

MOTHER TONGUE BASED INSTRUCTION FOR KINDERGARTEN LEARNERS

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Abstract. This study delves into the utilization of Mother Tongue Based Instruction (MTBI) within the public kindergarten schools of Cebu City Division, specifically focusing on three public elementary school during the school year 2020-2021. The study aims to serve as a foundation for the proposed Enrichment Learning Activities. Employing a descriptive-correlational and comparative research design, the study distributed survey questionnaires to 291 parent-respondents and 24 teacher-respondents across the aforementioned schools. The findings underscore that both parents and teachers perceive MTBI as beneficial, with parents considering it important and teachers deeming it highly significant. Moreover, teachers are evidently prepared to implement MTBI in their instructional practices. Although the learners demonstrate average overall development, the parental perception of MTBI's benefits and importance does not seem to directly correlate with the learners' academic achievement. Additionally, the study reveals a lack of significant disparity between the perceptions of parents and teachers concerning the advantages and significance of MTBI. These findings offer crucial insights into the perceptions of stakeholders regarding MTBI's efficacy and highlight the need for further exploration into its implications for educational practices in kindergarten settings.

Keywords: Early childhood education, mother tongue based education, kindergarten, Descriptive-correlational research, Cebu City, Philippines.

I. INTRODUCTION

"Early childhood is an important stage of human development. Independence, initiative, decision-making, creativity, the ability to learn, relate to others, and feelings of self-worth all begin in early childhood. The things young children learn at this stage will have a major impact on the success of their learning experiences in school, personal development, and future participation in society." This excerpt from Palliser Regional Schools' Early Learning Pamphlet reflects much of the researchers' purpose of the study.

In the Philippine context, to address the needs of young learners, DepEd implemented the Philippines ECCD, or the Philippines Early Childhood Care and Development (ECCD) Longitudinal Study. It is a four-year study that began in October 2014. The study aims to provide evidence to guide the implementation of the Philippines' Early Years Act of 2013. With the recent reforms of the education system extending from a 10-year to a 13-year basic education foundation, this study will inform policy as the relationship between early years' education and school performance is better understood.

The novelty of the program presents challenges during its execution, notably seen in the insufficient availability of kindergarten learning materials within Cebu City Division's public elementary schools. The kindergarten teachers would often source learning materials from online websites and portals. These resources may sometimes lack approval from the agency because they are most often than not were from western countries. The resourcefulness of the teacher will result in altered fit lessons that may or may not be appropriate for the kind of learners that we have in the Philippines and, to be more specific, the Cebuano learners. Because of this precedent, the output of this study is to provide enrichment learning activities.

In addition, the new K to 12 curricula enhances the use of mother tongue as a mode of instruction. This instruction uses the locality's original language to deliver the topic or lesson. Most teachers believed it would be easy for the students/pupils to understand the class if they used the first language. Many believe that using the native language as a medium of instruction is the fastest and most natural route toward developing a solid foundation in literacy.

In 2009, the Department of Education (DepEd) acknowledged the advantages of teaching children using their first language or mother tongue. Local and even international research has found that children learn to speak, read, and write quickly using their first language. Learning a second or third language and acquiring other academic competencies, particularly Science and Math, will be easy.

This study fills the gaps around MTB-MLE policy in terms of theories and practicality. Thus, the researchers are interested in determining the use of mother tongue based as an instruction in the kindergarten in Cebu City, particularly in three (3) schools. These are: Lahug Elementary School, Barrio Luz Elementary, and Camp Lapulapu Elementary School. The researchers see the need to conduct this study to develop learning activities.

Regarding practical significance, this research on MTB-MLE policy addressed the current and controversial issue of countries with multiple languages struggling to define their educational language policy. Although, several countries in the region and worldwide have implemented their mother tongue as the language of instruction. A flourishing education trend worldwide supports using the mother tongue for teaching in the early years of education. In Southeast Asia alone, the number of educational programs that utilize this approach has increased. In the Philippines, MTB – MLE as a mode of instruction and as a subject is given more emphasis and instituted as a national policy in the primary years. But they have primarily been conducted in the community rather than in national settings. There are few studies on the implications of this national decision implemented on a community level.

