

THE TWO FACES OF MOTHER TONGUE-BASED EDUCATION: PARENTS' PERSPECTIVE IN CONTEXT

FREDGIE P. PASCO (Author)

University of Mindanao Professional Schools
Matina, Davao City

DR. EUGENIO S. GUHAO JR. (Co-Author)

Dean-University of Mindanao Professional Schools
Matina, Davao City

Abstract- The purpose of this study was to describe the experiences behind the two faces of Mother Tongue-Based Education in the perspective of parents, the strategies adopted by them to address the challenges in the use of the mother tongue in the learning of the children and their insights that were shared to other parents effectively address the use of Mother Tongue. Phenomenological approach was employed to 15 parents of Kindergarten to three graders in the public schools of Sarangani Division for School Year 2015-2016. In depth interview and focus group discussion were conducted. The results of the interview were transcribed, translated and coded to produce themes. As regards to perspective of parents on the implementation of the mother tongue, the following were the themes: reservations, concurrence and approval, setbacks, gains of mother tongue, and teacher reinforcement needs. As to how parents addressed the challenges of the mother tongue in the learning of their children, the themes were created: support and follow through, ingenuity, and collaboration. As to their insights, the themes were: mother tongue dividends, propositions and recommendations, need for collaboration, and home-based reinforcement.

Keywords:

Two Faces. This refers to a means of identification of mother tongue-based education whether advantageous or obsolete in the perspective of parents.

Mother Tongue. This refers to the first language; L1, home language, mother's native language, vernacular language first learned by a child whom he or she identifies with or he or she knows best and uses most.

Mother Tongue-Based Education: This refers to the primary language of instruction or the child's mother tongue or first language.

Parents' Perspective. This refers to the capacity of the parents of Kindergarten, Grades 1, 2 and 3 pupils to view things in their true relations or relative importance with regards to Mother Tongue-Based Education

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INTRODUCTION

*"If you talk to a man in a language he understands, that goes to his head.
If you talk to him in his own language, that goes to his heart. "*

- Nelson Mandela -

It is everybody's quest whether using mother tongue as a medium of instruction is beneficial in teaching children at an early level of education or not. Mother language has a strong impact in the life of a person since it is the most important echo that helps in shaping the mind and feelings of an individual. Hence, it should be preserved like gems with utmost importance as it reflects the kind of culture that a child possessed (Guvercin, 2010).

Additionally, the relevance of preserving the home language and believing that children who are taught first on their home language at an early stage develop confidence to learn another language (Kioko, 2015). In the global perspectives, UNESCO (2008) supported that mother tongue instruction motivated children to go to school. From the viewpoint of Kioko (2015), he pointed out that teaching children at an early grade level using the mother tongue is a great help to them yet many developing countries still continue to use other languages for teaching schoolchildren.

In the Philippines, the implementation of mother tongue based instruction is still a dilemma by which parents are facing for past five years. However, Department of Education (DepEd) has promoted a curriculum using mother tongue-based instruction or approaches, develop modules, and instructional materials to motivate learning and for the effectiveness of the program. However, in Sarangani Division, as implementer of the curriculum, is in transition as almost of the schools are trying to adapt the trends. Thus, UNESCO (2008) pointed out that due to the diversity of languages that we are having, particularly in Maasim and Alabel Districts, it is hard for parents to embrace the program easily. Therefore, it is essential to discover the experiences of parents with regards to its implementation. This study is a led towards realities of the phenomenon.

In order to better understand the two faces of mother tongue-based education in the context of parents' perspective, it is necessary to identify the gaps in the existing research. One identified gap is in the research of mother tongue implementation in the basic education. More researches are needed on the two faces of mother tongue in the perspective of parents in order to better understand if and how the parents' mother-tongue impacts on the academic development of schoolchildren.

Although a great deal of qualitative research has been conducted on teachers on the use of the mother tongue, considerably less research has been done with parents in context (Owens et al, 2008; Ramsey, 2010) has aimed at understanding parents' perspectives, experiences and thoughts.

