

The Use of Mother Tongue Based-Bilingual Education Through Modular Teaching: Parents' Assessment on its Effectiveness to Children's Education

Sabrina Dianne J. Fortinez ^a, Librado V. Lopez, EdD ^b

^a sabrinadianne.fortinez@deped.gov.ph, ^b libradolopez@gmail.com

^a Midsayap Pilot Elementary School, Poblacion 3, Midsayap, North Cotabato, 9410, Philippines

^b Notre Dame of Midsayap College, Poblacion 5, Midsayap, North Cotabato, 9410, Philippines

Abstract

This study was conducted to determine the assessment of parents on the effectiveness of using the Mother Tongue Based-Bilingual Education through modular teaching in the areas of self-reading of learners on module lessons and activities, oral instruction comprehension of learners, and comprehension of learners on written test instruction and their challenges encountered. Quota sampling was used. The study was conducted on 250 parents whose children are enrolled in grade 1 for the school year 2021-2022 in the six schools of Midsayap Central District. The parents agreed that MTB in modular teaching is effective in the areas of self-reading of module lessons and activities, oral instruction comprehension of learners, and understanding of learners on written test instruction. Regardless of age, sex, tribe, religion, or academic ability, parents agreed that MTB worked well in modular teaching. However, the parents' assessment of MTB's effectiveness in modular teaching differs when grouped according to educational attainment in the area of learners' comprehension on written test instruction. The parents' perception on the effectiveness in the three areas employing Mother Tongue Based-Bilingual Education is significantly related to parents' challenges. The delivery of appropriate learning to the learners is hindered by lack of strategies to strengthen their speaking and understanding abilities in their mother tongue, limited knowledge and skills in teaching, and insufficient sources of information.

Keywords: parents; effectiveness; mother tongue based-bilingual education; modular teaching; self-reading of learners.

1. Introduction

1.1 Context and Rationale

“My biggest struggle is that I am not an educator.” (Garbe et al., 2020). This is the cry of parents who do not have enough time to guide their kids due to work and other responsibilities and those parents who have only attained secondary level. The COVID-19 pandemic has impacted people's lives, including employment, education, and relationships (Tambelli et al., 2021). Educators and pupils were placed where education was delivered and received in a way that most had never experienced (Ogilvie & Carrigan, 2021). Parental support is crucial for younger pupils who need to be more autonomous in managing their allotted learning tasks (Zaccoletti et al., 2020). However, not all parents can work alongside their children (Reimers & Schleicher, 2020).

A study in Germany pointed out that parents in German language support classes during the pandemic had insufficient knowledge of German or did not spend time practicing German with their children at home (Gitschthaler et al., 2022). Parents must grasp the learning requirements for all activities despite extensive parental involvement in their children's education before the COVID-19 outbreak, the extra demand for families to act as teachers proved difficult for parents (Timmons et al., 2020) as they lack the educational and language skills to help their children, especially with Mother Tongue Based Education (MTBE) programs (UNESCO, 2021).

In Indonesia, kindergarten and elementary school children need more parental guidance in dealing with learning at home as they use the learning module book, including assignments that children must do to be submitted to the teacher (Susilowati & Azzasyofi, 2020). The results of a survey conducted by the Indonesian Tunas Cilik Foundation ([ITCF], 2020) revealed that 1 out of 4 parents do not have teaching materials and do not have supporting tools.

A comparative study on Mother Tongue Based-Multilingual Education (MTB-MLE) among Asian countries, particularly Malaysia, Philippines, Singapore, Thailand, and Vietnam, revealed that policies in these countries support mother tongue language as a medium of instruction and/or as a subject in primary level. Among these countries, the Mother Tongue (MT) teachers have similar educational attainment and skills to speak the MT languages. They are further enhanced with curriculum and materials development training, teaching techniques, and methodologies. However, these countries believe that the mother tongue is a vehicle for learning a second language (Perez, 2019).

In an interview with a parent from Cotabato Province, a struggle to teach and to learn a dialect was expressed because videos, books, and other learning materials in the mother tongue are hard to find at home or online. Teachers in Midsayap deal with children from various tribes using multilingual dialects, which worries some parents. They noticed that the MTB-MLE books are very complex. Thus, it is a particular concern of this investigation to explore how the parents assess how their children fared during the school closures. Moreover, the limited studies on children's schooling during COVID-19 using Mother Tongue Based-Bilingual Education and its effectiveness in children's education triggered the researcher to study the problem.

1.2 Research Questions

This study determined the parents' assessment on the effectiveness of Mother Tongue Based-Bilingual Education (MTB-BE) utilized in modular teaching.

Specifically, it sought to find answers to the following research questions:

- What is the demographic profile of the respondents in terms of age, sex, tribe, religion, and educational attainment?
- What is the assessment of parents on the effectiveness of using the Mother Tongue Based-Bilingual Education through modular teaching in the areas of (a) self-reading of learners on module lessons and activities; (b) oral instruction comprehension of learners, and (c) comprehension of learners in written test instruction?
- Is there a significant difference between the assessments of the parents on the three areas using the Mother Tongue Based-Bilingual Education through modular teaching when grouped according to the selected profile?
- Is there a significant relationship between the respondents' assessment of the perceived effectiveness of the three areas using the Mother Tongue Based-Bilingual Education on the three areas and their challenges encountered?
- What are the challenges encountered by the parents on the Mother Tongue Based-Bilingual education utilized in the modular teaching?

