

Satisfaction on the Implementation of Mother Tongue-Based Multilingual Education: Input to Program Enhancement

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Abstract:

This study dealt with the satisfaction on the implementation of the Mother Tongue-Based Multilingual Education. It described the satisfaction on the program in terms of language development, cognitive development, and socio-cultural awareness. The problems encountered by the respondents and suggested enhancement for the betterment of the implementation of the program were likewise included. Descriptive method of research was utilized in this study. The respondents were the Grades 2 and 3 and their parents who were purposively selected. Ethical considerations such as securing the names of the respondents and dealing appropriately with them were applied. Survey questionnaire was the major instrument used to obtain the data. Unstructured interview was also conducted to substantiate the gathered data. The statistical treatments used were frequency distribution, percentage, and ranking. T-test was also used to determine the significant difference of the three factors abovementioned. Based on the result, the three factors were rated agree by the respondents which means that they are satisfied with the program. There is significant difference between the respondents'

assessments on language development and cognitive development. On the other hand, there is no significant difference between the respondents' assessments on socio-cultural awareness. Lack of vocabulary exposure was defined as the main problem encountered by the pupils. The proposed enhancements on the implementation of the program were to provide learners with instructional and reading materials such as dictionaries, modules, and textbooks.

Key words: Satisfaction, implementation, Mother Tongue-Based, descriptive method, Philippines

INTRODUCTION

Language is the main medium of education. Literacy as the mode of education is one of the foundations of education. Verbal intelligence is one of the must-used predictors of educational success. Foreign or second languages are traditionally an important part of the school curriculum and language has a profound effect on education (Hudson, 2010). While there are many factors involved in delivering quality basic education, language is clearly the key to communication and understanding in the classroom. By using the language that children understand, they develop a strong foundation in their education. As mentioned by UNESCO, "Education begins with what the learners already know, building on the language and culture as well as the knowledge and experience that they bring with them when they start school."

One of the latest developments brought by the Enhanced Basic Curriculum is the introduction of the Mother Tongue-Based Multilingual Education (MTB-MLE). It is a formal or non-formal education which uses the children's mother tongue as a bridge in learning Filipino and English.

In addition, the introduction of MTB-MLE is one of the changes brought by the new K-12 Curriculum Program

specifically in the Kindergarten, Grades 1, 2, and 3 to support the goal of “Every Child-A-Reader and A-Writer” by Grade 1. MTB-MLE refers to “first-language-first” education, that is, schooling which begins in the mother tongue and transitions to additional languages particularly Filipino and English. It is meant to address the high functional illiteracy of Filipinos where language plays a significant factor. Since the child’s own language enables him/her to express him/herself easily, then, there is no fear of making mistakes. It encourages active participation by children in the learning process because they understand what is being discussed and what is being asked of them. They can immediately use their mother tongue to construct and explain their world, articulate their thoughts and add new concepts to what they already know. Currently, there are twelve (12) major languages or lingua franca that shall be language of instruction. According to DepEd, the major Philippine languages that were introduced to improve literacy and instruction are Tagalog, Kapampangan, Pangasinense, Iloko, Bikol, Cebuano, Hiligaynon, Waray, Tausug, Maguindanaoan, Maranao, and Chabacano. The objectives of the program include language development which establishes a strong education for success in school and for lifelong learning; cognitive development which focuses on Higher Order Thinking Skills competencies in each of the learning areas; academic development which prepares the learner to acquire mastery of language and culture; and socio-cultural awareness which enhances the pride of the learner’s heritage.

As stated in DepEd Order No. 74 3c, “In terms of cognitive development, and its effects in other academic areas, pupils taught to read and write in their first language acquire educational competencies more quickly.” Quijano (2010) of DepEd’s Bureau of Elementary Education stressed in a press release that there are studies that proved that learners who begin in their first language have more efficient cognitive

development and are better prepared for more cognitively demanding subject matter. In other words, a learner tends to be smarter if he starts his education using the mother tongue.

Based on the official language policy of the 1987 Educational Act which was revised in 2004, children in Grades 1 – 3 were to be instructed in their first language, while those in Grade 4 onwards are set to be instructed using a second language (L2), which is English. This language policy can be identified as a possible model for bilingual education (Ndamba, 2008).

RA 10533 provides that basic education shall be delivered in languages understood by the learners as the language plays a strategic role in shaping the formative years of learners. For kindergarten and the first three (3) years of elementary education, instruction, teaching materials and assessment shall be in the regional or native language of the learners. The Department of Education (DepEd) shall formulate a mother language transition program from Grade 4 to Grade 6 so that Filipino and English shall be gradually introduced as languages of instruction at the secondary level.” DepEd Order No. 31 s. 2013 issued on July 16, 2013 right after RA 10533 became law clarifies DepEd Order No. 31 s. 2012, thus, Mother Tongue is used as a Medium of Instruction (MOI) for Grades 1 and 2 for teaching Mathematics, Araling Panlipunan (AP), Music, Arts, Physical Education and Health (MAPEH) and Edukasyon sa Pagpapakatao (EsP); Mother Tongue is taught as a separate Learning Area in Grades 1 and 2; Filipino as a Learning Area, is first introduced in Grade 1 during the second quarter (2nd Q)/grading period; and English as a Learning area, is first introduced in Grade 1 during the third quarter (3rd Q)/grading period.

