THE EFFECTS OF MOTHER TONGUE-BASED MULTI-LINGUAL EDUCATION ON TNE LANGUAGE PERFORMANCE OF GRADE 6 STUDENTS

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree Master of Arts in Education, Major in Educational Management, this thesis entitled, "**THE EFFECTS OF MOTHER TONGUE-BASED MULTI-LINGUAL EDUCATION ON THE LANGUAGE PERFORMANCE OF GRADE 6 STUDENTS**" has been prepared and submitted by **DANICA SOLAYAO GELLENA** who, having passed the comprehensive examination, is hereby recommended for Final Oral Defense.

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A B S T R A C T

Mother Tongue is the language which a group of people considered inhabitants of an area acquired in the early years and which eventually becomes their natural instrument of thoughts and communication. It is the first language that the child learns in the place where he was born and it is the language that will be used as medium of instruction during his formative education in Grades 1 to 3 as part of the DepEd's K to 12 Curriculum. Three areas on language performance were assessed, namely: expressing better ideas, building learners' confidence, better retention, and promoting friendly environment utilizing the quantitative method with the application of the descriptive-comparative-correlational analysis. To ensure confidence in the results, appropriate descriptive and inferential tools were utilized. The study revealed that MTB-MLE was "highly affecting" the language performance of the students in terms of expressing better ideas, building learners' confidence, better retention, and promoting friendly environment based on the assessment of both the students and the teachers.

Key Words: Language Performance, Mother Tongue, Multi-Lingual Education, Better Retention, Building Learners' Confidence, Expressing Better Ideas, Promoting Better Environment

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THE PROBLEM AND ITS BACKGROUND

Introduction

The Department of Education (DepEd), in line with the enhanced K to 12 basic education programs, has implemented the Mother Tongue-Based Multi-Lingual Education (MTB-MLE) as part of the curriculum, where the mother tongue serves as the basic medium of instruction. This program does not mean that the use of English and Filipino languages among students will be replaced with the local dialect but aims to facilitate their learning while they are still in their primary years.

The MTB-MLE is a formal and non-formal education where the learner's mother tongue and additional languages are used in the classroom. It is in this context that children begin their education in the language they understand best and develop a strong foundation in their mother language before additional languages are added or in focus. The purpose of a multilingual education program is to develop appropriate cognitive and reasoning skills enabling children to operate equally in different languages, that is, starting in the mother tongue with transition to additional languages, often a national or regional language or an international language (Cummins, 2000:1-5).

According to Article XXVIII, Section 20 of the 1987

Philippine Constitution (De Leon, 1989:12), the child has the right to an education and learn and use the language of his family. Likewise, Republic Act 8980 otherwise known as "the Early Child Care and Development (ECCD) Law" (Official Gazette, 2000) states that it shall use the child's first language as the medium of instruction. The ECCD curriculum focuses on children's total development according to their individual needs and socio-cultural background. It shall promote the delivery of complementary and integrative services for health care, nutrition, early childhood education, sanitation and cultural activities.

MTB-MLE is a structured program of language learning and cognitive development providing a strong educational foundation in the first language, successful bridging to one or more additional languages and enabling the use of both or all languages for life-long learning. It is based on the child's own known environment and bridges to the wider world.

MTB education is an instruction in a child's first language (L1), usually with a planned gradual transition to and second language (L2) or foreign language at a specified time in primary school. MTB instruction usually takes place exclusively in the language most familiar to children. MTB programs, students have the opportunity to learn core concepts primarily in a familiar language and later, they learn the labels or vocabulary for those concepts in a new

language (Cummins, 2000:11-12).

Providing children with an opportunity to learn in a language they understand starting on the first day of school is believed to have significant advantages for the education system, teachers, parents and students. It is said to improve access to education, improves reading and learning outcomes, facilitates learning in the second or foreign language, improves internal educational efficiency, improves children's self-concept and identity and supports local culture and parental development (Nolasco, 2012:18).

MTB education is especially beneficial in early childhood programs, preschool, and the early grades up to Grade 6, when children are learning to read and gaining new concepts. It has the desired outcomes to a responsive system to address local and national needs, equity and access to quality education opportunities for all, retention of learners in school and conscious reflection on heritage language and culture. There is a need to begin with the mother tongue because the level of development of children's mother tongue is a strong indicator of their second language development. Also, children with a strong foundation in their mother tongue have stronger literacy abilities in the school language, and children's knowledge and skills transfer across languages from the mother tongue to the school language (Kangas, 2000:29).

While there are others who agree with the use of the MLE they do not necessarily confirm to the concept but present a contrasting idea on what they believe should be regarded in making the choice for a medium other than the mother tongue hypothesis (Filipino Voices, 13 January 2009). They justify their objection to the mother tongue hypothesis by the fact that the mother tongue can sometimes be an unwritten language, that is to say, it is not intellectualized. They believe that the medium of instruction ought to be a written language and that the Philippines lacks the resources, both material and human, to support the plethora of mother tongues being used as media of instruction (Espada, 2010:11).

Meanwhile, MTB-MLE, having a great influence in the early education of the students, influence much on their understanding and learning their lesson. One effect of which is their versatility where they are used to write and pronounce words in their mother tongue correctly. They have asserted that reading comprehension depends on having knowledge of words and their orthographic, phonological, and semantic constituents. Thus, reading skill improves when the reader has more high-quality representations of words and can draw synchronously upon an understanding of their form and meaning (Perfetti & Hart, 2002:12).

Previous research suggests this integrated lexical knowledge takes time to develop because vocabulary and

orthographic learning occur gradually with repeated exposures to words (Castles et al., 2007:9-10) Therefore, facility with these skills should continue contributing to the reading comprehension of adolescents long after the impact of phonological awareness begins to asymptote (Berninger et al., 2010:5-6).

In the District of Wright I, Schools Division of Samar, it is noted that Grades 4, 5 and 6 students encountered hardship to speak their native language which could be deduced on the influence of the mother tongue in their formation years. They were used to the language they had grown up and thereby they equated terms in that language how the words sound. From the records, it is noted that 46 percent of these students in the class could speak their native words correctly while more than one half or 54 percent of the class cannot speak their native words correctly. In addition, the consolidated mean score in English of the Grades 4, 5, and 6 students was registered at 83.88 while in Filipino was 84.73 which were not considered a mastery level score for them in these two subjects (District Records, 2020).

Premised on the foregoing contention, the researcher was motivated to conduct this study in order to determine the Mother Tongue-Based and Multi-Lingual Education on the language performance in the District of Wright I, Schools Division of Samar during the School Year 2020-2021.

Statement of the Problem

This study determined the Mother Tongue-Based and Multi-Lingual Education on the language performance of Grade 6 students in the District of Wright I, Schools Division of Samar during the School Year 2020-2021.

This study sought answers to the following questions:

1. What is the profile of the student-respondents in terms of the following personal characteristics, namely:

    1.1 age and sex;

    1.2 mean grade during the previous grade level in the following subject areas, viz:

        1.2.1 English and

        1.2.2 Filipino;

    1.3 parents' highest educational attainment;

    1.4 parents' occupation;

    1.5 gross monthly family income; and

    1.6 attitude toward language?

2. What is the profile of teacher-respondents in terms of the following personal characteristics, namely:

    2.1 age and sex;

    2.2 civil status;

    2.3 highest educational attainment;

    2.4 teaching position;

    2.5 gross monthly family income;

    2.6 number of years in teaching;

2.7 performance rating based on the latest IPCRF;

2.8 number of relevant in-service training; and

2.9 attitude toward teaching?

3. What is the effect of MTB-MLE to the language performance of the student-respondents as evaluated by the two groups of respondents in terms of the following areas, namely:

3.1 expressing better ideas;

3.2 building learners' confidence;

3.3 better retention; and

3.4 promoting friendly environment?

4. Is there a significant difference in the evaluation between the two groups of respondents on the effect of MTB-MLE to the language performance of the student-respondents in terms of the foregoing areas?

5. What is the language performance of the student-respondents based on the mean grade of the first and second quarters along the following learning areas:

` 5.1 English; and

5.2 Filipino?

6. Is there a significant relationship between the language performance of the student-respondents along the identified learning areas and the following:

6.1 student-related factors;

6.2 teacher-related factors; and

6.3 effect of the MTB-MLE to their language performance along the identified learning areas?

7. What intervention may be evolved based on the findings of the study?

Hypotheses

From the afore-listed specific questions, the following hypotheses were formulated and tested:

1. There is no significant difference in the evaluation between the two groups of respondents on the effect of MTB-MLE to the language performance of the student-respondents in terms of the identified areas.

2. There is no significant relationship between the language performance of the student-respondents along the identified learning areas and the following:

2.1 student-related factors;

2.2 teacher-related factors; and

2.3 effect of the MTB-MLE to their language performance along the identified learning areas.

Theoretical Framework

This study was anchored on the following theories, namely: Interactionist Theory of Language Acquisition by Henschel, Theory of Expectation by Oliver, and the Theory of

Competence Motivation by Harter.

This study was anchored on Interactionist Theory of Language Acquisition (Henschel, 2010:23-26), which agrees that language development is both biological and social. Language learning is influenced by the desire of an individual to communicate with each other. People are born with powerful brain that matures slowly predisposes them to acquire new understanding that they are motivated to share with others.

According to the theory, from birth, children are surrounded by others who talk to them or with them. This communication plays a part in how the baby learns to speak his or her native language. Some argue that nature is entirely responsible for how a baby learns a language, while others argue that nurture is responsible for how a baby picks up his or her mother tongue. Social interactionists argue that the way a baby learns a language is both biological and social. Everyone loves to chuckle at babies, and this baby talk is exposing the child to language, whether we realize it or not. Interactionists believe that children are born with brains that predispose them to the ability to pick up languages as well as with a desire to communicate. Some Interactionists even argue that babies and children cue their parents and other adults into giving them the linguistic exposure they need to learn a language. The Interactionist Theory posits that children can only learn language from someone who wants

to communicate with them.

The foregoing theory is supported by the Theory of Expectation espoused by Oliver (1974:113-115) which proposes that a person will decide to behave or act in a certain way because they are motivated to select a specific behavior over other behaviors due to what they expect the result of that selected behavior will be. In essence, the motivation of the behavior selection is determined by the desirability of the outcome. However, at the core of the theory is the cognitive process of how an individual process the different motivational elements. This is done before making the ultimate choice. The outcome is not the sole determining factor in making the decision of how to behave. In a sense, the key construct in the explanation of impudence where inequalities are latent attitude, a performance expectation, that a person forms about each group member, including him or herself, concerning the value of a person's task-relevant opinions and actions. A major accomplishment of expectation states theory is the development of a "graph-analytic" model that predicts persons' performance expectations based on socio-demographic characteristics.

Finally, the study was anchored on the Theory of Competence Motivation espoused by Harter (2020:31-33) which centers on the idea that people are driven to engage in activities to develop or demonstrate their skills. If someone

successfully performs a challenging task and receives praise from family or peers for it, then he will experience a belief in the competence in that achievement domain - physical, cognitive or social.

Success in that domain would help learner recognize that they can control their performance. High perceptions of competence and control create feelings of pleasure that maintain or lead to an increase in competence motivation (www. indeed.com, 29 December 2020).

The foregoing theories elucidated how language competence is developed based on the formative development of the child which gives him the motivation to competently manifest the skill based on his stock knowledge.

Conceptual Framework

Figure 1 presents the conceptual framework of the study.

The base depicts the locale of the study, which is the District of Wright I, Schools Division of Samar involving the two (2) groups of respondents, namely: students and teachers. The progress of the study is represented by the upward arrow. The next bigger frame enclosing smaller frames depicts the dependent and independent variables of the study. The top frame at the right side inside the bigger box, contains the profile of student-respondents in terms of age and sex, mean grade during the previous grade level in the following subject

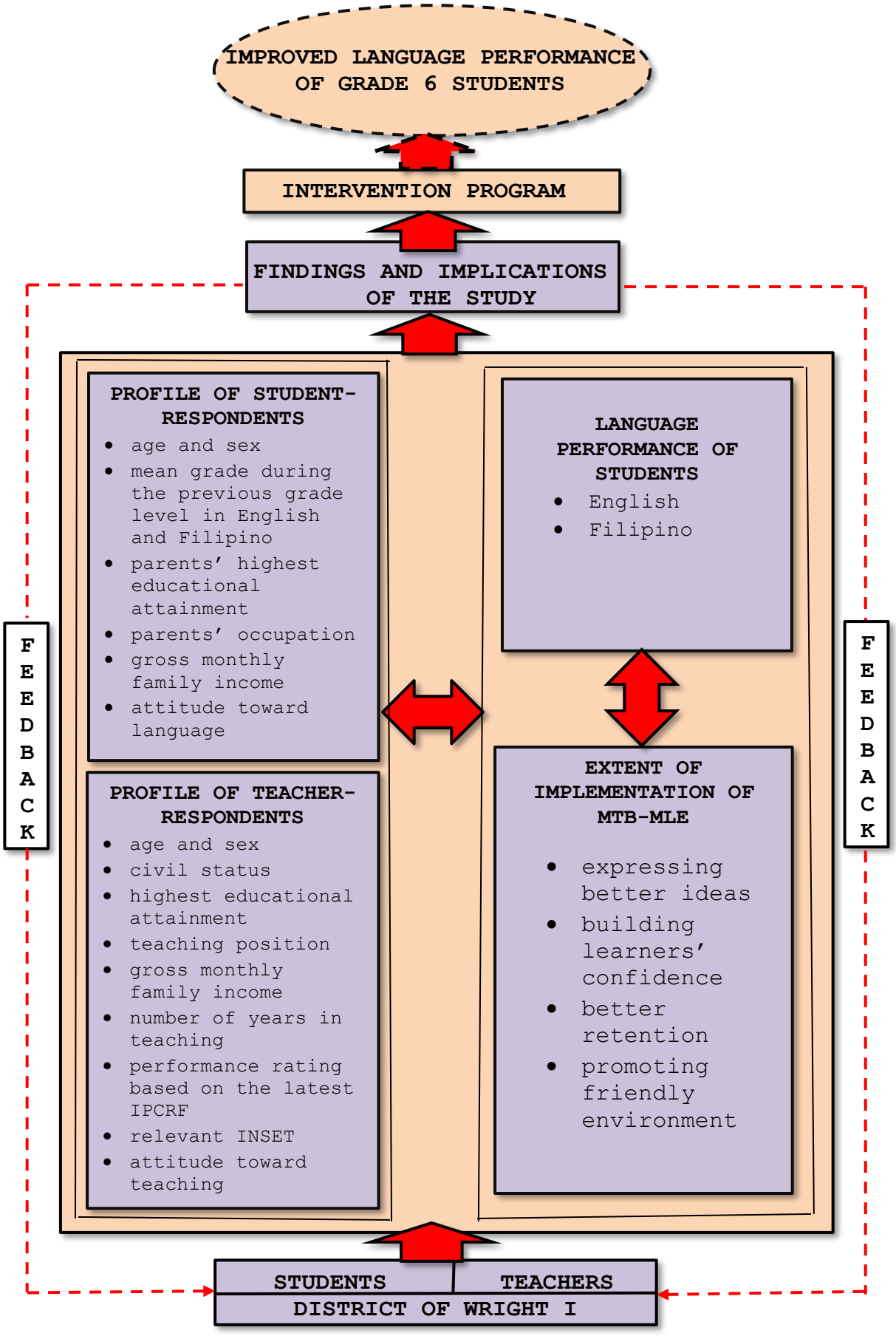

Figure 1. The Conceptual Framework of the Study

areas, viz: English and Filipino, parents' highest educational attainment, parents' occupation, gross monthly family income and attitude toward language while the lower box reflects the profile of the teacher-respondents in terms of age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, relevant service training attended and attitude toward teaching.

On the other hand, the top frame on the left side of the bigger box represents the language performance of the students as assessed by the student and the teachers, which was compared for any significant difference. This was illustrated by arrows reflected inside the smaller frame. The bottom frame contains the extent of implementation of the MTB-MLE as evaluated by the two groups of respondents, which were compared also for any significant difference. Furthermore, the spelling competence of the student-respondents was associated with the student-related factors, teacher-related factors and the extent of implementation of MTB-MLE for any significant linear relationship, which is depicted by the two-headed arrows inside the bigger frame.

The end process would provide findings and implications of the study that would give feedback mechanism to the locale and respondents of the study. Likewise, the findings and

implications would provide inputs for the intervention that would be proposed that would lead to the ultimate goal of the study which is improved language performance of Grade 6 students.

Significance of the Study

This study would be of great help to the students, teachers, school administrators, MTB-MLE coordinators, curriculum planners, DepEd key officials, and future researchers.

To the Students. The findings of this study would appraise the students their language performance as influenced by their formative learning during their Grades 1 to 3 whereby the mother tongue was used as medium of their instruction.

To the Teachers. The results of this study would provide teachers inputs on how to use strategies to help the students to improve their language performance.

To the School Administrators. The findings of this study would provide the school administrators inputs on what programs will be provided for the Grade 6 students to raise their level of performance in language.

To the MTB-MLE Coordinators. The findings of this study would provide the MTB-MLE Coordinators updates of the program implementation in the locale of the study, and thresh out

issues and concerns of the program in order to facilitate, review and update for the improvement of MTB-MLE, hence they will report it to the higher authority since the DepEd is open to more dialogue on improvement of this program.

To the Curriculum Planners. The findings of the study help the Curriculum Planners to organize various elements in the implementation of MTB-MLE that would provide for the benefit of students in order to raise their level of performance in language and to give emphasis on the growing appreciation for the importance of linking teaching to the success of the program. They can also aid the process to ensure all components work for an intended learning outcome.

To the DepEd Key Officials. The results of this study would provide useful information for the improvement or enhancement of the existing policies and programs relative to the language instruction to be used in the classroom and for policy recommendations.

To the Future Researchers. The results of the study would serve as a reference material for future researchers that would be motivated to conduct similar study.

Scope and Delimitation

This study focused on the effects of MTB-MLE as evaluated by the two groups of respondents in terms of the following areas, namely: expressing better ideas; building learners'

confidence; better retention; and promoting friendly environment, and the language performance of the student-respondents based on the assessment of the respondents.

This involved the Grade 6 students and teachers in the District of Wright I, Schools Division of Samar.

The characteristics of Grade 6 students were also provided to correlate with their language performance and extent of MTB-MLE implementation, namely: age and sex, mean grade during the previous grade level in English and Filipino, parents' highest educational attainment, gross monthly family income, and attitude toward language.

Likewise, the profile of teacher-respondents was correlated to the aforementioned variables particularly their age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, relevant in-service training, and attitude toward teaching.

The language performance of students focused on English and Filipino was also determined.

This study was conducted during the School Year 2020-2021.

