The questionnaire contained two parts. Part A consisted the profile of the respondents. Part B contained the experiences of parents and teachers in mother tongue based instruction to teaching English speaking learners enrolled in public elementary schools.

Table 1. Distribution of Participants

School	Total Population of teachers per gender			Total Population of parents per gender		
	Male	Female	Total	Male	Female	Total
Surigao City Pilot School	1	109	110	34	86	120

Scoring procedures on the Struggles Encountered

Scale	Limits	Qualifying Descriptions
1	1.00-1.49	Strongly Disagree
2	1.50-2.50	Disagree
3	2.51-3.49	Agree

Qualitative Statement

It is *very easy* to handle English-speaking learners under mother-tongue based instructions among parents and teachers.

It is *easy* to handle English-speaking learners under mother-tongue based instructions among parents and teachers.

It is *difficult* to handle English-

4 3.50-4.00 Strongly Agree

speaking learners under mother-tongue based instructions among parents and teachers.

It is *very difficult* to handle English-speaking learners under mother-tongue based instructions among parents and teachers.

Validity

The researcher's questionnaire was presented to her adviser to be analyzed carefully so that the variables used in developing the questionnaires will be effective and appropriate. It was checked several times by the statistician and expert professors of Surigao State College of Technology.

Reliability

To check its reliability, the researcher conducted first a pilot testing for 30 teachers and 20 parents' respondents. After answering, questionnaires were interpreted using Chronbach's coefficient of 0.84 in question items. The higher the Chronbach's Alpha, the higher the reliability it has. If doing so, the strength of reliability would weaken, so it is best to delete question item that has a "Chronbach's Alpha if Item Deleted" value of greater than the computed Chronbach's Alpha of 0.85.

Data Gathering Procedures

There were certain procedures followed in the conduct of this research study. First, a letter was sent to the Schools Division Superintendent for the approval of the proposed research. The researcher then sent the approved letter to the Public Schools District Supervisor through the School Heads/Principals. Informed consent was given to the participants on their involvement. The approved letter and validated research instrument were retrieved from the select public elementary schools.

The method of data collection was through a written or online questionnaire which was analyzed by statistical computer program and qualitative descriptions was treated through thematic analysis.

To establish reliability and validity, a pilot testing was conducted in one of the elementary schools in the Division of Surigao City to 50 participants to collect initial responses. Subsequently, the data gathered was processed through appropriate statistical tools to prove data validation. Therefore, upon the approval of the research committee to conduct the second data gathering through survey and interview, the researcher immediately commenced.

Data Analysis

The following statistical tools were used to obtain the accurate information relevant to the study. The:

Frequency Count and Percent. These tools were used to determine the profile of the respondents in terms of sex. These tools are appropriate to use when the objective is to describe nominal or categorical data such as profile in terms of sex.

Mean and Standard Deviation. These tools were used to determine the profile of the respondents in terms of age and economic status. These were also used to determine the practices and struggles and practices of parents in handling English learners under MTB-MLE. These tools are appropriate to use when the objective is to describe quantitative data like age, economic status, and ratings of struggles and practices.

Pearson-r or Pearson Product Moment Correlation Coefficient. This tool is appropriate to measure the relationship between two quantitative data. As used in the study, this was appropriate in measuring the relationship of profile in terms of age and economic status to the struggles and practices of parents and teachers.

Point Biserial Correlation. This tool is appropriate to measure the relationship between a quantitative and dichotomous nominal data. As used in the study, this was appropriate in measuring the relationship of profile in terms of sex to the struggles and practices of parents and teachers.

IV. RESULTS AND DISCUSSION

This chapter presents the results and discussions of the data gathered from the study.

Table 2 shows the profile of the parent-respondents in terms of sex, age, and economic status. In terms of sex, most of the respondents were females (87 or 71.90%) followed by males (34 or 29.10%). The majority of the respondents were aged 38 (9%), and received a salary of P13, 000.00 and above (75.54%).

Table 2: Profile of Parent-Respondents

Profile		f(n=121)	Percent
Sex	Male	34	28.10
	Female	87	71.90
		Mean	SD
Age		38	9
Economic Status		13649.93	75.54

Table 3 shows the profile of the teacher-respondents in terms of sex, age, and economic status. In terms of sex, most of the respondents were females with 109 (99.09% followed by male with 1 (.91%). The majority of the respondents were aged 37 (8.89%) and received a salary of P23,705.00.