For a sustainable and successful MLE program, there has to be culturally sensitive and quality instructional or learning materials. The development of these materials is very

important and should be appropriate to the needs, interests and abilities of the intended learners. The materials should reflect the learners' culture, true to their context and relevant to their situation (Casquite 2010). Instructional materials are books, modules, activity sheets, games, field trips, films, and techniques, assessment tools- that teachers use to affect meaningful, purposeful and productive learning of pupils.

It is interesting to note if the pupils and parents are satisfied with all that is being claimed about the benefits and advantages of using the MTB-MLE in the formative years of learning.

While there is vast information on the implementation of MTB-MLE, it is noteworthy to study how it affects the learning process of the learners in education. Hence, this study aimed to assess the satisfaction on the implementation of Mother Tongue- Based Multilingual Education as it enhances the curriculum program.

Specifically, this sought to answer the following:

1. How do the respondents assess their satisfaction on the implementation of Mother Tongue-Based Multilingual Education in terms of:
 - 1.1 Language Development;
 - 1.2 Cognitive Development; and
 - 1.3 Socio-Cultural Awareness?
2. Is there a significant difference between the assessments of respondents' satisfaction on the implementation of Mother Tongue-Based Multilingual Education along the above cited factors?
3. What are the problems encountered by respondents in the implementation of Mother Tongue-Based Multilingual Education?
4. What are the recommended solutions on the problems encountered by the respondents in the implementation of Mother Tongue-Based Multilingual Education?

5. Based on the results, what enhancement can be proposed for a better implementation of the Mother Tongue-Based Multilingual Education?

There is a significant difference between the assessment of respondents' satisfaction on the implementation of Mother Tongue-Based Multilingual Education in terms of language development, cognitive development, and socio-cultural awareness.

METHODS

The study utilized the descriptive type of research in data gathering with regards to the assessment of the satisfaction on the implementation of the Mother Tongue-Based Multilingual Education.

The study covered the assessment on the satisfaction on the implementation of the Mother Tongue-Based Multilingual Education. Thus, it was appropriate to use descriptive method because it involved description of findings and respondents assessment of the current ways of implementing the said program.

The respondents of the study were the pupils who belong to Grades 2 (50%) and 3 (50%) with their parents.

Validated questionnaire was the major instrument in gathering the data in this study. It was composed of three parts.

Part I included the items that looked into the assessment of respondents' satisfaction on the implementation of the Mother Tongue-Based Multilingual Education in terms of language development, cognitive development, and socio-cultural awareness.

Part II included the problems encountered by the respondents who belonged to Grades 2 and 3 and their parents

in the implementation of the Mother Tongue-Based Multilingual Education.

Part III included the suggested enhancement for the betterment of the implementation of the Mother Tongue-Based Multilingual Education.

The researchers consulted experts in the field regarding the construction of the questionnaire like their professors, research adviser and statistician. In addition, researchers did library and web-research to have a better and clear understanding on the content of the questionnaire.

Furthermore, unstructured interview was also conducted to substantiate the result of the gathered data.

The researchers asked permission from the school authorities to conduct the data gathering from the prospected respondents. Upon the approval of request, the researchers asked permission from the teachers and school principal of the respondent school, administered the instrument to the respondents and personally distributed the copies of questionnaire to pupils and teachers of the respective school involved with regards to the assessment of the implementation of Mother Tongue-Based Multilingual Education.

In analyzing and interpreting the gathered data, descriptive statistical techniques were used such as frequency, weighted mean, percentage and ranking, and T-test. The data to answer specific problems were treated as follows.

In assessing the respondents' satisfaction on the implementation of Mother Tongue-Based Multilingual Education of the respondent school on factors such as the language development, cognitive development, and socio-cultural awareness, the following rating scale with corresponding point values was used mean and standard deviation.

In testing the alternative hypothesis of significant difference between the assessment of respondents' satisfaction

on the implementation of Mother Tongue-Based Multilingual Education Program along with language development, cognitive development, and socio-cultural awareness, t-test was used.

RESULTS AND DISCUSSION

Mother Tongue-Based Multilingual Education

Mother Tongue-Based Multilingual Education is a program implemented by the Department of Education which is brought by the new K-12 Curriculum Program. It started in the year 2012 and aims to use the children's Mother Tongue as a bridge in learning Filipino and English. Since this program targets pupils' development in having a better learning process, it can be assessed in terms of language development, cognitive development, and socio-cultural awareness.

Assessment of Pupils' Satisfaction on the Implementation of Mother Tongue-Based Multilingual Education

Table 3 presents the assessment on MTB-MLE as to language development.