Statement of Problem

The researchers conducted this study to assess the usage of mother tongue-based instruction in kindergarten at the identified public elementary schools in North District, Cebu City Division, for the school year 2020-2021 as a basis for a proposed mother tongue-based learning activities.

Specifically, it seeks answers to the following queries:

1. What is the extent of the benefits of Mother Tongue Based instruction towards the kindergartens' language learning in three public schools?
2. What is extent of importance of Mother Tongue Based instruction in classroom instruction for kindergarten learners in three public schools?
3. What is their level of readiness on the implementation of Mother Tongue Based instruction in their school in three public schools?
4. What is the level of the learning of achievement of the kindergarten learners during the Mother Tongue Based instruction implementation in three public school?
5. Is there a significant relationship between the learning achievement of the learners and:
 - 5.1 the parents' perception on the benefits of Mother Tongue Based instruction in language learning;
 - 5.2 the parents' perception on the importance of Mother Tongue Based instruction in the classroom?
6. Is there a significant difference between the respondent-groups perception on:
 - 6.1 the benefits of Mother Tongue Based Instruction in language learning;
 - 6.2 the importance of Mother Tongue Based Instruction in the classroom?
7. Based on the findings of the study, what mother tongue based learning activities can be proposed?

II. RESEARCH METHODOLOGY

Design

The study employed descriptive correlational and comparative methods. The descriptive correlational approach aimed to describe relationships between given variables without establishing causal connections, while the comparative method involved comparing multiple datasets for consistency. For data collection, universal sampling was used for teachers,

encompassing all Kindergarten teachers from the three identified schools as study respondents. Meanwhile, simple random sampling was employed for parents or respondents, selecting participants entirely by chance from the population. These methods enabled the researchers to determine the use of MTB-MLE (Mother Tongue-Based Multilingual Instruction) among Kindergarten pupils in three North District Schools within the Cebu City Division. Specifically, the study sought to understand the perceptions of both parents and teachers regarding the benefits and importance of using the mother tongue in instruction.

Additionally, the research aimed to establish a significant relationship between pupils' academic performance and instruction delivered through the Mother Tongue. Consequently, the study intended to develop tailored enrichment activities utilizing the Mother Tongue to enhance the educational experience and outcomes for Kindergarten pupils in the Cebu City Division.

Respondents

The study focused on the kindergarten teachers' and parents' responsibility for using Mother Tongue Based instruction in the classroom and at home. The study's respondents will be two hundred ninety-one (291) kindergarten parents randomly selected and twenty - four (24) teachers in Barrio Luz Elementary School, Camp Lapulapu Elementary School, and Lahug Elementary School Cebu City Division. Random sampling is the method used to select the respondents from parents and universal sampling for teachers.

Instruments

This study used the modified questionnaire checklist patterned after the curriculum standard for kindergarten. It contains three parts for parent-respondents and four parts for teacher-respondents. Part I is about the profile of both Kindergarten parents and teachers. It includes age, gender, highest educational attainment, and combined family income for parent – respondents, while for the teacher – respondents, aside from age, gender, and highest educational attainment, it also includes the rank and the length of their service as a teacher.

The respondents answered parts 1,2, 3, and 4 of the questionnaire through a four-point scale coded 4,3,2, and 1. Part 2 focused on the Language learning survey while part 3 focused on the classroom instruction survey, while part 4 focused on the implementation survey and is only available for the teacher – respondents.

The respondents indicated the acceptability of each domain as 4-Always, 3-Often, 2-Sometimes, and 1-Never.

In measuring the learning achievement of the learners, the respondent gathered and organized the grades of the kindergarten learners to measure and quantify their learning accomplishments. This involved collecting individual grades from assessments, exams, or academic tasks conducted throughout the study. After compiling these grades, they were tabulated and averaged, creating an overall view of their academic performance and learning achievements during the specified investigation period.