1.3 Related Literature

1.3.1 Mother Tongue Instruction

The government's premier application for schooling is Mother Tongue-Based Multilingual Education (MTB-MLE), a crucial component of implementing the K-12 Basic Education Program. The passing of Republic Act 10523, or the Enhanced Basic Education Act of 2013, underscores its significance (K to 12 Curriculum Guide, 2013). Further, the law provides that the MTB-MLE in formal and non-formal education, the learner's mother tongue, and additional languages are to be used. Learners begin their education in their mother tongue, the language they are most familiar with, and create a strong foundation in that language before going on to other languages. According to research, those children with a solid foundation in their mother tongue develop more vital literacy abilities in the school language. Their knowledge and skills transfer across languages. This bridge enables the learners to use both or all their languages for success in school and lifelong learning. From a cognitive development perspective, school activities encourage learners to go beyond basic questions and cover all higher thinking skills in their first language (L1) (DepEd, 2013).

However, despite the benefits of MTB-BE (Dea et al., 2014), several challenges still need to be addressed. Some of these challenges include a lack of educational resources (Seyoum, 2009) and competent teachers, difficulties in translating academic language (Burton, 2013), operating in a multilingual

environment, a lack of incentives for teachers (Ball, 2010), inadequate vocabulary and writing systems (Dea et al., 2014).

Lastly, parents see MTB-BE as a disadvantage for future employability (Wa-Mbaleka, 2014).

MTB-BE has been established in many minority language communities around the world. Most teachers, principals, and parents of children have found that pupils who begin learning in their home language prove that they have more confidence in themselves as learners, participate more actively in discussions, ask more questions, demonstrate a deeper understanding of the subjects, learn to read more quickly and understand what they read, learn to write more quickly and express themselves better in written form and learn the school language – oral and written – more efficiently and with greater comprehension. Through a language a child is familiar with, the child can access the power of education to develop self-esteem, pride, and potential (Olivio, 2021).

1.3.2 MTB-MLE Used in Modular Learning

The unprecedented disruptions caused by COVID-19 to education necessitated educational institutions to leave the conventional teaching-learning processes and delve into the mandates of the new normal. Hence, the Department of Education proposed various learning modalities—the majority use self-learning modules (Guiamalon, 2021).

Gahutu (2010) studied modular learning as it applied to a physiology course at the National University of Rwanda. Students reported that they learned best when the teaching was less theoretical and they could work through the material using practical classes and demonstrations. However, they need greater access to outside materials available through the library and the Internet (Friestad-Tate et al., 2014).

The advent of modular distance learning drew both praise and criticism (Kintanar et al., 2021). In response to the new normal educational system, homeschooling or distance learning gained popularity (Budao, 2021). Modular learning served as the response for improved literacy to cater to many learners (Equipado & Asis-jilbabs, 2021). Following the new framework and plan of action following the learning continuity plans of various educational institutions, parental involvement in students' scholastic activities is emphasized (Budao, 2021). Its extensive use created educational gaps, especially for non-readers and struggling readers. Common queries and misunderstandings complicated its adoption regarding reading literacy among non-readers, slow readers, and struggling readers (Salamuddin, 2021).

1.3.3 Parents in the New Normal Education

Parents serve as learning supervisors, tutors, and homeschooling teachers when their children

participate in distance learning. Parents are actively involved in implementing child education at home during the COVID-19 pandemic, according to a study by Hapsari et al. (2020). As a result, while working for the family, parents should also be prepared to educate children in learning at home. This is because, even without the help of a school or a teacher, significant parental involvement in the learner's homeschooling can result in positive accomplishment.

As the primary assistant, mothers face new problems due to the shift in learning mode. To back up this argument, Bujard (2020) discovered that moms have difficulty caring for and assisting their children in the current learning model that the epidemic has ushered in. Mothers are also impacted by the increased care responsibilities, which reduces their work time (Allmendinger, 2020). In other words, the amount of time moms spend at work is now influenced by their function as childcare providers. Jellen and Ohlbrecht (2020) also mentioned that mothers had emotional, performance, and work-related difficulties.

1.3.4 MTB in the Area of Oral Instruction Comprehension of Learners

The approval of MTB-MLE marked the start of a more significant movement for the Department of Education and Congress, based exclusively on prior research demonstrating the benefits of employing one's mother tongue as a teaching medium (Burton, 2013). According to this research, minority language pupils who learned literacy in their first or mother tongue had superior academic accomplishments than children who knew literacy in a second or third language. They claimed that if a strong foundation in the first language (L1) is established early on, the second (L2) and third (L3) languages will be easier to learn (De Guzman & De Vera, 2018).

Moreover, young children learn to communicate through interactions with adults and other children. They can learn about "talking" from their early interactions with others and language in general (Villalaba, 2013). Additionally, Lev Vygotsky's idea of how children learn assumes that all learning occurs in a social setting. According to Vygotsky, children's understanding of a new concept is influenced by interactions with a more knowing person (McGee & Richgels, 2008).

Furthermore, Villalaba (2013) noted that parents agreed that the mother language should be preserved and that one of the early literacy domains that MTB-MLE attempts to cultivate is oral fluency development.

1.3.5 MTB in the Area of Comprehension of Learners on Written Test Instruction

For elementary education where MTB-printed modular is implemented, two types of assessment are used in which their grades are generated. These are summative assessments in the form of a quiz, called

written works, and performance assessments, called performance outputs (Anzaldo, 2021).

There are changes in assessments used to measure the learners' knowledge and understanding. The learners' performance is based on their report cards and portfolios being collected quarterly. Verifying learners' performances through the Mean Percentage Score (MPS), which reflects the achievement of the learners in every quarterly examination they gained. The MPS of the learners is based on the Regional Memorandum 136 s—2021, which focuses on the level of performance (Maningo, 2021).

Moreover, several parents asserted that they could not assist their children in completing the learning exercises because they could not comprehend specific lessons in the module, as most parents had just completed their primary education. Thus they knew nothing (Olivio, 2021).