Table 3: Assessment of Pupils' Satisfaction of the implementation of MTB-MLE as to Language Development

Language Development	Mean	Verbal Interpretation
1. Through the use of the Mother Tongue, I understand the discussion more.	4.46	Strongly Agree
2. I can pronounce words easily in the Mother Tongue.	4.15	Agree
3. When the instruction is in Mother Tongue, I confidently read sentences.	4.06	Agree
4. When I use Mother Tongue, I easily speak and recognize basic grammar errors.	3.69	Agree
5. I easily understand the meaning of the story when the teacher uses the mother tongue.	3.90	Agree
Total Mean	4.05	Agree

Table 3 shows the descriptive ratings on the language development of the pupils' satisfaction on the implementation of Mother Tongue Multilingual Education. As seen in the table, the first statement was rated as *Strongly Agree* while the rest were all rated as *Agree*. Thus, the over-all rating on the pupils' satisfaction of the program in terms of language development is *Agree* (mean = 4.05). The first statement, through the use of the Mother Tongue, I understand the discussion more got the highest mean which is 4.46. On the other hand, the fourth statement, when I use Mother Tongue, I easily speak and recognize and basic grammar errors had the lowest mean of 3.69. According to Dekker and Young (2005), the use of the first language has been shown to facilitate acquisition of literacy skills.

Table 4 presents the descriptive ratings on cognitive development.

Table 4: Assessment of Pupils' Satisfaction on the implementation of MTB-MLE as to Cognitive Development

Cognitive Development	Mean	Verbal Interpretation
1. With the use of Mother Tongue, I easily recall information.	3.95	Agree
2. I can easily interpret a scenario when it is expressed in the mother tongue.	3.96	Agree
3. I easily memorize a list of words, facts and information when the words and information are in mother tongue.	3.61	Agree
4. I can easily solve problems in Math when the explanation is in mother tongue.	3.94	Agree
5. I pay more attention to the discussion when teacher uses the mother tongue.	4.52	Strongly Agree
Total Mean	4.00	Agree

As gleaned in the table, all of the statements under the cognitive development on the pupils' satisfaction on the program were rated as *Agree* except on the fifth statement that

was rated as *Strongly Agree*. Generally, it gives an over-all rating of *Agree* (mean = 4.00). The pupils' satisfaction on cognitive development has been emphasized in the fifth statement; I pay more attention to the discussion when teacher uses the Mother Tongue with a mean of 4.52. In fact, as stated by Dumatog and Dekker (2003), by using the students' mother tongue in the classroom to teach subject content, the students' cognitive skills would be developed.

Table 5 presents the assessment on MTB-MLE as to socio-cultural awareness.

Table 5: Assessment on Socio-cultural Awareness on the Pupils' Satisfaction on the implementation of MTB-MLE

Socio-Cultural Awareness	Mean	Verbal Interpretation
1. With the use of Mother Tongue, I participate more with classroom activities.	4.03	Agree
2. With the use of Mother Tongue, I easily understand and follow direction in the activities.	4.25	Strongly Agree
3. With the use of Mother Tongue, I understand my classmate more when he/she is talking to me.	4.15	Agree
4. With the use of Mother Tongue, I can easily express my thoughts regarding the discussion.	4.00	Agree
5. With the use of Mother Tongue, I easily relate my own experiences in the discussion.	3.81	Agree
Total Mean	4.05	Agree

Table 5 shows the descriptive ratings on pupils' satisfaction on socio-cultural awareness of the Mother Tongue-Based Multilingual Education Program. As shown in the table, the second statement was rated as *Strongly Agree* and the remaining statements were rated the same as *Agree*. Hence, the over-all satisfaction rating of the pupils in terms of cognitive development is *Agree* (mean = 4.05). With the use of Mother Tongue, I easily understand and follow directions in the

activities obtained the highest value for mean which is 4.25 while with the use of Mother Tongue, I easily relate my own experiences in the discussion obtained the lowest value for mean which is 3.81. McEachern (2010) notes that many studies have shown that integrating the mother tongue in classroom instruction can help a child understand better, encourage participation, enhance cultural awareness, and raise confidence resulting in improved learning- including the learning of English.

Table 6 presents the over-all assessment of the pupils' satisfaction on the implementation of Mother Tongue-Based Multilingual Education Program in terms of language development, cognitive development, and socio-cultural awareness.

Table 6: Summary on the Assessment of the Pupils' Satisfaction on the implementation of MTB-MLE

Indicators	Weighted Mean	Verbal Interpretation
Language Development	4.05	Agree
Cognitive Development	4.00	Agree
Socio-cultural Awareness	4.05	Agree
Grand Weighted Mean	4.03	Agree

Looking through the table, each cited factor which was considered as an effective parameter to measure satisfaction on the implementation of Mother Tongue-Based Multilingual Education Program got an over-all rating of *Agree* which implies that the pupils' are satisfied on the implementation of the said program in terms of language development, cognitive development, and socio-cultural awareness.

Assessment of Parents' Satisfaction on the Implementation of Mother Tongue Based Multilingual Education

Table 7 presents the descriptive ratings on the language development as assessed by the parents'.