Table 3: Profile of the Teacher-Respondents

Profile		f(n=110)	Percent
Sex	Male	1	.91
	Female	109	99.09
		Mean	SD
Age		37.05	8.89
Economic Status		23705.04	13918.62

Table 4 shows the experiences of parents in handling English speaking learners under the Mother Tongue-based Instruction in terms of content knowledge. As used in this study, content knowledge generally refers to the facts, concepts, theories, and principles that are taught and learned in specific academic courses, rather than to related skills—such as reading, writing, or researching—that students also learn in school.

Table 4: Experiences of Parents in Handling Speaking English Learners under Mother Tongue-Based Instruction in terms of Content Knowledge

Indicators	Mean	SD	Description
<i>As a parent, I find it difficult in...</i>			
1. understanding the lessons of my child in the mother tongue subject.	3.31	0.52	Agree
2. knowing local words as discussed in the modules of my child.	3.32	0.52	Agree
3. analyzing phrases and sentences in local dialect.	3.24	0.52	Agree
4. interpreting graphs, visuals, numbers, and artistic designs explained in local dialect.	3.26	0.53	Agree
5. interpreting stories, articles, and discussion.	3.31	0.53	Agree
<i>Average</i>	<i>3.29</i>	<i>0.40</i>	<i>Agree</i>

As shown in the Table, the responses in general revealed that parents found it “difficult” in handling English-speaking learners under mother tongue-based instruction. Such was manifested with the indicators in which parents should support children in learning in the time of pandemic, however, faced with the challenges to support them like understanding lessons, knowing local words, analyzing phrases and sentences, interpreting graphs, and stories. This simply implies the need to reflect on the social role of parents in the time of pandemic and the ways to manage shared responsibilities during struggles and vulnerabilities (Abdellatif & Gatto, 2020).

Among the five indicators, majority were agreed by the parent-respondents. It began with “*in knowing local words as discussed in the modules of my child*” with the highest mean of 3.32 followed by indicators like “*in interpreting stories, articles, and discussion*” and “*in understanding the lessons of my child in the mother tongue subject*” with 3.31 mean. The lowest mean was attributed to “*in analyzing phrases and sentences in local dialect*” with 3.24 mean.

From the Table, it can be concluded that knowing Mother Tongue-based is knowing local words, however, parents found it difficult to understand like phrases and sentences in local dialect. Parents who were English speakers failed to understand content and its learning outcomes. As supported by some parents, they said

Nag lisod sab ako usahay sa mga words nga grabe ka lagyom. I can't explain some words to him because I as a parent I don't understand also some words that meant in the sentence and directions. (P1)

Ok ang mother tongue kay para ma orient an mg a sa ato native language or mga inistoryahan pero komplekado na ang iban terminology or dli na mahibayo pag translate an nanay or tatay amo maglisod pagpasabot sa bata. (P2)

Para sa ako arang kalisod gajud e tudlo Ang mother tongue Kay naa mga iban na nga words nga di na nako masabatan labina sa mga lagyom na panultihon. Nalipay ko nga naa subject nga mother tongue para pud Ang mga purely words na surigao on mahibaw an nato Kay kasagaare karun sa mga bata speaking English or Tagalog na so nabiya gyud Ang ato inistoryahan na surigaonon so medyo lisod cya pero challenging Kay ako pud ginikanan naningkamot pud nga mahibaloan Ang surigaonon. (P6)

*P – means Parent

Carlson, et al. (2019) punctuated that any teacher thought what is best for the parents in the time of Covid-19. Dowd, et.al. (2017) also stressed the impact of parental engagement with no or limited education themselves (Watson, 2020). While analyzing local dialect is difficult for them, the need to understand the content and barriers is vital as culture is embedded demonstrating the specific cultural influences related to the dialect (Wang, et al, 2019). This is also supported by the idea of that the different degrees of variation in family language input indicate that sociocultural and socio-political realities present difficulties and constraints that prevent families from developing literacy in the home language (Curd-Christiansen & La Morgia (2018).

Table 5 shows the experiences of parents in handling English speaking learners under the Mother Tongue-based Instruction in terms of communication skills. As used in this study, communication skills is the ability to communicate through language is unique to human, and such is a mean to attain learning and creative thinking.