We have not come across of similar study that dealt on the two faces of mother tongue-based education: parents' perspective in context in the local setting. Therefore, it is in this context that we were interested to know the experiences of the two faces of mother tongue-based education: parents' perspective in context as they can raise concern to the intended beneficiaries of this study and to come up with the implication does to conduct the study.

Purpose of the Study

The purpose of this phenomenological study was to describe the experiences behind the Mother Tongue implementation in the perspective of parents. This study involved different public schools, with intent of gaining a clearer understanding of the two faces of mother tongue phenomenon, particularly in the public schools of Sarangani, particularly in Maasim and Alabel municipalities.

This study also envisioned to document the perspective of parents who all experienced the two faces of mother tongue-based education in the elementary schools of Sarangani Division. The phenomenological study presented evidences about the informant's experiences, hopes and aspirations for their children, and their capacity to stand up and face the challenges as parents of the school children who are beneficiaries of the mother tongue-based education.

This study aimed to go deeper into the heart of the issue and bring to fore the standpoints, insights and feelings of the parents of Kindergarten, Grades 1, 2 and 3 school children along with the other major issues surrounding the matter of the two faces of Mother Tongue-Based Education in the perspective of parents.

In addition, the purpose of this phenomenological study was to discover the truth behind two faces of Mother Tongue-Based Education on the perspective of parents. We ventured on this investigation in an effort to contribute to the base of information about the subject matter realizing that there's very little literature one can find about two faces of parents' perspective on the Mother Tongue-Based Education. Admittedly, it might trigger somebody to come out to the open and speak on behalf of the parents points of view. However, it only aimed to go deeper into the heart of the issue and bring to fore the point of view, perceptions, insights and feelings of the parents, along with the other major issues surrounding the matter of two faces of Mother Tongue-Based Education in the parents' perspective. At this point in the study, Mother Tongue implementation is a national dilemma faced by many parents considering that our country, particularly Sarangani have language diversity which led to question for its pedagogical effectiveness and children's competence.

Research Questions

Specifically, this study sought to answer the following questions:

1. What are the perspectives of parents in the implementation of the Mother Tongue?
2. What are the strategies adopted by the parents to address the challenges in the use of the mother tongue in the learning of the children?

3. What insights would the other parents share to effectively address the use of Mother Tongue?

METHOD

This section presents the research design, role of the researcher, research participants, data collection procedure, analysis of data, and ethical considerations employed in the investigation.

Research Design

In this research, the descriptive qualitative method was employed because the researcher went on to the actual experiences of the participants, their thoughts, identifying the essence of the experience as described by the participants, through lengthy discussions.

Phenomenological approach was used in this study because the researchers believed that it is an effective tool in obtaining absolute understanding of individual experiences, piercing into their thoughts, feelings and actions in order to acquire insights from their experiences. The use of bracketing was applied to minimize presuppositions to prevent potential harmful effects of presumptions that they may affect the research process, thereby improving the precision of the research study (Campbell, 2011).

Through phenomenological reduction, the researchers simply reduced the realm from how it is perceived naturally, with all biases and judgment to a realm of pure phenomena (Dowling, 2007). In addition, the participants' own words were used throughout the process of data analysis and phenomenological description. The process of bracketing was employed throughout the course of the study. The method was examined and scrutinized the phenomena through the subjective eyes of the participants, focusing on subjectivity of reality and continually pointing out the need to understand how human view themselves and the world around them, and on the process, the researcher set aside her personal experiences and opinion to fully grasp the experiences of the participants, identifying the essence (Creswell, 2007).

Nonetheless, sources of qualitative data included interviews, observations and documents (Creswell, 2007; Giorgi, 2009; Locke et al, 2010; Suter, 2012), emphasizing two ways of collecting data if one wanted information about the lived experience of a phenomenon from another person, the traditional face to face interview and the written account of the experience, both could not be broken down easily by a statistical software.

In using a descriptive phenomenological approach, preconceptions about the parents' experiences were documented prior to the onset of the study and were compared to what had transpired and observed during the in-depth interviews and focus group discussions. The preconceptions, beliefs and findings of the researcher were revealed unambiguously in the research report. The researchers observed

flexibility and openness which were connected with having learned to maintain a fair amount of ambiguity (Strauss and Corbin, 2008) in order to have a useful and positive output.