Table 7: Assessment on Language Development on the Parents' Satisfaction on the implementation of MTB-MLE

Language Development	Mean	Verbal Interpretation
1. Through the use of the Mother Tongue, my child understands the discussion more.	3.95	Agree
2. My child can pronounce words easily in the Mother Tongue.	3.88	Agree
3. When the instruction is in Mother Tongue, my child confidently reads sentences.	3.82	Agree
4. When my child uses Mother Tongue, I easily speak and recognize basic grammar errors.	3.58	Agree
5. My child easily understands the meaning of the story when the teacher uses the mother tongue.	3.92	Agree
Total Mean	3.83	Agree

As noticed in the table, all the statements under language development were rated as *Agree*. As a whole, the over-all rating on the satisfaction on the implementation of the program in terms of language development is *Agree* (mean = 3.83). Through the use of the Mother Tongue, my child understands the discussion more got the highest mean which is 4.46 while when my child uses Mother Tongue, I easily speak and recognize basic grammar errors got the lowest mean which is 3.58. As stated by Nolasco (2010), MLE encourages children in the learning process because they understand what is being discussed and what is being asked of them. They can immediately use the mother tongue to construct and explain

the world, articulate their thoughts and add new concepts to what they already know.

Table 8: Assessment on Cognitive Development on the Parents' Satisfaction on the implementation of MTB-MLE

Cognitive Development	Mean	Verbal Interpretation
1. With the use of Mother Tongue, my child easily recalls information.	3.68	Agree
2. My child can easily interpret a scenario when it is expressed in the mother tongue.	3.51	Agree
3. My child easily memorizes a list of words, facts and information when the words and information are in mother tongue.	3.55	Agree
4. My child can easily solve problems in Math when the explanation is in mother tongue.	3.62	Agree
5. My child pays more attention to the discussion when the teacher uses the mother tongue.	3.85	Agree
Total Mean	3.64	Agree

As observed in Table 8, all of the statements under the parents' satisfaction on the program in terms of cognitive development were rated as *Agree* which presents an over-all rating of *Agree* (mean = 3.64). The parents' satisfaction on the program regarding cognitive development has been highlighted in the statement; my child pays more attention to the discussion when the teacher uses the mother tongue which garnered a mean of 3.85. Studies in the Philippines by Bernardo (1998, cited in Dekker and Young, 2005) provide evidence that cognitive maturity and resultant critical thinking are advanced by the initial use of the first language as medium of instruction in the early grades of elementary education.

Table 9: Assessment on the Socio-cultural Awareness of the Parents' Satisfaction on the implementation of MTB-MLE

Socio-Cultural Awareness	Mean	Verbal Interpretation
1. With the use of Mother Tongue, my child participate more with classroom activities.	3.93	Agree
2. With the use of Mother Tongue, my child easily understands and follows directions in their activities.	3.93	Agree
3. With the use of Mother Tongue, my child understands his/her classmate more when he/she is talking to him/her.	3.87	Agree
4. With the use of Mother Tongue, my child can easily express his/her thoughts regarding the discussion.	3.81	Agree
5. With the use of Mother Tongue, my child easily relates his/her own experiences in the discussion.	3.86	Agree
Total Mean	3.88	Agree

Table 9 reveals the parents' satisfaction on socio-cultural awareness of the Mother Tongue-Based Multilingual Education Program. As revealed in the table, all the statements under the parents' satisfaction on socio-cultural awareness were rated as *Agree*. Hence, the over-all rating on the satisfaction of the program in terms of socio-cultural awareness is *Agree* (mean = 3.88). The first statement, with the use of Mother Tongue, my child participate more with classroom activities and the second statement, with the use of Mother Tongue, my child easily and understands and follows directions in their activities both garnered the highest mean of 3.93 while the fourth statement, with the use of Mother Tongue, my child can easily express his/her thoughts regarding the discussion has garnered the lowest mean of 3.81. According to Benson (2005), mother tongue instruction invites stronger classroom participation.

Table 10 presents the descriptive ratings on the three indicators of MTB-MLE implementation as assessed by parent.

Table 10: Summary of the Assessment of the Parents' Satisfaction on the implementation of MTB-MLE

Indicators	Weighted Mean	Verbal Interpretation
1. Language Development	3.84	Agree
2. Cognitive Development	3.64	Agree
3. Socio-cultural Awareness	3.88	Agree
Grand Weighted Mean	3.79	Agree

Table 10 shows the over-all assessment of the parents' satisfaction on the implementation of the Mother Tongue-Based Multilingual Education Program in three factors namely: language development, cognitive development, and socio-cultural awareness.

As seen in the table, each factor which was considered as effective factor to measure the satisfaction on the implementation of the Mother Tongue-Based Multilingual Education gave an over-all descriptive rating of *Agree* which involves that the parents are satisfied on the implementation of the program in terms of language development, cognitive development, and socio-cultural awareness.