Ofsted's survey found that their learners need help understanding the given short quiz/practice in DepEd commons exercises. Thus, leveling the questions based on the kinds of learners is indeed essential (Mabanglo, 2021).

1.3.6 Assessment of MTB-MLE Utilization in the New Normal Education

According to a survey by DepEd, the most preferred distance learning technique is learning through printed and digital modules among parents with children enrolled in this academic year (Bernardo, 2020). Learners in rural locations who do not have internet access for online learning are also considered (Eclevia & Marave, 2021). The teacher monitors the pupils' progress through e-mail, phone, and text/instant messaging; more options are available for students to contact the teacher (Llego, 2020). Printed modules are delivered to students, parents, or guardians by the teachers or through local government officials (Guan & Benavides, 2021).

Parents have become educators' collaborators because education no longer occurs simply in the classroom. They play an essential role as home facilitators. Their primary role in modular learning is to connect with and guide the youngster (FlipScience, 2020). Parents and guardians play a variety of responsibilities in modular learning, according to DepEd, including module-ator, bundy-clock, and home innovator. Module-actors are responsible for collecting and submitting printed SLMs from and to schools or barangay halls at the beginning and end of each week, as agreed by the parents and the school. As a bundy-clock, they must check their child's schedule or workweek plan. Because of the number of subjects or activities to be done, they must see that it is being followed accordingly to avoid cramming or delays in submission, which may affect the child's performance. Home innovators provide their children with a productive learning environment to help them focus more on learning. It must be a well-lighted and well-ventilated space in the house, with little or no distraction (Dangle & Sumaoang, 2020).

1.3.7 Challenges of Parents in the Use of Mother Tongue

Many families and learners have been caught off guard by this abrupt shift which has brought up some of the challenges and concerns associated with increased parental participation when engaging and assisting their children in various levels and forms of distance learning (Dizon et al., 2021).

Mother Tongue Based-Education (MTBE) has several advantages, but it also has some disadvantages to consider in this discussion. For starters, teaching materials in the majority of local languages are scarce. Second, educators need to be more trained in the local languages spoken in their classes. Third, primary school teachers may need to familiarize themselves with L1 and L2 learning theories and research. Fourth, some indigenous languages might not be deemed necessary for formal schooling. Finally, parents may perceive MTBE as a barrier to future employability in areas where English is highly prized. Significant concerns must be addressed by any government promoting an MTBE strategy (Wa-Mbaleka, 2014).

Summing up, the MTB-MLE was implemented in two modules: as a learning/subject area and as a medium of instruction. The teacher would have to consult with the pupils and their parents to find out what language the child speaks at home and seek their cooperation in translating lessons into and creating learning materials in the child's mother tongue. Early works of literature revealed that parents served as partners of teachers in education. Parents play a vital role as home facilitators. Their primary role was to establish a connection and guide their children. However, many families and learners have been unprepared for this sudden shift, bringing some of the hardships and issues of increased parental involvement to the surface while engaging and trying to assist their children.

This study is unique for it focuses on the assessment of parents on the use of Mother Tongue Based-Bilingual Education (MTB-BE) through modular teaching, particularly on learners' self-reading, oral comprehension, and understanding of written test instruction during the pandemic. Moreover, the challenges experienced by parents as teachers during the pandemic were given attention, thus, the uniqueness of its study.

1.4 Theoretical Framework

The study is anchored on Burrhus Frederic Skinner's (1997) social learning theory which states that people can learn by watching others perform the behavior. Observational learning explains the nature of children to learn behaviors by watching the behavior of the people around them and, eventually, imitating them. The study is related to the theory that parents serve as the primary models of learners at home. The

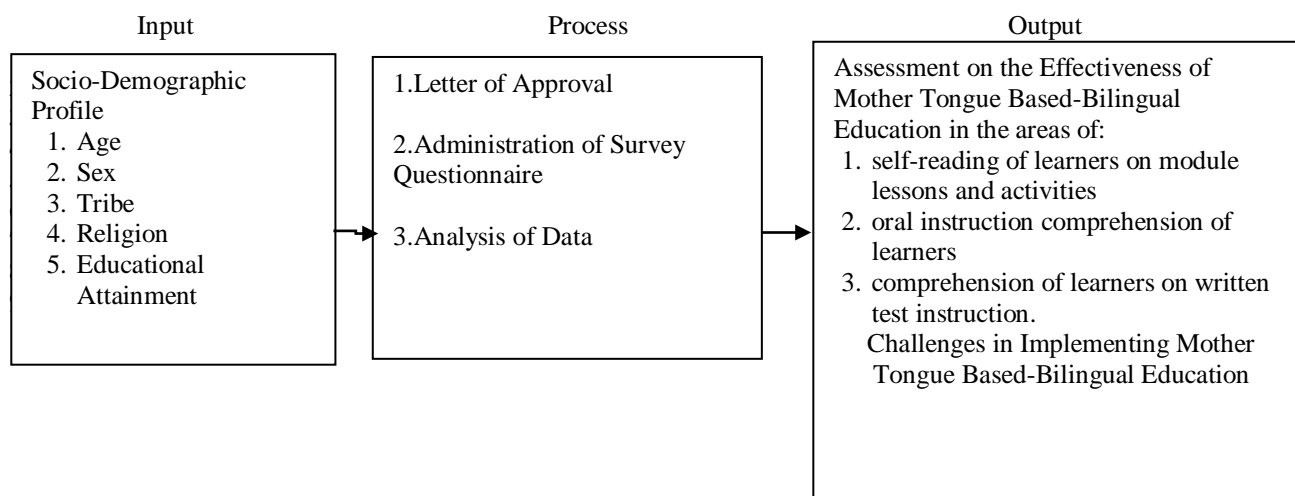
children can imitate their attitudes, specific beliefs, thoughts, and feelings, which may affect each learner's learning process.

