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Parents' and Teachers' Perceptions on Implementing Mother Tongue–Based Multilingual Education

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ABSTRACT

Mother Tongue–Based Multilingual Education (MTB-MLE) refers to the use of more than two languages for literacy development and classroom instruction. This educational approach begins from the learners' linguistic and cultural background and builds on what they already know. It emphasizes the development of speaking, reading, writing, and thinking skills in the learners' first language (L1), such as Cebuano, Tagalog, Ilocano, or Waray. In addition, MTB-MLE uses the mother tongue as the medium of instruction in key learning areas, including Mathematics, Science, Health, and Social Studies. This study aimed to determine the perceptions of parents and teachers on the implementation of Mother Tongue–Based Multilingual Education. Specifically, it sought to identify the socio-demographic profiles of parents and teachers and examine their perceptions in terms of educational, financial, and time-related aspects. The respondents included selected parents and Grade One teachers from the Pikit South District in the Municipality of Pikit.
A questionnaire was used as the primary data-gathering instrument, and simple random sampling was employed to select 90 parent respondents. The collected data were analyzed using descriptive statistics such as frequency, percentage, and mean, while multiple regression analysis was applied to determine the influence of socio-demographic characteristics on perceptions. The results showed that parents and teachers moderately agreed on the implementation of MTB-MLE. Parents' age was found to be a significant factor, with older parents showing more positive perceptions. While respondents recognized educational, financial, and time-related benefits, they also viewed MTB-MLE as a challenge that may hinder the completion of schooling due to financial and resource limitations.

Keywords: *MTBMLE- Mother Tongue- Based Multilingual Education, L1- is the native language of a person, L2- is the second language.*

A. INTRODUCTION

Language is unquestionably the key to understanding and communication in the classroom, but there are many other variables that go into providing a high-quality basic education. Despite the fact that many emerging nations have multilingual societies and individuals, they still let one foreign language to predominate in the field of education. According to Skutnabb-Kangas (2000), teaching in a language that students do not speak is known as "submersion" since it is comparable to keeping students submerged without teaching them how to swim. Submersion makes learning and teaching very challenging, especially when the language of instruction is also foreign to the teacher. These challenges are exacerbated by long-term issues like low levels of teacher education, poorly designed, inappropriate curricula, and inadequate school facilities.

In light of the advocates on the use of the first language in schools, students will find it easier to learn new things, including a second or a third language, when they are taught using the first language students learned in their houses and communities.

This study aimed to determine the perception of parents and teachers on the implementation of Mother tongue based multilingual education.

Specifically, the objectives of the study were the following:

1. To determine the socio-demographic profile of the parents and the teachers;
2. To determine the perception of parents and teachers on the implementation of mother tongue based multilingual education, specifically on the following aspects:
   a. Education
   b. Financial
   c. Time

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B. REVIEW LITERATURE

The use of vernacular in any setting was prohibited throughout the Spanish colonial era, and Spanish was the main language of teaching. In 1898, when the Americans became colonizers, English became the language of education (Act No. 74, 21 January 1901, Philippine Commission 1901) and Philippine languages were not permitted in the schools (Sibayan, 1985). While President McKinley recommended the use of local languages in the classroom, a massive influx of American teachers effectively resulted in a monolingual English-based education system (Gonzalez, 2001).

Article 13, Section 2 of the Philippine Constitution of 1935 placed emphasis on "the development and adoption of a common language based on one of the existing native languages." Together with English, Tagalog was designated as the official language by Commonwealth Act No. 570 (Commonwealth 1940). In order to set it apart from its Tagalog foundation and give it a sense of national identity, Education Secretary Jose Romero issued a Department Order in 1959 declaring that the national language would be called Pilipino. The 1973 Constitution (Philippine Constitution 1973) designated Pilipino as the new national language and as an official language, along with Spanish and English. In the 1987, post-People Power I Constitution (Philippine Constitution 1987) declared Filipino (now spelled with an F) as the new national language as well as one the official languages along witgh English. The official language of Spain was eliminated. The establishment of a new language organization, Komisyon ng Wikang Filiupino (Commission of the Filipino Language), for the advancement and intellectualization of Filipino was also mandated by the 1987 Constitution, which was still in effect in 1994. As a result, three constitutions (1935, 1973, and 1987) have declared Filipino

to be the national language; nonetheless, it appears that English should continue to be an official language.