The researchers distributed, administered, and retrieved the survey and the results through a google form with the link to all kindergarten teachers and parents of the three identified schools.

Data Analysis

The data gathered through the research instrument was tallied, tabulated, and analyzed using the following statistical tools:

Frequency count. This method was applied to quantify the number of respondents who have chosen each response option for specific questions. The Researchers rely on frequency counts to initially comprehend the distribution of variables, thereby facilitating the identification of patterns, trends, or significant characteristics within the dataset.

Percentage. The researchers used percentages to compare the prevalence of certain characteristics or responses among various groups. The researchers used this tool in summarizing data, making comparisons, visualizing trends and providing a clearer understanding of the distribution and characteristics of the variables under investigations.

Weighted mean. This tool is used to compute an overall score considering the varying importance of each item. This method enables a more accurate representation of the overall measure when considering the varying degrees of importance or significance of different elements within a dataset.

Pearson – r and t – test for uncorrelated means a statistical measure used to assess the strength and direction of the linear relationship between two continuous variables. It ranges from -1 to +1. The *t*-test, on the other hand, is a statistical test used to determine if there is a significant difference between the means of two independent groups. It evaluates whether the difference between the sample means is large enough to infer that the population means are also different.

III. RESULTS AND DISCUSSION

This part comprised the presentation, analysis, and interpretation of data gathered, which focused on the mother tongue-based instruction for kindergarten learners.

Table 1. Extent of the Benefits of Mother Tongue Based Instruction towards the Kindergartens’ Language Learning as Perceived by Parents and Teachers in Three Public Schools

S/N	Indicators	School A		School B		School C	
		WM	Interpretation	WM	Interpretation	WM	Interpretation
1	Children who can read and write in mother tongue will be able to learn English easier than children who cannot read and write in mother tongue	3.36	Highly Beneficial	3.12	Beneficial	3.07	Beneficial
2	Children will do better in school if they learn to read and write in mother tongue first	3.18	Beneficial	3.17	Beneficial	3.09	Beneficial
3	Learning math and science in mother tongue helps children do better in those subjects.	3.05	Beneficial	3.05	Beneficial	2.92	Beneficial
4	When children learn to read and write in mother tongue, it is easier to learn to read and write in English later.	3.15	Beneficial	3.08	Beneficial	2.99	Beneficial
5	In the early grades, it is better for students to learn in English than mother tongue.	3.25	Highly Beneficial	3.23	Beneficial	3.15	Beneficial
6	Using mother tongue to teach children has negative effects when they learn English.	2.89	Beneficial	3.08	Beneficial	2.95	Beneficial
7	Children will learn English best if English is the only language spoken in their classroom.	3.29	Highly Beneficial	3.17	Beneficial	2.95	Beneficial
8	Learning in mother tongue might be confusing for children.	2.91	Beneficial	3.13	Beneficial	3.03	Beneficial
Aggregate Weighted Mean		3.14	Beneficial	3.13	Beneficial	3.02	Beneficial

Legend: 3.25-4.00- Highly Beneficial; 2.50– 3.24-Beneficial ;1.75 – 2.49-Less, Beneficial; 1.00 – 1.74–Not Beneficial

Table 1 shows the Extent of the Benefits of MTBE for the kindergartens' language learning as Perceived by Parent and Teachers in three public schools. In School A, the interpretation of the aggregate weighted mean of 3.14 is beneficial to kindergarten learners. The highest weighted standard of 3.36 is indicator number 1, interpreted as highly helpful—the lowest weight of 2.89. Children who can read and write in their mother tongue will be able to learn English easier than children who cannot read and write in their mother tongue. Using the mother tongue to teach children has adverse effects when they learn English.

In School B, the interpretation of the aggregate weighted mean of 3.13 is beneficial to kindergarten learners. The highest weighted standard of 3.23 belongs to indicator number 5, interpreted as advantageous—the lowest weighted mean of 3.05. In the early grades, learners should learn English than their mother tongue. Learning math and science in mother-tongue helps children do better in those subjects.