Another theory advocated by Urie Bronfenbrenner (1979) is the Ecological Systems Theory. Based on this theory, the development of children is affected not only by factors within the child but also by their family and the surrounding world. This study is also relevant to the theory since, during this pandemic time, parents are more involved in their children's learning. The surroundings within them can affect the teaching and learning of their children.

1.5 Conceptual Framework

Figure 1

Schematic Diagram Showing the Conceptual Framework of the Study



1.6 Hypotheses

H_{01} : There is no significant difference between the parent's assessment of the effectiveness of MTB-BE in modular teaching when grouped according to the selected personal profile of respondents.

H_{02} : There is no significant relationship between the parent's assessment of the effectiveness of MTB-BE through modules used in the areas of (a) self-reading module lessons; (b) oral instruction by parents, and; (c) comprehension of learners on written test instruction and challenges encountered by them.

2. Methodology

2.1 Research Design

The study used the descriptive-correlational research design. It described the profile of the

respondents in terms of age, sex, tribe, religion, and educational attainment. It provided the parents' assessment of Mother Tongue Based-Bilingual Education (MTB-BE) utilized in the modular teaching. It is correlational because it measured the significant difference between the parents' assessment of MTB-BE used in modular teaching when grouped according to the selected profile. Moreover, it also measured the relationship between the challenges encountered by the parents and the effectiveness of the use of the MTB-BE in the areas of self-reading of learners on module lessons and activities, oral instruction comprehension of learners, and comprehension of learners on written test instruction.

2.2 Locale and Respondents of the Study

The study was conducted in Midsayap Central District, Division Office of Cotabato. The study focused on the 250 parents whose children are currently enrolled in grade 1 for the school year 2021-2022.

2.3 Sampling Technique

The researcher employed quota sampling since it included parents of grade 1 pupils in the six schools of Midsayap Central District. The 250 parents whose children are currently enrolled in grade 1 for the school year 2021-2022 were the respondents of the study.

2.4 Instrumentation

A researcher-made questionnaire is used as the main data-gathering instrument for this study. The questionnaire was divided into three. Part I is the profile of the respondents, which consists of age, sex, tribe, religion, and educational attainment; the respondents checked or supplied the needed information. Part II is categorized into three parts: (a) parents' assessment of the effectiveness of the use of the MTB-BE in the area of the self-reading module; (b) parents' assessment of the effectiveness of the use of the MTB-BE in the area of oral instructions which were rated using the same scale of 1-5 and description; and (c) parents' assessment on the effectiveness of the use of the MTB-BE in the area of written test instruction. These categories were rated using the Likert Scale of 1-5 where 1-Strongly Disagree (SD), 2-Disagree (D), 3-Moderately Agree (MA), 4-Agree (A), and 5 -Strongly Agree (SA). Part III focuses on the challenges/problems encountered by the parents in MTB-BE utilized in the modular teaching, which were rated using a Likert Scale of 1-5 where 1-Very Much a Problem (VMP), 2-Much Problem (MP), 3-A Problem (P), 4-SP (Slightly a Problem), and 5-Not a Problem (NP).

2.5 Validity and Reliability of the Instrument

The researcher-made questionnaire was submitted to the adviser and panel members for scrutiny. Face validity was figured out from the comments of the adviser and panel members.

The questionnaire was pilot tested to 20 parents of Manglicmot Elementary School. The Cronbach Alpha was used to determine the reliability of items. The r-value was 0.84, indicative of the reliability of the instrument.

2.6 Data Gathering Procedure

The researcher observed the following steps in the conduct of the study. First, permission from the Dean of Graduate Studies was asked for. Subsequently, the letter duly noted by the Dean of the Graduate Studies of Notre Dame of Midsayap College to survey the parents of the Midsayap Central District whose children are currently enrolled in grade 1 for the school year 2021-2022 was forwarded to the Schools Division Superintendent of Cotabato through the district supervisor, school principals, and school heads. When approval was given, the questionnaires were administered to the respondents. After the respondents answered the questionnaires, the researcher retrieved them, and the data gathered were subjected to statistical analysis. Focus Group Discussion (FGD) was likewise conducted after the retrieval of the questionnaire.

2.7 Statistical Tools and Treatment of Data

The researcher used frequency and percentage distribution, weighted mean and standard deviation, Mann-Whitney U Test, Kruskal Wallis test, and Spearman's Rank Correlation.

Frequency counts and percentage distribution were used for research problem number 1 to determine the respondents' profile. For research problem numbers 2 and 5, weighted mean and standard deviation were used. For research problem number 3, the Mann-Whitney U test and the Kruskal Wallis test were used to determine differences. Finally, Spearman's Rank Correlation was used for research problem number 4 to determine relationship between variables.

3. Results

Table 1. Profile of the Parents

Variable	Frequency	Percentage
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Age		
22-28 years old	53	21.20
29-35	86	34.40
36-42	65	26.00
43-49	32	12.80
50-56	8	3.20
57-63	6	2.40
Total	250	100.00
Sex		
Male	55	22.00
Female	195	78.00
Total	250	100.00
Tribe		
Cebuano	113	45.20
Ilocano	22	8.80
Ilongo	80	32.00
Maguindanaon	35	14.00
Total	250	100.00
Religion		
Catholic	175	70.00
Islam	32	12.80
Protestant	17	6.80
Others	26	10.40
Total	250	100.00
Educational Attainment		
Elementary Level	23	9.20
Elementary Graduate	11	4.40
Secondary Level	20	8.00
Secondary Graduate	59	23.60
College Level	69	27.60
College Graduate	64	25.60
Masters Degree	4	1.60
Total	250	100.00

For the parents' educational attainment, it shows that of the 250 respondents, 23 or 9.20 percent attained elementary level, 11 or 4.40 percent, elementary graduates, 20 or 8.00 percent reached high school level, 59 or 23.60 percent were high school graduates, 69 or 27.60 percent college level, 64 or 25.60 percent college graduate, and only 4 or 1.60 percent of the respondents have master's degree.