Definition of Terms

The following terms used in this study were defined

conceptually and operationally for better understanding of the readers:

Better Retention. Conceptually, this term refers to the objective of the implementation of the MTB-MLE to develop the student to have a better retention of lessons and to facilitates the teaching of the lessons to be understood, like in Mathematics wherein the concepts are easily recalled (R. A. No. 10533).

Building Learner's Confidence. Conceptually, it refers to the objective of the implementation of the MTB-MLE to develop student's self-confidence and more active participation in class work (R. A. No. 10533).

Expressing Better Idea. Conceptually, it is the objective of the implementation of the MTB-MLE to facilitate the students for a better expression of ideas and understanding of lessons (R. A. No. 10533).

Input. Conceptually, the term is defined as the act of putting in: what is out in, specifically the amount of money, and material, effort, which are out into a project or process (Webster, 1996:697). Operationally, this is being used in this study as the description of the expected outcome to be put in and applied as a process to contribute the for the improvement of their language performance.

Intervention. Conceptually, the term refers to the act of interfering with the outcome or course especially of a

condition or process as to prevent harm or improve functioning like an educational intervention (https: www.merriam-webster.com>dictionary.interv…, 12 May 2021). Operationally, the term refers to the suggested activities programs that the teacher shall undertake in order to improve their language performance.

Individual Performance Commitment and Review Form (IPCRF). It is the tool used to assess the performance of the teachers based on their actual accomplishments as compared with their committed performance targets during the ensuing school year (www. teacherph.com>individual-performance, 29 December 2020). Operationally, the term refers to the rating of the teacher-respondents.

K to 12 Curriculum. Conceptually, this refers to the program that covers Kindergarten and 12 years of basic education, that is, six years of primary education, four years of Junior High School, and two years of Senior High School to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education (www.deped.gov.ph>k-to-12curriculum, 29 December 2020).

Language Performance. Conceptually, the term refers to the actual use of language in concrete situation, it is used to describe both the production, sometimes actual parole, as well as the comprehension of language. It is a way a language

system is used in communication (https://www.definitions.net /google.com/search, 12 May 2021). Operationally, the term refers to the student language performance in English and Filipino.

Mother Tongue. Conceptually, the term refers to the language which a group of people considered inhabitants of an area acquired in the early years and which eventually becomes their natural instrument of thoughts and communication (Awoniyi, 1998:35). In this study, it is the first language that the child learns in the place where he was born and it is the language that will be used as medium of instruction during his formative education in Grades 1 to 3 as part of the DepEd's k to 12 Curriculum.

Mother Tongue-Based Multi-Lingual Education (MTB-MLE). Conceptually, the term refers to the Mother tongue-based instruction where it is the first language that a person learns and use as medium of communication. In terms of that view, the person is defined as a native speaker of the first language, although one may also be a native speaker of more than one language if all of the languages were learned without formal education, such as through cultural immersion before puberty. Often a child learns the basics of the first language from family (R. A. No. 10533). In this study, it refers to the curriculum in the Enhanced K to 12 Basic Education where the mother tongue is the language used as medium of

instruction in teaching the Kinder and Grades 1 to 3.

Promoting Better Environment. Conceptually, this refers to the objective of the implementation of the MTB-MLE to facilitate the student to display distinct behaviors in school such as having short attention span, easily moved by emotion like excitement, fear, anger, or being shy (R. A. No. 10533).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a review of related literature and studies taken from books, journals, periodicals, published and unpublished theses, and other reading materials and information sourced from electronic sources.

Related Literature

This part contains citations from published materials which are related to the present study in one way or another.

The Philippines finally made a bold move toward internationalizing the state's educational system, the shift from the old practices to the adoption of the K-12 curriculum. Section 4 of Republic Act Number 10533 mentioned, that the present and enhanced basic education curriculum is composed of thirteen (13) years. Kindergarten and Grades 1 to 3 shall be taught in the native tongue or first language of the learners. In consonance, Section 5 of Republic Act Number 10157 insisted that the Philippines shall adopt the MTB-MLE method. Article IX, Section 7 of 1987 Philippine also mentioned that for the sake of instruction and communication, the languages used in the different regions shall become auxiliary media of instruction. In addition, DepEd Order Number 16, series of 2012 stated that there would be eight

languages to be utilized as the language of instruction. These are Tagalog, Hiligaynon, Kapampangan, Waray, Pangasinense, Waray, Iloko, Maguindanaoan, Bikol, Maranao, Chabacano, and Cebuano (Official Gazette, 2012).

However, problems arose due to the being multilingual of the Philippines. The implementers met new challenges and new humps to fill for the smooth flow of the newly adopted system. According to Kadel (2010:11-12), there are a couple of challenges that many schools have been taking into considerations such as implementing the mother tongue to learners with multiple mother tongue in one classroom, lack of mother tongue teachers who are competent in the use of the language, and lack of sound curriculum and educational materials.

The MTB-MLE's implementation had been challenged in many ways. First in the list is deciding as to what mother tongue to use due to the different mother tongues that the learners use. This phenomenon may offend the minority language community and cause them discrimination and prejudice. In many parts of the region, many teachers were found incompetent in using the mother tongue, thus, their ability to teach has been doubted. In addition, there is also a shortage in the educational resources to be used (Ball, 2012:34).

Likewise, Wa-Mbaleka (2014:25) mentioned that the

Philippines has been challenged due to its vast number of languages recorded, about 185 languages to be exact, yet, only a few were used. This clearly shows that scenarios like having students with several linguistic backgrounds meet together in one classroom. This linguistic variety is not only true to learners, but also to teachers. It has been observed that some teachers teaching the mother tongue do not speak that target language. In addition, the Philippines has been successful in using English as it competes in the global market. With its English ability, it has sent out workers all over the world to work in English environments. Ironically, it strives to go back to learning the mother tongue again with the execution of the MTB-MLE.

In addition, the MTB-MLE instruction has struggled in these categories: language, materials, instruction, program, and low regard to the mother tongue. In areas outside the schools, the society has a very high value for English which is only a second language. Since the mother tongue lacks standardization, the learners have also mistakenly used some non-academic register. In addition to the problem, the teachers have limited pedagogies in teaching the mother tongue, and the parents have low proficiency of it. Some learners also refuse to learn it and resort to learning English for prestige and practicality purposes. As regards the instructional materials to be utilized, it came out that

the state had incompletely delivered them to the different schools. The materials are not-contextualized, the technology for mother tongue instruction was limited, and the mismatch issue between the learner's native tongue and the language used in the learning materials can be found. With instruction, it has been observed that the learners struggle in using mother tongue words for Mathematics and Science.

Moreover, the teachers also have a very low proficiency of the mother tongue they are teaching. On the other hand, parents perceived the MTB-MLE medium of instruction and subject as difficult. Other challenges include the preference of the parents to use English as medium in teaching Math, the difficulty of the teachers in identifying some competencies and subject matter distinctions between Filipino and mother tongue, the incomplete understanding of the teachers on spiraling for mother tongue and Filipino subjects, and the unfamiliarity of the children with the letters and sounds in the mother tongue. Furthermore, in the aspect of program implementation, the teachers had the feeling of forced compliance with the policies. The mismatched mother tongue and medium of instruction, the inconsistency between the activities and policies, and the limited number of teachers trained for MTB-MLE have also contributed to the problems (Ball, 2012:23).

Consequently, Valerio (2015:5-7) said, that teachers

were not fully convinced that the instructional materials that schools have at present were enough. It was because the materials were not locally translated to fit the mother tongue of the learners. Most of what learners used in schools were written in Filipino or in English. There were other learners who had no interests in learning the mother tongue for they saw it less important especially to those who had no intention of staying in their place for good. It had become a fact that many of the learners' venture to big cities and even abroad after getting a degree causing some of the learners to lose motivation.

In a separate discourse, Tupas (2014:31-32) emphasized that countries in Southeast Asia are multilingual. This means that many languages are of equal value and importance resulting in refusal to be called as minority language which could not possibly become the mother tongue. So, they are forced to deal and learn with materials not written in their language. At present, the challenge has been anchored on tougher grounds due to the societies' fluency of the English language brought about by country's former status as colony of the English empires. English has also become the determiner of the families' and the societies' status whether economically or socially. In a bigger perspective, the learners have a bigger world around other than the corners of the classroom which required them to use English for

communication.

For Mondez (2013:18), the learners have problems learning through the mother tongue because of their early exposure to the English language. This meant that they were more competent in English than in their mother tongue to the point that learning the mother tongue seemed like learning a foreign language for some of them.

Cruz and Mahboob (2015:44-45) pointed out that the local languages that were identified to be mother tongues have been focused on local purposes and reasons. Though rare, cases involving the lack of registers of the mother tongues have been a serious issue. Implementers of the curriculum have missed developing the meta-language necessary in the teaching of the language.

The bottom line is that MTB-MLE starts from where the learners are and from what they already know. The multilingual education is based on the child's own environment and bridges to the wider world from the known to the unknown scheme.

The MLE also is a structured program of language learning and cognitive development providing the following: 1) a strong education foundation in the first language, 2) successful bridging to one or more additional languages, and 3) enabling the use of both or all languages for life-long learning. It maintains local language and culture while providing national or international language acquisition and

instruction. It promotes learners' integration into the national society without forcing them to sacrifice their linguistic and cultural heritage (Cummins, 2000:32).

Cummins (2000) further averred that multilingual education enables students to learn well because they understand what the teacher is saying. Using the culture of the child enables him to learn well because he is able to understand what the teacher is saying. The child also enables immediate comprehension from which new concepts can be built-going from the known to the unknown. Thus, reading in the mother tongue enables immediate comprehension.

The purpose of a multilingual education program is to develop appropriate cognitive and reasoning skills enabling children to operate equally in different languages, starting in the mother tongue. According to the statement of President Aquino (2011), MTB-MLE is larger than just the classroom. He further said that the Philippines should become tri-lingual as a country; learn English well and connect to the world, learn Filipino well and connect to the country; and connect to the country and retain the tongue and connect to the heritage. He also mentioned about the Ten Point Agenda for Basic Education which are Twelve-Year Basic Curriculum, Universal Pre-Schooling for All, Madrasa Education as a system within the education system, bringing back technical vocational education to high school, "Every Child a Reader"

by Grade I, Science and Math proficiency, Assistance to private schools as partners in basic education, Medium of instruction rationalized, quality textbooks, and Covenant with local governments to build more schools (www.deped.gov.ph, 15 December 2020).

On the other hand, recent initiatives on mother tongues revolve around Mother Tongue-Based Multilingual Education or MLE. It was institutionalized on July 14, 2009 through Order Number 74 of the Department Education (DepEd), therefore it is believed to have supplanted the country's bilingual education policy, that is, English and Filipino as media of instruction which has been in place for two to three decades now. The difference between MLE and bilingual policy can be understood essentially in terms of which languages should be the media of instruction. Philippine bilingual education requires English and Filipino, the national language, as media of instruction depending on which subjects are taught. MLE, on the other hand, pushes for the mother tongues of students as media of instruction in all subjects (Gonzales, 2011:11).

However, the debates seem to be limited to MLE and bilingual policy issues in the primary grades. Order Number 74 is based explicitly on assumptions about the "superiority" of the use of mother tongues in education based on successful projects and empirical research which include the Lingua

Franca Project of DepEd begun in 1999, an immediate research precursor of MLE; the longitudinal study of the Lubuagan Experiment (Walter & Dekker, 2000) which showed that the educational performance of primary 1-3 pupils taught in the local language outperformed those taught in English; and the DepEd study which affirmed international studies showing that pupils taught Mathematics in mother tongues performed relatively well in international tests (Lim & Giron, 2000:21).

Multilingual education will empower the learners, teachers, parents and the community. They can immediately use their L1 to construct and explain their world and articulate their thoughts without fear of making mistakes. They can now understand what is being discussed and what is being asked of them, and therefore they can now actively participate in class. For teachers, particularly when they are more fluent and adept in their L1 than in their L2. Because the students can now express themselves, their teachers can more accurately assess what has been learned and identify the learning areas where students need help. The parents can now take an active part in the education of their children because the school language is also their language. MLE makes it possible for the community to produce its own culturally relevant materials, together with the local writer, illustrators, artists and cultural groups.

Life in this world normally involved an almost endless series of situation in which choices and adjustments are at least desirable if not necessary. Either the individual makes these choices and adjustments by themselves or other makes it for them before reaching the moment of choosing. Behavior cannot be understood adequately without understanding the needs and the goal of an individual. He further stressed that the selections of one's hormones are responsible for the motive force that propels to strive towards the attainment of one's goal (McGuogal & Kahayon, 1994:14).

Attitudes are also part of human personality resulting from the continuous interactions of an individual with the social environment make a very unique person and thus different from any other individual. Feldman (1999) cited that attitude having three components, and these are behavior, cognition and effect. Promoting interpersonal attraction or attitudes toward other people is of utmost importance for many people most of the time.

The debate over whether English language classrooms should include or exclude students' native language has been a controversial issue for a long time (Brown, 2000). Although the use of mother tongue was banned by the supporters of the Direct Method at the end of the nineteenth century, the positive role of the mother tongue has recurrently been acknowledged as a rich resource which, if used judiciously,

can assist second language teaching and learning (Cook, 2001:11).

Moreover, as published in the Philippine Daily Inquirer informing readers that something is about to happen in Philippine education that may have deep and enduring impact not only in the intellectual development of Filipino children but on their relationship with their community as well. The DepEd says (www.deped.gov.ph, 15 December 2020) that local and international studies have shown that using the language used at home (mother tongue) inside the classroom during the learners' early years of schooling produces better and faster learners who can easily adapt to learn a second (Filipino) and third (English) language. This is an insight that has long been documented by teachers at the University of the Philippines Integrated School. But it has taken a while for it to gain traction in an educational system that remains bonded to the English language.

The 12 mother tongues that are harnessed for classroom use are Tagalog, Kapampangan, Pangasinense, Iloko, Bikol, Cebuano, Hiligaynon, Waray, Tausug, Maguindanaoan, Maranao, and Chabacano. The mother tongue of a given region shall be employed in all learning areas, except in the teaching of Filipino and English subjects. (David, Philippine Daily Inquirer, 2012).

There is growing evidence from across Africa, Latin

America and Asia that mother tongue based multilingual education (MT-based MLE) is the most appropriate solution for children who do not use national or international languages in their home life. Good quality MT-based MLE starts education in children's first language and gradually introduces second or third languages as subjects, transferring if necessary, to the second language of instruction after at least six years Children build up a strong conceptual picture of the world and academic concepts through a language they understand first, and later on transfer that to a second or third language. There is clear evidence that good quality MT-based MLE works, resulting in substantial efficiency savings to the education system and leading to better learning competencies and proficiency in both second languages and local language (Webley et al, 2006:16).

On March 1996, Malawi introduced a major reform in her school language policy. Through a letter that was circulated to all Education stakeholders, the government directed that all pupils in Grades 1 to 4 should, with immediate effect, learn in mother tongue. This directive was followed by another release in which the government directed that all teachers should be posted to schools according to the needs of a region or district and not necessarily because they speak the language of the area in which the school is located (An IQ Research Brief, 2000).

According to Aquino and Razon (2000:1-2), attitude is learned emotionally toned predisposition to react in a consistent way, favorable or unfavorable, toward a person, object or idea. An attitude of an individual is inferred from his behavior and cannot be measured as directly as skills, facts, and concepts. An attitude influences an individual's acceptance of rejection, of persons, things, and ideas.

The effect of language in teaching of any subject, specifically in spelling has been a significant issue to psychologists and teachers over the years. The language used to convey mathematical ideas to students has become a topic of increasing concern to mathematics educators. Language influences all aspects of human endeavor even though not all languages are equally well developed for such use. One finds that some languages are more frequently and extensively used than others in a particular area or location (Ali, 2000:23).

The foregoing citations helped the researcher to establish the rationale of the present study. The ideas and concepts served as guide in conceptualizing the study.

Related Studies

Likewise, the researcher explored several related studies to serve as bases for the concepts and processes to be undertaken through the findings that are discussed in this part.

In the study of Valerio (2015) entitled, "Current Perspective on Mother Tongue-Based Instruction in the Implemented K to 12 Curriculum of the Philippines," it was revealed that mother tongue-based instruction is fully implemented in the Philippines, however, showed slow progress due to several identified problems the implementation encountered. However, despite of these problems it showed significant influence to the academic performance of the student, particularly from Kindergarten to Grade 3.

The foregoing study was relevant to the present study in the consideration of the fact the two studies delved on the mother tongue-based instruction. However, the focus of the study served as the difference between the two studies. The previous study focused on the current perspective of the implementation of the mother tongue instruction while the present study focused on the influence of the MTB-MLE implementation to the spelling competence of the intermediate students.

From the study of Cruz and Mahboob (2015) entitled, "Mother Tongue-Based Multilingual Education in the Philippines: Perceptions, Problems, and Possibilities" disclosed that the mother tongue-based multilingual education posed significant influence to the teaching-learning process. For the teachers, the use of mother tongue served as the effective strategy to improve teaching lessons in the early

years of the pupils and for the pupils, it facilitated in their better comprehension of the lessons thereby improving the level of their academic performance.

The afore-cited study was significantly relevant to the study at hand for the reason that the two studies delved on MTB-MLE. However, they differed in the process of the study. The previous study focused on the perception, problems and possibilities in the implementation of MTB-MLE while the present study delved on the influence of the implementation of the MTB-MLE to the spelling competence of intermediate students.

In study of Tupas (2014) entitled, “Inequalities of Multilingualism: Challenges to Mother Tongue-Based Multilingual Education,” it disclosed that countries in Southeast Asia are multilingual. This means that many languages are of equal value and importance resulting in refusal to be called as minority language which could not possibly become the mother tongue. Furthermore, students are forced to deal and learn with materials not written in their language and the challenge has been anchored on tougher grounds due to the societies' fluency of the English language brought about by country’s former status as colony of the English empires.

Moreover, English has also become the determiner of the families' and the societies' status whether economically or

socially. In a bigger perspective, the learners retrogress in their academic performance due to the mismatch of the language instruction.

The study of Tupas posed relevance to the study at hand in the sense that both studies tackled on the implementation of the mother tongue-based multilingual education. However, the focus of the two studies differed aside from the locale of the study. The previous study focused more on the challenges on the inequalities of multilingualism and the effect to the academic performance while the present study focused on the influence of the MTB-MLE to the spelling competence of intermediate students. Moreover, the previous study was conducted abroad while the present study was conducted locally.

The study of Williams et al. (2014) entitled, "Understanding Best Practices in Mother Tongue-Based Multilingual Education (MTB-MLE) in the Philippines," revealed that proper understanding of the best practices in the use of the MTB-MLE improves it implementation among teachers and school administrators. Furthermore, the continued practices bring educational success – improved teaching competence of teachers and improved academic performance of K to 3 students.