Table 5: Experiences of Parents in Handling Speaking English Learners under Mother Tongue-Based Instruction in terms of Communication Skills

Indicators	Mean	SD	Description
<i>As a parent, I find it difficult in...</i>			
1. communicating when speaking in local dialect.	3.26	0.57	Agree
2. discussing other subjects using mother tongue as used in discussing other subjects of my child.	3.26	0.53	Agree
3. translating English to Mother Tongue.	3.27	0.63	Agree
4. adopting the local language	3.22	0.56	Agree
5. using mother tongue in helping my child does his/her homework.	3.31	0.55	Agree
<i>Average</i>	<i>3.26</i>	<i>0.40</i>	<i>Agree</i>

As shown in the table, the responses in general revealed that parents found it “*difficult*” in handling English-speaking learners under mother tongue-based instruction. Such was manifested with the indicators in which parents faced with the challenges especially in communicating when speaking in local dialect, in discussing other subjects, in translating English to Mother Tongue, in adopting the local language, and in in helping the homework.

Among the five indicators, majority were agreed by the parent-respondents. It began with “*in using mother tongue in helping my child does his/her homework*” with the highest mean of 3.31 followed by “*in translating English to Mother Tongue*” with 3.27 mean. It can be concluded that parents should exhibit an attitude on communication skills – willing to teach children as emphasized by Alieto (2018). The lowest mean was attributed to “*in adopting the local language*” with 3.22 mean and this is one barrier of learning. For some parents whose practice is to speak in English, communicating the first language becomes challenging as it shows difficulty in understanding words and sentences in

the face-to-face discussion of the Self-Learning Modules, lectures online, and instruction. With respect also to the difficulty of other subjects, it is noted to be a problem and such must undergo a two-way process. As supported by some parents, they stressed

Sa tinuod wala ko ganahi ky mas naglisod naman nua kami mga ginikanan pagsabot samot na amo mga bata kay daghan lagyom na words na di masabot or lisod e- translate para lang masabtan sa bata. (P8)

Isip isa ka inahan nalipay ko kay gigamit ang mother tongue na himuon sap ag isturya tungod kay amo man ini ang atong matuod na sinulihan, para dili malimtan labi na grabe an influence nan Social media. (P18)

Table 6 shows the experiences of parents in handling English speaking learners under the Mother Tongue-based Instruction in terms of mentoring strategies. As used in this study, mentoring strategies include creating a resource bank of language teaching strategies, ideas and techniques like tutorial with the native speakers to use when implementing units of inquiry (Tavoosy & Jelveh, 2019).

Table 6: Experiences of Parents in Handling Speaking English Learners under Mother Tongue-Based Instruction in terms of Mentoring Strategies

Indicators	Mean	SD	Description
<i>As a parent, I find it difficult...</i>			
1. in asking or consulting other people to answer my queries regarding mother tongue.	3.28	0.55	Agree
2. in getting help as I tutor my child using mother tongue.	3.26	0.57	Agree
3. in having techniques in tutoring my child.	3.28	0.61	Agree
4. in consulting with the teacher while I tutor my child in the mother tongue.	3.27	0.58	Agree
5. in teaching my child in his/her other subjects using mother tongue.	3.26	0.54	Agree
<i>Average</i>	<i>3.27</i>	<i>0.44</i>	<i>Agree</i>

As shown in the Table, the responses in general revealed that parents found it “difficult” in handling English-speaking learners under mother tongue-based instruction. Such was manifested with the indicators in which parents faced with the challenges especially in mentoring strategies like in asking or consulting other people to answer queries, in getting help on tutoring, in having techniques for tutorial, in consulting with the teacher, and in teaching other subjects.

Among the five indicators, majority were agreed by the parent-respondents. It began with “in asking or consulting other people to answer my queries regarding mother tongue.” with the highest mean of 3.28 followed by “in consulting with the teacher while I tutor my child in the mother tongue.” with 3.27 mean. The lowest mean was attributed to “in getting help as I tutor my child using mother tongue” and “in getting help as I tutor my child using mother tongue” with 3.26 mean.

From the results, it can be concluded that asking others who are knowledgeable with the content and in finding tutor to discuss the unfamiliar words in mother-tongue can be resolved through mentoring strategies. As suggested by Tavoosy & Jelveh (2019), teachers should provide opportunities to increase verbal interaction in activities online with parents to help ensure that pupils are exposed to the native language as possible and allow opportunities to practice using the target language like translation, teacher-parent relationship, appreciation the culture.