Table 2. Summary of Parents' Assessment on the Effectiveness of Using MTB-Bilingual Education Through Modular Teaching in the Areas of Self-Reading of Learners on Modular Lessons and Activities, Oral

Instruction Comprehension of Learners and Comprehension of Learners on Written Test Instruction

Areas	Mean	Sd	Description
Self-Reading of Learners on Modular Lessons and Activities	3.53	1.07	Agree
Oral Instruction Comprehension of Learners	3.65	1.07	Agree
Comprehension of Learners on Written Test Instruction	3.55	1.03	Agree

As shown in Table 2, parents' assessment of the effectiveness of using MTB-Bilingual Education through modular teaching in oral instruction comprehension of learners got the highest mean of 3.65, described as Agree and interpreted as Effective with a standard deviation of 1.07.

Table 3. Difference Between the Assessments of Parents on the Three Areas Using the Mother Tongue Based-Bilingual Education Through Modular Teaching When Grouped According to Age Categories Using Kruskal-Wallis Test

Variable		Self-Reading of Module Lessons and Activities			Oral Instruction Comprehension of Learners			Comprehension of Learners On Written Test Instruction		
Age Categories	n	Mean Rank	p-value	Interpretation	Mean Rank	p-value	Interpretation	Mean Rank	p-value	Interpretation
22-28 y/o	53	157.28	0.009	Significant	152.61	0.021	Significant	144.88	0.127	Not Significant
29-35	86	115.20			112.63			113.84		
36-42	65	111.80			120.02			120.66		
43-49	32	126.23			130.31			131.09		
50-56	8	116.06			91.25			113.19		
57-63	6	149.50			149.83			125.17		
Total	250									
Chi-Square		15.22			13.25			8.60		
Eta Squared		6.11			5.32			3.45		
Df		5			5			5		

On the self-reading of module lessons and activities and oral instruction comprehension of learners, the computed p-values are 0.009 and 0.021, which are lesser than .05 level of significance. Thus, the null hypothesis, which states that there is no significant difference between the parents' assessment on the effectiveness of MTB in modular teaching when grouped according to age, is rejected. On the other hand, the comprehension of learners on written test instruction with a p-value of 0.127 is greater than the 0.05 level of significance. Thus, the null hypothesis, which states that there is no significant difference between the parent's assessment on the effectiveness of MTB in modular teaching when grouped according to age in the

area of comprehension of learners on written test instruction, is not rejected.

Table 4. Difference Between the Assessments of Parents on the Three Areas Using the Mother Tongue Based-Bilingual Education Through Modular Teaching When Grouped According to Sex Using Mann-Whitney Test

Variable		Self-Reading of Module Lessons and Activities			Oral Instruction Comprehension of Learners			Comprehension of Learners On Written Test Instruction		
Tribe	n	Mean Rank	p-value	Interpretation	Mean Rank	p-value	Interpretation	Mean Rank	p-value	Interpretation
Male	55	119.48	0.48	Not Significant	122.42	0.72	Not Significant	124.16	0.88	Not Significant
Female	195	127.20			126.47			125.88		
Total	250									

The difference between assessments of parents on the three areas using the Mother Tongue Based-Bilingual Education through modular teaching when grouped according to sex category using the Mann-Whitney U Test: For the result on self-reading of module lessons and activities, the computed p-value is 0.48, which is higher than 0.05 level of significance.

Similarly, the computed p-values for both oral instruction comprehension of learners and comprehension of learners on written test instruction areas are 0.72 and 0.88, which are still greater than the 0.05 level of significance. Since the p-values for all the areas are greater than the arbitrarily chosen p-value of 0.05 level, the hypothesis states that there is no significant difference between the parent's assessment on the effectiveness of MTB in modular teaching, when grouped according to sex, is not rejected.

Table 5. Difference Between the Assessments of Parents on the Three Areas Using the Mother Tongue Based-Bilingual Education Through Modular Teaching When Grouped According to Tribe Using Kruskal-Wallis Test

Variable		Self-Reading of Module Lessons and Activities			Oral Instruction Comprehension of Learners			Comprehension of Learners On Written Test Instruction		
Sex	n	Mean Rank	p-value	Interpretation	Mean Rank	p-value	Interpretation	Mean Rank	p-value	Interpretation
Cebuano	113	124.18	0.747	Not Significant	126.59	0.949	Not Significant	126.03	0.985	Not Significant
Ilocano	22	115.73			120.73			127.75		
Ilongo	80	131.99			127.11			123.12		
Maguin-danaon	35	121.06			121.30			127.83		
Total	250									

Table 5. Continued...

Variable		Self-Reading of Module Lessons and Activities			Oral Instruction Comprehension of Learners			Comprehension of Learners On Written Test Instruction		
Sex	n	Mean Rank	p-value	Interpretation	Mean Rank	p-value	Interpretation	Mean Rank	p-value	Interpretation
Chi-Square		1.23			0.28			0.15		
Eta Squared		0.49			0.11			0.006		
Df		3			3			3		

Results reveal the self-reading of module lessons and activities, where the computed p-value is .747, which is greater than the .05 level of significance. Similarly, the computed p-values for both oral instruction comprehension of learners and comprehension of learners on written test instruction areas are .949 and .985, which are greater than the .05 level of significance. Since the p-values for all the areas are greater than the arbitrarily chosen p-value of .05 level, the hypothesis which states that there is no significant difference between the parents' assessment on the effectiveness of MTB in modular teaching when grouped according to tribe is not rejected.