The foregoing study posed relevance to the present study for the reason that both studies tackled MTB-MLE. However,

they differed in the focus of the study. The previous study focused on the best practices of the MTB-MLE implementation that proved significant influence to the teaching performance of teachers and academic performance of students. On the other hand, the present study focused on the extent of implementation of the MTB-MLE and its influence to the spelling competence of the intermediate students.

From the study of Mondez (2013) entitled, "Appropriateness of the Mother Tongue-Based Multilingual Education (MTB-MLE) in Urban Areas: A Synthesis Study," it was revealed that the learners have problems learning through the mother tongue because of their early exposure to the English language and they were more competent in English than in their mother tongue to the point that learning the mother tongue seemed like learning a foreign language for some of them. It also pointed out that the local languages that were identified to be mother tongues have been focused on local purposes and reasons. Though rare, cases involving the lack of registers of the mother tongues have been a serious issue. Implementers of the curriculum have missed developing the meta-language necessary in the teaching of the language.

The afore-cited study showed parallelism with the present study considering that both studies delved on mother tongue-based multilingual education. However, the two studies differed in the process of the study whereby the previous

study focused more on the appropriateness of the mother tongue-based multilingual education in urban areas which redound to its implementation. On the other hand, the present study focused on the implementation of the MTB-MLE and its influence to the spelling competence of intermediate students.

In the study conducted by Becker (2013) entitled, "The Mother Tongue Instruction in Multilingual Regions in Uganda," it was disclosed that: 1) the mother tongue instruction in multilingual regions has been questioned as to what mother tongue to use, 2) the predominant language would become the medium of instruction, 3) not everyone could be given appropriate instruction in their mother tongue, thus creating the word, "linguistic injustice," and 4) the academic performance of the students was confronted and eventually slowed down.

The aforementioned study posed relevance to the present study considering that the two studies delved on the MTB-MLE implementation. However, the two studies differed in the area the study delved into. The previous study delved on the implementation of the mother tongue in multilingual regions and its influence to the academic performance of students. On the other hand, the present study focused on the implementation of the MTB-MLE and its influence to the spelling competence.

In the study conducted by Dino (2012) entitled, "The Performance Profile in English, Mathematics and Filipino of the Kindergarten Pupils Using the Mother Tongue as Basis for a Lesson Guide," the following were the findings of the study: 1) the performance level of the pupils in Mathematics and Filipino using the mother tongue is satisfactory, 2) the performance of the pupils in English with the intertwine of the mother tongue is unsatisfactory, and 3) the mother tongue-based instruction in the primary level cause mispronunciation in reading and using sounds in writing words even if the proper spelling are not correct.

The previous study found relevance to the study at hand inasmuch as the subject delved into the two studies was on the mother tongue-based instruction which showed significant effect to their academic performance. However, the focus of the study served as the point of difference between the two studies. The former study assessed the performance of the kindergarten pupils in the core subject areas using the mother tongue-based instruction while the present study looked into the influence of the mother tongue to the spelling competence of intermediate students.

Espada (2012) conducted a study on "The Native Language (Waray) in Teaching Mathematics in Kindergarten." In her study, she found out that the performance of the kindergarten pupils with the use of the Waray language as the medium of

instruction excelled in Mathematics than those kindergarten pupils whose medium of instruction was English. She also found out that proficiency of the teachers in the use of the native language significantly influenced the learning and the performance of the pupils.

The previous study was related to the present study considering that mother tongue is the major variable of the study as it influenced to the academic performance of learners. However, the focus of the study serves as the point of difference between the two studies. The study of Espada delved on the use of the native language (Waray) as medium of instruction in teaching Mathematics among Kindergarten pupils while the present study delved on the use of mother tongue-based multi-lingual instruction and its influence to the spelling competence of intermediate students.

Another study relevant to the study at hand is that of Charanchi (2012) entitled, "A Study on the Influence of Mother-Tongue, Teacher's Qualification and Experience On performance in Primary School." The major findings from his study were: 1) the use of mother tongue as medium of instruction enhanced the performance of pupils in primary school mathematics; 2) teacher's experience has an impact on pupils' performance in primary school mathematics; 3) teacher's qualification and gender are not a significant factor in determining the performance of pupils in

Mathematics.

Pertinent to the present study, Charanchi's study centered at the influence of the Mother Tongue-based instruction in the classroom to the performance of pupils. The main distinction of the two study lies in the fact that the preceding study was conducted abroad specifically in the Arab countries and focused more on the influence of mother tongue on the teachers' qualifications and performance of pupils in Mathematics. This study was conducted locally, in the District of Wright I, Schools Division of Samar, and intended to find out the influence of the mother tongue to the language performance of grade 6 students.

Additional related study was conducted by Oluwole (2012) entitled, "Impact of the Mother Tongue to the Students' Achievement in the English Language of Junior Secondary Certificate Examination in Western Nigeria." The findings revealed that mother tongue influences the students' poor performance in English language in Junior School Certificate examination and that there are other factors contributing to students' poor performance in English language. These other factors are poor method of teaching, lack of textbooks, language background and lack of professional growth and development of teachers.

Comparing the study of Oluwole to the present study, the former study focused on the impact of mother tongue to the

students' achievement. However, they differed in the area whereby the mother tongue is associated. The previous study considered English language in Junior School certificate examination while the present study considered spelling among intermediate students in the linear association with the mother tongue.

The foregoing studies cited by the researcher gave her the motivation in the conduct of this present study. The concepts and the processes undertaken in the aforementioned studies gave her the guidance in the establishing the working process undertaken in this study.

Chapter 3

METHODOLOGY

This chapter presents the procedures undertaken in this study which include the research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and the statistical treatment of data.

Research Design

This study employed descriptive-correlation research design with comparative analysis. Descriptive since the study aimed at identifying the personal characteristics of student-respondents in terms of the following personal characteristics, namely: age and sex, mean grade during the previous grade level in the following subject areas, viz: English and Filipino, parents' highest educational attainment, parents' occupation, gross monthly family income and attitude toward language as well as the personal characteristics of the teacher-respondents in terms of age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, relevant in-service training attended and attitude toward teaching.

Likewise, the extent of implementation of the MTB-MLE was determined as evaluated by the two groups of respondents, which were compared for any significant difference. Furthermore, the language performance of the student-respondents as assessed by the two groups of respondents was determined which was also compared for any significant difference

The study was a correlational one considering that the language performance of the student-respondents was associated with the student-related factors, teacher-related factors, and the extent of implementation of MTB-MLE.

Descriptive and inferential statistical tools were utilized in the analysis of data which included Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Median, Mean Average Deviation, Mode, Weighted Mean, t-Test for Independent Sample Means, Mann-Whitney or U-Test for Independent Samples, Chi-Square Test, Spearman's Rank Coefficient of Correlation, and the Fisher's t-Test.

Locale of the Study

Figure 2 shows the map of the locale of the study.

The study was conducted in the District of Wright I, Schools Division of Samar involving the following schools, namely: Wright I CES, Apolonia IS, Bagsa ES, Balbagan ES, Bato ES, Binogho ES, Campo-Uno ES, Cantaguic ES, Cantao-an

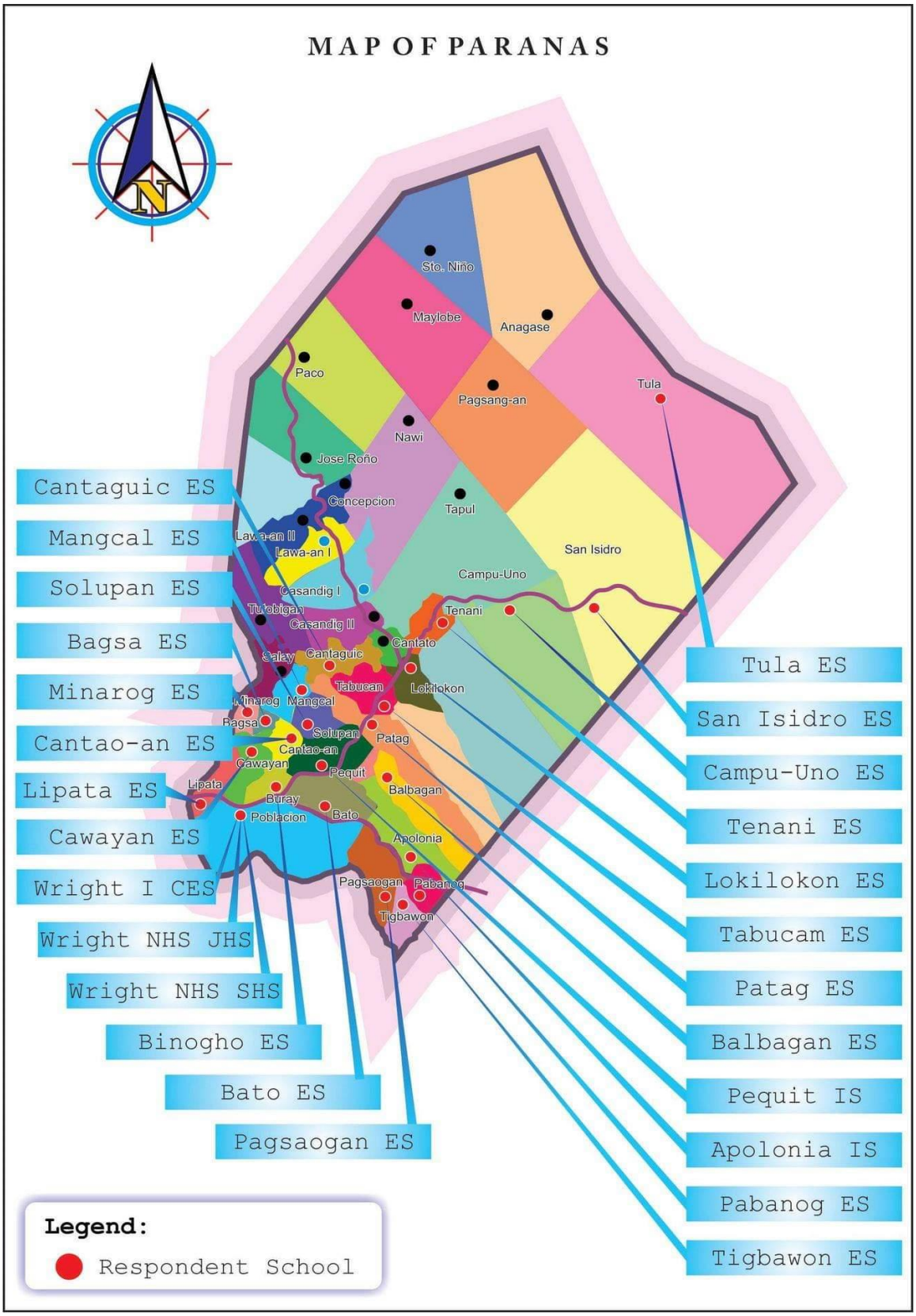

Figure 2. The Map Showing the Locale of the Study

ES, Cawayan ES, Lipata ES, Lokilokon IS, Mancal ES, Minarog ES, Pabanog ES, Pagsaogan ES, Patag ES, Pequit IS, San Isidro ES, Solupan ES, Tabucan ES, Tenani IS, Tigbawon ES, and Tula ES.

The Municipality of Paranas in Western, Samar carries the Wright in honor of Governor General Luke Wright, who was the Governor General of the Philippines that time. However, The Sangguniang Bayan sponsored Resolution No. 1 Series of 1988 clamoring for the restitution of the name Paranas instead of Wright. Paranas was officially adopted in November 4, 1988 by virtue of Republic Act 6681.

Then, the Supervisor of Wright - San Jose de Buan District, Mila O. Rebosura, decided to divide the district into two. She made a resolution clamoring for the separation of Wright – San Jose de Buan District for the following reasons based on the legal basis: 1) largest number of teachers, 2) geographical location, wherein schools should be near to each other and the central school must be within the municipality, and 3) large population of the whole district, the mother district should not be less than 100 teachers. It went through the whole process until it was finally signed for the approval of the resolution.

In the year 1997, The Wright - San Jose de Buan District was the first district that was divided within the Division of Samar. At present, there are two Districts Wright I and

Wright II in Paranas, Samar (https://lguparanas.gov.ph> history-of-paranas).

Instrumentation

In order to gather the needed data of this study, the researchers used the questionnaire and the school forms.

Questionnaire. The questionnaire was used to capture the descriptive part of the study. Two sets of questionnaires were crafted by the researcher. Set 1 was intended for the student-respondents while set 2 was for the teacher-respondents.

Set 1 was composed of three parts. Part 1 intended to determine the personal characteristics of the student-respondents in terms of age and sex, mean grade during the previous grade level in the following subject areas, viz: English and Filipino, parents' highest educational attainment, parents' occupation, gross monthly family income, and academic performance during the first and second quarters.

Part II appraised the attitude of the student-respondents toward language. This was composed of 10 attitude statements that were responded by the student-respondents using the five-point Likert scale as follows: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D) and 1 for Strongly Disagree (SD).

Part III evaluated the effect of MTB-MLE on language performance. This was composed of 20 indicators which was appraised by the student-respondents using the following five-point Thurstone scale, viz: 5 for Extremely Affecting (EA), 4 for Highly Affecting (HA), 3 for Moderately Affecting (MA), 2 for Slightly Affecting (SA), and 1 for Not Affecting (NA).

Set 2 of the questionnaire, on the other hand, was composed of three parts also. Part I captured the personal characteristics of the teacher-respondents in terms of age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, and relevant in-service training attended.

Part II appraised the attitude of the teacher-respondents toward teaching. This was composed of 10 attitude statements that were responded by the pupil-respondents using the five-point Likert scale as follows: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

Part III evaluated the effect of MTB-MLE on language performance. This was composed of 20 indicators which was appraised by the student-respondents using the following five-point Thurstone scale, viz: 5 for Extremely Affecting (EA), 4 for Highly Affecting (HA), 3 for Moderately Affecting

(MA), 2 for Slightly Affecting (SA), and 1 for Not Affecting (NA).

School Forms. The school forms were composed of the IPCRF and permanent record. The IPCRF was the source of the performance rating of the teacher-respondents while the permanent record was as the source of the average grade of the student-respondents during the previous grade level along the learning areas of English and Filipino.

Validation of Instrument

Since the questionnaire was adapted from the study of Burton (2013) with slight modification suited to the study at hand, it did not undergo validation procedures, but underwent expert validation. The questionnaire was submitted for expert validation through the members of the panel of oral examiners focusing on the following areas, namely: face, content, construct, pragmatic, and convergent-discriminant validity with consideration on the cognitive and situational perspectives of the respondents. Their comments and suggestions for improvement were considered in the revision of the questionnaire ready for actual data collection since it no longer underwent reliability testing considering that it was based on a standardized source.

Sampling Procedure

In conducting sampling procedure, the researcher asked

the list of total enrolment of the Grade 6 students in the District of Wright I, Schools Division of Samar. From the list, the sample size was determined by using Slovin's formula as follows:

$$n = N/(1 + Ne^2)$$

Where: n refers to the sample size;

N refers to the total enrolment of the Grade 3 students; and

e refers to the margin of error set at .05.

Meanwhile, the stratified random sampling technique without replacement was employed in determining the number of respondents in the district by school. All the names of the grade 6 students were written in a piece of paper. Each was rolled, placed in a box, and shaken. Then, one by one was drawn until the sample size was reached. There was 404 total enrollment of Grade 6 students in Wright 1 elementary schools, in the Division of Samar, and out of this number 202 was used as samples and served as respondents in this study.

On the other hand, universal sampling was applied to the teachers. That is, all teachers were considered as respondents of the study. There were 72 teachers involved in this study as respondents.

Table 1 presents the distribution of the sample respondents by category and by school.

Table 1

The Number of Sample Respondents by Category and by School

Name of School	Grade 6 Students		Teachers
	Enrolment	Sample	
Wright I CES	54	27	2
Apolonia IS	16	8	1
Bagsa ES	5	3	1
Balbagan ES	9	4	1
Bato ES	12	6	1
Binogho ES	29	14	1
Campo-Uno ES	13	7	1
Cantaguic ES	3	2	1
Cantao-an ES	7	4	1
Cawayan ES	7	4	1
Lipata ES	19	8	1
Lokilokon IS	6	3	1
Mancal ES	10	5	1
Minarog ES	10	5	1
Pabanog ES	43	21	1
Pagsaogan ES	5	3	1
Patag ES	13	7	1
Pequit IS	29	14	1
San Isidro ES	21	10	1
Solupan ES	14	7	1
Tabucan ES	12	6	1
Tenani IS	30	15	1
Tigbawon ES	26	13	1
Tula ES	11	6	1
Total	**404**	**202**	**25**
	(N)	**(n)**	**(N)**

Data Gathering Procedure

As a protocol, the researchers sought permission from the Schools Division Superintendent to conduct the study at the District of Wright I, Schools Division of Samar. Once approved, the researcher replicated request from the district

supervisor and school administrators of the District of Wright I to collate information essential to this study.

The researcher personally fielded the instrument to the Grade 6 student- and teacher-respondents in the different schools under the District of Wright I, Schools Division of Samar, to generate 100 percent retrieval. Person-to-person interviewing was employed in order to conduct verification and probing with vague responses. Inasmuch as the face-to-face instruction was not allowed by the IATF, the researcher personally visited the student-respondents in their respective homes. Since, they were not allowed to go outside, they were easily found and personal interview was conducted.

The researcher did not encountered problems during data collection except for the distance of the residence of some student-respondents in the outskirt that required walking for several hours before they were reached.

Data gathering lasted for two months from January to February 2021. Likewise, she personally conducted document analysis with the consolidated school forms available at the district office.

Statistical Treatment of Data

Right after gathering the relevant information in the study, data analysis immediately followed using appropriate statistical tools, both descriptive and inferential, which

included Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Median, Mean Average Deviation, Mode, Weighted Mean, t-Test for Independent Sample Means, Mann-Whitney or U-Test for Independent Samples, Chi-Square Test, Spearman's Rank Coefficient of Correlation, and the Fisher's t-Test.

Frequency Count. This tool was used to determine the personal characteristics of the student- and teacher-respondents in terms of its magnitude of occurrence.

Percentage. This measure was used to convert the magnitude of occurrence of each variable with respect to the total respondents using the following formula (Sevilla et al., 1992:200):

$$P = [f/N] \times 100$$

where: P refers to the percentage;

f refers to the number of occurrences; and

N refers to the total number of samples.

Arithmetic Mean. This was used to express the average of some of the identified characteristics of the respondents specifically on the data that was in ratio and interval scale. The following formula (Freud & Simon, 1992:35) was used:

$$\mu = \frac{\Sigma fX}{N}$$

where: μ refers to the arithmetic mean or average;

f refers to the frequency of occurrence;

X refers to the identified variable; and

n refers to the sample size.

Standard Deviation. This statistic was used to support the calculation of the Arithmetic Mean by calculating the deviation of the observations from calculated averages. The following formula (Freud & Simon, 1992:52) was used:

$$s = \sqrt{\frac{\Sigma f(X - \mu)^2}{n - 1}}$$

where: s refers to the standard deviation;

f refers to the frequency of occurrence;

X refers to the identified variable; and

μ refers to the arithmetic mean.