In this research study, themes of the phenomena were classified with 10 informants for the in-depth interview and five participants for focus group discussion. According to (Creswell, 2006; Giorgi, 2009; Kvale and Brinkmann, 2009), in qualitative research such as phenomenology, it is recommended that for in-depth interviews, researchers could interview 5-25 participants who had experienced the same phenomenon, if one could want to achieve the goal of representativeness and generalizability as a criterion, from a small number of research participants. Nevertheless, sample sizes of 10-15 are adequate, provided participants are able to provide rich descriptions of the phenomena (Speziale and Carpenter, 2007). Moreover, (Hancock et al, 2009) further stated that focus groups are considered to work quite well with approximately eight people.

Role of the Researcher

Many have commented on the backward effect on the use of mother tongue in the basic education. We see it on television and hear it on the news. It was minimized when the “Enhanced Basic Education Act of 2013,” Mother Tongue-Based Multilingual Education was signed by President Benigno Aquino III of the Philippines, urging to use the mother tongue in the basic education. However, the government seemed to have neglected the parents who are the direct contact of these school children, that they too might also be influential in the students’ learning and performance. It is for this reason that we undertook this study, to find out if indeed, the use of the mother tongue really is advantageous to the learners or it is already obsolete, discover the underlying factors of the said phenomenon, to help the academe and the parents as well in and thereby improve the quality of Philippine education.

Since the study has a personal meaning to us, as parents, and educators, we personally gathered the data by conducting the in-depth interviews with all the 10 informants and five participants for the FGD, which we also facilitated, with the assistance of a colleague who took down notes during the interviews and FGD and served as one of my independent readers and analysts. Moreover, we asked the assistance from another independent reader and analyst. The three of us analyzed the data gathered from the audio recordings of the interviews and FGD. After coming up with the same findings, we employed the expertise of a professional data analyst for data analysis and interpretation and thereafter, formed our personal insights.

Research Participants

There were 15 respondents involved in this study. Ten key informants were subjected for in-depth interviews. Eight of them are women and two are men who are

currently residing in Maasim and Alabel, Sarangani Province. Five women were engaged in the focus group discussions. Their motherhood and fatherhood experiences ranged from 9 to 38 years. They were chosen on the basis of their experience in giving academic assistance to school children particularly in the Mother Tongue-based Education.

Collection of Data

Before conducting the actual in-depth interviews and focus group discussions with the study participants, ethical considerations were properly observed. We applied the key principles of ethical issues (Bloom and Crabtree, 2006; Bricki and Green, 2007; Mack et al, 2005) that should be considered in any research study which are consent and confidentiality.

Since establishing rapport is an essential component of an interview (Bloom & Crabtree, 2006), we arranged a preliminary meeting with them and explained the details of the study, to make them understand that everything will be done with confidentiality. After gaining their trust, we asked them to sign a written consent. Eventually, rapport involves trust and respect for the interviewee and the information he/she shares. It is very important to provide him/her a safe and comfortable environment for sharing his/her personal experiences (Bloom & Crabtree, 2006). In compliance to this requirement, we made sure that the setting of the interview be conducted in a quiet and secluded room that would ensure privacy and far from distractions like a private office or in the comfort of their homes, if they prefer.

In-depth interview is one approach that was undertaken in order to gather information from the study informants. The in-depth interview is a technique designed to elicit a vivid picture of the participant's perspective on the research topic (Mack et al, 2005). It is more than just an approach to understand the participant's experiences but it is going deeper into their thoughts and behavior, listening to their inner voice to explore new issues. Through the interview process, the researcher has to listen to the participants and then repeatedly review and study the data as they transcribed (Penner&McClement, 2008).