C. METHOD

This chapter consists of the local of the study, sampling of the study, research instrument, procedures in gathering the data, and statistical techniques or tools used.

This study was conducted at selected barangays of Pikit South District, Pikit, Cotabato. Pikit South District is located at Fidel Flores Street, Poblacion, Pikit, Cotabato. It is biggest district of Pikit which consists of 15 schools.

A total of one hundred twenty respondents were the respondents of the study. Using simple random sampling, 90 parents and 30 teachers were chosen from the elementary schools of Pikit South District.

The instrument used in gathering data needed for this study was a questionnaire. It consists of items on the socio-demographic characteristics of the respondents and their perception on the implementation of mother tongue based multilingual education. It was modified from November 28, 2011 a press release from the Department of Education, DepEd Order no. 90, and from the study of Ricardo Ma. Nolasco, Ph. D.

The researcher prepared a letter addressed to the District Supervisor of Pikit South District requesting permission to conduct the study. After the permission letter was approved, the researcher personally administered the gathering of data.

The parent respondents were personally approached by the researcher to ask them to be the respondents of the study and to answer the research instrument.

Descriptive statistics such as frequency counts, percentages and means were used to describe the socio-demographic characteristics of the respondents. Multiple Regression Analysis was utilized to analyze the influence of socio-demographic characteristics of parents and teachers on their perception on the implementation of mother tongue based multilingual education.

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D. EXPLANATION

This chapter represents the result of the perception of parents and teachers on the implementation of mother tongue based multilingual education.

Socio-demographic Profile of Parents and Teachers

Socio-demographic Profile of Parents

The Socio-demographic profile of parents is presented in Table 1a. The greatest percentage of the parents were within the age bracket of 31-38 years old (46.7%), 31.1% were 39-46 years old, 16.7% were 23-30 years old, 4.4 were 47-54 years old and the less percentage was within the age of 55 and above is only 1.1%. For the parental role, the study revealed that 62.2% were female and 37.8 were male.

In terms of tribal affiliation, 54.4% were Maguindanaons, 41.1% were Cebuanos, and 4.4% were Ilonggos.

As to religion, Islam respondents were 53.3%, Roman Catholic were 34.4% and Protestants were 12.2%

In terms of parents' educational attainment, 24.4% were high school graduate, 23.3% were college graduate, 22.2% were high school level, 17.8% were college level, 10.0% were elementary graduate and 2.2 were elementary level.

The study also showed that most of the parent-respondents were farmers composed of 33.3%, 24.4% were housekeepers, 10.0% were drivers and 1.1% were either a midwife or an OFW.

Majority of the parents' monthly income was P 3,000.00- P 9,000.00 which comprised 66.7% and above P 9,000.00 composed of 33.3%.

Table 1a. Socio-demographic profile of the parent-respondents, Pikit, Cotabato, 2013

CHARACTERISTICS		FREQUENCY (n = 90)	PERCENTAGE
Age			
	23 – 30 yr	15	16.7
	31 – 38	42	46.7
	39 – 46	28	31.1
	47 – 54	4	4.4
	55 – above	1	1.1
Sex			
	Male	34	37.8
	Female	56	62.2
Tribe			
	Cebuano	37	41.1
	Ilonggo	4	4.4
	Maguindanaon	49	54.4
Religion			
	Roman Catholic	31	34.4
	Islam	48	53.3
	Protestant	11	12.2
Educational Attainment			
	Elementary Level	2	2.2
	Elementary Graduate	9	10.0
	High School Level	20	22.2
	High School Graduate	22	24.2
	College Level	16	17.8
	College Graduate	21	23.3
Occupation			
	Farming	30	33.3
	Driving	9	10.0
	Business	17	18.9
	Government Employee	10	11.1
	Housekeeping	22	24.4
	Midwife	1	1.1
	OFW	1	1.1
Monthly Income			
	P3,000.00- P 9,000.00	60	66.7
	Above P9,000.00	30	33.3

Socio-demographic Profile of Teachers

The socio-demographic profile of the teacher-respondents is presented in Table 1b. The greatest percentage of the teacher-respondents age were 23-30 years old (50%), both 23.3 % were 31-38 years old 39-46 years old and 3.3% were 47 years old and above.