Hinuon may ang ako bata mag libog pag-sabot kay may time ay dilect kalagyom ng words so need nay translator/translation. (P51)

To me, it doesn't matter. One of the reasons why I enrolled my children in a public school is for them to learn to speak vernacular. Regardless, of the consequences. I must participate in mother-tongue as a medium of instruction. (P69)

At first, I was a bit hesitant of the idea that mother-tongue is used as a medium of instruction in other subjects simply because it is not “we” were brought up but as it goes on, we learn to appreciate & adapt to change. (P80)

Table 7 above shows the experiences of parents in handling English speaking learners under the Mother Tongue-based Instruction in terms of learning performance. As used in this study, learning performance is the ability of a learner to apply the newly acquired knowledge or skills.

Table 7: Experiences of Parents in Handling Speaking English Learners under Mother Tongue-Based Instruction in terms of Learning Performance

Indicators	Mean	SD	Description
<i>As a parent, I am...</i>			
1. worried when my child does not learn using mother tongue.	3.31	0.59	Agree
2. incapacitated when my child find the lessons in mother tongue difficult.	3.36	0.60	Agree
3. afraid on the quality of learning of my child in the mother tongue.	3.26	0.60	Agree
4. challenged to provide more inputs on local dialect.	3.36	0.55	Agree
5. involved in the discussion/interpretation of details said by the teacher.	3.26	0.57	Agree
<i>Average</i>	<i>3.31</i>	<i>0.44</i>	<i>Agree</i>

As shown in the table, the responses in general revealed that parents found it “*difficult*” in handling English-speaking learners under mother tongue-based instruction. Such was manifested with the indicators in which parents faced with the challenges especially in the learning performance like being worried on not learning, being incapacitated on the difficulty of the lesson, being afraid on the quality of learning, being challenged to provide inputs on local dialect, and being involved in the discussion/interpretation of details said by the teacher.

Among the five indicators, majority were agreed by the parent-respondents. It began with “*incapacitated when my child find the lessons in mother tongue difficult*” and “*challenged to provide more inputs on local dialect*” with the highest mean of 3.36. The lowest mean was attributed to “*afraid on the quality of learning of my child in the mother tongue*” and “*involved in the discussion/interpretation of details said by the teacher*”.

From the results, it can be concluded that learning performance among learners on Mother-tongue is still an ongoing problem. As emphasized by Harefa et al. (2020), parents can’t still afford to give quality language education to children due to less knowledge on the MTB instruction particularly on local words, phrases, and sentences. Stress today has become an essential topic in academic circles and society in the new normal leading to ineffectiveness of learning as evident on the negative responses of the learners. While DepEd is designing more to enhance its curriculum, it brings disadvantage to them in spite the continuing call that a child’s mother tongue is a rich linguistic and cultural heritage that reinforces learning. As shared by some parents, they said:

Learning mother tongue is beneficial but how can the young generations be able to compete with other ASEAN countries if the majority of the initial subjects (like math, music, etc) required for their development are only available in mother-tongue?(P25)

I don’t really understand the reasons behind this mother-tongue dialect to be applied especially on subjects like math and English. For what? As we all know, it is more advantage on the part of the student to learn how to speak English since most companies required applicants or employees to speak English (P25)

Table 8 above shows the experiences of teachers in handling English speaking learners under the Mother Tongue-based Instruction in terms of knowledge on content. As used in this study, knowledge on content should be understood like rules and regulations, policies, testing, use, and ideology.

Table 8: Experiences of Teachers in Handling Speaking English Learners under Mother Tongue-Based Instruction in terms of Knowledge on Content

Indicators	Mean	SD	Description
<i>As a teacher, I find it difficult in...</i>			
teaching my learners based on the Most Essential Learning Competencies	3.51	0.65	Strongly Agree

MELCs) as prescribed.			
2. handling subjects using Mother tongue.	3.63	0.62	Strongly Agree
3. interpreting words/lessons which are new to me.	3.26	0.65	Agree
4. browsing the web to learn more of words in mother tongue-based	3.20	0.79	Agree
5. making instructional materials in local dialect.	3.37	0.69	Agree
<i>Average</i>	<i>3.39</i>	<i>0.40</i>	<i>Agree</i>

As shown in the Table, the responses in general revealed that teachers found it “*difficult*” in handling English-speaking learners under mother tongue-based instruction. Such was manifested with the indicators like teaching learners based on the Most Essential Learning Competencies (MELCs) as prescribed, handling subjects using Mother tongue, interpreting new words/lesson, browsing the web to learn more of words in mother tongue-based, and making instructional materials in local dialect.