Median. This statistical tool was used to express the middle most point of some of the identified characteristics of the respondents specifically on the not normally distributed ratio and interval scale data. The following formula (Freud & Simon, 1992:35) was used:

$$M_d = \left(\frac{[1/2N - F]}{F}\right) i$$

where: M_d refers to the middle most point of an array of observations;

N refers to the total observations;

F refers to the accumulated frequencies equal or less than 1/2 of the total observations; and

f refers to the number of occurrences in the assumed midpoint step distribution.

Mean Average Deviation. This tool was used to describe the extent to which not normally distributed data varied. The following formula (Freud and Simon, 1992:35) was used:

$$MAD = \frac{\sum /X_i - \mu/}{n}$$

where: MAD refers to the mean average deviation;

$/X_i-\mu/$ refers to the absolute difference between the observation and the mean; and

n refers to the number of observations.

Mode. This tool was used to calculate the most frequent occurring observation which was determined by the highest registered frequency in the step distribution (Walpole, 1989:207).

Weighted Mean. This statistic was employed to determine the collective appraisal of the student-respondents regarding their attitude toward language, extent of implementation of MTB-MLE and their language performance, as well as the attitude of the teacher-respondents toward teaching, extent

of implementation of MTB-MLE, and their language performance of the student-respondents.

The formula (Pagoso, 1997:111) that was employed is was follows:

$$\bar{X}_w = \frac{\Sigma f_i X_i W_i}{n}$$

where: $\bar{X}_w$ refers to the weighted mean;

f_i refers to the frequency of a category of variable;

X_i refers to the identified category of a variable;

W_i refers to the weights which are expressed in a five-point scale; and

n refers to the sample size.

In interpreting the weighted mean, the following set of five-point scales was used:

Range	**Interpretation**	
4.50-5.00	Strongly Agree	(SA)
	Extremely Implemented	(EI)
	Excellent	(E)
3.50-4.49	Agree	(A)
	Highly Implemented	(HI)
	Very Good	(VG)
2.50-3.49	Uncertain	(U)

	Moderately Implemented	(MI)
	Good	(G)
1.50-2.49	Disagree	(D)
	Slightly Implemented	(SI)
	Unsatisfactory	(US)
1.00-1.49	Strongly Disagree	(SD)
	Not Implemented	(NI)
	Poor	(P)

t-Test for Independent Sample Means. This tool was used to compare significant difference in the evaluation of the two groups of respondents on the extent of implementation of MTB-MLE and the language performance of the student-respondents using the following formula (Walpole, 1989:311):

$$t = \frac{\mu_1 - \mu_2}{\sqrt{\left[\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right]\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

where: t = refers to the computed t-value;

μ_1 = the mean of the first group;

μ_2 = the mean of the second group;

s_1^2 = refers to the sample variance of the first group;

s_2^2 = refers to the sample variance of the second group;

n_1 = refers to the number of cases for

the first group; and

n_2 refers to the number of cases for the second group.

$$df = n_1 + n_2 - 2$$

Mann-Whitney Test or U-Test for Independent Samples. This tool was used to compare two independent groups of variables which were in not normal distribution (Walpole, 1989). The formula was as follows:

U = the smaller value between u_1 and u_2

where:

$$u_1 = w_1 - \frac{n_1 (n_1 + 1)}{2};$$

w_1 = sum of ranks of the smaller groups;

$$u_2 = w_2 - \frac{n_2 (n_2 + 1)}{2};$$

$$w_2 = \frac{(n_1 + n_2)\ (n_1 + n_2 + 1)}{2} - w_1$$

Chi-Square Test. This tool was used to determine the relationship between nominal dependent variables using the following formula (Walpole,1989:390):

$$X^2 = \sum \frac{(O_i - E_i)}{E_i}$$

where: O refers to the observed frequency; and

E refers to the expected frequency.

Spearman's Rank Coefficient of Correlation. The

Spearman's Rho was employed to associate linear relationship between two variables which were in a not normal distribution using the following formula (Walpole, 1997:460):

$$\rho = 1 - \frac{6\sum D^2}{N^3 - N}$$

where: ρ refers to the coefficient of linear association between paired ranks assigned to individual scores on two variables;

D refers to the deviation between paired ranks;

N refers to the total number of paired observations.

Table 2 was used as guide in interpreting the degree of linear association (SRTC, 2013:98).

Fisher's t-Test. This statistical tool was used to test the significance of the coefficient of linear association (Pearson's r) between a set of paired variables. The formula (Best & Khan, 1998:402-403) applied in this case was as follows:

$$t_f = r_{xy}\sqrt{\frac{N - 2}{1 - r_{xy}^2}}$$

where:

t_f refers to the Fisher's t-test value;

r_{xy} refers to the value of the Pearson r;

n-2 refers to the degree of freedom; and

n refers to the sample population.

To test the normality of the distribution in a parametric test, the Shapiro Wilk test (Goss-Sampson, 2020:30) was employed using the following formula:

$$\omega = \frac{(\sum^{n}_{i=1}\alpha_i x_{(i)})^2}{\sum^{n}_{i=1}(x_i - \mu)^2}$$

where the $x_{(1)}$ is the smallest ordered sample value and α_1 is the constant value generated from the mean, variance, and covariance of the order statistics of a sample size n from a normal distribution. The higher the value of ω than the chosen alpha level, the normal the distribution is.

Furthermore, in all cases in the testing the hypotheses, the decision whether the null hypothesis was accepted or rejected, the following decision rule served as guide: accept

Table 2

The Table of Linear Association

Correlation Coefficient	Interpretation
0	No linear association
$0<p<\pm0.2$	Very weak linear association
$\pm0.2\leq p<\pm0.4$	Weak linear association
$\pm0.4\leq p<\pm0.6$	Moderate linear association
$\pm0.6\leq p<\pm0.8$	Strong linear association
$\pm0.8\leq p<\pm1.0$	Very strong linear association
±1.0	Perfect linear association

the null hypothesis if and when the computed value turned lesser than the critical or tabular value or the p-value turned greater than the α; on the other hand, reject the null hypothesis if and when the computed value turned equal or greater than the critical or tabular value or the p-value turned equal or lesser than the α.

Finally, the hypotheses testing assumed the level of significance equals to $\alpha=0.05$ in a two-tailed test. A free-ware statistical program was utilized for accuracy and precision in the data processing known as Jeffrey's Amazing Statistical Program (JASP) version 0.14.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data. Included in this chapter are the following: profile of the student-respondents, profile of teacher-respondents, effect of the MTB-MLE to the language performance of the student-respondents as evaluated by the two groups of respondents, comparison between the evaluation between the two groups of respondents on the effect of MTB-MLE to the language performance of the student-respondents in terms of the foregoing areas, language performance of the student-respondents based on the mean grade of the first and second quarters, and relationship between the language performance of the student-respondents and the identified factors.

Profile of Student-Respondents

This section presents the profile of the student-respondents in terms of age and sex, mean grade during the previous grade level in English and Filipino, parents' highest educational attainment, parents' occupation, gross monthly family income, and attitude toward language.

Age and Sex. Table 3 presents the age and sex disaggregation of student-respondents.

Table 3

Age and Sex Disaggregation of Student-Respondents

Age	Sex			Total	%
	Male	Female	Not Stated		
14	2	3	0	5	2.36
13	4	8	0	12	5.66
12	51	44	0	95	44.81
11	39	34	0	73	34.44
10	0	1	0	1	0.47
Not Stated	0	15	11	26	12.26
Total	**96**	**105**	**11**	**212**	**100.00**
%	**45.28**	**49.53**	**5.19**	**100.00**	
Median	**12.00 years old**				
MAD	**0.00 year**				

ω=*p*=<0.001<.05 not normally distributed

From the table, it can be noted that a number of the student-respondents, that is, 95 or 44.81 percent were aged 12 years old while 73 or 34.44 percent were aged 11 years old, and the rest were thinly distributed to the other identified ages. However, there were 26 or 12.26 percent did not disclose their ages.

The median age of the student-respondents was posted at 12.00 years old with a mean average deviation (MAD) of 0.00. The data signified that the student-respondents were in their right age for the grade level they were enrolled in.

Moreover, 105 of the student-respondents or 49.53 percent belonged to the female sex with the male counterpart being composed of 96 or 45.28 percent. The data signified that the female student-respondents outnumbered the male counterpart which signified that at the time of the data collection more of this sex group were available for interview.

Mean Grade During the Previous Year Level. Table 4 shows the mean grade during the previous year level of the student-respondents in English and in Filipino.

English. It can be gleaned from Table 4 that the median grade of the student-respondents in English during previous grade level was posted at 80.00 with a MAD of 10.00. The data signified that the student-respondents manifested with a despaired grade in English during the previous grade level. However, the middle most point grade signified that they have shown a better performance above the passing grade required by the DepEd which is 75.

Filipino. The same table shows that the mean grade of the student-respondents in Filipino during the previous grade level was posted at 87.56 with a standard deviation (SD) of 4.27. The data signified that the performance of the student-respondents was more or less homogenous with a mean grade higher than the passing grade required by the DepEd which is 75 indicating that they fared well in Filipino.

Table 4

Mean Grade During the Previous Year Level of Student-Respondents

Subject	Measure of Central Tendency	Measure of Dispersion
English Filipino	Median* = 80.00 Mean** = 87.56	MAD = 10.00 SD = 4.27
Overall	**Median* = 81.50**	**MAD = 10.00**

*ω=*p*=<0.001<.05 not normally distributed
**ω=*p*=.120>.05 normally distributed

In summary, the median grade of the student-respondents in the two subjects was 81.50 with a MAD of 10.00 signifying a despaired performance. However, higher than the passing grade set by the DepEd indicating that in the overall, these students performed well in the two subjects.

Parents' Highest Educational Attainment. Table 5 contains the parents' highest educational attainment.

From the table, it can be noted that among the fathers of the student-respondents, a number of them, that is, 63 or 20.72 percent were high school graduates while 46 or 21.70 percent were in the baccalaureate level, 34 or 16.04 percent were in the master's degree level, and the rest were distributed to the other identified educational levels.

On the other hand, the table shows that 68 or 32.08 percent were high school graduates while 47 or 22.17 percent were in the baccalaureate level, 31 or 14.62 percent were in

Table 5

Parents' Highest Educational Attainment of Student-Respondents

Educational Level	Father		Mother	
	f	%	f	%
Doctorate Degree/Level	2	0.94	0	0.00
Master's Degree/Level	34	16.04	31	14.62
Baccalaureate Degree	25	11.79	17	8.02
Baccalaureate Level	46	21.70	47	22.17
High School Graduate	63	29.72	68	32.08
High School Level	18	8.49	17	8.02
Elementary Graduate	16	7.55	24	11.32
Elementary Level	1	0.47	1	0.47
No Schooling	1	0.47	0	0.00
Not Stated	6	2.83	7	3.30
Total	**212**	**100.00**	**212**	**100.00**

the master's degree level, 24 or 11.32 percent were elementary graduates and the rest were thinly distributed to the other identified educational levels.

The data signified that the parents of the student-respondents were functional literates, that is, they have the capability to read, write, and understand simple messages which can be an advantage to the studies of their children as learning facilitators.

Parents' Occupation. Table 6 reveals the parents' occupation of the student-respondents.

The table shows that among the fathers of the student-respondents, majority of the fathers of the student-respondents did not disclosed their occupations while 25 or

Table 6

Parents' Occupation of Student-Respondents

Occupation	Father		Mother	
	f	%	f	%
Farmer	12	5.66	82	38.68
Fisherman	5	2.36	2	0.94
Copra Dealer	10	4.72	1	0.47
Fish Broker	1	0.47	0	0.00
Sari-sari Store Operator	1	0.47	35	16.51
Business Operator	0	0.00	2	0.94
Teacher	0	0.00	9	4.25
Government Employee	0	0.00	5	2.36
Private Company Employee	3	1.42	5	2.36
Vendor	1	0.47	18	8.49
Barangay Official	5	2.36	9	4.25
Carpenter	12	5.66	0	0.00
Laborer	16	7.55	0	0.00
Housewife	25	11.79	32	15.09
Not Stated	121	57.07	12	5.66
Total	**212**	**100.00**	**212**	**100.00**

11.79 percent were engaged in a non-gainful occupation, and the rest were thinly distributed to the different identified gainful occupations.

On the part of the mothers of the student-respondents, the same table presents that a number of them, that is, 82 or 38.68 percent were farmers while 35 or 16.51 percent were sari-sari store operators, 32 or 15.09 percent were engaged in a non-gainful activity being the housewife, and the rest were slimly distributed to the other identified gainful occupations.

The foregoing data suggested that the parents of the student-respondents were engaged in gainful occupations that served as the source of their living to support the family.

Gross Monthly Family Income. Table 7 discloses the gross monthly family income of the student-respondents.

The table shows that more than half of the family of the student-respondents, that is, 124 or 58.49 percent earned a gross monthly family income of less than P10,000 while 42 or 19.81 percent earned P10,000-P29,999 gross monthly family income, and the rest were distributed to the other identified income brackets to include 22 or 10.38 percent who did not provided their gross monthly family income.

The foregoing data suggested that the family of the student-respondents belonged to the low income group in the society which signified that they could hardly make both ends

Table 7

Gross Monthly Family Income of Student-Respondents

Income Bracket	f	%
P70,000-P89,999	1	0.47
P50,000-P69,999	4	1.89
P30,000-P49,999	19	8.96
P10,000-P29,999	42	19.81
Less than P10,000	124	58.49
Not Stated	22	10.38
Total	**212**	**100.00**

meet due to the escalating prices of prime commodities however, they put premium on education that they send their children to school.

Attitude Toward Language. Table 8 appraises the attitude of the student-respondents toward language. There were 10 attitude statements included in this case whereby the respondents agreed or disagreed each statement.

Table 8 presents that the student-respondents "agreed" nine attitude statements with weighted means of 3.53 to 4.37. Eventually, the statements stating: "learning how to speak and write language correctly is important to me" and "I am more motivated to read to be more acquainted with words and learn language confidently" obtained the highest and the least weighted means, respectively. The remaining one attitude statement was appraised by the student-respondents with "uncertainty."

Taken as a whole, the student-respondents "agreed" their attitude toward language being shown by the grand weighted mean of 3.92. This signified that the student-respondents manifested highly favorable attitude toward language indicating that they showed interest in learning it.

Profile of Teacher-respondents

This section provides the information on the profile of teacher-respondents in terms of age and sex, civil status,

Table 8

Attitude Toward Language of Student-Respondents

Attitude Statement	WM	I
1. Learning how to speak and write language correctly is important to me.	4.37	A
2. The main purpose of learning how to speak and write language correctly is to help me develop mentally and academically.	4.09	A
3. I am enthusiastic in language learning orally and mentally in school.	3.93	A
4. Involving in language activities encourages me to think mentally.	3.95	A
5. Speaking and writing words correctly hones my vocabulary.	3.76	A
6. I am more motivated to read to be more acquainted with words and learn language confidently.	3.53	A
7. My language skills lead me to get higher grades.	4.04	A
8. I am more regular in attending classes to learn language correctly.	4.21	A
9. I consider language skills as part of my academic and intellectual development.	3.82	A
10. I exert harder in learning language than some of the friends in school.	3.44	U
Grand Weighted Mean	**3.92**	
Interpretation	**Agree**	

Legend:

4.50-5.00	Strongly Agree	(SA)
3.50-4.49	Agree	(A)
2.50-3.49	Uncertain	(U)
1.50-2.49	Disagree	(D)
1.99-1.49	Strongly Disagree	(SD)

highest educational attainment, teaching position, gross monthly family income, number of years in teaching, latest performance rating based on the IPCRF, number of relevant in-service training, and attitude toward teaching.

Age and Sex. Table 9 presents the age and sex disaggregation of teacher-respondents.

The table shows that a number of the teacher-

Table 9

Age and Sex Disaggregation of Teacher-Respondents

Age	Sex			Total	%
	Male	Female	Not Stated		
60	0	1	0	1	4.17
57	0	1	0	1	4.17
45	0	1	0	1	4.17
42	0	1	0	1	4.17
41	0	1	0	1	4.17
38	0	1	0	1	4.17
34	0	1	0	1	4.17
31	0	1	0	1	4.17
28	0	1	0	1	4.17
27	1	0	0	1	4.17
26	2	1	0	3	12.50
25	0	2	0	2	8.30
Not Stated	1	5	3	9	37.50
Total	**4**	**17**	**3**	**24**	**100.00**
%	**16.67**	**70.83**	**12.50**	**100.00**	
Median	**31.00 years old**				
AD	**6.00 years**				

$\omega=p=0.012<.05$ not normally distributed

respondents, that is, three or 12.50 percent were aged 26 years old while two or 8.30 percent were aged 25 years old, and the rest were evenly distributed to the other identified ages. However, there were nine or 37.50 percent who never dared disclosing their ages for unknown reason.

The median age of the teacher-respondents was posted at 31.00 years old with a MAD of 6.00 years. The data signified that the teacher-respondents that the teacher-respondents were on their early 30s with a registered disparity in their ages at the prime of their age and at the best of their health.

Moreover, majority of the teacher-respondents belonged to the female sex accounting for 17 or 70.83 percent. The male counterpart was composed of four or 16.67 percent only. This signified that the teacher-respondents were dominated by the female sex an indication that then and now more of this sex group embraced teaching as their chosen profession.

Civil Status. Table 10 contains the civil status of the teacher-respondents.

The table shows that more than half of the teacher-respondents, that is, 13 or 54.17 percent were married while seven or 29.17 percent were still single and the rest were evenly distributed to the other identified civil statuses.

The data denoted that most of the teacher-respondents had entered into a marital state with nuclear family to

Table 10

Civil Status of Teacher-Respondents

Civil Status	f	%
Single	7	29.17
Married	13	54.17
Widowed	2	8.33
Not Stated	2	8.33
Total	**24**	**100.00**

support by the fruits of their labor. Being in the said state served as an advantage to their children being dubbed as second parent in school, they have the capability to take good care of the children.

Highest Educational Attainment. Table 11 discloses the highest educational attainment of the teacher-respondents.

Table 11 shows that a number of the teacher-respondents, that is, nine or 37.50 percent were master's degree holders while another nine or 37.50 percent were in the master's level, three or 12.50 percent were in the doctorate level, and the remaining three or 12.50 percent were baccalaureate degree holders.

The data signified that the teacher-respondents possessed the qualifications for the teaching position having meet the basic educational requirement. In fact, advanced their educational qualification by pursuing graduate and post-graduate education for professional growth and

Table 11

Highest Educational Attainment of Teacher-Respondents

Educational Level	f	%
Doctorate Level	3	12.50
Masters' Degree	9	37.50
Masters' Level	9	37.50
Baccalaureate Degree	3	12.50
Total	**24**	**100.00**

development in preparation for any personnel movement that may come their way.