Additionally, in-depth interviews should be done in the most accurate ways to ensure reliability and validity (Bashir et al, 2008; Bricki& Green, 2007) which are important concepts in qualitative researches. In order to do this, we avoided drawing conclusions from the interview but based everything on factual data as described by the participants during the interview, to remove any bias or misconceptions on the results. We also classified themes of the phenomena with 10 informants for the in-depth interviews. In qualitative research such as phenomenology, it is recommended that for in-depth interviews, researchers could interview 5-25 participants who had experienced the same phenomenon, if one would want to achieve the goal of representativeness and generalizability as a criterion, from a small number of research participants (Creswell, 2006; Giorgi, 2009; Kvale & Brinkmann, 2009).

Focus groups resemble interviews, but in focus group discussions, both the strengths and the weaknesses of the focus groups flow directly from the two defining features: the dependence on the researcher's focus and the group's interaction. In order to do this, we saw to it that during the FGD, my full attention was on my participants, grasping every detail as they narrated their experiences and we avoided giving my opinion or disagree with their statements. We ensured that there have no distractions or noise that may interrupt the discussion. Focus group is considered to work well with approximately 5 people (Hancock et al, 2009; InSites, 2007). We believed that this is already a considerable number of participants, adequate to give credible information and significant results and findings.

Data were collected through audio recordings of interviews since audio or video recording could be a good support to improve the accuracy of the content shared in the focus group or in-depth interview, as well as the speaker's intonations (InSites, 2007) with the participants in a private setting either in their respective homes or private offices or other neutral site such as a quiet coffee shop or private room. This audio recording of the interview was transcribed verbatim and checked by the participants for confirmation if everything which was taken as it is. Confidentiality was observed in all sessions and with all informants (Bricki& Green, 2007), consistently addressing them by their pseudonyms to conceal their real identity. To have a continuous flow during the in-depth interview, we prepared our open-ended research questions as indicated in the interview guide but also inform them that there could be additional questions not in the interview guide that we might think necessary in providing helpful insights to the study. This also promotes trust and openness with our participants.

Analysis of Data

Analysis of data in a research study involves summarizing the mass of data collected and presenting the results in a way that communicates the most important features (Hancock et al, 2007). Data were analyzed using a method which include data reduction, data display, conclusion drawing and verification (Zhang & Wildernuth, 2007), adding that qualitative content analysis is any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings.

Data reduction is the abstraction of data from the transcriptions, deleting data which are not important and transforming it into a comprehensible material, easily understood by many (Namey et al, 2007; Paul, 2006; Suter, 2012). This pairing and sieving of data is often termed as thematic analysis, a form of sorting and categorizing. Data display on the other hand is the organization of data and showing it in a form of graphic organizers such as: charts, graphs that would enable the viewer to draw this conclusion (Suter, 2012).

Conclusion, drawing and verification were the last step of qualitative analysis. It involves going back to consider what the analyzed data mean and to assess their

informants for the questions at hand while verification, integrally linked to conclusion drawing, required revisiting the data and many times as necessary to cross-check or verify these emergent conclusions (Paul, 2006).

The conceptual framework was then interpreted with reference to the related literature on the subject in an attempt to explain, with a theory, the phenomenon being studied by the researcher with the assistance of two independent readers and analysts who are experts in the field of study to form a triangulation team wherein each examined the data and compared individual findings to obtain a deeper and broader understanding of how each investigator viewed the issue. Triangulation was used to ensure the validity of the data by using more than one person to collect the data, thereby increases its reliability (Speziale& Carpenter, 2007).

Trustworthiness

To establish the trustworthiness of the study, the four components were observed. These are the following: credibility, conformability, transferability and dependability.

Ethical Consideration

Since this research study involved parents, they were hesitant to disclose information out of fear and withhold data. However, as part of research rigor, several safeguards were applied to remove their fears and promote trust. The researcher ensured that this study is guided by critical principles as described by (Mack et al, 2005), namely: respect for persons, beneficence, justice, consent and confidentiality.

RESULTS

Research Question No. 1: What are the perspectives of parents in the implementation of the Mother Tongue?