In School C, the interpretation of the aggregate weighted mean of 3.02 is beneficial to kindergarten learners. The highest weighted standard of 3.15 is indicator number 5, interpreted as beneficial. Learners should learn English more than their mother tongue in the early grades. The lowest weighted mean of 2.92 in learning math and science in mother-tongue helps children do better in those subjects.

This means that the three public schools have the same perception on the Extent of the Benefits of MTBE for the kindergartens' language learning which were beneficial. Parents perceived that MTBE was beneficial to their children because they can express their thoughts and feelings in the classroom settings.

Table 2. Extent of Importance of Mother Tongue Based Instruction in Classroom Instruction for Kindergarten Learners as Perceived by Parents and Teachers in Three Public Schools

SN	Indicators	School A		School B		School C	
		WM	Interpretation	WM	Interpretation	WM	Interpretation
	It is important for the kindergarten learners to:						
1	learn to read using their mother tongue	3.42	Very Important	3.20	Important	3.16	Important
2	learn to write in mother tongue	3.29	Very Important	3.20	Important	3.11	Important
3	speak using their mother tongue	3.38	Very Important	3.22	Important	3.12	Important
4	listen to the teacher speak in mother tongue	3.36	Very Important	3.15	Important	3.11	Important
	It is important for the kindergarten teachers to:						
5	instruct using the learners' mother tongue	3.35	Very Important	3.10	Important	3.02	Important
6	create lessons related to life in Cebu	3.36	Very Important	3.30	Very Important	3.31	Very Important
7	involve parents in writing stories using the learners' mother tongue	3.18	Important	3.10	Important	3.01	Important
Aggregate Weighted Mean		3.34	Very Important	3.18	Important	3.12	Important
Legend: 3.25-4.00- Very Important; 2.50– 3.24-Important ;1.75 – 2.49-Somewhat Important; 1.00 – 1.74–Not Important							

Table 2 shows the Extent of the Importance of Mother Tongue Based Instruction in Classroom Instruction for kindergarten learners as perceived by parents and teachers in three public schools. In School A, the interpretation of the Aggregate weighted mean of 3.34 is very important. The kindergarten learners need to learn to read using their mother tongue weighted mean of 3.42 is interpreted as very important, and indicator number 7, with a weighted mean of 3.18, is the lowest but interpreted as important.

In School B, the interpretation of the Aggregate weighted mean of 3.18 is important. The kindergarten learners need to create lessons related to life in Cebu weighted mean of 3.30 is interpreted as an important indicator number 5, with a weighted mean of 3.10, which is the lowest, interpreted as important.

In School C, the interpretation of the aggregate weighted mean of 3.12 is important. Creating lessons related to life in Cebu's weighted mean of 3.31 is interpreted as very important, and indicator number 5, with a weighted mean of 3.02, which is the lowest, is interpreted as important.

This means that the three public schools perceived that the Mother Tongue Based Instruction in Classroom Instruction for kindergarten Learner was important. This will help kindergarten learners understand the lesson.

Table 3. Level of Teachers' Readiness on the Implementation of Mother Tongue Based Instruction in three Public Schools

SN	Indicators	School A		School B		School C	
		WM	Interpretation	WM	Interpretation	WM	Interpretation
1	I have enough number of days of training in mother tongue-based multilingual instruction (MLI)	2.40	Somewhat Ready	3.00	Ready	2.93	Ready
2	I am prepared to implement mother tongue-based MLE in my classroom	2.80	Ready	3.20	Ready	3.14	Ready
3	Giving instruction to learners using mother tongue is similar to the way I taught last year	3.20	Ready	3.20	Ready	3.21	Ready
4	I have less extra work to take when using mother tongue in my classroom	2.60	Ready	3.00	Ready	2.93	Ready
5	I have no difficulty in implementing mother tongue-based MLE in my classroom	3.20	Ready	2.80	Ready	3.07	Ready
6	It is likely that grade 1-3 teachers in my school will use mother tongue based teaching next year and in the coming years.	3.00	Ready	3.00	Ready	3.21	Ready
Aggregate Weighted Mean		2.87	Ready	3.03	Ready	3.08	Ready
Legend: 3.25-4.00- Very Ready; 2.50– 3.24-Ready ;1.75 – 2.49-Somewhat Ready; 1.00 – 1.74–Not Ready							