Table 6. Difference Between the Assessments of Parents on the Three Areas Using the Mother Tongue Based-Bilingual Education Through Modular Teaching When Grouped According to Religion Using Kruskal-Wallis Test

Variable		Self-Reading of Module Lessons and Activities			Oral Instruction Comprehension of Learners			Comprehension of Learners On Written Test Instruction		
Religion	n	Mean Rank	p-value	Interpretation	Mean Rank	p-value	Interpretation	Mean Rank	p-value	Interpretation
Catholic	175	128.34	0.801	Not Significant	127.04	0.944	Not Significant	128.09	0.677	Not Significant
Islam	32	119.36		Significant	125.13		Significant	127.42		Significant
Protestant	17	124.26			118.53			109.62		
Others	26	115.40			120.15			116.12		
Total	250									
Chi-Square		1.00			0.38			1.52		
Eta Squared		0.40			0.15			0.61		
Df		3			3			3		

The difference between assessments of parents on the three areas using the mother tongue based-

bilingual education through modular teaching when grouped according to religion category using the Kruskal-Wallis Test show that for self-reading of module lessons and activities, the computed p-value is 0.801 which is greater than 0.05 level of significance. Similarly, the computed p-values for both oral instruction comprehension of learners and comprehension of learners on written test instruction areas are 0.944 and 0.677, which are greater than the 0.05 level of significance. Since the p-values for all the areas are greater than the arbitrarily chosen p-value of 0.05 level, the hypothesis states that there is no significant difference between the parent's assessment on the effectiveness of MTB in modular teaching when grouped according to religion is not rejected.

Table 7. Difference Between the Assessment of Parents on the Three Areas Using the Mother Tongue Based-Bilingual Education Through Modular Teaching When Grouped According to Educational Attainment Using Kruskal-Wallis Test

Variable	n	Self-Reading of Module Lessons and Activities			Oral Instruction Comprehension of Learners			Comprehension of Learners On Written Test Instruction		
		Mean Rank	p-value	Interpretation	Mean Rank	p-value	Interpretation	Mean Rank	p-value	Interpretation
EL	23	113.13	0.115	Not	122.20	0.054	Not	122.35	0.043	Significant
EG	11	108.77		Significant	87.50		Significant	82.18		
HSL	20	131.65			125.58			122.15		
HSG	59	114.38			108.49			113.94		
CL	69	118.46			127.25			122.48		
CG	64	145.84			144.03			145.70		
MD	4	171.88			172.63			178.88		
Total	250									
Chi-Square		10.24			12.37			12.98		
Eta Squared		3.95			4.97			5.21		
Df		6			6			6		

EL-Elementary Level
EG-Elementary Graduate

HSL-High School Level
CL -College Level

CG – College Graduate
MD – Masters Degree

The computed p-values are 0.115 and 0.054, which are greater than the 0.05 level of significance. Thus, the null hypothesis, which states that there is no significant difference between the parent's assessment of the effectiveness of MTB in modular teaching when grouped according to educational attainment, is not rejected. On the other hand, the computed p-values for comprehension of learners on the written test

instruction area is 0.043, which is lesser than the 0.05 level of significance. Since the p-value is lesser than the arbitrarily chosen p-value of 0.05 level, the hypothesis, which states that there is no significant difference between the parent's assessment of the effectiveness of MTB in modular teaching grouped according to educational attainment is rejected.

Table 8. Relationship Between the Parents' Assessment on the Perceived Effectiveness of the Three Areas Using the Mother Tongue Based-Bilingual Education Using Spearman's Rho Correlation

Variable	Self-Reading of Learners on Module Lessons and Activities			
	N	R value	p-value	Interpretation
Oral Instruction Comprehension of Learners	250	0.817**	0.000	Significant
Comprehension of Learners on Written Test Instruction	250	0.801**	0.000	Significant
Oral Instruction Comprehension of Learners				
Comprehension of Learners on Written Test Instruction	250	0.834**	0.000	Decision Significant

**Correlation is Significant at the 0.01 level (2-tailed)

Results show the relationship between the parents' assessment on the perceived effectiveness of the three areas using the Mother Tongue Based-Bilingual Education in the areas of self-reading of learners on module lessons and activities, oral instruction comprehension of learners, and comprehension of learners on written test instruction, data reveals that parents' assessment on the effectiveness of the three areas using the Mother Tongue Based- Bilingual Education, the self-reading of learners on module lessons and activities, oral instruction comprehension of learners, and comprehension of learners on written test instruction are significantly related because the obtained p-values are .000, respectively which are lower than .01 level of significance. Since the p-values in the three areas are lower than the level of significance, the null hypothesis is rejected.

Table 9. Challenges Encountered By The Parents In The Use Of Mother Tongue Based-Bilingual Education

Parents rated each item using a scale of 1-5, where 1-Very Much a Problem (VMP), 2-Much a Problem (MP), 3-A Problem (P), 4-Slightly a Problem (SP), and 5-Not a Problem (NP). It came out that item 2, lack of strategies to develop their speaking and understanding abilities on Mother Tongue, got the highest mean rating of 3.59, which is interpreted as Much a Problem, and sd of 1.08, followed by both items 1 and 3, insufficient knowledge and skills in teaching and limited sources of information with a mean rating of 3.49 described as A Problem and sd of 1.17 and .99 respectively.