Assessment of Pupils and Parents on the Implementation of Mother Tongue Based Multilingual Education

Table 11 presents the descriptive ratings on language development on the satisfaction of both pupils and parents on the implementation of the Mother Tongue-Based Multilingual Education Program. As gleaned in the table, the first statement under language development was rated as *Strongly Agree* and the remaining statements were all rated as *Agree*. Thus, the over-all rating on the satisfaction of both pupils and parents on the implementation of the program in terms of language development is *Agree* (3.94). Through the use of Mother Tongue, I understand the discussion more obtained the highest mean which is 4.21 and I can pronounce words easily in the Mother

Tongue obtained a relatively high value for mean which is 4.02 while when I use Mother Tongue, I easily speak and recognize basic grammar errors obtained the lowest mean of 3.63. Mother language is the medium of one's inner thoughts and reflections. The mother tongue being the primary tool for thought processing and knowledge acquisition is considered as the best medium of instruction and as source of creativity and which for social expressions, the mother language along with linguistic diversity matter for the identity of individuals and vital for the health of societies. It opens opportunities for dialogue necessary for understanding and cooperation.

Table 11: Assessment on Language Development by pupils and parents

Language Development	Mean	Verbal Interpretation
1. Through the use of the Mother Tongue, I understand the discussion more.	4.21	Strongly Agree
2. I can pronounce words easily in the Mother Tongue.	4.02	Agree
3. When the instruction is in Mother Tongue, I confidently read sentences.	3.94	Agree
4. When I use Mother Tongue, I easily speak and recognize basic grammar errors.	3.63	Agree
5. I easily understand the meaning of the story when the teacher uses the mother tongue.	3.91	Agree
Total Mean	3.94	Agree

Table 12 presents the descriptive ratings on pupils' and parents' satisfaction on the implementation of MTB-MLE.

Table 12: Assessment on Cognitive Development by pupils and parents

Cognitive Development	Mean	Verbal Interpretation
1. With the use of Mother Tongue, I easily recall information.	3.82	Agree
2. I can easily interpret a scenario when	3.96	Agree

	it is expressed in the mother tongue.		
3.	I easily memorize a list of words, facts and information when the words are in mother tongue.	3.61	Agree
4.	I can easily solve problems in Math when the explanation is in mother tongue.	3.94	Agree
5.	I pay more attention to the discussion when teacher uses the mother tongue.	4.52	Strongly Agree
Total Mean		3.97	Agree

As seen in Table 12, all of the statements under cognitive development were rated as *Agree* except for the fifth statement that was rated as *Strongly Agree*. To sum up, it gives an over-all rating of *Agree* (mean = 3.97) for the pupils and parents. This means that they are both satisfied on the cognitive development of the child. The satisfaction on both pupils and parents regarding cognitive development has been emphasized in the fifth statement; I pay more attention to the discussion when the teacher uses the mother tongue. Based on Brock-Utne (2006), mother tongue instruction improves the critical and thinking skills of the pupils.

Meanwhile, Table 13 shows the descriptive ratings on socio-cultural awareness on both pupils and parents' satisfaction on the implementation of the program. As noticed on the table, the second statement was rated as *Strongly Agree* and the rest of the statements were rated as *Agree*. Hence, the over-all rating on both pupils and parents' satisfaction on the implementation of Mother Tongue-Based Multilingual Education Program in terms of socio-cultural awareness is *Agree* (mean = 4.05). With the use of Mother Tongue, I easily understand and follow directions in the activities got the highest value of mean which is 4.25. With the use of Mother Tongue, I easily relate my own experiences in the discussion got the lowest mean of value which is 3.81. According to Secretary Armin Luistro cited by Delon Porcalla (The Philippine Star) Updated May 16, 2013 – 12:00 A.M.), the use of the same

language at home, in early grades, helps improve the pupils' language and cognitive development in addition to strengthening their socio-cultural awareness. Local and international studies that early use of mother tongue inside the classroom produce better and faster learners.

Table 13: Assessment on Socio-cultural Awareness by pupils and parents

Socio-Cultural Awareness	Mean	Verbal Interpretation
1. With the use of Mother Tongue, I participate more with classroom activities.	4.03	Agree
2. With the use of Mother Tongue, I easily understand and follow directions in the activities.	4.25	Strongly Agree
3. With the use of Mother Tongue, I understand my classmate more when he/she is talking to me.	4.15	Agree
4. With the use of Mother Tongue, I can easily express my thoughts regarding the discussion.	4.00	Agree
5. With the use of Mother Tongue, I easily relate my own experiences in the discussion.	3.81	Agree
Total Mean	4.05	Agree

Table 14 shows the over-all assessment on the satisfaction of both pupils and parents on the implementation of Mother Tongue-Based Multilingual Education Program in three factors namely: language development, cognitive development, and socio-cultural awareness.

Table 14: Summary of the Assessment by pupils and parents on their satisfaction on the implementation of MTB-MLE

Indicators	Weighted Mean	Verbal Interpretation
Language Development	3.94	Agree
Cognitive Development	3.97	Agree
Socio-cultural Awareness	4.05	Agree
Grand Weighted Mean	3.99	Agree

As noticed in the table, each factor which is considered as effective parameter to measure the satisfaction on the implementation of the Mother Tongue-Based Multilingual Education Program gave an over-all descriptive rating of *Agree* which implies that the both pupils and parents' are satisfied on the implementation of the program in terms of language development, cognitive development, and socio-cultural awareness.

Significant Difference between the Assessments of the Respondents on the Program

Table 15 shows the test statistics on the difference on the assessment of the three indicators.