Majority or 93.3 % of the teacher-respondents were female and 6.7% were male.

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As to tribal affiliation, 63.3% of the teacher-respondents were Cebuanos, 30% were Maguindanaons, 3.3% were Ilonggos and the other tribal affiliation presented was only 3.3%. In terms of their educational attainment, 63.3% were BS Graduate, 26.7% were BS with MA/MS units, 6.7% were MA Graduate, and 3.3% were MA Graduates with Doctoral Units. The teachers' monthly income was P 20,900.00 (96.7%) while 3.3% of the respondents received P 22,000.00 monthly.

Table 1b. Socio-demographic profile of the teacher-respondents, Pikit, Cotabato. 2013

CHARACTERISTICS	FREQUENCY (n=30)	PERCENTAGE
Age		
23 – 30 yr	15	50.0
31 – 38	7	23.3
39 – 46	7	23.3
47 – above	1	3.3
Sex		
Male	2	6.7
Female	28	93.3
Tribe		
Cebuano	19	63.3
Ilonggo	1	3.3
Maguindanaon	9	30.0
Others	1	3.3
Religion		
Roman Catholic	20	66.7
Islam	9	30.0
Protestant	1	3.3
Educational Attainment		
BS Graduate	19	63.3
BS with MA/MS Units	8	26.7
MA Graduate	2	6.7
MA Graduate with Doctoral Units	1	3.3
Monthly Income		
P20,900.00	29	96.7
P22,000.00	1	3.3

As shown in Table 2a, both parents and teacher respondents moderately agreed in their perception that MTBMLE will address low achievement and poor academic performance of pupils and solve the increasing number of drop-outs. Parents and teacher respondents agreed that MTBMLE will help pupils learn new things easier, is less traumatic for the child, makes possible for illiterate parents to support their children's learning at home, promotes cultural heritage, helps to bridge home and school experiences, needs enough time to train teachers and will encourage active participation of children in the learning process. The teacher respondents

moderately agreed that MTBMLE will result to higher drop-out rate while the parents' disagreed about this.

Both parents and teacher respondents agreed in the overall mean of the respondents' perception on the implementation of mother tongue based multilingual education specifically in the aspect of education.

Table 2a. Perception of the respondents on the implementation of mother tongue based multilingual education specifically in the aspect of education, Pikit, Cotabato. 2013

STATEMENT	PARENTS		TEACHERS	
	MEAN	VERBAL DESCRIPTION	MEAN	VERBAL DESCRIPTION
1.MTBMLE will address low achievement and poor academic performance of pupils.	2.94	Moderately Agree	3.40	Moderately Agree
2.MTBMLE will enhance the basic education Curriculum.	3.69	Agree	3.37	Moderately Agree
3.MTBMLE will solve the increasing number of drop-outs.	3.27	Moderately Agree	3.13	Moderately Agree
4.MTBMLE will not address the declining quality education.	3.68	Agree	3.17	Moderately Agree
5.MTBMLE will provide quality education for all.	3.72	Agree	3.43	Moderately Agree
6.MTBMLE will result to higher drop-out rate.	2.78	Moderately Agree	2.40	Disagree
7.MTBMLE will help pupils learn new things easier.	4.10	Agree	3.87	Agree
8.MTBMLE will be less traumatic for the child.	3.69	Agree	3.93	Agree
9.MTBMLE will make it possible for illiterate parents to support their children's learning at home.	3.82	Agree	3.70	Agree
10.MTBMLE will promote children's cultural heritage.	3.84	Agree	4.03	Agree
11.MTBMLE will help the children to understand their environment.	3.98	Agree	4.90	Strongly Agree
12.MTBMLE will help to bridge home and school experiences.	3.87	Agree	4.03	Agree
13.MTBMLE will lead the pupils to have wider scope of experiences which support learning through a foreign language later in life.	3.84	Agree	3.50	Agree
14.MTBMLE will need enough time to train teachers for technical and vocational fields.	4.07	Agree	4.30	Agree
15.MTBMLE will encourage active participation of children in the learning process.	4.00	Agree	3.93	Agree
Overall Mean	3.69	Agree	3.67	Agree