From the results, it can be concluded that the difficulty of the teachers in assisting learners may also reflect that they, too, do not have a strong linguistic foundation in the use of dialect and would bring problem as they teach these things. This was evident from the indicators emphasizing the “*difficulty in handling subjects using Mother tongue*” with 3.36 as the highest mean followed by “*teaching my learners based on the Most Essential Learning Competencies (MELCs) as prescribed*”. The lowest mean was attributed to “*browsing the web to learn more of words in mother tongue-based*”. As shared by some teachers, they said:

Teaching MTB as a medium of instruction is very challenging and learning to cope up and master the competencies of MTB.

(T12)

Honest as I am, teaching learners using mother-tongue as a medium is challenging. You need to use translation from time to time so as to be understood; since not all learners have the same mother-tongue as the majority. (T13)

I am not good in teaching mother tongue because there are words in mother tongue that I don't know. (T30)

For me, teaching mother-tongue as a subject is a little bit difficult for pupils who are used in learning only basic language used at home. The books also used is difficult to understand. (T37)

One potential implication to this is the need to address and reassess the processes based on the existing challenges since it is walking in a marshy path with challenges growing. But such challenges must not stop the MTB-MLEs noble intention. Its birthing stage must not be allowed to die, but must be cherished, nurtured, encouraged until it will be perfected or so in its practical sense.

Children can easily understand and interact freely without hesitations and confident in their daily interactions with peers in the classroom activities using common dialect. (T25)

I felt thankful that the mother-tongue is one of the subject and as a medium of instruction in other subjects in the school where you are teaching. (T38)

The use of mother tongue as a subject or medium of instruction makes the lesson easier and more interaction happened. (T36)

Table 9 shows the experiences of teachers in handling English speaking learners under the Mother Tongue-based Instruction in terms of quality of instruction. As used in this study, quality of instruction should be understood as the degree to which an instruction is adequately delivered, meets students' learning needs, learning styles, interests, expectations, and is well aligned to standards.

Table 9: Experiences of Teachers in Handling Speaking English Learners under Mother Tongue-Based Instruction in terms of Quality of Instruction

Indicators	Mean	SD	Description
<i>As a teacher, my English speaking students</i>			
1. know how to work on performance and written output in local dialect	3.47	0.60	Agree
2. are trained on translation and the basics of mother tongue instruction.	2.90	0.65	Agree

3. are guided with the lesson directly stated in mother tongue.	3.16	0.68	Agree
4. are knowledgeable about the basics of mother tongue instruction.	3.31	0.59	Agree
5. have the difficulty in learning the discussion.	2.79	0.80	Agree
<i>Average</i>	<i>3.13</i>	<i>0.39</i>	<i>Agree</i>

As shown in the table, the responses in general revealed that teachers found it *difficult* in handling English-speaking learners under mother tongue-based instruction. Such was manifested with the indicators like knowing how to work on performance and written output in local dialect, training on translation and the basics of mother tongue instruction, guiding with the lesson directly stated in mother tongue, being knowledgeable about the basics of mother tongue instruction, and having the difficulty in learning the discussion.

From the results, it can be concluded that the education system has encountered challenges in delivering basic education like the MTB-MLE (Guo et al, 2020). This was evident in the indicators emphasizing that “*have the difficulty in learning the discussion*” with the lowest mean of 2.79 mean in spite the call of the department to upskill and reskill teachers as evident on the indicator “*know how to work on performance and written output in local dialect*” with the highest mean of 3.47. As supported by Phan et al (2017) that issues on understanding basic local words, along with the discussion of it, as stipulated in the textbooks and other instructional materials and the knowledge of parents and teachers about content are among the expected problems. Further, according to Anudin (2018), universal challenges are faced in the implementation of MTB-MLE which include the struggle of teachers who believe that they cannot properly deliver lessons using the mother tongue to parents and learners due to the difficulty. However, teachers’ creativity sprung as one important theme from the responses during the interview saying that:

Ipasabot gajud sa bata, itranslate to English, like pistil hubaron gajud an meaning / draw it, explain directly, introduce the other term.(T2)