Challenges/Problems	Mean	SD	Description
1. Insufficient knowledge and skills in teaching.	3.49	1.17	A Problem
2. Lack of strategies to develop their speaking and understanding abilities on Mother Tongue.	3.59	1.08	Much a Problem
3. Limited sources of information.	3.49	0.99	A Problem
4. Unavailability of books in the dialect used.	3.19	1.16	A Problem
5. Lack of familiarity due to mixed dialect.	3.30	1.12	A Problem
6. Inability to use proper terms in conversing with pupils	3.43	1.17	Much a Problem
7. Inadequacy of materials.	3.34	1.06	A Problem
8. Difficulty in translating words from English to Mother Tongue	3.42	1.07	A Problem
9. Insufficiency of time to cover the expected learning outcomes.	3.33	1.13	A Problem
10. Mixed local dialect leads to difficulty of Implementing MTB-MLE.	3.45	1.11	A Problem
Overall Mean and Standard Deviation	3.40	1.03	A Problem

Legend:

Scale	Range	Description
5	4.50-5.00	Very Much a Problem
4	3.50-4.49	Much a Problem
3	2.50-3.49	A Problem
2	1.50-2.49	Slightly a Problem
1	1.00-1.49	Not a problem

On the other hand, item 4, the unavailability of books in the dialect used yielded the lowest mean value of 3.19 described as A Problem with an sd of 1.16. The overall mean for the challenges encountered by the parents in the use of Mother Tongue Based-Bilingual Education is 3.40, described as A Problem with an overall sd of 1.03.

4. Discussion

This chapter discusses the results of the study, a summary of significant findings, conclusions, and recommendations based on the research problems pursued.

4.1 Socio-Demographic Profile of the Parents

Based on the results, most parent respondents belong to the age bracket of 29-35 years old, and the lowest frequency is within yielded in the age bracket of 57-63. This indicates that parent respondents are in the middle ages and are physically and mentally energetic in their involvement in their children's lessons. This result supports the study of Hapsari (2020) that parental involvement in the learner's homeschooling could result in positive accomplishments.

Most of the parent respondents are female, Cebuanos, who are affiliated with the Roman Catholic Religion; college level and the very least percentage have attained the highest educational attainment, which is Master's Degree holder.

4.2 Summary of the Parents' Assessment on the Effectiveness of Using Mother Tongue Based-Bilingual Education Through Modular Teaching

Among the three variables, parents' assessment of the effectiveness of using MTB-BE through modular teaching in oral instruction comprehension of learners got the highest mean which shows that children favor orally more. This implies that children understand the instruction better when they hear it. This finding supports that of Villalaba (2013), which noted that parents concurred that the mother tongue language should be preserved and that one of the early literacy domains that MTB-MLE attempts to cultivate is oral fluency development.

4.3 Difference Between the Assessments of Parents on the Three Areas Using the Mother Tongue Based-Bilingual Education Through Modular Teaching When Grouped According to Selected Demographic Profile

4.3.1 According to age

The data show the difference between assessments of parents on the three areas using the mother tongue based-bilingual education through modular teaching when grouped according to the selected demographic profile according to age category using the Kruskal-Wallis Test. There is a significant difference in both the self-reading module lessons and activities and oral instruction comprehension of learners which obtained p-values lesser than the level of significance. This leads to the rejection of the null hypothesis, which states that there is no significant difference between the parent's assessment of the effectiveness of MTB in modular teaching when grouped according to age. This means that parents' age matters in these two areas. The results imply that parents ages 22 to 63 years old do not share similar assessments of the effectiveness of MTB in modular teaching in the areas of self-reading module lessons and activities and oral instruction comprehension of learners through modular teaching. Sari and Maningtyas (2020) mentioned that the implementation of distance learning for the early childhood education level and kindergarten could only be carried out independently by children with the assistance of parents. However, Hapsari et al. (2020) stated that while working for the family, parents should also be prepared to educate children in learning at home which they found modular teaching an arduous task (Villalaba, 2013) as stated by the National Economic and Development Authority (NEDA, 2010), between 15 to 64 years old is comprising the working or productive ages. They further stated that parents must manage learning management at home by providing learning facilities through internet-based digital media (Hapsari et al., 2020).

On the other hand, there is no significant difference in the area of comprehension of learners on written test instructions which obtained p-values greater than the level of significance. This leads to the

acceptance of the null hypothesis, which states that there is no significant difference between the parent's assessment of the effectiveness of MTB in modular teaching when grouped according to age. This means that parents' age doesn't matter on this area. The results imply that parents ages 22 to 63 share similar assessments of the effectiveness of MTB in modular teaching in the area of comprehension of learners on written test instructions. Thus, supporting Maile and Cooper (2014) that the SLMs are available for children to use for learning independently and usually do not require anyone for help.

4.3.2 According to Educational Attainment

Both the areas of self-reading module lessons and activities and oral instruction comprehension of learners obtained computed values higher than the set level of significance. This denotes that parents are similar regarding their assessments in the two areas using the mother tongue based-bilingual education through modular teaching when grouped according to educational attainment. These findings have implications that whether the parents are Elementary Level, Elementary Graduate, Secondary Level, Secondary Graduate, College Level, College Graduate or have a Master's degree in both have the same assessments in the two areas using the MTB-Bilingual Education through modular teaching. FlipScience (2020) mentioned that the parents' primary role in modular learning is to connect with and guide the children. However, in the area of comprehension of learners on written test instruction, the p-value is lesser than the level of significance. This means parents with Elementary Level, Elementary Graduate, Secondary Level, Secondary Graduate, College Level, College Graduate, or a Master's degree perform differently on the assessments using the MTB-Bilingual Education through modular teaching. This gives an implication that parents with a higher degree are more equipped with the knowledge and exceptionally perform in teaching their child at home. This supports the study of Kintanar (2021), which states that students with higher-education parents may have a greater appreciation for learning, more positive ability perspectives, a more substantial work orientation, and use more effective learning techniques than students with lower-education parents.