Legend:

1.00 – 1.49 = Strongly Disagree
1.50 – 2.49 = Disagree
2.50 – 3.49 = Moderately Agree
3.50 – 4.49 = Agree

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4.50 – 5.00 = Strongly Agree

Table 2b shows the perception of the respondents on the implementation of mother tongue based multilingual education specifically in the aspect of financial. It revealed that the parents and teacher respondents agreed that DepED has the financial resources to implement MTBMLE. Both parents and teacher respondents moderately agreed that MTBMLE will give additional financial burden, saves for the reproduction of materials, MTBMLE costs less than the system that is based on L2, solves the increasing number of drop-outs, DepED has no financial capacity to produce materials, is hard to implement in the face of limited financial resources, less important to families that can afford and will solve the expensive costs of education. The parent-respondents moderately agreed that MTBMLE is for pupils who belong to poor families only while the teacher-respondents disagree about this.

Both parents and teacher respondents moderately agreed as shown in the overall mean of the respondents' perception on the implementation of mother tongue based multilingual education specifically in the aspect of financial.

Table 2b. Perception of the respondents on the implementation of mother tongue based multilingual education specifically in the aspect of financial, Pikit, Cotabato. 2013

STATEMENT	PARENTS		TEACHERS	
	MEAN	VERBAL DESCRIPTION	MEAN	VERBAL DESCRIPTION
1.DepED has the financial resources to implement MTBMLE.	3.99	Agree	3.57	Agree
2.MTBMLE will give additional financial burden.	3.01	Moderately Agree	2.67	Moderately Agree
3.MTBMLE will give chance to save for the reproduction of materials.	3.36	Moderately Agree	2.60	Moderately Agree
4.Mother-tongue based education may actually, cost less than the system that is based on L2.	3.21	Moderately Agree	2.73	Moderately Agree
5.MTBMLE will solve the increasing number of drop-outs.	3.14	Moderately Agree	3.43	Moderately Agree
6.DepED has no financial capacity to produce Materials for MTBMLE.	2.71	Moderately Agree	2.70	Moderately Agree
7.MTBMLE is for pupils who belong to poor families only.	2.41	Moderately Agree	1.93	Disagree
8.MTBMLE is very hard to implement in the face of limited financial resources.	3.27	Moderately Agree	2.77	Moderately Agree
9.MTBMLE is less important to families that can afford.	3.43	Moderately Agree	2.70	Moderately Agree
10.MTBMLE will solve the expensive costs of education.	3.24	Moderately Agree	2.83	Moderately Agree
Overall Mean	3.18	Moderately Agree	2.78	Moderately Agree

Legend:

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1.00 – 1.49 = Strongly Disagree
1.50 – 2.49 = Disagree
2.50 – 3.49 = Moderately Agree
3.50 – 4.49 = Agree
4.50 – 5.00 = Strongly Agree

Table 2c shows the perception of the respondents on the implementation of mother tongue based multilingual education specifically in the aspect of time. It revealed that the parents and teacher respondents agreed that MTBMLE will need enough time to train teachers, children exposed to early education in the mother tongue have wider scope of experiences and it takes at least a year to prepare the materials, and the community should be involved as well as DepED teachers.

The parent-teacher respondents moderately agreed that early use of foreign language as a medium of instruction poses learning difficulties for pupils, MTBMLE will give additional time for pupils to stay in a particular grade level, teachers are not given enough time to learn their own L1, length of time for MTBMLE will give additional time for parents to send their children to school.

The parent-respondents moderately agreed that MTBMLE is a big hindrance to finish schooling while the teacher-respondents disagreed about this.

Both parents and teacher respondents moderately agreed as shown in the overall mean of the respondents' perception on the implementation of mother tongue based multilingual education specifically in the aspect of time.