Teaching Position. Table 12 shows the teaching position of teacher-respondents.

The table shows that a number of the teacher-respondent, that is, nine or 37.50 percent were appointed as Master Teachers while six or 25.00 percent were Teacher Is, five or 20.83 percent were Teacher IIs, and four or 16.67 percent were appointed as Teacher III.

The data signified that the teacher-respondents were appointed to the different positions based on the organizational structure approved by the DepEd. Furthermore, most of them had been promoted already to the next higher level based on their merit and fitness that qualified them for promotion.

Gross Monthly Family Income. Table 13 contains the gross

Table 12

Teaching Position of Teacher-Respondents

Position	f	%
Master Teacher	9	37.50
Teacher III	4	16.67
Teacher II	5	20.83
Teacher I	6	25.00
Total	**24**	**100.00**

monthly family income of teacher-respondents.

Table 13 shows that majority of the teacher-respondents registered a gross monthly family income of P20,000-P39,999 accounting for 17 or 70.83 percent. The remaining seven or 29.17 percent disclosed to have a gross monthly family income of P40,000-P59,999.

Consequently, the modal gross monthly family income of the teacher-respondents was posted at ₱30,000.00 which was far above the poverty threshold. This denoted that most of the teacher-respondents had a sufficient income to support their respective family with the basic nutritional needs of every member including the financing of the educational needs of schooling member. Likewise, with the income they earned monthly, they could provide some luxury for the family through the procurement of common household appliances for their own convenience.

Table 13

Gross Monthly Family Income of Teacher-Respondents

Income Bracket	f	%
P40,000-P59,999	7	29.17
P20,000-P39,999	17	70.83
Total	**24**	**100.00**
Modal Income	**₱30,000.00**	

Number of Years in Teaching. Table 14 presents the number of years in teaching of the teacher-respondents.

The table shows that the teacher-respondents registered despaired number of years of service ranging from two years to 38 years whereby four or 16.67 percent disclosed that they had been teaching for four years, another four or 16.67 percent had been in the service as teachers for three years, and the rest were thinly distributed to the other identified years in service.

Corollarily, the median number of years in service of the teacher-respondents was posted at six years with a MAD of three years. The data manifested that the teacher-respondents registered a gap of three years in the service however, most of them had been teaching for quite a number of years which could be considered an ample time to hone their teaching skills and enhance their teaching strategies to include the

Table 14

Number of Years in Teaching of Teacher-Respondents

Years in Teaching	f	%
38	1	4.17
32	2	8.32
25	1	4.17
23	1	4.17
21	1	4.17
18	1	4.17
15	1	4.17
14	1	4.17
8	2	8.32
6	1	4.17
5	2	8.32
4	4	16.67
3	4	16.67
2	1	4.17
Not Stated	1	4.17
Total	**24**	**100.00**
Median	**6.00 years**	
MAD	**3.00 years**	

ω=*p*=<0.001<.05 not normally distributed

delivery mode during the new normal. Furthermore, with the number of years in teaching, they discharged well their duties and responsibilities.

Latest Performance Rating Based on the IPCRF. Table 15 shows the latest performance rating of the teacher-respondents based on the IPCRF.

The table shows that majority of the teacher-respondents obtained a "very satisfactory" performance rating based on

Table 15

Latest Performance Rating Based on the IPCRF of Teacher-Respondents

Rating	f	%
Outstanding	3	12.50
Very Satisfactory	21	87.50
Total	**24**	**100.00**

their evaluation in the IPCRF accounting for 21 or 87.50 percent. The remaining three or 12.50 percent belonged to the few who garnered "outstanding" performance rating.

The foregoing data suggested that the teacher-respondents manifested exemplary performance which indicated that they were able to successfully accomplish their targets that they committed at the beginning of the school year. Furthermore, this confirmed the previous claimed that they discharge their duties and responsibilities very well.

Relevant In-Service Trainings. Table 16 reveals the relevant in-service trainings attended by the teacher-respondents in the different levels, namely: international, national, regional, division, and district levels.

From the table, it can be noted that the teacher-respondents averred that they "never" attended international and national training levels while they "sometimes" attended division training level but they "oftentimes" attended the

Table 16

Relevant In-Service Trainings of Teacher-Respondents

Level	Weighted Mean	Interpretation
International	1.00	Never
National	1.29	Never
Division	1.58	Sometimes
District	2.63	Oftentimes
Overall	**1.63**	**Sometimes**

Legend: 3.50-4.00 Always
2.50-3.49 Oftentimes
1.50-2.49 Sometimes
1.00-1.49 Never

district level trainings.

In the overall, the teacher-respondents averred that they "sometimes" attended relevant in-service trainings as shown by the overall weighted mean of 1.63. This signified that the teachers were wanting in terms of relevant in-service trainings were concerned that the school administrators should consider by sending them to available trainings in the different levels or conduct echo trainings within the district or school.

Attitude Toward Teaching. Table 17 appraises the attitude toward teaching of the teacher-respondents. There were 10 attitude statements considered in this case whereby the respondents assessed each statement and signified their agreement or disagreement.

Table 17

Attitude Toward Teaching of Teacher-Respondents

Attitude Statement	WM	I
1. Teaching is important to me.	4.92	SA
2. The main purpose of teaching is to help students develop mentally and academically.	4.75	SA
3. I am enthusiastic in teaching every day in school.	4.54	SA
4. Teaching encourages me to think creatively.	4.79	SA
5. Teaching hones me professionally.	4.79	SA
6. I am more motivated to teach and transfer knowledge to my students.	4.75	SA
7. My teaching skills lead me to be effective.	4.63	SA
8. I develop more strategies and methods in teaching to develop my students.	4.71	SA
9. I consider teaching as part of my way of life.	4.71	SA
10. I exert harder in teaching to raise the academic performance of my students.	4.58	SA
Grand Weighted Mean	**4.72**	
Interpretation	**Strongly Agree**	

Legend:	4.50-5.00	Strongly Agree	(SA)
	3.50-4.49	Agree	(A)
	2.50-3.49	Uncertain	(U)
	1.50-2.49	Disagree	(D)
	1.99-1.49	Strongly Disagree	(SD)

Table 17 shows that the teacher-respondents "strongly agreed" all attitude statements with weighted means ranging from 4.54 to 4.92. From these attitude statements, "teaching is important to me" and "I am enthusiastic in teaching every

day in school" were rated with the highest and the least weighted means, respectively.

Taken as a whole, the teacher-respondents "strongly agreed" their attitude toward teaching with a grand weighted mean of 4.72. This signified that the teacher-respondents manifested extremely favorable attitude toward teaching so that they were extremely motivated to discharge their teaching duties and responsibilities.

Effect of the MTB-MLE to the Language Performance of the Student-Respondents as Evaluated by the Two Groups of Respondents

This part appraises the effect of the MTB-MLE to the language performance of the student-respondents as evaluated by the two groups of respondents in terms of expressing better ideas, building learners' confidence, better retention, and promoting friendly environment.

Expressing Better Ideas. Table 18 appraises the effect of the MTB-MLE to the language performance of the student-respondents as evaluated by the two groups of respondents in terms of expressing better ideas. There were five indicators considered in this case whereby the respondents provided their assessment in each of the indicator.

From the table, it can be gleaned that student-respondents appraised all the indicators on the effect of the MTB-MLE to their language performance in terms of expressing

Table 18

Effect of the MTB-MLE to the Language Performance of the Student-Respondents as Evaluated by the Two Groups of Respondents in Terms of Expressing Better Ideas

Indicator	Students		Teachers	
	WM	I	WM	I
1. Mother tongue as medium of instruction and better expression of ideas and understanding of lessons.	4.05	HA	3.83	HA
2. Mother tongue and the easy expression of feelings and understanding.	4.04	HA	3.79	HA
3. Mother tongue to aid functional understanding in Mathematics, that is, students can interpret the lessons delivered, and their understanding well on how to compute numeric expressions.	3.98	HA	3.83	HA
4. Mother tongue and easy understanding of lessons and adoption of what is to be learned.	3.73	HA	3.96	HA
5. Mother tongue and learning better and faster.	4.21	HA	3.83	HA
Grand Weighted Mean	**4.00**		**3.85**	
Interpretation	**Highly Affecting**		**Highly Affecting**	

Legend:

4.50-5.00	Extremely Affecting	(EA)
3.50-4.49	Highly Affecting	(HA)
2.50-3.49	Moderately Affecting	(MA)
1.50-2.49	Slightly Affecting	(SA)
1.00-1.49	Not Affecting	(NA)

better ideas as “highly affecting” with weighted means ranging from 3.73 to 4.21. From these indicators, the statements stating: “mother tongue and learning better and faster” and “mother tongue and easy understanding of lessons and adoption of what is to be learned” obtained the highest and the least weighted means, respectively.

Taken as a whole, the student-respondents averred that the MTB-MLE was “highly affecting” to their language performance in terms of expressing better ideas being shown by the grand weighted mean of 4.00. This signified that the students believed that MTB-MLE was very significant to their language performance particularly in expressing better ideas.

On the other hand, the same table shows that the teacher-respondents, likewise, appraised all indicators on the effect of the MTB-MLE to the language performance of the student-respondents in terms of expressing better ideas as “highly affecting” with weighted means ranging from 3.79 to 3.96. Consequently, the indicators stating, “mother tongue and easy understanding of lessons and adoption of what is to be learned” and “mother tongue and the easy expression of feelings and understanding” obtained the highest and the least weighted means, respectively.

Taken as a whole, the teacher-respondents, likewise, considered the MTB-MLE as “highly affecting” to language performance of the student-respondents in terms of expressing

better ideas being shown by the grand weighted mean of 3.85. This signified that the teachers also believed that MTB-MLE was very significant to the language performance of the students particularly in expressing better ideas.

In summary, the two groups of respondents arrived at a similar adjectival evaluation on the effect of the MTB-MLE to the language performance of the students in terms of expressing better ideas. Both of them considered it as "highly affecting." However, they differed in their numerical evaluation. While the students gave a grand weighted mean of 4.00, the teachers gave a grand weighted mean of 3.85.

Building Learners' Confidence. Table 19 provides the effect of the MTB-MLE to the language performance of the student-respondents as evaluated by the two groups of respondents in terms of building learners' confidence. There were five indicators considered in this case whereby the respondents provided their assessment in each of the indicator.

The table shows that the student-respondents appraised three indicators along this area as "highly affecting" which corresponded to the statements stating: "meaningful lessons delivered in the mother tongue and understanding concepts," "mother tongue and the confidence in recitation in class," and "empowering self-confidence through mother tongue and active participation in class work" with weighted means of

Table 19

Effect of the MTB-MLE to the Language Performance of the Student-Respondents as Evaluated by the Two Groups of Respondents in Terms of Building Learners' Confidence

Indicator	Students		Teachers	
	WM	I	WM	I
1. Meaningful lessons delivered in the mother tongue and understanding concepts.	4.06	HA	3.83	HA
2. Empowering self-confidence through mother tongue and active participation in class work.	3.91	HA	3.67	HA
3. Mother tongue and the free expression of answers.	3.46	MA	4.25	HA
4. Mother tongue and gaining confidence in the ability to communicate meaningfully.	3.39	MA	4.33	HA
5. Mother tongue and the confidence in recitation in class.	3.97	HA	4.13	HA
Grand Weighted Mean	**3.76**		**4.04**	
Interpretation	**Highly Affecting**		**Highly Affecting**	

Legend:

4.50-5.00	Extremely Affecting	(EA)
3.50-4.49	Highly Affecting	(HA)
2.50-3.49	Moderately Affecting	(MA)
1.50-2.49	Slightly Affecting	(SA)
1.00-1.49	Not Affecting	(NA)

4.06, 3.97, and 3.91, respectively. The remaining indicators were considered by this group of respondents as "moderately affecting."

Taken as a whole, the student-respondents considered the

effect of the MTB-MLE to their language performance in terms of building learners' confidence as "highly affecting" being indicated by the grand weighted mean of 3.76. This signified that the students believed that MTB-MLE was very significant to their language performance particularly in building their confidence.

The same table shows that from the viewpoint of the teacher-respondents, they appraised all indicators along the effect of the MTB-MLE to the language performance of the student-respondents in terms of building learners' confidence as "highly affecting" with weighted means ranging from 3.67 to 4.33. Eventually, the indicators that obtained the highest and the least weighted means, respectively, corresponded to the statements stating: "mother tongue and gaining confidence in the ability to communicate meaningfully" and "empowering self-confidence through mother tongue and active participation in class work."

Taken as a whole, the teacher-respondents considered the effect of the MTB-MLE to the language performance of the student-respondents in terms of building learners' confidence as "highly affecting" being shown by the grand weighted mean of 4.04. This signified that the teachers also believed that MTB-MLE was very significant to the language performance of the students particularly in building learners' confidence.

In summary, the two groups of respondents arrived at the

same adjectival evaluation on the effect of the MTB-MLE to the language performance of the students in terms of building learners' confidence. Both of them considered it as "highly affecting." However, they differed in their numerical evaluation. While the students gave a grand weighted mean of 3.76, the teachers gave a grand weighted mean of 4.04.

Better Retention. Table 20 contains the effect of the MTB-MLE to the language performance of the student-respondents as evaluated by the two groups of respondents in terms of better retention. There were five indicators considered in this case whereby the respondents provided their assessment in each of the indicator.

Table 20 presents that the student-respondents appraised all the indicators along effect of the MTB-MLE to their language performance in terms of better retention as "highly affecting" with weighted means ranging from 3.53 to 4.49. From these indicators, the statements stating: "mother tongue and learning to read and write to boost confidence, more dynamic and most likely successful in school and therefore become truly bilingual" and "mother tongue and the facilitation of the lessons to be understood, like in Mathematics wherein the concepts are easily recalled" obtained the highest and the least weighted means, respectively.

Taken as a whole, the student-respondents considered the

Table 20

Effect of the MTB-MLE to the Language Performance of the Student-Respondents as Evaluated by the Two Groups of Respondents in Terms of Better Retention

Indicator	Students		Teachers	
	WM	I	WM	I
1. Mother tongue as medium of instruction and better retention of lessons.	3.68	HA	4.33	HA
2. Mother tongue and the facilitation of the lessons to be understood, like in Mathematics wherein the concepts are easily recalled.	3.53	HA	3.88	HA
3. The impact in using the mother tongue and the interest to learn and understand the concepts.	3.71	HA	3.75	HA
4. Mother tongue and the easy understanding and retention of lessons.	3.90	HA	3.83	HA
5. Mother tongue and learning to read and write to boost confidence, more dynamic and most likely successful in school and therefore become truly bilingual.	4.49	HA	3.96	HA
Grand Weighted Mean	**3.86**		**3.95**	
Interpretation	**Highly Affecting**		**Highly Affecting**	

Legend:

4.50-5.00	Extremely Affecting	(EA)
3.50-4.49	Highly Affecting	(HA)
2.50-3.49	Moderately Affecting	(MA)
1.50-2.49	Slightly Affecting	(SA)
1.00-1.49	Not Affecting	(NA)

effect of the MTB-MLE to their language performance in terms of better retention as “highly affecting” being indicated by the grand weighted mean of 3.86. This signified that the students believed that MTB-MLE was very significant to their language performance particularly in better retention.

Likewise, Table 20 shows that the teacher-respondents appraised all indicators along this area as “highly affecting” with weighted means ranging from 3.75 to 4.33. From these indicators, the statements that obtained the highest and the least weighted means, respectively, corresponded to: “mother tongue as medium of instruction and better retention of lessons” and “the impact in using the mother tongue and the interest to learn and understand the concepts.”

Taken as a whole, the teacher-respondents considered the effect of the MTB-MLE to the language performance of the student-respondents in terms of better retention as “highly affecting” being shown by the grand weighted mean of 3.95. This signified that the teachers also believed that MTB-MLE was very significant to the language performance of the students particularly in better retention.

In summary, the two groups of respondents arrived at the same adjectival evaluation on the effect of the MTB-MLE to the language performance of the students in terms of better retention. Both of them considered it as “highly affecting.”

However, they differed in their numerical evaluation. While the students gave a grand weighted mean of 3.86, the teachers gave a grand weighted mean of 3.95.

Promoting Friendly Environment. Table 21 reflects the effect of the MTB-MLE to the language performance of the student-respondents as evaluated by the two groups of respondents in terms of promoting friendly environment. There were five indicators considered in this case whereby the respondents provided their assessment in each of the indicator.

The table shows that the student-respondents appraised four indicators along effect of the MTB-MLE to their language performance in terms of promoting friendly environment as "highly affecting" with weighted means ranging from 3.66 to 4.13. Consequently, the indicators that obtained the highest and the least weighted means, respectively, corresponded to the statements stating: "mother tongue and friendly teaching-learning environment which is the important task of teachers to perform" and "mother tongue and the experience 0f early years in school to bring significant influence on their outlook on studies, career and life." The remaining indicator was considered by this group of respondents as "moderately affecting."

Taken as a whole, the student-respondents appraised the effect of the MTB-MLE to their language performance in terms

Table 21

Effect of the MTB-MLE to the Language Performance of the Student-Respondents as Evaluated by the Two Groups of Respondents in Terms of Promoting Friendly Environment

Indicator	Students		Teachers	
	WM	I	WM	I
1. Mother tongue and the display of distinct behaviors in school such as having short attention span, easily moved by emotion like excitement, fear, anger or being shy.	3.89	HA	4.60	EA
2. Mother tongue and the experience 0f early years in school to bring significant influence on their outlook on studies, career and life.	3.66	HA	3.92	HA
3. Mother tongue and friendly teaching-learning environment which is the important task of teachers to perform.	4.13	HA	4.00	HA
4. Mother tongue and the encouragement to talk in class confidently.	3.84	HA	3.92	HA
5. Mother tongue and allowing to enter the portals of the classroom carrying with them insights on the first language to be able to understand better, enjoy more and be highly motivated to attend classes because they can understand the language inside the classroom.	3.46	MA	4.13	HA
Grand Weighted Mean	**3.80**		**4.11**	
Interpretation	**Highly Affecting**		**Highly Affecting**	

Table 21 continued

Legend:	4.50-5.00	Extremely Affecting	(EA)
	3.50-4.49	Highly Affecting	(HA)
	2.50-3.49	Moderately Affecting	(MA)
	1.50-2.49	Slightly Affecting	(SA)
	1.00-1.49	Not Affecting	(NA)

of promoting friendly environment as "highly affecting" being indicated by the grand weighted mean of 3.80. This signified that the students believed that MTB-MLE was very significant to their language performance particularly in promoting friendly environment.