Table 3 shows the Level of Teachers' Readiness in the Implementation of Mother Tongue Based instruction in three public schools. In school A, the interpretation of the aggregate weighted mean of 2.87 is ready. Indicators no.3 and 4, instructing learners using their mother tongue is similar to the way I taught last year. The indicator "I have no difficulty implementing mother tongue-based MLE in my classroom" has the same weighted mean of 3.20. The lowest is 2.40 in indicator no. 1, with the interpretation somewhat ready is the lowest.

In School B, the interpretation of the Aggregate weighted mean of 3.03 is ready. Indicators 2 and 3 Instructing learners using their mother tongue is similar to how "I taught last year" and "I am ready to implement mother tongue-based MLE in my classroom" with the same weighted mean of 3.20. The lowest is 2.80 indicator no.5. I have no difficulty in implementing mother tongue-based MLE in my classroom.

In School C, the interpretation of the Aggregate weighted mean of 3.08 is ready. Indicator no.6 It is likely that grade 1-3 teachers in my school will use mother tongue-based teaching next year, and in the coming years weighted mean of 3.21, and the lowest is 2.93 for indicators no.1 and no.4. I have enough training days in mother tongue-based multilingual instruction (MTBI), and I have less extra work to take when using mother tongue in my classroom.

This means that the three public schools perceived that the level of teachers' readiness in the implementation of MTBI was ready. They are ready to teach the kindergarten using MTB.

Wallbright (2018) believed that for teaching to be effective, the teacher should look into their commitment to teaching and the goal of improving the teaching-learning process and the learner's performance. When every teacher gives this due consideration, all will strive for excellence and higher academic returns by learners. Consequently, instructional competence will take place.

Table 4. Level of Learning Achievement of the Kindergarten Learners during the Mother Tongue Based Instruction Implementation

Level	Numerical Range	School A		School B		School C	
		f	%	f	%	f	%
Highly Advanced Development	130 and above	0	0.00	0	0.00	0	0.00
Slightly Advanced Development	120 - 129	0	0.00	0	0.00	0	0.00
Average Overall Development	80 - 119	55	100.00	60	100.00	176	100.00
Slight Delay In Overall Development	70 – 79	0	0.00	0	0.00	0	0.00
Significant Delay In Overall Development	69 and below	0	0.00	0	0.00	0	0.00
Total		55	100.00	60	100.	176	100
Mean		106.58		105.52		94.9	
St. Dev.		6.973		6.416		6.925	

Table 5 shows the level of Learning Achievement of the Kindergarten Learners during the MTBE implementation in three public schools. In school A, the total number of the respondents belongs to the numerical range of 80-119, which the level is average overall development. The mean of 106.58 signifies the 6.973 Standard Deviation. In school B, the total number of 60 learner respondents belongs to the numerical range of 80-119, which the level is average overall development. The mean of 105.52 signifies the 6.416 standard deviation. In School C, the average overall development belongs to 176 kindergarten learners where a numerical range of 80-119. The mean of 94.19 signifies the 6.925 Standard Deviation.

This means that the level of learning achievement of the kindergarten learners during the MTBE implementation in the three public schools were average over-all development. There were no schools attained highly advanced and slightly advanced development.