Table 15: Test Statistics on the assessments of the respondents on the implementation of MTB-MLE

Language Development	Pupils	4.05	0.66	2.156	0.032	Significant
	Parents	3.83	0.79			
Table 15 (continued)						
Cognitive Development	Pupils	3.99	0.79	3.012	0.003	Significant
	Parents	3.64	0.87			
Socio-cultural Awareness	Pupils	4.05	0.76	1.507	0.133	Not Significant
	Parents	3.88	0.81			

Significance level at $p < 0.05$

The computed p-value of 0.032 between the pupils and the parents in terms of language development implies that there is significant difference based on the respondents' assessment. As the result suggests that the respondents have a different view in the satisfaction on the implementation of Mother Tongue-

Based Multilingual Education Program in terms of language development.

Meanwhile, a computed p-value of 0.003 between the satisfaction of the pupils and the parents in terms of cognitive development clearly indicates that there is significant difference between them.

On the other hand, the computed p-value of 0.133 between the satisfaction of the pupils and the parents in terms of socio-cultural awareness implies that there is no significant difference between them.

The respondents' assessment on the satisfaction on the implementation of the Mother Tongue-Based Multilingual Education Program on two factors namely: language development and cognitive development have been found out to have a significant difference. On the other hand, socio-cultural awareness has revealed that there is no significant difference from the respondents of assessment on the satisfaction on the implementation of the Mother Tongue-Based Multilingual Education Program. Therefore, based on the outcomes of the data result, the hypothesis on language development and cognitive development is accepted while the hypothesis on socio-cultural awareness is rejected.

Moreover, reliability on the results of the assessment on language development and cognitive development has been observed since it has produced consistent remarks. This implies that the pupils and parents has established a common view that they are both satisfied along with the implementation of Mother Tongue-Based Multilingual Education Program in terms of the development of the pupils in language and cognitive skills. On the other hand, the reliability on the results of the assessment on socio-cultural awareness has been observed that it has produced inconsistent remarks. This implies that pupils and parents have established a different view in their satisfaction in terms of socio-cultural awareness

along with the implementation of Mother Tongue-Based Multilingual Education Program.

Problems Encountered by the Respondents on the Implementation of Mother Tongue-Based Multilingual Education

Problems experienced by the Grades 2 and 3 pupils with respect to the implementation of Mother Tongue-Based Multilingual Education Program were identified and ranked accordingly.

Table 16: Percentage and ranking of the problems experienced by the pupils on the implementation of the MTB-MLE

Problems	Frequency	Percentage	Rank
1. Absence of textbooks written in mother tongue	52	14.53	4
2. Lack of vocabulary exposure in the use of mother tongue	77	21.51	2
3. Insufficient activities to enrich skills in mother tongue instruction	79	22.06	1
4. Difficulty in fluency of mother tongue	47	13.13	5
5. Lack of teaching and instructional materials in mother tongue	29	8.10	6
6. Seminars for a better understanding on the	74	20.67	3
7. Implementation of Mother Tongue-Based Multilingual Education Program			
8. Others	0	0	7

Table 16 shows the percentage and ranking of the problems experienced by the pupils, which is based on their view, upon the implementation of Mother Tongue-Based Multilingual Education Program. As seen in the table, the most frequent problem experienced by the pupils upon the implementation of the program is insufficient activities to enrich skills in mother tongue instruction with a percentage of 22.06 which implies that pupils have seen that based on their experience, most of them agreed that there is really an insufficient activities in

mother instruction during their lesson proper; and the next is lack of vocabulary exposure in the use of mother tongue having a percentage of 21.51. Meanwhile, lack of teaching and instructional materials in mother tongue was considered last among the chosen problems experienced by the pupils in the implementation of Mother Tongue-Based Multilingual Education.

Table 17: Percentage and ranking of the problems experienced by the pupils according to their parents on the implementation of the MTB-MLE

Problems	Frequency	Percentage	Rank
1. Absence of textbooks written in mother tongue	49	15.31	4
2. Lack of vocabulary exposure in the use of mother tongue	63	19.69	1
3. Insufficient activities to enrich skills in mother tongue instruction	46	14.38	6
4. Difficulty in fluency of mother tongue	53	16.56	3
5. Lack of teaching and instructional materials in mother tongue	47	14.69	5
6. Seminars for a better understanding on the Implementation of Mother Tongue-Based Multilingual Education Program	60	18.75	2
7. Others	2	0.62	7

As gleaned in Table 17, most of the parents have agreed that lack of vocabulary exposure in the use of mother tongue is the most experienced problem on the implementation of the Mother Tongue-Based Multilingual Education which obtained a 19.69%. This implies that parents have observed that this problem is the most evident among the problems on the implementation of the program. While seminars for a better understanding on the implementation of Mother Tongue-Based Multilingual Education Program is the next problem that seemed to be experienced by their children which obtained 18.75% parents' response. In addition, insufficient activities to

enrich skills in mother tongue instruction appeared to be the last from the chosen indicators on the problems experienced by the pupils according to their respective parents. This indicates that parents have observed that this problem is the least among the problems that is being experienced by their children.