The same table presents that the teacher-respondents averred that one indicator along the effect of the MTB-MLE to the language performance of the student-respondents in terms of promoting friendly environment as "extremely affecting." This indicator corresponded to the statement stating, "mother tongue and the display of distinct behaviors in school such as having short attention span, easily moved by emotion like excitement, fear, anger or being shy" with a weighted mean of 4.60. The rest of the indicators were considered by this same group of respondents as "highly affecting."

Taken as a whole, the teacher-respondents considered the effect of the MTB-MLE to the language performance of the student-respondents in terms of promoting friendly environment as "highly affecting" being shown by the grand weighted mean of 4.11. This signified that the teachers also

believed that MTB-MLE was very significant to the language performance of the students particularly in promoting friendly environment.

In summary, the two groups of respondents arrived at the same adjectival evaluation on the effect of the MTB-MLE to the language performance of the students in terms of promoting friendly environment. Both of them considered it as "highly affecting." However, they differed in their numerical evaluation. While the students gave a grand weighted mean of 3.80, the teachers gave a grand weighted mean of 4.11.

Comparison of the Evaluation of the Two Groups of Respondents on the Effect of the MTB-MLE to the Language Performance of the Student-Respondents

Table 22 reflects the comparison of the evaluation of the two groups of respondents on the effect of the MTB-MLE to the language performance of the student-respondents in terms of expressing better ideas, building learners' confidence, better retention, and promoting friendly environment.

Expressing Better Ideas. It may be recalled that the two groups of respondents arrived at a similar adjectival evaluation on the effect of the MTB-MLE to the language performance of the students in terms of expressing better ideas. Both of them considered it as "highly affecting." However, they differed in their numerical evaluation. While the students gave a grand weighted mean of 4.00, the teachers

Table 22

Comparison of the Evaluation of the Two Groups of Respondents on the Effect of the MTB-MLE to the Language Performance of the Student-Respondents

Parameter	Values		p-Value @ α=.05	Evaluation/ Decision
	Computed	Critical		
Expressing Better Ideas*	U = 20.00	2.00	0.139	NS / Accept Ho.
Building Learners' Confidence**	t = -1.517	±2.306 (df = 8)	0.168	NS / Accept Ho.
Better Retention***	t = -0.436	±2.306 (df = 8)	0.674	NS / Accept Ho.
Promoting Friendly Environment****	U = 3.500	2.00	0.074	NS / Accept Ho.

*ω=*p*=.034<.05 not normally distributed
**ω=*p*=.172>.05 normally distributed
***ω=*p*=.185>.05 normally distributed
****ω=*p*=.053=.05 not normally distributed

S = Significant
NS = Not Significant

gave a grand weighted mean of 3.85 resulting to a mean difference of 0.15. To ascertain whether the mean difference was significant the Mann Whitney or the U-Test for Independent Sample Means was employed.

The result showed that the computed U-value was posted at 20.00 with a p-value of 0.139. The critical value was set at 2.00. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned greater than the α also. Following the decision rule stated in the methodology, the difference

between the evaluation of the two groups of respondents the effect of the MTB-MLE to the language performance of the students in terms of expressing better ideas was not essentially significant. Therefore, the null hypothesis stating: "there is no significant difference between the evaluation of the two groups of respondents on the effect of the MTB-MLE to the language performance of the students in terms of expressing better ideas" was accepted. This meant that both the student and teachers believed that MTB-MLE significantly affected the language performance of the students in terms of expressing better ideas.

Building Learners' Confidence. It can be recalled that the two groups of respondents arrived at the same adjectival evaluation on the effect of the MTB-MLE to the language performance of the students in terms of building learners' confidence. Both of them considered it as "highly affecting." However, they differed in their numerical evaluation. While the students gave a grand weighted mean of 3.76, the teachers gave a grand weighted mean of 4.04 which resulted to a mean difference of -0.28. To ascertain whether the mean difference was significant the t-Test for Independent Sample Means was employed.

The result showed that the computed t-value was posted at -1.517 at df = 8 with a p-value of 0.168. The critical value was set at $\pm$2.306. In comparing the calculated value

with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the difference between the evaluation of the two groups of respondents the effect of the MTB-MLE to the language performance of the students in terms of building learners' confidence was not essentially significant. Therefore, the null hypothesis stating: "there is no significant difference between the evaluation of the two groups of respondents on the effect of the MTB-MLE to the language performance of the students in terms of building learners' confidence" was accepted. This meant that both the student and teachers believed that MTB-MLE significantly affected the language performance of the students in terms of building learners' confidence.

Better Retention. It was recalled that the two groups of respondents arrived at the same adjectival evaluation on the effect of the MTB-MLE to the language performance of the students in terms of better retention. Both of them considered it as "highly affecting." However, they differed in their numerical evaluation. While the students gave a grand weighted mean of 3.86, the teachers gave a grand weighted mean of 3.95 resulting to a mean difference of -0.09. To ascertain whether the mean difference was significant the t-

Test for Independent Sample Means was employed.

The result showed that the computed t-value was posted at -0.436 at df = 8 with a p-value of 0.674. The critical value was set at ±2.306. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the difference between the evaluation of the two groups of respondents the effect of the MTB-MLE to the language performance of the students in terms of better retention was not essentially significant. Therefore, the null hypothesis stating: "there is no significant difference between the evaluation of the two groups of respondents on the effect of the MTB-MLE to the language performance of the students in terms of better retention" was accepted. This meant that both the student and teachers believed that MTB-MLE significantly affected the language performance of the students in terms of better retention.

Promoting Friendly Environment. It may be recalled that the two groups of respondents arrived at the same adjectival evaluation on the effect of the MTB-MLE to the language performance of the students in terms of promoting friendly environment. Both of them considered it as "highly affecting." However, they differed in their numerical

evaluation. While the students gave a grand weighted mean of 3.80, the teachers gave a grand weighted mean of 4.11 which resulted to a mean difference of -0.31. To ascertain whether the mean difference was significant the Mann Whitney or the U-Test for Independent Sample Means was employed.

The result showed that the computed U-value was posted at 3.500 with a p-value of 0.074. The critical value was set at 2.00. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned greater than the α also. Following the decision rule stated in the methodology, the difference between the evaluation of the two groups of respondents the effect of the MTB-MLE to the language performance of the students in terms of promoting friendly environment was not essentially significant. Therefore, the null hypothesis stating: "there is no significant difference between the evaluation of the two groups of respondents on the effect of the MTB-MLE to the language performance of the students in terms of promoting friendly environment" was accepted. This meant that both the student and teachers believed that MTB-MLE significantly affected the language performance of the students in terms of promoting friendly environment.

Language Performance of the Student-Respondents Based on the Median Grade of the First and Second Quarters

Table 23 reveals the language performance of the student-respondents based on the median grade of the first and second quarters in English and Filipino.

English. The table presents that the median grade of the student-respondents in English was posted at 86.00 with a MAD of 2.00. This signified that the student-respondents homogeneously obtained academic performance in English with the midpoint grade higher than the required grade by the DepEd which is 75 indicating that they obtained better performance in the subject.

Filipino. The same table reveals that the median grade of the student-respondents in Filipino was posted at 88.25 with a MAD of 1.75. This signified that the student-respondents also homogeneously obtained academic performance

Table 23

Language Performance of the Student-Respondents Based on the Median Grade of the First and Second Quarters

Subject	Median	MAD
English*	86.00	2.00
Filipino**	88.25	1.75
Overall	**87.13**	**1.88**

*ω=*p*=.001<.05 not normally distributed
**ω=*p*=<.001<.05 not normally distributed

in Filipino with the midpoint grade higher than the required grade by the DepEd which is 75 indicating that they obtained better performance in the subject.

In the overall, the median grade of the student-respondents in the two subjects was posted at 87.14 with a MAD of 1.88 indicating that they manifested better academic performance in the two subjects.

Relationship Between the Language Performance of the Student-Respondents and the Identified Factors

This part presents the relationship between the language performance of the student-respondents along the identified learning areas and the identified factors, namely: student-related factors, teacher-related factors, and effect of the MTB-MLE to their language performance along the identified learning areas.

Student-Related Factors. Table 24 presents the relationship between the language performance of the student-respondents along the identified learning areas and the student-related factors in terms of age, sex, mean grade during the previous grade level in English and Filipino, parents' highest educational attainment, parents' occupation, gross monthly family income, and attitude toward spelling.

Age. In associating linear relationship between the language performance of the student-respondents along the

Table 24

Relationship Between the Language Performance of the Student-Respondents and the Student-Related Factors

Variates	Association		Fisher's t-Value	p-Value @ α=.05	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	0.034	Very Weak	0.493	0.629	NS / Accept Ho.
Sex	X^2 = 12.497 (df=11)	---	---	0.327	NS / Accept Ho.
Median Grade During the Previous Grade Level in English	-0.048	Very Weak	0.696	0.524	NS / Accept Ho.
Median Grade During the Previous Grade Level in Filipino	0.800	Very Strong	19.322	0.000	S / Reject Ho.
Parents' Highest Educational Attainment	0.177	Very Weak	2.606	0.017	S / Reject Ho.
Parents' Occupation	X^2 = 264.068 (df = 275)	---	---	0.671	NS / Accept Ho.
Gross Monthly Family Income	0.250	Weak	3.742	0.000	S / Reject Ho.
Attitude Toward Spelling	0.151	Very Weak	2.214	0.033	S / Reject Ho.

Fisher's t-Critical = $\pm$1.971; df = 210 S = Significant
X^2 Critical = 19.675; df = 11 NS = Not Significant

identified learning areas and their age using the Spearman's Rank Coefficient of Correlation or the Spearman's Rho, the

coefficient resulted to 0.034 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.493 with a p-value of 0.629. The critical value was set at ±1.971 at df = 210. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and their age was not significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and their age" was accepted. This meant that the language performance of the student-respondents along the identified learning areas was similar irrespective of their age.

Sex. In associating relationship between the language performance of the student-respondents along the identified learning areas and their sex using the Chi-Square Test, the X^2 value resulted to 12.497 at df = 11. In comparing the calculated value with the critical value of 19.675 and the p-value of 0.327 with the α of .05, it was obvious that the computed value turned lesser than the critical value and the

p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and their sex was not significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and their sex" was accepted. This meant that the language performance of the student-respondents along the identified learning areas was similar irrespective of their sex.

Median Grade During the Previous Grade Level in English. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and their median grade during the previous grade level in English using the Spearman's Rank Coefficient of Correlation or the Spearman's Rho, the coefficient resulted to -0.048 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.696 with a p-value of 0.524. The critical value was set at ±1.971 at df = 210. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the

linear association between the language performance of the student-respondents along the identified learning areas and their median grade during the previous grade level in English was not significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and their median grade during the previous grade level in English" was accepted. This meant that the language performance of the student-respondents along the identified learning areas was similar irrespective of their median grade during the previous grade level in English.

Median Grade During the Previous Grade Level in Filipino. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and their median grade during the previous grade level in Filipino using the Spearman's Rank Coefficient of Correlation or the Spearman's Rho, the coefficient resulted to 0.800 denoting a very strong linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 19.322 with a p-value of 0.000. The critical value was set at $\pm$1.971 at df = 210. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than

the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and their median grade during the previous grade level in Filipino was essentially significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and their median grade during the previous grade level in Filipino" was rejected. This meant that the language performance of the student-respondents along the identified learning areas was significantly influenced by their median grade during the previous grade level in Filipino.

The coefficient being positive suggested a direct proportional linear relationship which signified that the student-respondents who obtained higher median grade during the previous grade level in Filipino manifested higher language performance. Also, those who posted lower median grade during the previous grade level in Filipino also showed lower language performance.

Parents' Highest Educational Attainment. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and their parents' highest educational attainment using the Spearman's Rank Coefficient of Correlation or the Spearman's

Rho, the coefficient resulted to 0.177 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 2.606 with a p-value of 0.017. The critical value was set at $\pm$1.971 at df = 210. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and their parents' highest educational attainment was essentially significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and their parents' highest educational attainment" was rejected. This meant that the language performance of the student-respondents along the identified learning areas was significantly influenced by their parents' highest educational attainment.

The coefficient being positive suggested a direct proportional linear relationship which signified that the student-respondents whose parents have higher educational attainment manifested higher language performance. While

those whose parents had lower educational attainment showed lower language performance also.

Parents' Occupation. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and their parents' occupation using the Chi-Square Test, the X^2 value resulted to 264.068 at df = 275. In comparing the p-value of 0.671 with the α of .05, it was obvious that the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and their parents' occupation was not significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and their parents' occupation" was accepted. This meant that the language performance of the student-respondents along the identified learning areas was similar irrespective of their parents' occupation.

Gross Monthly Family Income. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and their gross monthly family income using the Spearman's Rank Coefficient of Correlation or the Spearman's Rho, the coefficient resulted to 0.250 denoting a weak linear

association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 3.742 with a p-value of 0.000. The critical value was set at ±1.971 at df = 210. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and their gross monthly family income was essentially significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and their gross monthly family income" was rejected. This meant that the language performance of the student-respondents along the identified learning areas was significantly influenced by their gross monthly family income.

The coefficient being positive suggested a direct proportional linear relationship which signified that the student-respondents with higher gross monthly family income manifested higher language performance. While those whose parents had lower income showed lower language performance also.

Attitude Toward Spelling. In associating linear

relationship between the language performance of the student-respondents along the identified learning areas and their attitude toward spelling using the Spearman's Rank Coefficient of Correlation or the Spearman's Rho, the coefficient resulted to 0.151 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 2.214 with a p-value of 0.033. The critical value was set at $\pm$1.971 at df = 210. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and their attitude toward spelling was essentially significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and their attitude toward spelling" was rejected. This meant that the language performance of the student-respondents along the identified learning areas was significantly influenced by their attitude toward spelling.

The coefficient being positive suggested a direct proportional linear relationship which signified that the

student-respondents with highly favorable attitude toward spelling manifested higher language performance. While those who were apathetic to it showed lower language performance also.

In summary, of the student-related factors, only median grade during the previous grade level in Filipino, parents' highest educational attainment, gross monthly family income, and attitude toward spelling posed significant influence to their language performance. The other variates showed no evidence that they significantly influenced it.

Teacher-Related Factors. Table 25 presents the relationship between the language performance of the student-respondents along the identified learning areas and the teacher-related factors in terms of age, sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, latest performance rating based on the IPCRF, number of relevant in-service training, and attitude toward teaching.

Age. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and the age of the teachers using the Spearman's Rho, the coefficient resulted to 0.260 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 1.263 with a p-

Table 25

Relationship Between the Language Performance of the Student-Respondents and the Teacher-Related Factors

Variates	Association		Fisher's t-Value	p-Value @ α=.05	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	0.260	Weak	1.263	0.349	NS / Accept Ho.
Sex	X^2 = 5.651 (df=8)	---	---	0.686	NS / Accept Ho.
Civil Status	X^2 = 16.988 (df=16)	---	---	0.386	NS / Accept Ho.
Highest Educational Attainment	0.523	Moderate	2.878	0.013	S / Reject Ho.
Teaching Position	0.884	Very Strong	8.869	0.000	S / Reject Ho.
Gross Monthly Family Income	0.701	Strong	4.610	0.004	S / Reject Ho.
Number of Years in Teaching	0.380	Weak	1.958	0.152	NS / Accept Ho.
Latest Performance Rating Based on the IPCRF	0.046	Very Weak	0.216	0.832	NS / Accept Ho.
Number of Relevant In-Service Trainings	0.103	Very Weak	0.486	0.632	NS / Accept Ho.
Attitude Toward Teaching	0.060	Very Weak	0.282	0.781	NS / Accept Ho.

Fisher's t-Critical = ±1.971; df = 210
X^2 Critical = 15.507; df = 8
X^2 Critical = 26.296; df = 16

S = Significant
NS = Not Significant

value of 0.349. The critical value was set at ±2.074 at df = 22. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and the age of the teachers was not significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and the age of the teachers" was accepted. This meant that the language performance of the student-respondents along the identified learning areas was not significantly influenced by the age of their teachers.

Sex. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and the sex of the teachers using the Chi-Square Test, the X^2 value resulted to 5.651 at df = 8. In comparing the calculated value with the critical value of 15.507 and the p-value of 0.686 with the α of .05, it was obvious that the computed value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the

student-respondents along the identified learning areas and the sex of the teachers was not significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and the sex of the teachers" was accepted. This meant that the language performance of the student-respondents along the identified learning areas was not significantly influenced by the sex of their teachers.

Civil Status. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and the civil status of the teachers using the Chi-Square Test, the X^2 value resulted to 16.988 at df = 16. In comparing the calculated value with the critical value of 26.296 and the p-value of 0.386 with the α of .05, it was obvious that the computed value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and the civil status of the teachers was not significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and the civil status of the teachers" was accepted. This meant that the language performance of the student-respondents along the

identified learning areas was not significantly influenced by the civil status of their teachers.

Highest Educational Attainment. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and the highest educational attainment of the teachers using the Spearman's Rho, the coefficient resulted to 0.523 denoting a moderate linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 2.878 with a p-value of 0.013. The critical value was set at $\pm$2.074 at df = 22. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and the highest educational attainment of the teachers was essentially significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and the highest educational attainment of the teachers" was rejected. This meant that the language performance of the student-respondents along the identified learning areas was significantly influenced by the

highest educational attainment of their teachers.

The coefficient being positive suggested a direct proportional linear relationship which denoted that the teachers with higher educational attainment produced students with higher language performance also while those with baccalaureate degrees only turned students with lower language performance.

Teaching Position. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and the teaching position of the teachers using the Spearman's Rho, the coefficient resulted to 0.884 denoting a very strong linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 8.869 with a p-value of 0.000. The critical value was set at $\pm$2.074 at df = 22. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and the teaching position of the teachers was essentially significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-

respondents along the identified learning areas and the teaching position of the teachers" was rejected. This meant that the language performance of the student-respondents along the identified learning areas was significantly influenced by the teaching position of their teachers.

The coefficient being positive suggested a direct proportional linear relationship which denoted that the teachers with higher teaching position produced students with higher language performance also while those who were in their entry position turned students with lower language performance.

Gross Monthly Family Income. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and the gross monthly family income of the teachers using the Spearman's Rho, the coefficient resulted to 0.701 denoting a strong linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 4.610 with a p-value of 0.004. The critical value was set at ± 2.074 at df = 22. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the language

performance of the student-respondents along the identified learning areas and the gross monthly family income of the teachers was essentially significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and the gross monthly family income of the teachers" was rejected. This meant that the language performance of the student-respondents along the identified learning areas was significantly influenced by the gross monthly family income of their teachers.

The coefficient being positive suggested a direct proportional linear relationship which denoted that the teachers with higher gross monthly family income produced students with higher language performance also while those whose income was lower turned students with lower language performance also.