Instructing learners using their mother tongue is similar to how they were taught last year. With the lowest weighted mean of 2.83, they have enough training days in mother tongue-based multilingual instruction (MLE). Level of Readiness and Instructional Competence in the Mother Tongue-Based Multilingual Instruction. This interpretation indicates that teachers show many of the required indicators of instructional competence in an advanced manner with adept teaching skills using mother tongue-based instruction. It also shows the significant relationship between teachers' level of readiness and instructional competence in using their mother tongue. Thus, the evidence is enough to reject the null hypothesis. Therefore, there is a significant connection between teachers' level of readiness and instructional competence in Mother Tongue-Based Multilingual Instruction. Teachers also need to be updated with the curriculum's content to equip themselves with thorough knowledge and skills. This interpretation implies that the instructional competence of teachers in Mother Tongue-Based

Multilingual Instruction is affected by their level of readiness. The result of learners' academic performance is affected by a teacher-related variable which is their instructional competencies Buendia (2016). As indicated, the higher the degree of instructional competence, the better the learners' performance. Maghanoy (2004) found out that school-related factors and the demographic profiles of learners affect achievement of the learners. According to Wade, Kumas et.al., (2016), achievement gains can be observable in teachers' and schools' characteristics such as teacher qualification, teaching experience, training attended, etc.

Table 5: Test of Significant Relationship between the Parents' Perception on the Benefits of Mother Tongue Based Instruction in Language Learning and the Learning Achievement of the Learners.

Public School	Variables	r-value	Strength of Correlation	p – value	Decision	Interpretation
School A	Benefits of Mother Tongue Based Instruction in Language Learning and the Learning Achievement	0.050	Negligible Positive	0.718	Do not Reject Ho	Not Significant
School B	Benefits of Mother Tongue Based Instruction in Language Learning and the Learning Achievement	0.096	Negligible Positive	0.468	Do not Reject Ho	Not Significant
School C	Benefits of Mother Tongue Based Instruction in Language Learning and the Learning Achievement	-.019	Negligible Negative	0.802	Do not Reject Ho	Not Significant

Table 5 shows the test of the Significant Relationship between the Parents' Perception of the benefits of MTB-MLE in language learning and the learning achievement of the learning. In school A, the r-value of 0.050 is negligible positive on the correlation strength of the variables. The null hypothesis is greater than the 0.05 level of significance using its p-value of 0.718. This interpretation means that there is no significant relationship between the parent's perception of the benefits of MTB-MLE in language learning and the learning achievement of the learners.

In school B, the r-value of 0.096 is negligible positive on the correlation strength of the variables. The null hypothesis uses its p-value of 0.468. This interpretation means that there is no significant relationship between the parent's perception of the benefits of MTB-MLE in language learning and the learning achievement of the learners.

In school C, the r-value of -0.19 is negligible negative on the correlation strength of the variables. The null hypothesis Using its p-value of 0.802 is more significant than the 0.05 level of significance. This interpretation means that there is no significant relationship between the parent's perception of the benefits of MTB-MLE in language learning and the learning achievement of the learners.

The findings of the study is supported with Garcia (2019) that L1 literacy development in a minority language context is mainly dependent on access to formal literacy instruction, in addition to opportunities for L1 language and literacy use (Carreira et.al., 2016; Kim et.al., 2016; Outakoski 2017).

Table 6. Test of Significant Relationship between the Parents' Perception on the Importance of Mother Tongue Based Instruction in Classroom Instruction and the Learning Achievement of the Learners.

Public School	Variables	r-value	Strength of Correlation	p – value	Decision	Interpretation
School A	Importance of Mother Tongue Based Instruction in Classroom Instruction and the Learning Achievement	0.162	Negligible Positive	0.237	Do not Reject Ho	Not Significant
School B	Importance of Mother Tongue Based Instruction in Classroom Instruction and the Learning Achievement	0.171	Negligible Positive	0.190	Do not Reject Ho	Not Significant
School C	Importance of Mother Tongue Based Instruction in Classroom Instruction and the Learning Achievement	-0.116	Negligible Negative	0.126	Do not Reject Ho	Not Significant

Table 6 shows the Test of Significant Relationship between the Parents' Perception of the Importance of MTB-MLE in classroom Instruction and the Learning Achievement of the learners using the Pearson at a 0.05 level of significance. In school A, the computed r-value of 0.162 signifies a slight positive correlation between the variables. The null hypothesis

using a p-value of 0.237 is not rejected but shows higher than the 0.05 level of significance. This interpretation means that there is no significant relationship between the variables.