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Table 2c. Perception of the respondents on the implementation of mother tongue based multilingual education specifically in the aspect of time, Pikit, Cotabato. 2013

STATEMENT	PARENTS		TEACHERS	
	MEAN	VERBAL DESCRIPTION	MEAN	VERBAL DESCRIPTION
1.MTBMLE will need enough time to train teachers for technical and vocational field.	3.99	Agree	4.33	Agree
2.The early use of foreign language as a medium of instruction poses learning difficulties for pupils	3.30	Moderately Agree	3.23	Moderately Agree
3.MTBMLE will give additional time for pupils to stay in a particular grade level.	3.03	Moderately Agree	2.77	Moderately Agree
4.Kids that are exposed to early schooling in the mother tongue offers more opportunities for situations that facilitates learning via eventually acquire a new knowledge.	3.58	Agree	3.57	Agree
5. Using one's native tongue while Early childhood education and training aids in more than just cultural preservation.				

but also, to lexically develop it.	3.69	Agree	3.63	Moderately Agree
6.Teachers are not allowed enough time to acquire their own L1, especially in literacy much less learn how to instruct in the first language.	3.41	Moderately Agree	3.27	Moderately Agree
7. Preparing materials calls for a minimum of a year and ought to be created not only with DepED but also with the community educators.	3.68	Agree	3.80	Agree
8.The length of time for MTBMLE does not necessarily mean to have a better learning.	3.37	Moderately Agree	3.17	Moderately Agree
9.MTBMLE will give additional time for parents to send their children to school.	3.08	Moderately Agree	3.07	Moderately Agree
10. MTBMLE is a big hindrance to finish schooling.	2.74	Moderately Agree	1.09	Moderately Agree
Overall Mean	3.39	Moderately Agree	3.27	Moderately Agree

Legend:

1.00 – 1.49 = Strongly Disagree
1.50 – 2.49 = Disagree
2.50 – 3.49 = Moderately Agree
3.50 – 4.49 = Agree
4.50 – 5.00 = Strongly Agree

The results presented in Table 3a show that the combined contribution of the parents' socio-demographic characteristics such as age, sex, tribe, religion, educational attainment, occupation and monthly income significantly influenced their perception on the implementation of mother tongue multilingual education in the aspect of education (F-value=2.545, P=0.020). Taken singly, the parents age was found as the best significant predictor of the said dependent variable (t-value=2.599, P=0.011) at 5% level of significance. This result further indicates that the older are the parents, the greater they perceived MTBMLE to address low achievement, enhance the basic education curriculum, solve increasing number of drop-outs, address the declining quality education, provide quality education for all, help pupils learn new things easier, will be less traumatic for the child, make it possible for illiterate parents to support their children's learning at home, promote children's cultural heritage, help the children to understand their environment, help to bridge home and school experiences, will lead the pupils to have wider scope of experiences which support learning through a foreign language later in life, will need enough time to train teachers for technical and vocational fields, and encourage active participation of children in the learning process. According to Prof. Ma. RICARDO DURAN NPLASCO, Ph.D, Associate Professor, Department of Linguistics, UP Diliman, "Ones own language enables a child to express him/herself easily, as there is no fear of making mistakes. MLE encourages active participation by the children in the learning process because they understand what is being discussed and what is being asked of them." They may express their ideas, build and explain their environment, and add new ideas to what they already know right away using the L1. Success in school depends on the academic and intellectualized language needed to discuss more abstract concepts.

Table 3a. Relationship between the socio-demographic characteristics of the parents and their perception on the implementation of mother tongue based multilingual education in the aspect of education, Pikit, Cotabato. 2013.