Learners at the younger stage are more likely visual learners. In this case, I tend to pick the best illustration that could explain or help them understand the unfamiliar words. Indeed, picture speaks in silence. (T13)

There are words in mother tongue which are not familiar to the pupils that’s why they don’t understand. I’m going to give more examples and use visual aids and show some concrete objects to reinforce the discussion of the lesson. (T14)

If there is an instances that there are activities that difficult to learners that understand I used to explain it in English. Explaining to learners so that they can really understand. (T41)

Table 10 shows the experiences of teachers in handling English speaking learners under the Mother Tongue-based Instruction in terms of availability of resources. As used in this study, availability of resources should be understood as an information about what resources one can use for the project, its availability and the condition.

Table 10: Experiences of Teachers in Handling Speaking English Learners under Mother Tongue-Based Instruction in terms of Availability of Resources

Indicators	Mean	SD	Description
<i>As a teacher, I have...</i>			
1. available instructional materials used for teaching.	3.06	0.79	Agree
2. resources on crafting localized instructional materials for my learners.	3.19	0.67	Agree
3. learning packets provided by school where module is contained.	3.20	0.65	Agree
4. solicit to fund my resources for printing and other needed materials.	3.50	0.65	Strongly Agree
5. provide learning materials to my students based on context.	3.52	0.54	Strongly Agree
<i>Average</i>	<i>3.29</i>	<i>0.41</i>	<i>Strongly Agree</i>

As shown in the table, the responses in general revealed that teachers found it “*very difficult*” in handling English-speaking learners under mother tongue-based instruction. Such was manifested with the indicators like available

instructional materials used for teaching, resources on crafting localized instructional materials for the learners, learning packets provided by school where module is contained, solicit to fund resources for printing and other needed materials, and provide learning materials to my students based on context.

From the results, it can be concluded that teachers don't have enough resources, but they work hard to deliver appropriate learning materials in context. Responses from the interview revealed that *most teachers used pictures to understand terms, translate words into English, association, citing examples, contextualizing, bridging language, comprehensive discussion, clarifying, and many more to ensure that learners grasped the meaning of the local words.* Students can also access materials as suggested by the teachers by downloading electronic copies through their computer, tablet PC, or smartphone. However, in the study of Sanchez-Danday (2021), the parents experienced several difficulties in the implementation of mother tongue instruction in the time of pandemic. They claimed that these challenges were related to instructional difficulty in using the mother tongue and the shortage of instructional materials which could hamper learning since most of them don't have the problems on language confusion. Eslit (2017) believed that there is a need to address the use of mother tongue in spite the scarcity of learning materials and books which are supposed to help sustain the hope and enthusiasm of the learners for them to understand and unleash their learning potentials. As suggested by teachers, they shared:

The teachers should always be equipped of localized instructional materials and also mastered the localized medium of instruction. (T12)

I suggest that teacher should evaluate first his/her students in terms on languages or dialect. If students cannot understand mother-tongue, the teacher should be flexible try to use English or Tagalog for better reading and learning process.(T33)

Make a balance, transparent and competent learning competency by mother tongue. Teachers guide, leaves materials and provide ready made learning materials.(T35)

Teacher must know first their vernacular orthography so that they can guide their learner in bridging languages from mother tongue, Filipino to English.(T40)

Table 11 shows that the profiles of the parents do not significantly relate to their experiences in handling English speaking learners under mother tongue-based instruction except between economic status and communication skills. This was based on the observed p-values which were greater than 0.05. Hence, the null hypothesis was not rejected. However, a p-value of 0.02 was obtained between economic status and communication skills. Since the p-value was less than 0.05, the null hypothesis was rejected indicating that economic status is significantly related to the struggles of parents on communication skills. The r-value of -0.20 means that parents with high income experienced less struggles in communication skills than those with lower income.