In School B, the computed r-value of 0.171 signifies a slight positive correlation between the variables. The null hypothesis using a p-value of 0.190 is not rejected but shows higher than the 0.05 level of significance. This interpretation means that there is no significant relationship between the variables.

In School C, The computed r-value of -0.116 signifies a slight negative correlation between the variables. The null hypothesis using the p-value of 0.126 is not rejected and shows higher than the 0.05 level of significance. This interpretation means that there is no significant relationship between the variables.

This means that there was no significant relationship between Parents' Perception of the Importance of MTB-MLE in classroom Instruction and the Learning Achievement in three public schools. Parents perception of the importance of MTB-MLE has no bearing on the learning achievement of kindergarten learners.

Table 7. Test of Significant Difference between the Parents and Teachers' Perception on the Benefits of Mother Tongue Based Instruction in Language Learning

Schools	Source of Difference	Mean	Standard Deviation	Mean Difference	Computed t- value	p-value	Decision	Interpretation
School A	Parents	25.09	3.15	1.89	1.311	0.195	Do not Reject Ho	Not Significant
	Teachers	23.20	2.05					
School B	Parents	25.03	4.29	1.03	1.327	0.204	Do not Reject Ho	Not Significant
	Teachers	24.00	1.22					
School C	Parents	24.15	3.43	0.36	0.379	0.705	Do not Reject Ho	Not Significant
	Teachers	23.79	3.66					

Table 7 reflects the test of Significant Difference between the Parents' and Teachers' perception of the Benefits of MTBE in language learning using the t-test for independent samples at a 0.05 level of significance. In school A, the mean of parents' perception of the benefits of MTBE in language learning is 25.09, with a standard deviation of 3.15. On the other hand, the teachers' perception is 23.20 with a Standard Deviation of 2.05. Using the t-value of 1.311, tested with a p-value of 0.195, shows more significance than the 0.015 level of significance. Hence the null hypothesis is accepted. These results suggest that there is no significant difference between the perception of the two variables.

In school B, the mean of parents' perception of the benefits of MTBE in language learning is 25.03 with a Standard Deviation of 4.29, while the teachers' perception is 24.00 with a Standard Deviation of 1.22. Using the t-value of 1.327 tested with a p-value of 0.204 shows more significance than the 0.015 level of significance. Hence the null hypothesis is accepted. These results suggest that there is no significant difference between the perception of the two variables.

In school C, the mean of parents' perception of the benefits of MTBE in language learning is 24.15 with a Standard Deviation of 3.43, while the teachers' perception is 23.79 with a Standard Deviation of 3.66. Using the t-value of 0.379, tested with a p-value of 0.705, shows more significance than the 0.015 level of significance. Hence the null Ho is accepted. These results suggest that there is no significant difference between the perception of the two variables.

The findings of the study affirm the study of Thomas et al., (2012) found that bilingual Spanish-English-speaking learners in the USA benefitted most in language development and academic achievement when they studied on 23 September 2021.

Table 8. Test of Significant Difference between the Parents and Teachers' Perception on the Importance of Mother Tongue Based Instruction in Classroom Instruction

Schools	Source of Difference	Mean	Standard Deviation	Mean Difference	Computed t- value	p-value	Decision	Interpretation
School A	Parents	23.35	3.26	-0.45	-0.298	0.767	Do not Reject Ho	Not Significant
	Teachers	23.80	3.42					
School B	Parents	22.27	4.22	0.07	0.035	0.972	Do not Reject Ho	Not Significant
	Teachers	22.20	1.30					
School C	Parents	21.84	3.57	-1.16	-1.182	0.239	Do not Reject Ho	Not Significant
	Teachers	23.00	3.19					

Table 8 shows the test of Significant Difference between the Parents' and Teachers' perception of the Importance of MTBE in Classroom Instruction using the t-test for independent samples at a 0.05 level of significance. The mean of parents' perception of the benefits of MTBE in language learning is 23.35 with a Standard Deviation of 3.26, while the teachers' perception is 23.80 with a Standard Deviation of 3.42. Using the t-value of -0.298, tested with a p-value of 0.767, shows more significance than the 0.05 level of significance. These results suggested that there is no significant difference between the perception of the two variables. Hence do not reject null Ho.