Number of Years in Teaching. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and the number of years in teaching of the teachers using the Spearman's Rho, the coefficient resulted to 0.380 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 1.958 with a p-value of 0.152. The critical value was set at $\pm$2.074 at df = 22. In comparing the

calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and the number of years in teaching of the teachers was not significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and the number of years in teaching of the teachers" was accepted. This meant that the language performance of the student-respondents along the identified learning areas was not significantly influenced by the number of years in teaching of their teachers.

Latest Performance Rating Based on the IPCRF. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and the latest performance rating based on the IPCRF of the teachers using the Spearman's Rho, the coefficient resulted to 0.046 denoting a weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.216 with a p-value of 0.832. The critical value was set at ±2.074 at df = 22. In comparing the calculated

value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and the latest performance rating based on the IPCRF of the teachers was not significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and the latest performance rating based on the IPCRF of the teachers" was accepted. This meant that the language performance of the student-respondents along the identified learning areas was not significantly influenced by the latest performance rating based on the IPCRF of their teachers.

Number of Relevant In-Service Trainings. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and the number of relevant in-service trainings of the teachers using the Spearman's Rho, the coefficient resulted to 0.103 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.486 with a p-value of 0.632. The critical value was set at ±2.074 at df =

22. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and the number of relevant in-service trainings of the teachers was not significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and the number of relevant in-service trainings of the teachers" was accepted. This meant that the language performance of the student-respondents along the identified learning areas was not significantly influenced by the number of relevant in-service trainings of their teachers.

Attitude Toward Teaching. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and the attitude toward teaching of the teachers using the Spearman's Rho, the coefficient resulted to 0.060 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.282 with a p-value of 0.781. The critical value was set at ±2.074 at df = 22. In comparing the

calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and the attitude toward teaching of the teachers was not significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and the attitude toward teaching of the teachers" was accepted. This meant that the language performance of the student-respondents along the identified learning areas was not significantly influenced by the attitude of their teachers toward teaching.

In summary, of the teacher-related factors, only highest educational attainment, teaching position, and gross monthly family income was found as significant influencers to the language performance of the student-respondents. The other factors did not show any evidence to influence it.

Effect of the MTB-MLE to Their Language Performance along the Identified Learning Areas. Table 26 contains the relationship between the language performance of the student-respondents along the identified learning areas and the effect of the MTB-MLE to their language performance along the

expressing better ideas, building learners' confidence, better retention, and promoting friendly environment.

Expressing Better Ideas. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and the effect of the MTB-MLE to their language performance along expressing better ideas using the Spearman's Rho, the coefficient resulted to 0.022 denoting a very weak linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 0.319 with a p-value of 0.754. The critical value

Table 26

Relationship Between the Language Performance of the Student-Respondents and Effect of the MTB-MLE to Their Language Performance

Areas	Association		Fisher's t-Value	p-Value @ α=.05	Evaluation/ Decision
	Coeffi-cient	Degree			
Expressing Better Ideas	0.022	Very Weak	0.319	0.754	NS / Accept Ho.
Building Learners' Confidence	0.884	Very Strong	27.403	0.000	S / Reject Ho.
Better Retention	0.749	Strong	16.382	0.000	S / Reject Ho.
Promoting Friendly Environment	0.768	Strong	17.377	0.000	S / Reject Ho.

Fisher's t-Critical = ±1.971 S = Significant
df = 210 NS = Not Significant

was set at ±1.971 at df = 210. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and the effect of the MTB-MLE to their language performance along the expressing better ideas was not significant. Therefore, the hypothesis stating that "there is no significant between the language performance of the student-respondents along the identified learning areas and the effect of the MTB-MLE to their language performance along the expressing better ideas" was accepted. This meant that the language performance of the student-respondents along the identified learning areas was not significantly influenced by the effect of the MTB-MLE to their language performance along the expressing better ideas.

Building Learners' Confidence. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and the effect of the MTB-MLE to their language performance along building learners' confidence using the Spearman's Rho, the coefficient resulted to 0.884 denoting a very strong linear association. To ascertain the significance of the calculated

coefficient, the Fisher's t-Test was employed which yielded a value of 27.403 with a p-value of 0.000. The critical value was set at ±2.074 at df = 22. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and the effect of the MTB-MLE to their language performance along building learners' confidence was essentially significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and the effect of the MTB-MLE to their language performance along building learners' confidence" was rejected. This meant that the language performance of the student-respondents along the identified learning areas was significantly influenced by the effect of the MTB-MLE to their language performance along building learners' confidence.

The coefficient being positive suggested a direct proportional linear relationship which denoted that the higher the effect of the MTB-MLE to their language performance along building learners' confidence provided higher language performance also while the lower effect turned otherwise.

Better Retention. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and the effect of the MTB-MLE to their language performance along better retention using the Spearman's Rho, the coefficient resulted to 0.749 denoting a strong linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 16.382 with a p-value of 0.000. The critical value was set at ±2.074 at df = 22. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and the effect of the MTB-MLE to their language performance along better retention was essentially significant. Therefore, the hypothesis stating that "there is no significant between language performance of the student-respondents along the identified learning areas and the effect of the MTB-MLE to their language performance along better retention" was rejected. This meant that the language performance of the student-respondents along the identified learning areas was significantly influenced by the effect of the MTB-MLE to their language

performance along better retention.

The coefficient being positive suggested a direct proportional linear relationship which denoted that the higher the effect of the MTB-MLE to their language performance along better retention provided higher language performance also while the lower effect turned otherwise.

Promoting Friendly Environment. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and the effect of the MTB-MLE to their language performance along promoting friendly environment using the Spearman's Rho, the coefficient resulted to 0.768 denoting a strong linear association. To ascertain the significance of the calculated coefficient, the Fisher's t-Test was employed which yielded a value of 17.377 with a p-value of 0.000. The critical value was set at $\pm$2.074 at df = 22. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned greater than the critical value and the p-value turned lesser than the α. Following the decision rule stated in the methodology, the linear association between the language performance of the student-respondents along the identified learning areas and the effect of the MTB-MLE to their language performance along promoting friendly environment was essentially significant. Therefore, the hypothesis stating that "there is

no significant between language performance of the student-respondents along the identified learning areas and the effect of the MTB-MLE to their language performance along promoting friendly environment" was rejected. This meant that the language performance of the student-respondents along the identified learning areas was significantly influenced by the effect of the MTB-MLE to their language performance along promoting friendly environment.

The coefficient being positive suggested a direct proportional linear relationship which denoted that the higher the effect of the MTB-MLE to their language performance along promoting friendly environment provided higher language performance also while the lower effect turned otherwise.

In summary, of the effect of the MTB-MLE to their language performance, building learners' confidence, better retention, and promoting friendly environment proved to have significant influence to the language performance while expressing better ideas did not show any evidence to influence it.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents summary of findings with the conclusions drawn from them and the recommendations based on the conclusions drawn from the findings of the study.

Summary of Findings

The following were the salient findings of the study:

1. The median age of the student-respondents was posted at 12.00 years old with a mean average deviation (MAD) of 0.00. Moreover, 105 of the student-respondents or 49.53 percent belonged to the female sex.

2. The median grade of the student-respondents in English during previous grade level was posted at 80.00 with a MAD of 10.00.

3. The mean grade of the student-respondents in Filipino during the previous grade level was posted at 87.56 with a standard deviation (SD) of 4.27.

4. Among the fathers of the student-respondents, a number of them, that is, 63 or 20.72 percent were high school graduates while 68 or 32.08 percent of the mothers were high school graduates also.

5. Among the fathers of the student-respondents, majority of the fathers of the student-respondents did not

disclosed their occupations while 25 or 11.79 percent were engaged in a non-gainful occupation. On the part of the mothers of the student-respondents, a number of them, that is, 82 or 38.68 percent were farmers.

6. More than half of the family of the student-respondents, that is, 124 or 58.49 percent earned a gross monthly family income of less than P10,000.

7. The student-respondents "agreed" their attitude toward spelling being shown by the grand weighted mean of 3.92.

8. The median age of the teacher-respondents was posted at 31.00 years old with a MAD of 6.00 years. Moreover, majority of the teacher-respondents belonged to the female sex accounting for 17 or 70.83 percent.

9. More than half of the teacher-respondents, that is, 13 or 54.17 percent were married.

10. A number of the teacher-respondents, that is, nine or 37.50 percent were master's degree holders while another nine or 37.50 percent were in the master's level.

11. A number of the teacher-respondent, that is, nine or 37.50 percent were appointed as Master Teachers.

12. The modal gross monthly family income of the teacher-respondents was posted at ₱30,000.00 which was far above the poverty threshold.

13. The median number of years in service of the

teacher-respondents was posted at six years with a MAD of three years.

14. Majority of the teacher-respondents obtained a "very satisfactory" performance rating based on their evaluation in the IPCRF accounting for 21 or 87.50 percent.

15. The teacher-respondents averred that they "sometimes" attended relevant in-service trainings being shown by the overall weighted mean of 1.63.

16. The teacher-respondents "strongly agreed" their attitude toward teaching with a grand weighted mean of 4.72.

17. The student-respondents and the teacher-respondents averred that the MTB-MLE was "highly affecting" to the language performance of the students in terms of expressing better ideas, building learners' confidence, better retention, and promoting friendly environment.

18. In the comparison between the evaluation of the two groups of respondents on the effect of the MTB-MLE to the language performance of the student-respondents in terms of expressing better ideas, building learners' confidence, better retention, and promoting friendly environment, the evaluation was not significant.

19. The median grade of the student-respondents in English was posted at 86.00 with a MAD of 2.00 while in Filipino, it was posted at 88.25 with a MAD of 1.75.

20. In associating linear relationship between the

language performance of the student-respondents along the identified learning areas and the student-related factors a significant evaluation was noted in terms of mean grade during the previous grade level in Filipino, parents' highest educational attainment, gross monthly family income, and attitude toward spelling. But in terms of age, sex, mean grade during the previous grade level in English, and parents' occupation was not significant.

21. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and the teacher-related factors, a significant evaluation was noted in terms of highest educational attainment, teaching position, gross monthly family income while in terms of age, sex, civil status, number of years in teaching, latest performance rating based on the IPCRF, number of relevant in-service training, and attitude toward teaching no significant evaluation was noted.

22. In associating linear relationship between the language performance of the student-respondents along the identified learning areas and the effect of the MTB-MLE to their language performance not significant evaluation was arrived at along expressing better ideas while significant linear relationship was noted along building learners' confidence, better retention, and promoting friendly environment.

Conclusions

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

1. The student-respondents were in their right age for the grade level they were enrolled in whereby the female student-respondents outnumbered the male counterpart which signified that at the time of the data collection more of this sex group were available for interview.

2. The student-respondents manifested a despaired grade in English during the previous grade level. However, the middle most point grade signified that they have shown a better performance above the passing grade required by the DepEd which is 75.

3. The performance of the student-respondents was more or less homogenous with a mean grade higher than the passing grade required by the DepEd which is 75 indicating that they fared well in Filipino.

4. The parents of the student-respondents were functional literates, that is, they have the capability to read, write, and understand simple messages which can be an advantage to the studies of their children as learning facilitators.

5. The parents of the student-respondents were engaged in gainful occupations that served as the source of their living to support the family.

6. The family of the student-respondents belonged to the low-income group in the society which signified that they could hardly make both ends meet due to the escalating prices of prime commodities. However, they put premium on education that they send their children to school.

7. The student-respondents manifested highly favorable attitude toward spelling indicating that they showed interest in learning spelling.

8. The teacher-respondents were on their early 30s with a registered disparity in their ages at the prime of their age and at the best of their health which were dominated by the female sex an indication that then and now more of this sex group embraced teaching as their chosen profession.

9. The teacher-respondents had entered into a marital state with nuclear family to support by the fruits of their labor. Being in the said state served as an advantage to their children being dubbed as second parent in school, they have the capability to take good care of the children.

10. The teacher-respondents possessed the qualifications for the teaching position having meet the basic educational requirement. In fact, advanced their educational qualification by pursuing graduate and post-graduate education for professional growth and development in preparation for any personnel movement that may come their way.

11. The teacher-respondents were appointed to the different positions based on the organizational structure approved by the DepEd. Furthermore, most of them had been promoted already to the next higher level based on their merit and fitness that qualified them for promotion.

12. Most of the teacher-respondents had a sufficient income to support their respective family with the basic nutritional needs of every member including the financing of the educational needs of schooling member. Likewise, with the income they earned monthly, they could provide some luxury for the family through the procurement of common household appliances for their own convenience.

13. The teacher-respondents registered a gap of three years in the service however, most of them had been teaching for quite a number of years which could be considered an ample time to hone their teaching skills and enhance their teaching strategies to include the delivery mode during the new normal. Furthermore, with the number of years in teaching, they discharged well their duties and responsibilities.

14. The teacher-respondents manifested exemplary performance which indicated that they were able to successfully accomplish their targets that they committed at the beginning of the school year. Furthermore, this confirmed the previous claim that they discharged their duties and responsibilities very well.

15. The teachers were wanting in terms of relevant in-service trainings were concerned that the school administrators should consider by sending them to available trainings in the different levels or conduct echo trainings within the district or school.

16. The teacher-respondents manifested extremely favorable attitude toward teaching so that they were extremely motivated to discharge their teaching duties and responsibilities.

17. The students and the teachers believed that MTB-MLE was very significant to the language performance of the students particularly in expressing better ideas, building learners' confidence, better retention and promoting friendly environment.

18. Both the student and teachers believed that MTB-MLE significantly affected the language performance of the students in terms of expressing better ideas, building learners' confidence, better retention, and promoting friendly environment.

19. The student-respondents manifested better academic performance in English and Filipino.

20. Of the student-related factors, only median grade during the previous grade level in Filipino, parents' highest educational attainment, gross monthly family income, and attitude toward spelling posed significant influence to their

language performance. The other variates showed no evidence that they significantly influenced it.

21. Of the teacher-related factors, only highest educational attainment, teaching position, and gross monthly family income was found as significant influencers to the language performance of the student-respondents. The other factors did not show any evidence to influence it.

22. Of the effect of the MTB-MLE to their language performance, building learners' confidence, better retention, and promoting friendly environment proved to have significant influence to the language performance while expressing better ideas did not show any evidence to influence it.

Recommendations

Based on the conclusions drawn from the findings of the study, the following are recommended:

1. Inasmuch as the language performance of the students was significantly influenced by their grade in Filipino during the previous grade level, it is recommended that the academic performance in Filipino should be enhanced through intervention activities.

2. Likewise, since the language performance of the students were influenced by the effect of the MTB-MLE along building their confidence, better retention and in promoting friendly environment, teachers should be provided the

necessary training along the aforementioned areas to enhance the language performance of the students.

3. Inasmuch as the highest educational attainment of the teachers mattered significantly to the language performance of the students, they should be encouraged to pursue advance education by enrolling in graduate and post-graduate programs major in language instruction.

4. A training matrix as an intervention program for the teachers be developed and implemented focusing on the effect of MTB-MLE in terms of building learners' confidence, better retention, and promoting friendly environment.

5. Teachers should enhance their strategies in teaching MTB-MLE in the lower grades.

6. School administrators should send teachers to attend relevant in-service trainings in the different levels to enhance their strategies in teaching MTB-MLE.

7. School administrators should allocate better budget for attendance to relevant in-service trainings.

8. Another study may be conducted in other districts to validate the findings of the study.

9. Another study may be conducted considering other areas on MTB-MLE and their effect to the language performance of the students.

Chapter 6

INTERVENTION

This chapter presents the intervention to enhance the language performance of the students by providing the teachers a training matrix to enhance their teaching strategies.

Rationale

Language instruction provided teachers with a framework for desired competencies for effective among students. As a professional teacher, he is involved with learners, fellow teachers, school officials and community leaders. At the heart of his involvement is the teaching-learning process, which is characterized by dynamism and relevance. In order to respond to the demand and the call of the profession, the teacher needs to continuously assess his teaching strategies. As it came out from the study that the language performance of the students was influenced by the effect of the MTB-MLE, teachers should be provided training to focus on enhancement of the students on building their confidence, better retention, and promoting friendly environment.

Objectives

This intervention aims to enhance the enhance the teaching strategies of the teachers in the District of Wright

I in enhancing the language performance of the students.

Specifically, it is expected to:

1. Commit the teacher to individual accountability for professional growth and shared responsibility for the students in enhancing their language performance;

2. Help the teachers chart their own professional development plan and give them avenue for a training program and development activities that would benefit the students in enhancing their language performance;

3. Ensure quality education through improved learning outcomes of the students in language; and

4. Enhance teaching strategies in providing learning activities for diverse learners in language among students and to use indigenous resources to improve their language performance in building their confidence, better retention, and promoting friendly environment.

Features of the Program

The content of the Intervention Program covers the following areas, namely: 1) objectives; 2) methods/strategies; 3) resources; 4) time frame; and 5) success indicator.

The Intervention Program

Objectives	Methods/ Strategies	Resources	Time Frame	Success Indicator	
1. To improve teaching strategies in developing language performance of the students	Attend district training program	Register in the District/ Cluster training	December 2021 2nd Quarter Break	Knowledge and Skills in teaching language among the students	Increased interest of students to lesson activities in language
	On-line study	Surf Internet lesson guides	Once a week, 2nd Quar-ter		
	Training for TICs of elementary schools	Register in the District/ Cluster training	December 2021 2nd Quarter Break		
2. To gain more content knowledge and skills in teaching language among students along building learners confidence, better retention, and promoting friendly environment	Attend training on Content in the Division Attend Short-term course	Request INSET Funds, SEF Scholarship Grants from LGU, DepEd	Summer INSET 2022; Saturday classes 2nd Quarter	Increased Competences and mastery of the content and skills in teaching language among students	Increased students' performance in language among students based on the Division/ Regional/ National Tests Results
	Attend LAC Sessions to study strategies to build learners confidence, better retention, and promoting friendly environment among students	Request Master Teachers/ PSDS as resource persons	Monthly from September 2021 to February 2022	Increased Teachers' Proficiency Result	
	Psychosocial training for Mathe-	Request INSET Funds, SEF Scholar-	Summer INSET 2022; Satur-	Increased Competences and mastery of the	Increased students' performance in language

	matics teachers	ship Grants from LGU, DepEd	day classes 2nd Quarter	content and skills in teaching language among students	among students based on the Division/ Regional/ National Tests Results
3. To acquire know-ledge and skills in pro-viding lear-ning active-ties that respond to de-mands of the commu-nity	Engage in Community projects	Look for available NGO project	1st 2 Satur-days of October 2021	Enhanced compe-tences in estab-lishing learning environ-ment conducive to community aspira-tions	Increased language Aca-demic Per-formance and parti-cipation in school activities
	Profes-sional readings on connec-ting classroom activities to community develop-ment	Research in Library/ LGU centers	2nd Quarter Break 2021		

Strategy of Implementation

There are many things that need to be done before the Intervention Program can be implemented, which include: 1) ask the help from the district supervisor in seeking the approval from the schools division superintendent for the implementation of the program; 2) once approved, request from the schools division superintendent in issuing a memorandum for the implementation of the Intervention Program in the district and inviting support from the school administrators for its effective implementation; 3) the district supervisor, school administrators and general PTCA

officers should invite cooperation among elementary school teachers for the participation in the activities of the program; and 4) seek alliance from the local government unit (LGU) or non-government organizations (NGO's) in the implementation of the program specially if budget is required.