Table 11: Relationship Between Profile and Experiences of Parents in Handling Speaking English Learners under Mother Tongue-Based Instruction

Profile	Variable	R	P	D	I
Age	Content Knowledge	-0.12	0.19	NR	NS
	Communication Skills	0.04	0.70	NR	NS
	Mentoring Strategies	-0.03	0.74	NR	NS
	Learning Performance	-0.09	0.34	NR	NS
Sex	Content Knowledge	-0.04	0.65	NR	NS
	Communication Skills	0.04	0.69	NR	NS
	Mentoring Strategies	-0.04	0.65	NR	NS
	Learning Performance	0.02	0.79	NR	NS
Economic Status	Content Knowledge	-0.06	0.51	NR	NS
	Communication Skills	-0.20	0.02	R	S
	Mentoring Strategies	-0.08	0.39	NR	NS
	Learning Performance	-0.15	0.10	NR	NS

Legend: D-Decision I-Interpretation
R-Rejected S-Significant

NT-Not Rejected

NS-Not Significant

As emphasized by Livingstong & Bryne (2018) that as children in high, middle families gain access to different services– parents are also expected to perform its competence, role and authority. Parents draw on their available resources – socioeconomic and cultural – and their preferred ways to learn communication as well as some of the principles of positive parenting.

Table 12 shows that the profiles of the teachers do not significantly relate to their experiences in handling English speaking learners under mother tongue-based instruction. This was based on the observed p-values which are greater than 0.05. Hence, the null hypothesis was not rejected. This further implies that the struggles of teachers are not influenced by their profile regardless of age, sex, and economic status.

Table 12: Relationship Between Profile and Experiences of Teachers in Handling Speaking English Learners under Mother Tongue-Based Instruction

Profile	Variable	R	P	D	I
Age	Knowledge Content	0.06	0.52	NR	NS
	Quality of Instruction	0.05	0.57	NR	NS
	Availability of Resources	-0.08	0.40	NR	NS
Sex	Knowledge Content	0.00	0.99	NR	NS
	Quality of Instruction	-0.12	0.22	NR	NS
	Availability of Resources	-0.07	0.45	NR	NS
Economic Status	Knowledge Content	-0.01	0.91	NR	NS
	Quality of Instruction	-0.02	0.83	NR	NS
	Availability of Resources	-0.04	0.68	NR	NS

Legend: D-Decision I-Interpretation
R-Rejected S-Significant
NT-Not Rejected NS-Not Significant

In the study of Arispe et al. (2019), the use of mother tongue as a medium of communication and in the representation of it in some learning materials as used by teachers is difficult as it would demand time for understanding content, upgrading knowledge, standardizing concepts, and interacting people like parents. With the bilingual policy also as implemented, learning is interrupted as learners thought differently in words and in concept. Moreover, language complication arises as learners would process information the other way and would experience the difficulty of instruction and academic issues like in Mathematics and Science.

Proposed Intervention Program to Address MTB-MLE Issues and Concerns

While reforms are taking course in the Philippine education, teachers, parents and learners are challenged to learn, re-learn, and unlearn the language of instruction at present with the bilingual policy affecting the system. The difficulty is making sense while the use of local dialect is being utilized as language medium in the use of Self-Learning Modules and other instructional materials for learning and teaching. It is a problem when most learners are hard up in recalling, articulating and interpreting the words. Hence, the struggle is creating trouble in understanding, acquiring vocabulary, and interacting with the local use of words and with the teachers’ interaction to parents whose competence in the use of local dialect is poor.

Rationale

The Department of Education (DepEd) Secretary, Brother Armin A. Luistro FSC released DepEd Order No. 16, s., 2012 for the pioneer schools involved in the initial years of Mother Tongue-based Multilingual Education (MTB-MLE) implementation since 2012. Gaylo (2020) emphasized that MTB-MLE can develop the following areas like language improvement and lifelong learning; cognitive improvement centered on Higher Order Thinking Skills (HOTS); academic improvement which trained and prepared the children to obtain mastery of learning competencies in every subject area; and socio-cultural understanding which increased the tradition, custom, language and way of life of every learner. Inclusion to the order was the mandate to use the 12 mother tongue languages. The other seven mother tongue languages were added in 2013 based from DO No. 28, s. 2013.

Objectives

This study therefore was conducted as the researcher aims to understand the experiences of parents and teachers in handling English-language learners enrolled in public elementary schools. Specifically, it intends to determine specific indicators like the difficulty in understanding local instruction, primacy of communication both teachers, learners, and parents, and the experiences which these respondents were involved in the research study. Further, the researcher, observed that parents and teachers were forced to learn local words for purposes of teaching the mother tongue and for embracing cultural identity.