In School B, it was found out that the mean of parents' perception of the benefits of MTBE in language learning is 22.27 with a Standard Deviation of 4.22, while the teachers' perception is 22.20 with a Standard Deviation of 1.30. Using the t-value of 0.035, tested with a p-value of 0.972, shows more significance than the 0.015 level of significance. Hence do not reject null Ho. These results suggest that there is no significant difference between the perception of the two variables.

In School C, it was revealed that the mean of parents' perception of the benefits of MTBE in language learning is 21.84 with a Standard Deviation of 3.57, while the teachers' perception is 23.00 with a Standard Deviation of 3.19. Using the t-value of -1.182, tested with a p-value of 0.239, shows more significance than the 0.015 level of significance. Hence do not reject null Ho. These results suggest that there is no significant difference between the perception of the two variables.

The findings of the study are parallel to the study of Ball (2018) that language and literacy concluded that fluency and literacy in one's language are essential for overall language, cognitive and academic achievement. Pieces of evidence from different countries like Cameroon, India, Mali, South Africa, Vietnam, and elsewhere attest to the benefits of learning using a familiar language. Similar results showed in other programs implemented in a program in the Philippines, where children learning in their mother tongue showed statistically significant improvements in all subjects compared to children who were learning only in Filipino (Walter et.al., 2018).

IV. SUMMARY OF FINDINGS

Based on the study, insights revealed that employing the mother tongue as the primary language in the classroom resulted in learners achieving average overall development. This suggests that while there might be some advantages associated with using the mother tongue, it might not significantly influence the learners' overall academic or developmental progress compared to other language mediums. Additionally, the perception regarding the benefits and significance of mother tongue based instruction doesn't seem to directly relate to or impact the learners' achievement levels. This implies that despite acknowledging the importance of mother tongue instruction, its perceived benefits might not directly translate into observable academic outcomes.

Additionally, the study showed no substantial variation between the perceptions of parents and teachers regarding the advantages and significance of mother tongue based instruction. This lack of significant difference suggests a consensus between parents and teachers concerning the perceived importance and benefits associated with using the mother tongue in educational settings. This alignment in perceptions indicates a shared understanding of the value and potential advantages of using the mother tongue as a medium of instruction, despite the limited correlation observed between this approach and direct academic achievement among learners.

V. CONCLUSION

Based on the findings of the study, it can be concluded that implementing the mother tongue in classrooms led to kindergarten learners achieving average overall development. However, using the mother tongue did not significantly impact academic or developmental progress compared to other languages. Furthermore, perceived benefits of mother tongue-based instruction didn't directly influence learners' academic achievements, revealing a disconnection between perceived advantages and actual academic outcomes.

Moreover, the study found alignment between parents' and teachers' perceptions regarding the importance of mother tongue-based instruction. This coherence signifies a mutual understanding of the language's value in instruction, despite limited direct correlation with academic achievement.

VI. RECOMMENDATIONS

In view of the findings and conclusion, the following are the recommendations:

1. the schools shall implement and utilized the attached Enrichment Learning Activities using Mother Tongue Based instruction;
2. the stakeholders shall support in the procurement of the enriched learning activities module;

3. the school head may include the procurement of enriched learning materials in the School Improvement Plan; and
4. further studies maybe conducted parallel to the current study:
 - a. Monitoring and Evaluation of the Implementation of Enriched Learning Activities;
 - b. Assessment of Enriched Learning Activities;
 - c. The Challenges and Opportunities of Using the Enriched Learning Activities: Voices of Learners and Teacher

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