Table 18: Percentage and ranking of the problems experienced by the pupils as assessed by parents on the implementation of the MTB-MLE

Problems	Frequency	Percentage	Rank
1. Absence of textbooks written in mother tongue	101	14.90	4
2. Lack of vocabulary exposure in the use of mother tongue	140	20.65	1
3. Insufficient activities to enrich skills in mother tongue instruction	125	18.44	3
4. Difficulty in fluency of mother tongue	100	14.75	5
5. Lack of teaching and instructional materials in mother tongue	76	11.21	6
6. Seminars for a better understanding on the Implementation of Mother Tongue-Based Multilingual Education Program	134	19.76	2
7. Others	2	0.29	7

As expressed in Table 18, based on the percentage and the ranking of the problems experienced by the pupils according to them and their parents as well, the most seen problem that is being experienced based from their views is the lack of vocabulary exposure in the mother tongue which had a percentage of 20.65 which indicates that both pupils and parents have agreed that this is the most seen problem on the implementation of Mother Tongue-Based Multilingual Education program. Then, it is followed by having seminars for a better understanding on the Implementation of Mother Tongue-Based Multilingual Education program which had a percentage of 19.76. Moreover, lack of teaching and instruction materials in mother tongue has appeared to be the least choice

among the choices on the problems experienced by the pupils on the implementation of the program which had a percentage of 11.21. Lack of vocabulary exposure in mother tongue is an evident problem. In fact, according to Salome (2011), teachers explicitly showed preference towards English, not only because the language is the prescribed MOI, but also because the teachers feel that more exposure to English would improve the students' skills in the language. Aside from this lack of interest in the formal teaching of L1, parents, teachers, and students still have this notion that more exposure to English would entail a certain level of proficiency in the language. This is the motivation of the aforementioned Speak English Campaign of schools as well as the Executive Order 210 discussed earlier. Although longitudinal researches have proven that "the critical variable in L2 development in children is not the amount of exposure, but the timing and manner of exposure" (Nolasco, 2009), the former notion regarding the students' exposure to English still prevails.

Suggested Solutions on the Specific Problems Experienced by the Pupils and their Parents

Through the unstructured interview conducted to substantiate the data gathered, follow-up questions like what solutions that the respondents may suggest to eradicate the specific problems they have experienced was asked. Through these questions, the following responses were obtained. First, to solve the lack of vocabulary exposure in the mother tongue, most of the respondents suggest that the pupils should be exposed with vocabulary in the mother tongue during their lesson and when they are having activities inside and outside the classroom. Second, to suffice the necessities for knowledge about the program, the Department of Education should seminars for pupils and parents as well in order to have a better understanding on the program. Lastly, to minimize the problem

on the insufficient supply of teaching and instructional materials, the Department of Education should provide extra budget for supplementing the teaching and instructional materials in mother tongue.

Suggested Enhancements for a Better Implementation of Mother Tongue-Based Multilingual Education Program

Suggested enhancements for a better implementation of the Mother Tongue-Based Multilingual Education Program were selected and ranked accordingly.

Table 19 presents the percentage and ranking of the selected enhancements for Mother Tongue Multilingual Education Program which is based on the pupils' view. As gleaned on the table, providing learners with instructional and reading materials such as dictionaries, modules, and textbooks was the most agreed enhancement for a better implementation for the program with a percentage of 35.16 while assessing other plausible and better approaches to encourage learners in participating during discussion (28.57%) comes next from their options which is followed by promoting a deeper understanding about the benefits of Mother Tongue-Based Multilingual Education (20.15%). These were also considered as viable solutions for the problem they encountered on this program. Meanwhile, conducting activities that will make the discussion in mother tongue interesting and enjoyable (16.12%) have also agreed to be proposed by the pupils. Ambatchew (2010) argued that –unless a rich environment of books, posters, television and radio programmes is created in the medium or media of instruction, the students are doomed to failure. While materials development has been supported by many non-profit or non-governmental organizations, the capacity is limited to only certain communities. Even still, these organizations have provided stronger material support for mother tongue

initiatives than the national government in many circumstances (Bloch, Guzula, and Nkence, 2010).

Table 19: Percentage and ranking of the selected enhancements for MTB-MLE according to pupils

Proposed enhancements	Frequency	Percentage	Rank
1. Providing learners with instructional and reading materials such as dictionaries, modules, and textbooks	96	35.16	1
2. Conducting activities that will make the discussion in mother tongue interesting and enjoyable	44	16.12	4
3. Promoting a deeper understanding about the benefits of Mother Tongue-Based Multilingual Education	55	20.15	3
4. Assessing other plausible and better approaches to encourage learners in participating during discussion inside the classroom	78	28.57	2
5. Others	0	0	5

Table 20: Percentage and ranking of the selected enhancements for MTB-MLE according to parents

Proposed enhancements	Frequency	Percentage	Rank
1. Providing learners with instructional and reading materials such as dictionaries, modules, and textbooks	73	28.19	1
2. Conducting activities that will make the discussion in mother tongue interesting and enjoyable	62	23.94	3
3. Promoting a deeper understanding about the benefits of Mother Tongue-Based Multilingual Education	65	25.09	2
4. Assessing other plausible and better approaches to encourage learners in participating during discussion inside the classroom	59	22.78	4
5. Others	0	0	5