In order to generate a comprehensive discussion for the above research problem, the following questions were asked during the in-depth interview and focus group discussion: *What can you say about using Mother Tongue in the classroom? What are the good and bad experiences in your children's use of Mother Tongue in their classes? What are the reactions of the teachers in the use of the mother tongue? What are the reactions of other parents in the use of the mother tongue? As a parent, how do you help your children to enhance their learning in the use of the mother tongue? Do you think the use of the Mother Tongue can improve the academic performance of your children?*

From the data collected on the perspectives of the study participants, five main themes emerged as presented in Table 2. These themes helped me determine which core ideas to report. These themes are one – Reservations; two – Concurrence and Approval; three – Setbacks; four - Gains of Mother Tongue; and five – Teacher Reinforcement Needs.

Table 2
Themes and Core Ideas on the Perspective of Parents on the
Implementation of the Mother Tongue

Major Themes	Frequency of Responses	Core Ideas
Reservations	General	I'm worried that they will no longer be competitive in the English language.
	Typical	Instruction is in the mother tongue but direction in most examinations is in English.
		Students might lose interest in learning English.
	Variant	Mother Tongue implementation seems a kind of oppression to other tribes.
		I am apprehensive that pupils could no longer learn to speak Tagalog and English.
		Some parents questioned the use of the Mother Tongue teaching.
Concurrence and Approval	General	It is okay since students can understand the lesson very well.
		Pupils could easily get the lessons and answer assignments.
		Parents are in favour in the use of the Mother Tongue.
	Typical	In my observation, the mother tongue program is good.
	Variant	Child learned to read fast, seems she is inspired.
		It is timely to use Mother Tongue in our schools.
Setbacks	General	Pupils find difficulty especially in unfamiliar Visayan words.
	Typical	Children encounter difficulty in counting using the Mother Tongue.
	Variant	Some words which are used by the teachers could not be understood.
		It is complicated for indigenous tribes because there are very few IP teachers.
		Some terms are totally new to the students and are thus very difficult especially in Math.
Gains of Mother Tongue	General	It could help improve academic performance.
		Pupils participate more actively in class.
	Typical	Teachers should be guided on how to make the program effective.
		My child learned so many Visayan songs.
	Variant	They enjoy singing newly learned songs in the mother tongue.
		It helps improve learner confidence.
Teacher Reinforcement Needs	Typical	There should be training for teachers on how to teach using Mother Tongue.
		Teachers should also master the language so that they could explain well.

Research Question No. 2: How can parents address the challenges in the use of the mother tongue in the learning of their children?

The following questions were asked during the in-depth interview and focus group discussion to find out the measures used to address the challenges in the use of the mother tongue in the learning of their children: *What are the challenges/problems you have encountered with your children in using MotherTongue in the classroom? How did you overcome the challenges you have encountered with your children in using mother tongue?*

From the data collected through the above questions, there were three main themes which emerged from the responses as shown on Table 3. Support and Follow through; Ingenuity; Collaboration.

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Table 3
**Themes and Core Ideas on How Parents Address the Challenges of the
Mother Tongue in the Learning of their Children**

Major Themes	Frequency of Responses	Core Ideas
Support and Follow Through,	General	I really take time to teach my son.
		I help my children with their assignments not only in the Mother Tongue.
	Typical	I ask them about their lessons every day.
	Variant	It is our routine before going to bed that we review his lessons.
		I check their notebooks for their lessons.
		I tutor my kids every night.
Ingenuity	General	I seek ideas of other people who are knowledgeable about the Mother Tongue.
	Typical	I ask older Cebuanos for the meaning of some difficult terms.
	Variant	I ask my father about some words so I can also explain it to my daughter.
		I conducted researches so that I can also teach my children.
		I conduct self-study so that I could share it to my children.
		I inspire them by appreciating their scores in quizzes or examinations.
Collaboration	General	I meet with the teachers regarding my child's performance in school.
	Typical	I always follow up with the teachers, ask them about the lessons so that my child can catch up.
	Variant	There is a need to help one another, we should not just rely on the teacher.

Research Question No. 3: What insights can parents share to the academe?

In support to the research problem, three questions were raised during the in-depth interview and FGD namely: *What recommendations would you give in the use of the mother tongue in the classroom? What are some of the discoveries you have found in the use of the mother tongue? How does the use of mother tongue affect your child learning? What advice can you give to your co-parents/ teachers/ DepEd officials regarding the use of mother tongue in school?*

The responses of the informants are presented in Table 4.