VARIABLES	COEFFICIENT B	STANDARD ERROR	t – Value	PROBABILITY
Constant	2.821	0.370	7.634	0.000
Age	0.020	0.008	2.599*	0.011
Sex	-0.014	0.111	-0.126	0.900
Tribe	0.172	0.493	0.348	0.729
Religion	-0.356	0.490	-0.730	0.467
Educational Attainment	0.072	0.049	1.455	0.150
Occupation	0.128	0.154	0.829	0.186
Monthly Income	0.000	0.000	-1.334	0.186

Multiple R-square = 0.179
*F-Value = 2.545**
Probability = 0.020
ns = not significant at 5% level
≠ = significant at 5% level

The results in Table 3b indicate that the combined contribution of the parents' socio-demographic characteristics significantly influenced their perception on the implementation of mother tongue based multilingual education in the aspect of financial (F-value=2.408, P=0.027) at 5% level of significance.

Further, none of these variables, taken singly, was a significant predictor of the level of perception on the aspect of financial for the implementation of the multilingual education.

The coefficient of determination (R^2) of 0.170 denotes that 17.0% of the variability in the perceived implementation of the mother tongue multilingual education, considering financial are accounted by the parents' socio-demographic characteristics. The remaining 83.0% are from factors not included in the model.

Table 3b. relationship between the socio-demographic characteristics of the parents and their perception on the implementation of mother tongue based multilingual education in the financial aspect.

VARIABLES	COEFFICIENT B	STANDARD ERROR	t – Value	PROBABILITY
Constant	2.829	0.468	6.041	0.000
Age	0.016	0.010	1.611	0.011
Sex	-0.115	0.140	-0.821	0.414
Tribe	0.516	0.625	0.825	0.412
Religion	-0.629	0.621	-1.013	0.314
Educational Attainment	-0.074	0.063	-1.185	0.239
Occupation	0.266	0.196	1.360	0.178
Monthly Income	0.000	0.000	0.246	0.806

Multiple R-square = 0.170

*F-Value = 2.408**

Probability = 0.027

ns = not significant at 5% level

≠ = significant at 5% level

The results in Table 3c indicates that the combined contribution of the parents' socio-demographic characteristics significantly influenced their perception on the implementation of mother tongue based multilingual education in the aspect of time

(F-value=2.108, P=0.052) at 5% level of significance.

Furthermore, none of these variables when taken singly is a significant predictor of the level of perception on the aspect of time for the implementation of the multilingual education.

The coefficient of determination (R^2) of 0.153 denotes that 15.3% of the variability in the perceived implementation of the mother tongue based multilingual education, considering time, are accounted by the parents' socio-demographic characteristics.

The remaining 84.7% are from factors not included in the model.

Table 3c. Relationship between the socio-demographic characteristics of the parents and their perception on the implementation of mother tongue based multilingual education in the aspect of time.

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VARIABLES	COEFFICIENT B	STANDARD ERROR	t – Value	PROBABILITY
Constant	2.865	0.400	7.161	0.000
Age	0.013	0.008	1.550	0.125
Sex	-0.120	0.120	-0.002	0.319
Tribe	0.358	0.534	0.671	0.504
Religion	-0.530	0.530	-0.999	0.321
Educational Attainment	-0.029	0.053	0.551	0.583
Occupation	0.238	0.167	1.425	0.158
Monthly Income	0.000	0.000	-0.485	0.629

Multiple R-square = 0.153
*F-Value = 2.108**
Probability = 0.052
ns = not significant at 5% level
≠ = significant at 5% level

The results presented in Table 4a show that the combined contribution of the teachers' socio-demographic characteristics such as age, sex, tribe, religion, educational attainment, and monthly income significantly influenced their perception on the implementation of mother tongue based multilingual education in the aspect of education (F-value=2.967, P=0.032). Taken singly, the teachers' sex was found to be the best significant predictor of the said dependent variable (t-value=2.733, P=0.012) at 5% level of significance.

The result further indicate that females are more positive than males as they perceived the implementation of multilingual education in the aspect of education. It is believed that a woman has the ability to meet the challenges of the environment (society). She is an effective and positive change maker; she is thoughtful and an ethical leader thus can handle different curriculum in a fruitful manner. Moreover, due to the fact that the children can easily relate to the female teachers compared to male, thus women are more approachable teachers.

Table 4a. Relationship between the socio-demographic characteristics of the parents and their perception on the implementation of mother tongue based multilingual education in the aspect of education.