Activities	Objectives	Persons Responsible	Budgetary Requirements from MOOE	Materials	Expected Outcome
<i>Conduct of MTB-MLE Orientation to parents and teachers</i>	Provide orientation to parents and teachers on the nature of the MTB-MLE program, its standards and outcomes	School Head/ MTB-MLE Coordinator	P10,000.00	Survey form	Conducted classroom discussion
<i>Surigaonon Words in Context</i>	Provide teachers and parents with the Surigaonon words used in context	School Head/ MTB-MLE Coordinator	P10,000.00	LCD, laptop, Ppt.	Provided list of Surigaonon terms
<i>Revisiting the competencies of the K-3 Curriculum based on standards</i>	Revisit competencies of the K-3 Curriculum based on standards	School Head/ MTB-MLE Coordinator	P10,000.00	MTB-MLE curriculum	Conducted classroom discussion
<i>Production of Contextualized and localized books in MTB-MLE</i>	Create MTB-MLE textbooks that is contextualized and localized	School Head/ MTB-MLE Coordinator	P10,000.00	MTB-MLE curriculum	Conducted trainings and seminars for teachers
<i>Crafting MTB-MLE instructional materials</i>	Design instructional materials needed to supplement learning	School Head/ MTB-MLE Coordinator	P10,000.00	Papers, books, others	Prepared IMs
<i>Assessing MTB-MLE Learning Outcomes</i>	Provide orientation on the assessment forms	School Head/ MTB-MLE Coordinator	P10,000.00	Survey form	Conducted classroom discussion

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of findings, the conclusions and the recommendations regarding the results of the study.

Summary

This study explored the struggles of parents and teachers in handling pupils who were into mother tongue-based instruction. Specifically, descriptive-survey and causal comparative research design were used in this study. It was

conducted in the Division of Surigao City with 110 teachers and 120 parents as respondents of the study. The data obtained from the respondents were systematically treated by mean and standard deviation and thematic analysis.

Findings

From the results of the study, the following findings were formulated:

1. In terms of sex, most of the parent-respondents were females with 87 or 71.90% followed by males with 34 or 29.10%. Majority of them were 38 or 9% and received salary of P13, 000.00 and above (75.54%). As to teacher-respondents, most were females (109 or 99.09%), while only one was male (1 or .91%). Majority also of the respondents aged 37 or 8.89% and received salary of P23,705.00.
2. Parents agreed that it is difficult to handle pupils who were under mother-tongue based instruction in terms of content knowledge, communication skills, mentoring strategies, and learning performance.
3. Teachers agreed that it is difficult to handle pupils who were under mother-tongue based instruction considering knowledge of content and quality of instruction. Specifically, they strongly agree that it is very difficult to teach learners based on MELCs and in handling subjects using Mother Tongue. Moreover, they strongly agreed that it is very difficult to handle English-speaking pupils considering problems related to availability of learning resources.
4. There is no significant relationship between the extent of experiences of parents in handling English-speaking pupils who are under mother-tongue based instruction in terms of content knowledge, mentoring strategies and learning performance and their sex and age. However, there is a significant difference between their communication skills and economic status.
5. There is no significant relationship between the extent of experiences of teachers who are handling pupils under mother-tongue based instruction and availability of resources and all profile variables.

Conclusions

From the findings of the study, the following conclusions were drawn:

Parents found difficulty on matters related to content knowledge, communication skills, mentoring strategies, and learning performance as they deal with English-speaking children who are under mother-tongue based instruction. Teachers found difficulty on areas related to knowledge of content and quality of instruction while dealing with English-speaking pupils who are under mother-tongue based instruction. Considering content knowledge, teachers found it very difficult to handle English-speaking pupils who are under mother tongue-based instruction, particularly on matters related to availability of resources. Parent's sex and age do not affect the experiences they have in handling English-speaking pupils who are under mother-tongue based instruction. Their economic status does. Teacher's sex, age and economic status do not affect the experiences they have while handling pupils who are under mother-tongue based instruction.

Recommendations

From the findings of the study, the following recommendations are proposed:

School heads should support the conduct of MTB-MLE in terms of reskilling and upskilling teachers, resources, and preparedness. Parents and teachers regardless of age, sex, and economic status should support the implementation of MTB-MLE. Parents should support children on the implementation of MTB-MLE to ensure continuity of learning. Parents and teachers should work hand in hand in understanding and supporting the program. Teachers should revisit the competencies in the Most Essential Learning Competencies (MELC) in MTB-MLE through School Learning Action Cell (SLAC) sessions. The proposed intervention program on MTBI may be used to address issues and concerns relevant to the program.

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