Monitoring and Evaluation

This is the most important part of the Intervention because the persons involved in the implementation of the program can determine whether the goals and objectives are carried out or not. They can also ascertain what other things are needed to be done to accomplish the goals and objectives. In monitoring and evaluation, the following can be used as tools: 1) monthly progress report; 2) monthly accomplishment report of activities; and 3) regular strategic assessment and planning among school administrators and elementary school teachers as well as parents and stakeholders.

Funding Source

Funding for this intervention may come from the following sources:

1. General PTA or Homeroom PTA funds;
2. Proceeds from an income-generating project launched by the school; and
3. Voluntary support and donations from the LGU and

from education-oriented NGOs such as the PLAN Philippines and the like.

Budgetary Requirements

In implementing this intervention, the following budgetary requirements would be entailed:

Supplies and Materials	P 15,000.00
Meals and Snacks during assessment and planning	25,000.00
Registration Fees for INSET (Face-to-Face and Virtual Trainings) . . .	50,000.00
Other Incidental Expenses	10,000.00
Total	P 100,000.00

B I B L I O G R A P H Y

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B. PERIODICALS/JOURNALS AND OTHER SOURCES

Ball, J., "Enhancing Learning of Children from diverse Language Backgrounds: Mother tongue-based Bilingual or

Multilingual Education in Early Childhood and Early Primary School Years," **The University of Victoria Press**, 2012.

David, Randy, "The Mother Tongue-Based Instruction in the Philippines," **Philippine Daily Inquirer**, March 2012.

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C. PUBLISHED AND UNPUBLISHED MATERIALS

Becker, J. M., "Attitudes Toward Mother Tongue Education," A Published Thesis, Centro de Estudos Internationals do Instituto Universitario De Lisboa, Africa, 2013.

Burton, Lisa Ann, "Mother Tongue-Based Multilingual Education in the Philippines: Studying Top-Down Policy Implementation from the Bottom Up," Published dissertation, University of Minnesota, USA, 2013.

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Cruz, P. & Mahboob, A., "Mother Tongue-Based Multilingual Education in the Philippines: Perceptions, Problems, and Possibilities, A Published Thesis, International Journal of Language, New York, Routledge, 2015.

Dino, Maniline C., "The Performance Profile in English, Mathematics and Filipino of the Kindergarten Pupils Using the Mother Tongue as Basis for a Lesson Guide," Unpublished master's thesis, University of the Visayas, Cebu City, 2012.

Espada, Janet P., "The Native Language (Waray) in Teaching Mathematics in Kindergarten," Unpublished master's thesis, Cebu Normal University, Cebu City, 2012.

Oluwole, Albert H., "Impact of the Mother Tongue to the Students' Achievement in the English Language of Junior Secondary Certificate Examination in Western Nigeria," Unpublished master's thesis, University of West Nigeria, Nigeria, 2012.

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D. ELECTRONIC SOURCES

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http://www.brighthubeducation.com/esl-teaching-tips/90410-the-interactionist-theory-of-language-acquisition-in-esl/, 4 March 2021.

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A P P E N D I C E S

APPENDIX A

REQUEST FOR APPROVAL OF RESEARCH TITLE

SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

16 July 2020

Dr. NIMFA T. TORREMORO
Dean, College of Graduate Studies
Samar College
City of Catbalogan

M a d a m e:

The undersigned will enroll in thesis writing this 1st Semester, School Year 2020-2021. In this regard, she would like to present the following proposed thesis titles, preferably Number 1, for your evaluation, suggestions and recommendation.

1. Effects of Mother Tongue-Based Multi-Lingual Education on the Language Performance of Grade 6 Students
2. Level of Knowledge on Technology: Its Influence to Academic Performance of Sixth Graders of Pequit Integrated School
3. Vocabulary-Learning Problems of Intermediate Pupils in Pequit Integrated School

(SGD) DANICA S. GELLENA
Researcher

Recommended Title No.

1 **(SGD) PEDRITO G. PADILLA, PhD**
Evaluator
1 **(SGD) NATALIA B. UY, PhD**
Evaluator
1 **(SGD) GUILLERMO D. LAGBO, DPA**
Evaluator

Approved Title No.: # 1

(SGD) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

ASSIGNMENT OF ADVISER

NAME	:	DANICA S. GELLENA
COURSE	:	Master of Arts in Education
SPECIALIZATION	:	Educational Management
TITLE OF THESIS PROPOSAL	:	Effects of Mother Tongue-Based Multi-Lingual Education on the Language Performance of Grade 6 Students
NAME OF ADVISER	:	Natalia B. Uy, PhD

(SGD) DANICA S. GELLENA
Researcher

CONFORME:

(SGD) NATALIA B. UY, PhD
Adviser

APPROVED:

(SGD) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX C

QUESTIONNAIRE
(For Student-Respondent)

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

23 November 2020

Dear Respondent,

The undersigned is currently conducting a study entitled, "The Effects of Mother Tongue-Based and Multi-Lingual Education on the Language Performance of Grade 6 Students" as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) DANICA S. GELLENA
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply information asked for by checking appropriate box or by writing in the space provided.

1. Name (optional) _____ 2. Age: _____

3. Sex: ☐ Male ☐ Female

4. Mean Grade During the Previous Grade Level:

   4.1 English: _____ 4.2 Filipino: _____

5. Parents' Highest Educational Attainment:

Father	**Educational Level**	**Mother**
☐	Doctorate Degree	☐
☐	Doctorate Level	☐
☐	Baccalaureate Degree	☐
☐	Baccalaureate Level	☐
☐	High School Graduate	☐
☐	High School Level	☐
☐	Elementary Graduate	☐
☐	Elementary Level	☐
☐	No Schooling	☐

6. Parents' Occupation:

Father	**Educational Level**	**Mother**
☐	Farmer	☐
☐	Fisherman	☐
☐	Copra Dealer	☐
☐	Fish Broker	☐
☐	Sari-sari Store Operator	☐
☐	Business Operator	☐
☐	Driver	☐
☐	Teacher	☐

☐ Government Employee ☐

☐ Private Company Employee ☐

☐ Vendor ☐

☐ Barangay Official ☐

☐ Others, specify: _____ ☐

7. Gross Monthly Family Income:

☐ Less than P10,000 ☐ P50,000-P69,999

☐ P10,000-P29,999 ☐ P70,000-P89,999

☐ P30,000-P49,999 ☐ P90,000 and over

PART II. ATTITUDE TOWARD LANGUAGE LEARNING

Direction: Below are attitude statements toward language learning. Kindly assess each statement and signify your agreement or disagreement by checking appropriate column using the following scale:

5 – Strongly Agree (SA)
4 – Agree (A)
3 – Uncertain (U)
2 – Disagree (D)
1 – Strongly Disagree (SD)

Attitude Statement	**5 (SA)**	**4 (A)**	**3 (U)**	**2 (D)**	**1 (SD)**
1. Learning how to speak and write language correctly is important to me.					
2. The main purpose of learning how to speak and write language correctly is to help me develop mentally and academically.					
3. I am enthusiastic in language learning orally and mentally in school.					

4. Involving in language activities encourages me to think mentally.					
5. Speaking and writing words correctly hones my vocabulary.					
6. I am more motivated to read to be more acquainted with words and learn language confidently.					
7. My language skills lead me to get higher grades.					
8. I am more regular in attending classes to learn language correctly.					
9. I consider language skills as part of my academic and intellectual development.					
10. I exert harder in learning language than some of the friends in school.					

PART III. EFFECT OF MTB-MLE ON LANGUAGE PERFORMANCE

Direction: Below are indicators that evaluate the effect of MTB-MLE on the language performance of the Grade 6 students. Kindly assess each statement and signify your evaluation by checking appropriate column using the following scale:

5 – Extremely Affecting (EA)
4 – Highly Affecting (HA)
3 – Moderately Affecting (MA)
2 – Slightly Affecting (SA)
1 – Not Affecting (NA)

Indicators	**5 (EA)**	**4 (HA)**	**3 (MA)**	**2 (SA)**	**1 (NA)**
A. Expressing Better Ideas					
1. Mother tongue as medium of instruction and better expression of ideas and understanding of lessons.					
2. Mother tongue and the easy expression of					

feelings and understanding.					
3. Mother tongue to aid functional understanding in Mathematics, that is, students can interpret the lessons delivered, and their understanding well on how to compute numeric expressions.					
4. Mother tongue and easy understanding of lessons and adoption of what is to be learned.					
5. Mother tongue and learning better and faster.					
B. Building Learners' Confidence					
1. Meaningful lessons delivered in the mother tongue and understanding concepts.					
2. Empowering self-confidence through mother tongue and active participation in class work.					
3. Mother tongue and the free expression of answers.					
4. Mother tongue and gaining confidence in the ability to communicate meaningfully.					
5. Mother tongue and the confidence in recitation in class.					
C. Better Retention					
1. Mother tongue as medium of instruction and better retention of lessons.					
2. Mother tongue and the facilitation of the lessons to be					

understood, like in Mathematics wherein the concepts are easily recalled.					
3. The impact in using the mother tongue and the interest to learn and understand the concepts.					
4. Mother tongue and the easy understanding and retention of lessons.					
5. Mother tongue and learning to read and write to boost confidence, more dynamic and most likely successful in school and therefore become truly bilingual.					
D. Promoting Friendly Environment					
1. Mother tongue and the display of distinct behaviors in school such as having short attention span, easily moved by emotion like excitement, fear, anger or being shy.					
2. Mother tongue and the experience 0f early years in school to bring significant influence on their outlook on studies, career and life.					
3. Mother tongue and friendly teaching-learning environment which is the important task of teachers to perform.					
4. Mother tongue and the encouragement to talk in class confidently.					
5. Mother tongue and allowing to enter the					

portals of the classroom carrying with them insights on the first language to be able to understand better, enjoy more and be highly motivated to attend classes because they can understand the language inside the classroom.					

Thank you!

The Researcher

APPENDIX D

QUESTIONNAIRE
(For Teacher-Respondent)

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

23 November 2020

Dear Respondent,

The undersigned is currently conducting a study entitled, "The Effects of Mother Tongue-Based and Multi-Lingual Education on the Language Performance of Grade 6 Students" as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD.) DANICA S. GELLENA
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply information asked for by checking appropriate box or by writing in the space provided.

1. Name (optional) _____ 2. Age: _____

3. Sex: ☐ Male ☐ Female

4. Civil Status: ☐ Single ☐ Separated
☐ Married ☐ Annulled
☐ Widowed ☐ Others, specify: _____

5. Highest Educational Attainment:
☐ Doctorate Degree ☐ Masters' Level
☐ Doctorate Level ☐ Baccalaureate Degree
☐ Masters' Degree

6. Teaching Position: ☐ Master Teacher ☐ Teacher II
☐ Teacher III ☐ Teacher I

7. Gross Monthly Family Income:
☐ Less than P20,000 ☐ P60,000-P79,999
☐ P20,000-P39,999 ☐ P80,000-P99,999
☐ P40,000-P59,999 ☐ P100,000 and over

8. Number of Years in Teaching: _____

9. Performance Rating: ☐ Outstanding Rating: _____
☐ Very Satisfactory Rating: _____
☐ Satisfactory Rating: _____
☐ Unsatisfactory Rating: _____
☐ Poor Rating: _____

10. Number of Relevant In-Service Trainings:

Training Level	**No. of Trainings**
International	
National	

Regional	
District	

PART II. ATTITUDE TOWARD TEACHING

Direction: Below are attitude statements toward spelling. Kindly assess each statement and signify your agreement or disagreement by checking appropriate column using the following scale:

5 – Strongly Agree (SA)
4 – Agree (A)
3 – Uncertain (U)
2 – Disagree (D)
1 – Strongly Disagree (SD)

Attitude Statement	**5 (SA)**	**4 (A)**	**3 (U)**	**2 (D)**	**1 (SD)**
1. Teaching is important to me.					
2. The main purpose of teaching is to help students develop mentally and academically.					
3. I am enthusiastic in teaching every day in school.					
4. Teaching encourages me to think creatively.					
5. Teaching hones me professionally.					
6. I am more motivated to teach and transfer knowledge to my students.					
7. My teaching skills lead me to be effective.					
8. I develop more strategies and methods in teaching to develop my students.					
9. I consider teaching as part of my way of life.					
10. I exert harder in teaching to raise the academic performance of my students.					

PART III. EFFECT OF MTB-MLE ON LANGUAGE PERFORMANCE

Direction: Below are indicators that evaluate the effect of MTB-MLE on the language performance of the Grade 6 students. Kindly assess each statement and signify your evaluation by checking appropriate column using the following scale:

5 – Extremely Affecting (EA)
4 – Highly Affecting (HA)
3 – Moderately Affecting (MA)
2 – Slightly Affecting (SA)
1 – Not Affecting (NA)

Indicators	5 (EA)	4 (HA)	3 (MA)	2 (SA)	1 (NA)
A. Expressing Better Ideas					
1. Mother tongue as medium of instruction and better expression of ideas and understanding of lessons.					
2. Mother tongue and the easy expression of feelings and understanding.					
3. Mother tongue to aid functional understanding in Mathematics, that is, students can interpret the lessons delivered, and their understanding well on how to compute numeric expressions.					
4. Mother tongue and easy understanding of lessons and adoption of what is to be learned.					
5. Mother tongue and learning better and faster.					
B. Building Learners' Confidence					
1. Meaningful lessons delivered in the mother tongue and understanding concepts.					

2. Empowering self-confidence through mother tongue and active participation in class work.					
3. Mother tongue and the free expression of answers.					
4. Mother tongue and gaining confidence in the ability to communicate meaningfully.					
5. Mother tongue and the confidence in recitation in class.					
C. Better Retention					
2. Mother tongue as medium of instruction and better retention of lessons.					
2. Mother tongue and the facilitation of the lessons to be understood, like in Mathematics wherein the concepts are easily recalled.					
3. The impact in using the mother tongue and the interest to learn and understand the concepts.					
4. Mother tongue and the easy understanding and retention of lessons.					
5. Mother tongue and learning to read and write to boost confidence, more dynamic and most likely successful in school and therefore become truly bilingual.					
D. Promoting Friendly Environment					
1. Mother tongue and the display of distinct					

behaviors in school such as having short attention span, easily moved by emotion like excitement, fear, anger or being shy.					
2. Mother tongue and the experience 0f early years in school to bring significant influence on their outlook on studies, career and life.					
3. Mother tongue and friendly teaching-learning environment which is the important task of teachers to perform.					
4. Mother tongue and the encouragement to talk in class confidently.					
5. Mother tongue and allowing to enter the portals of the classroom carrying with them insights on the first language to be able to understand better, enjoy more and be highly motivated to attend classes because they can understand the language inside the classroom.					

Thank you!

The Researcher

APPENDIX E

REQUEST LETTER TO THE SCHOOLS DIVISION SUPERINTENDENT TO CONDUCT THE STUDY

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

23 November 2020

THE SCHOOLS DIVISION SUPERINTENDENT
Department of Education
Schools Division of Samar
City of Catbalogan

Dear Madame:

The undersigned is currently conducting a study entitled, "The Effects of Mother Tongue-Based and Multi-Lingual Education on the Language Performance of Grade 6 Students" as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

In this regard she is requesting permission from your office to conduct the study in the District of Wright I among intermediate students and teachers.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) DANICA S. GELLENA
Researcher

APPENDIX F

REQUEST LETTER TO THE PUBLIC SCHOOLS DISTRICT SUPERVISOR TO CONDUCT THE STUDY

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

23 November 2020

THE PUBLIC SCHOOLS DISTRICT SUPERVISOR
Department of Education
District of Wright I
Paranas, Samar

Dear Madame:

The undersigned is currently conducting a study entitled, "The Effects of Mother Tongue-Based and Multi-Lingual Education on the Language Performance of Grade 6 Students" as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

In this regard she is requesting permission from your office to conduct the study in the different elementary schools under the District of Wright I among intermediate students and teachers.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) DANICA S. GELLENA
Researcher

APPENDIX G

REQUEST LETTER TO THE PRINCIPAL OF WRIGHT I CENTRAL ELEMENTARY SCHOOL TO CONDUCT THE STUDY

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

23 November 2020

THE PRINCIPAL
Wright I Central Elementary School
Paranas, Samar

Dear Madame:

The undersigned is currently conducting a study entitled, "The Effects of Mother Tongue-Based and Multi-Lingual Education on the Language Performance of Grade 6 Students" as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

In this regard she is requesting permission from your office to conduct the study in your school among intermediate students and teachers.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) DANICA S. GELLENA
Researcher

C U R R I C U L U M V I T A E

NAME	:	**DANICA SOLAYAO GELLENA**
BIRTH DATE	:	3 February 1996
BIRTH PLACE	:	Paranas, Samar
PRESENT POSITION	:	Teacher III
STATION	:	Pequit Integrated School Pequit, Paranas, Samar
DEGREE PURSUED	:	Master of Arts in Education (MAEd)
SPECIALIZATION	:	Educational Management

EDUCATIONAL BACKGROUND

ELEMENTARY	:	Pequit Elementary School Paranas, Samar 2002-2008
SECONDARY	:	Wright National High School Paranas, Samar 2008-2013
TERTIARY	:	Bachelor of Elementary Education (BEEd) Samar State University City of Catbalogan 2013-2017
GRADUATE STUDIES	:	Samar College City of Catbalogan 2017-present

ELIGIBILITY

Licensure Examination for Teachers	:	27 September 2018, Tacloban City, Rating: 76.80%

WORK EXPERIENCE

Teacher I	:	Pequit Integrated School Paranas, Samar 2018-present

SEMINARS/TRAININGS/WORKSHOPS ATTENDED

Intel-Teach to the Future Pre-Service conducted by Samar State University College of Education held at SSU-COEd IT Room, City of Catbalogan on 12 July-12 December 2017.

Action Research Studies in Basic Education conducted by GEENED-CTRC on 27-28 January 2018.

Electrical Installation and Maintenance NC II conducted by Perpetual Help Technical Training Institute, Inc. on 15 January-2 December 2018.

Level 1 Live-out Training of Teachers on Rondalla Ensemble conducted at Fame Hotel, City of Catbalogan on 20-23 March 2018.

Trainers' Methodology I conducted by SG SWAT on 25 May-13 July 2018.

Teachers' Induction Program conducted by the Department of Education-Division of Samar held at the City of Catbalogan on 23-25 October 2018.

2019 Mind Education Specialist Training International Seminar on Transformational Leadership and Professional Growth Development conducted by International Mind Education Institute on 29-31 March 2019.