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VARIABLES	COEFFICIENT B	STANDARD ERROR	t – Value	PROBABILITY
Constant	-16.383	10.562	-1.551	0.134
Age	0.015	0.011	1.434	0.164
Sex	0.886	0.324	2.733*	0.012
Religion	0.328	0.177	1.856	0.076
Educational Attainment	-0.062	0.133	-0.464	0.647
Monthly Income	0.001	0.001	1.757	0.092

Multiple R-square = 0.282

*F-Value = 2.967**

Probability = 0.032

ns = not significant at 5% level

≠ = significant at 5% level

The results presented in Table 4b indicates that the combined contribution of the teachers' socio-demographic characteristics significantly influenced their perception on the implementation of mother tongue based multilingual education in the aspect of financial. (F-value=2.763, P=0.041) at 5% level of significance. Taken singly, the teachers' sex was found to be the best significant predictor of the said dependent variable (t-value-2.822, P=0.009)

This result further indicates that sex of the teachers has greater value in implementing the mother of tongue based multilingual education. The best educators have a distinct set of traits in common, such as a passion to educate youth and serve as positive role models, as well as the capacity to interact with kids of all backgrounds and skill levels. Compared to male instructors, who tend to focus more on technical aspects, female teachers excel academically.

Their maternal inclination makes it easy for them to deal with children. Women are more persuasive and have strong communication abilities. Teaching is a job that requires responsible individuals, and women are generally more responsible than men.

Table 4b. Relationship between the socio-demographic characteristics of the parents and their perception on the implementation of mother tongue based multilingual education in the financial aspect.

VARIABLES	COEFFICIENT B	STANDARD ERROR	t – Value	PROBABILITY
Constant	13.728	8.233	1.667	0.108
Age	0.014	0.008	1.706	0.101
Sex	0.713	0.253	2.822*	0.009
Religion	0.036	0.138	0.265	0.794
Educational Attainment	0.068	0.103	0.657	0.518
Monthly Income	-0.001	0.000	-1.471	0.154

Multiple R-square = 0.365

*F-Value = 2.763**

Probability = 0.041

ns = not significant at 5% level

≠ = significant at 5% level

The results in Table 4c indicate that the combined contribution of the teacher's socio-demographic characteristics did not significantly influence their perception on the implementation of mother tongue based multilingual education in the aspect of time (F-value=1.416, P=0.254) at 5% level of significance. Further, none of these variables, taken

singly, was a significant predictor of the level of perception on the aspect of time for the implementation of the mother tongue based multilingual education.

The coefficient of determination (R^2) of 0.228 denotes that 22.8% of the variability in the perceived implementation, considering time, is accounted by the teachers' socio-demographic characteristics. The remaining 77.2% are from factors not included in the model.

Table 4c. Relationship between the socio-demographic characteristics of the parents and their perception on the implementation of mother tongue based multilingual education in the aspect of time.

VARIABLES	COEFFICIENT B	STANDARD ERROR	t – Value	PROBABILITY
Constant	26.596	12.875	2.066	0.050
Age	0.023	0.013	1.791	0.086
Sex	-0.283	0.395	-0.716	0.481
Religion	-0.020	0.215	-0.093	0.927
Educational Attainment	0.122	0.162	0.754	0.458
Monthly Income	-0.001	0.001	-1.851	0.077

Multiple R-square = 0.228

F-Value = 1.416 ns

Probability = 0.254

ns = not significant at 5% level

≠ = significant at 5% level

E. CONCLUSION

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

1. Parents and teachers moderately agreed on the implementation of mother tongue based multilingual education considering their overall perceptions.
2. Parents' age is considered important and the older the parents, the greater they perceived MTBMLE.
3. Positive perception of parents and teachers on the implementation of mother tongue based multilingual education were more on education, financial and time on the negative side it is a big hindrance to finish schooling.

The results of the study lead this researcher to recommend the following:

1. That the Department of education, through the principal of the school should inform the parents about the advantages of mother tongue.
2. That the teachers should cooperate and help the parents to fully understand the mother tongue.
3. That the parents and teachers should cooperate and utilize the resources properly.
4. That further research shall be conducted on this program.

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