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Table 4
Themes and Core Ideas on Insights the Parents Can Share
to the Academe in General

Major Themes	Frequency of Responses	Core Ideas
Mother Tongue Dividends,	General	Pupils' academic performance has improved.
		Pupils could easily understand the instruction this time.
	Typical	They could easily understand the lesson and are inspired to go to school.
		They are encouraged to participate more actively in class discussion.
	Variant	I made pupils more engaged in their lessons.
		Mother Tongue use motivated the pupils to go to school.
		My child is now more interested to go to school.
		It improves the learning of my children.
		My child became respectful.
		Observed that son is inspired to do his assignment in Mother Tongue.
Propositions and Recommendations	General	Teachers should contextualize their lessons so that students will understand.
	Typical	Teachers should translate difficult terms to simple ones.
		They should use familiar, common and simple words so that it will be easier for the pupils to understand.
	Variant	Cebuano (Mindanao version) be adopted so that everybody could relate to and understand.
		Show pictures and illustrations to the pupils especially on difficult terms introduced.
		It might be better if Mother Tongue will be taught up to grade 6.
		I recommend letting the government continue with its implementation.
Need for Collaboration	General	There should be cooperation between parents, teachers and DepEd officials.
	Typical	DepEd has to continually give guidance and training to the teachers on Mother Tongue instruction.
	Variant	DepEd officials should monitor their teachers' performance.
Home-based Reinforcement	General	Parents need to follow up their children's lessons at home.
	Typical	Parents should not rely solely on the teachers, we need to help.
	Variant	We should assist our children in their assignments so that they will be guided.

Chapter Summary

From the results of the study based from the responses of both the in-depth interview informants and the FGD participants, the following issues were identified:

First, Mother Tongue-based Education in parents' perspective has a context of reservations. Most of the participants' have worries that children may no longer competitive in English since the language of instruction is in Mother Tongue but the instruction of most examinations is in English.

Meanwhile, there are study participants who responded their concurrence and approval of Mother Tongue-Based Education. Their concurrence and approval involves understanding the lesson well and could do their assignments without fail. The setbacks of the Mother Tongue-Based Education are the difficulty of students' especially in unfamiliar Visayan words and in counting numbers. Most of the participant's consider the gains of the Mother Tongue as it could help improved academic performance and encourage them to participate actively in class.

In addition, the participants feel that support and follow through is one of the best remedies to address the challenges of the Mother Tongue in the learning of their children. Ingenuity is the device to preserve the authenticity of the language. It involves seeking ideas of other people who are knowledgeable about the Mother Tongue. Collaboration between and among parents and teachers may make learning meaningful. It involves meeting with the teachers regarding pupils' performance in school.

Furthermore, mother tongue dividends are the insights of parents which include improvement of the academic performance of pupils and easy understanding of instructions. The study participants sought propositions and recommendations which include contextualizing their lessons for the students to understand, the need for collaboration which call for a cooperation between parents, teachers and DEpEd officials and home-based reinforcement which require parents to follow up their children's lessons at home.

Implications for Practice

Based on the findings, the following implications for practice are offered:

On the reservations on the Mother Tongue Implementation. In view of the perspective of parents revealed in the locale of the study, the implementation of Mother Tongue-Based Education has been viewed by the study participants as full of doubts and uncertainty in the learning of the students. It has been described as a

practice to lose competence among pupils and an oppression to other tribes. For this reason, conducting a thorough monitoring and supervision of schools by school administrators and other DepEd officials should be given emphasis so as to provide good impact among learners and parents as well.

On the Concurrence and Approval of the Parents. Many research studies had already proved that the implementation of Mother Tongue is very beneficial in the learning of children (Ball, 2011.) The study respondents on the locale mentioned disclosed a positive observation as revealed on their responses. The result of this study implies that school authorities have to strengthen to maintain the good feedbacks among parents. It is also the right time to convey the support of some parents to help advocate on the benefits that children would enjoy on the Mother Tongue implementation. Teachers and members of the academe should handle it seriously.