4.4 Relationship Between the Parents' Assessment on the Perceived Effectiveness of the Three Areas Using the Mother Tongue Based-Bilingual Education Using Spearman rho correlation

The result indicated that there is a relationship between the parents' assessment of the effectiveness of the areas on self-reading of module lessons and activities, oral instruction comprehension of learners, and comprehension of learners on written test instruction with the p-values lower than the set level of significance. Therefore, the null hypothesis, which states that there is no significant relationship between the parent's

assessment of the effectiveness of Mother Tongue Based-Bilingual Education through modules used in the three areas, is rejected. This means that parents have a positive assessment on the effectiveness of the three areas using the MTB-Bilingual Education to their children's education. When an area gains a higher response, the other areas will also achieve higher returns. This implies that parents have shown a strong desire to ensure their children receive the greatest education possible and are eager to embrace educational advances.

4.5 Challenges Encountered by the Parents in the Use of Mother Tongue Based-Bilingual Education

The challenges the parents encounter in using Mother Tongue Based-Bilingual Education in the Midsayap Central District are a lack of strategies to develop their speaking and understanding abilities on Mother Tongue, insufficient knowledge and skills in teaching, and limited sources of information.

The highest challenge encountered by the parents in the use of Mother Tongue Based-Bilingual Education is the need for strategies to develop their speaking and understanding abilities on Mother Tongue. This means that as modular distance learning continues to be implemented, parents are requesting instructional assistance to meet new demands. The finding implies that parents are willing to learn, such as undergoing a series of orientations to provide for their learners' learning. As mentioned by Dizon et al. (2021), many families and learners have been caught off guard by this abrupt shift which has brought up some of the challenges and concerns associated with increased parental participation when engaging and assisting their children at various levels and forms of distance learning.

The parents encounter both challenges in the use of Mother Tongue Based-Bilingual Education: insufficient knowledge and skills in teaching and limited sources of information. Parents wanted to attain enough attention through orientation and assistance in every challenging task in the modules and collect data from diverse sources. This implies that parents are satisfied if they have more knowledge and acquire more sources of information in teaching their children. The result supports Bayod and Morente (2020), who stated that parents express their struggle whenever their children ask them about their lessons. Understanding the lessons is more difficult because the modules are written in English, and the examples are detached from the culture and everyday life.

5. Conclusions and Recommendations

5.1 Summary of Findings

The Majority of the parent respondents of this study are female, within the age bracket of 29-35 years old, Cebuano, affiliated with the Catholic religion and College level.

Parents' assessment of the effectiveness of using Mother Tongue Based-Bilingual Education through

modular teaching in the areas of self-reading of learners on modular lessons and activities, oral instruction comprehension, and comprehension of learners on written test instruction were rated as effective.

There is a significant difference between the parent's assessment of the effectiveness of MTB in modular teaching when grouped according to age in the areas of self-reading module lessons and activities and oral instruction comprehension of learners. However, there is no significant difference between the parent's assessment of the effectiveness of MTB in modular teaching when grouped according to age in the area of comprehension of learners on written test instruction.

No significant difference was found between the parent's assessment of the effectiveness of MTB in modular teaching when grouped in terms of sex, tribe, religion, and educational attainment in the area of self-reading module lessons and activities, oral instruction comprehension of learners, and comprehension of learners on written test instruction. However, a significant difference was found between the parent's assessment of the effectiveness of MTB in modular teaching when grouped according to educational attainment in the area of comprehension of learners on written test instruction.

There is a significant relationship between the parents' assessment of the effectiveness of the areas on self-reading of module lessons and activities, oral instruction comprehension of learners, and comprehension of learners on written test instruction.

The challenges encountered by the parents in the use of Mother Tongue-Based-Bilingual Education are: (a) lack of strategies to develop the speaking and understanding abilities on the Mother Tongue, (b) insufficient knowledge and skills in teaching, and (c) limited sources of information.

5.2 Conclusion

Based on the findings of the study, the following conclusions are given:

The parents in Midsayap Central District whose children are currently enrolled in grade 1 for the school year 2021-2022 generally accept that MTB used in modular teaching is effective in the areas of self-reading of module lessons and activities, oral instruction of comprehension of learners, and understanding of learners in written test instruction.

The parents believed that MTB in modular teaching is suitable for their children's learning. A significant relationship is revealed between the parents' assessment on the perceived effectiveness of the three areas using the Mother Tongue Based-Bilingual Education.

Regardless of age, sex, tribe, religion, and educational attainment, parents shared similar assessments of the effectiveness of MTB in modular teaching. However, dissimilarity is found between the parent's

assessment of the effectiveness of MTB in modular teaching when grouped according to educational attainment in the area of comprehension of learners on written test instruction.

The lack of strategies to develop their speaking and understanding abilities on Mother Tongue, insufficient knowledge and skills in teaching, and limited sources of information could have improved the delivery of accurate learning to the learners.

5.3 Recommendations

In consideration of the findings of the study, the researcher highly recommends the following:

A. For Possible Courses of Action:

1. Department of Education should provide additional MT-based learning resources that parents can easily access.
2. School administrators and officials should ensure that the MT-based learning resources are suitable to the dialect of the learners.
3. Teachers should have constant communication with parents to update them on the teaching-learning process and provide them strategies that would inspire them to do their tasks to mentor and assist the learners at home.
4. In order to assist their children in completing the learning activities, parents should be informed on the lessons. Parent orientation must be scheduled across two days to cover the entire quarter's teachings. By grade level, teachers will conduct the orientation simultaneously.

B. For Future Research:

1. Experiences and Feedback of Learners on the Use of MTB-MLE through Blended Learning.
2. The Effects of Blended Learning on Elementary Pupils' Achievement.
3. Extent of Involvement of Parents in Blended Learning.
4. Teachers' Satisfaction and Challenges in Progressive Face-to-Face Classes.
5. The Challenges and Problems Teachers, Parents, and Pupils Face in the new School Year.

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