Table 20 shows the percentage and ranking of the selected enhancements for Mother Tongue-Based Multilingual Education Program which is based on the parents' view. As seen in the table, providing learners with instructional and

reading materials such as dictionaries, modules, and textbooks got the highest percentage of 28.19 of parents' proposed enhancements for Mother Tongue-Based Multilingual Education. Then, it was followed by promoting a deeper understanding about the benefits of Mother Tongue-Based Multilingual Education (25.09%) and conducting activities that will make the discussion in mother tongue interesting and enjoyable (23.94%). Moreover, assessing other plausible and better approaches to encourage learners in participating during discussion inside the classroom (22.78%) has the last spot to be chosen among the selected enhancements for Mother Tongue-Based Multilingual Education Program. According to Awid (2010), MTB-MLE program faces several challenges such as those concerning resources, materials, and curriculum, as well as several other factors internal to the policy makers and school administrators.

Table 21 reveals the percentage and ranking of the selected enhancements for Mother Tongue-Based Multilingual Education Program which is based on both pupils and parents' view.

Table 21: Percentage and ranking of the selected enhancements for MTB-MLE Program according to pupils and parents

Proposed enhancements	Frequency	Percentage	Rank
1. Providing learners with instructional and reading materials such as dictionaries, modules, and textbooks	169	31.77	1
2. Conducting activities that will make the discussion in mother tongue interesting and enjoyable	106	19.92	4
3. Promoting a deeper understanding about the benefits of Mother Tongue-Based Multilingual Education	120	22.56	3
4. Promoting a deeper understanding about the benefits of Mother Tongue- Based Multilingual Education	120	22.56	3
5. Assessing other plausible and better approaches to encourage	137	25.75	2

	learners in participating during discussion inside the classroom	0	0	5
6. Others		0	0	5

As noticed on the table, both pupils and parents have agreed that the most viable enhancement for Mother Tongue-Based Multilingual Education Program is providing learners with instructional and reading materials such as dictionaries, modules, and textbooks with a percentage of 31.77. The next from their chosen enhancement is assessing other plausible and better approaches to encourage learners in participating during discussion inside the classroom (25.75%) and it is followed by promoting a deeper understanding about the benefits of Mother Tongue-Based Multilingual Education (22.56%). In addition, conducting activities that will make the discussion in mother tongue interesting and enjoyable (19.92%) have the least chosen enhancement that was proposed by some respondents of the study. Dutcher (2003) admitted that it is ultimately ineffective when there is a lack of materials, poor teacher training, and inadequate language development.

CONCLUSIONS

The implementation of the Mother Tongue-Based Multilingual Education Program in terms of language development, cognitive development and socio-cultural awareness is generally agreeable.

Respondents' assessment on the satisfaction on the implementation of the Mother Tongue-Based Multilingual Education Program shows significant difference on language development and cognitive development while there is no significant difference on socio-cultural awareness. Therefore, the hypothesis on language development and cognitive development is accepted while the hypothesis on socio-cultural awareness is rejected.

Problems experienced by the pupils along with the implementation of the program are still the same problems they usually encountered in their daily school basis. Lack of vocabulary exposure in the mother tongue is the most evident problem encountered by the pupils.

Generally, the respondents suggested solutions on specific problems they have encountered like exposing the pupils with vocabulary exposure in the mother tongue during their lesson and when they are having activities inside and outside the classroom, providing seminars for pupils and parents as well in order to have a better understanding on the program, providing extra budget for supplementing the teaching and instructional materials in mother tongue.

Majority of the respondents proposed to provide learners with instructional and reading materials such as dictionaries, modules, and textbooks.

The Department of Education must continue to promote mother tongue instruction in order to improve the quality of early childhood education. It should bring positive development to the lives of every child to help them in building and enhancing their knowledge and potentials.

Further implementation of the Mother Tongue-Based Multilingual Education Program needs a continuous evaluation process to monitor the improvements in having mother tongue instruction as a learning subject and medium of instruction.

Teachers and school heads must think and create ways on how to expose the learners on vocabulary in mother tongue by exposing them with mother tongue vocabulary during the teaching-learning process and while having activities inside and out of the classroom. Furthermore, pupils could be exposed with vocabulary in mother tongue by giving those activities that will enhance and develop their knowledge and skills as well.

Suggested solutions for the specific problems encountered by the pupils who were proven by the pupils and their parents must be taken into consideration to improve and develop their knowledge, skills, and potentials of these young learners. Providing seminars would be a great help on the part of the pupil especially to their parents for enlightening their perspectives about the benefits of the program on the learning of their children. These would also be very helpful for the Mother Tongue-Based Multilingual Education Program in serving its real purpose and create a sustainable development impact in the lives of every learner under this program.

Suggested enhancement like providing learners with instructional and reading materials such as dictionaries, modules, and textbooks and assessing other plausible and better approaches to encourage learners in participating during discussion, and promoting a deeper understanding about the benefits of Mother Tongue-Based Multilingual Education Program should be applied for a better implementation of the program.

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