On the Setbacks. Some people believed that children in their early stages should be taught in speaking English language so that they would be smarter than other children (Howard, 2013). The problems encountered in this theme are the presence of high frequency Visayan words especially in counting numbers and the absence of Bla'an teachers to teach IP pupils. This study implies that to eradicate the doubts felt by the parents on the implementation of the mother tongue, school administrators should set standards in making instructional materials taking into consideration the type of learners and cultural identity they belong. Teacher who taught mother tongue should also learn the language in the community he/she is assigned to facilitate learning effectively.

In the case of Visayan speaking teachers who were not able to deliver appropriate language of instruction to Bla'an learners, this study may serve as an awakening factor to guide on the proper hiring of teachers to fit the needs of learners (D.O. 50, s. 2016). Therefore members of the DepEd selection boards should set to it that plantilla items for IP teachers should be filled up by certified IP teacher applicants to provide quality teaching and produce quality learners (D.O. 7 s. 2015). In that way, reservations felt by parents be vanished and therefore, Mother Tongue implementation be successfully implemented

On the Gains of Mother Tongue. Many positive remarks are credited to mother tongue implementation. Many of the respondents noted that it could improve academic performance, inspire learners to go to school and could easily understand what their teachers are saying. This manifested that the implementation of mother tongue motivated children to learn and continue studying. These experiences led to a supportive school community by which school officials should maintain good rapport in order to strengthen partnership between internal and external stakeholders (Ferguson, 2012).

On the Teacher Reinforcement Needs. Teachers as facilitators of learning should equip the different qualities to gain respect and integrity. In the case of

incompetence as what the study participant cited, is a serious matter that needs to be addressed. This could be attributed to the lack of training, fluency of the language taught and the pedagogy in delivering the instruction. DepEd official should institute a law or a policy for that effect. The weekly rotation monitoring of the Curriculum Instruction Division Group of the Division of Sarangani could be one of the best strategies to solve the problem. Daily observation of classes of among school heads should be strengthen and conducting training to teachers need to be prioritized.

On the Support and Follow Through. Responsible parents do not rely all their responsibilities to teachers. They should also find means to extend help to their children. Showing concern to child's learning is a big impact for a child to perform better in school. Considering that in public schools, there is a class with 40 to 50 pupils as an average class size, therefore, great possibility that everyone could not be given enough attention but always as a whole. That is why parents should also take their part in helping their children to learn better by extending support and conduct follow through.

On the Ingenuity of the Home Language. Ingenuity in the concept of this study is the resourcefulness of parents to help children understand the exact meaning of high frequency Visayan words. Some parents asked help from their grandparents to help them explain the unfamiliar words to their children while other parents conducted personal researches in finding the real meaning of the words presented by the teachers. Generally, parents resorted to seek ideas from aged and genuine Cebuanos and those people who are knowledgeable to the language (Guvercin, 2010).

This is a scenario that Filipino parents particularly in the locale mentioned have shown their resourcefulness to preserve our native language and to fully transfer it from generation to generation (Ball, 2014). In this circumstance, schools should take a led in innovating instructional materials that fit to the need of the learners in the locality. School administrators should find strategies to aid teaching through conducting thorough scanning of the curriculum guides, teachers and learners manual and help in the contextualization process (Rakoma, 2014).

The results of this study imply that parents are interested to transfer and preserve their linguistic heritage to the young generation. With the mother tongue implementation parents would like to ensure the authenticity of the language being taught.

On the Collaboration among Parents and Teachers for Students' Learning. Establishing a strong relationship between parents and teachers is an indication of harmonious partnership. It indicates that family involvement towards learners' quest for education is recognized. Meador, (2016) stressed that collaboration among parents and teachers is a good connection for students' learning that strengthens their relationship. This is a passport for better communication extended by both parties that bind them together to create a mutual understanding that leads in elevating school

performance through the learner's reaction towards instruction (Schwarzendruber, 2016).

On the other hand, with a healthy teacher-parent relationship, learners could trust the teacher and this leads to succeed in school (Levin, 2016). This study also implies that collaborative partnership between school and community particularly on the locale mentioned is active. Therefore learners' success is not difficult to achieve.

On the Mother Tongue Dividends. Parents always desire what is best for their children. In spite of some reservations towards mother tongue implementation, some parents also admitted the advantages they have enjoyed. Parents' responses revealed some benefits that mother tongue implementation have served. Generally, parents revealed that their children are inspired to go to school, can make their assignments independently and could easily understand the lessons which led on improving their grades (Ball, 2014).

The results imply that children who undergone on the implementation of Mother Tongue-Based Education are luckier than those children with the previous instruction. This indicates that Philippine government is very serious in implementing laws that eradicate illiteracy thereby elevate the educational system through the Department of Education. This endeavor could also be credited to the grassroots, the prime movers of education – the teachers.

On the Propositions and Recommendations. The result of parents' involvement towards Mother tongue lessons with their children urged them to give healthy feedbacks. Cleaver (2013) asserted that giving feedback for learners' improvement whether in the character or academic aspects help children to succeed in school. Under this theme, parents suggested that teachers have to contextualize their lessons to help learners catch up the lessons. They also recommended that high sounding terms be translated to the most appropriate simple terms and if possible, the Visayan but Mindanao version be used in their lessons. This study also revealed various feedbacks from parents like requesting the Department of Education to continue on the implementation of the mother tongue due to the positive observations they had noted.

This results imply that school authorities should act on the proposition and recommendations expressed by the parents to maintain a harmonious relationship between the school and community.

On Home-Based Reinforcement. Reeve (2009) emphasized that reinforcement, in a school setting, is an action push by teachers to inculcate better character towards school works in order to develop positive attitude and thereby make it as a habit to study and improve grades.

This study implies that the role of family in developing one's character is accounted. Parents are given the time to guide and conduct follow-up on the lessons of their children. In such aspect that teachers had initiated, learners confusion to their lessons be given solution. Therefore, school authorities should also monitor whether parents are also doing their part for the improvement of their children's learning.

Implications for Future Research

In as much as this study is limited to a few public schools in Alabel and Maasim, Sarangani Province, the following implications for future research are advanced:

Since the findings of this particular study are not generalizable beyond the 15 participants, future research may be conducted investigating parents' perspective in context of Mother Tongue-based education with another group of participants in order to substantiate the findings.

Second, future research may be conducted investigating parents' perspective in context of Mother Tongue-based education in other parts of the country to add to the research base other ideas and issues related to it.

Also, further researches may be done to re-interview some of the study respondents to see whether their views and perceptions have changed over a period of time.

This study was specifically done for parents who have Kindergarten to Grade three schoolchildren of public schools. Further research could be done to investigate this same phenomenon among parents of the private schools.

The findings of this study were viewed from the lens of the parents. Further research could be conducted to find out the pupils' perspectives on the Mother Tongue based education to authenticate the findings.

Concluding Remarks

The investigation on parents' perspective in the Mother Tongue-based has accentuated the relevance and the essential of such study. The finding substantiated Cenderawasih (2014) assertion that if a child do not understand the language of instruction in the early grades, he would not be able to count, read and learn the other subjects. But he will be a performer if we teach him using the language he could understand. It also upheld the assertion of McBride and Schostak (2008) that qualitative method of research is better at bringing to the surface not only what people do but also why they do it.

The data from the two methods of data gathering employed in this study proved to be similar and parallel. The focus group discussion thus completed the components of the triangulation technique which as Creswell and Miller (2000) asserted, is a powerful technique that facilitates validation of data through cross validation from more than two sources – the first being the readings on Mother Tongue-based education, second, the in-depth interview and the third, the focus group discussion.

The contributions of this study lie in its making available the perspectives and insights of parents on the phenomenon of the implementation Mother Tongue-based education as well as the constructs derived from the findings. Moreover, it brings to fore the advantage of using the qualitative approach in understanding certain experiences. It has also opened opportunities and ideas for future researches in as much as there is a great deal more to be learned about the implementation of Mother Tongue based education and its gains in the instruction.

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