



**PROVISION OF TECHNICAL ASSISTANCE TO MOTHER TONGUE BASED-
MULTI LINGUAL EDUCATION (MTB-MLE) TEACHERS IN BARANGAY
SCHOOLS: EXPERIENCES AND CHALLENGES AS BASES
FOR PROGRAM INTERVENTION**

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ABSTRACT

This qualitative research method using phenomenological research design aimed to formulate a program recommendation for the provisions of technical assistance to MTB-MLE barangay teachers in terms of their experiences and challenges. A researcher-made interview guide was used to gather data from the twenty-four selected participants of the study. The data gathering instrument was subjected to face and content validation by a panel of expert. Thematic analysis was utilized for descriptive data analysis. Based on the information gathered, the technical assistance provided to MTB-MLE teachers were seminars and trainings, guidance and support and classroom observation. Based on the study, school heads provide technical assistance to teachers through coaching and mentoring, introducing new teaching strategies and classroom visitation. On the other hand, teachers apply technical assistance by the application of knowledge and use for remedial program. The study revealed that teachers had difficulty in translating different words, and they lacked teaching materials. They were able to manage these problems

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through seeking help from colleagues, providing support instructional materials and conducting home visitation.

Keywords: *Technical Assistance to MTB-MLE Teachers, Barangay Schools, Program Intervention*

INTRODUCTION

The main service provided by society to train its next generation of workers is education. The objectives of education should be in line with what the world needs to change (Freeman et al., 2024).

The Mother Tongue-Based Multilingual Education (MTB-MLE) policy of the Philippines mandates that from Kindergarten through grade three (K-3), local mother tongues must be used as the primary language of instruction, with the official languages (Filipino and English) being added as secondary languages after grade three (Williams, 2017).

The first language or L1 is learned first, and this is usually a natural process while the second language or L2 is the language one acquires after the L1, and this acquisition is a challenging process.

The second or preceding language, the L2, should be taught systematically so learners can gradually transfer skills from the familiar language to the unfamiliar one. MTB-MLE goes beyond simply translating the content into the learners' native tongue. It places emphasis on the

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value of a curriculum based in local culture and a teaching approach that fosters cognitive growth and higher-order thinking abilities. Although the L1 is frequently mentioned when discussing MTB-MLE, the notion as a whole is much more expansive (Skutnabbs-Kangas, 2000).

It is believed that technical help is required to ensure efficient program execution and, ultimately, the accomplishment of greater or better learning outcomes. It should have an effect on performance and, more importantly, the overall welfare of the organization's members and of the organization itself (Halliberg, 2010).

The provision of technical support among teachers, on the other hand, is crucial for students to learn the foundational skills of reading. One of the best ways to get students ready for success now and in the future is to make sure they have a solid knowledge of the value of reading (Rashid, 2015). As a result, students who do well in school have a better chance of transitioning to adulthood and finding success in their careers and finances (Miambo, 2011).

The study was conducted along these lines in an effort to enhance the competence of barangay school teachers on the provision of technical assistance to mother tongue based-multi lingual education as a bases for program intervention in the Schools District of Banate during the school year 2022-2023.

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MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, study respondents, sampling design, data-gathering procedure, research instrument, data analysis, and statistical tools used in this study. The purpose of this study is to find out the provisions of technical assistance to Mother Tongue Based- Multi-Lingual Education (MTB-MLE) teachers in Barangay Schools on their Experiences and challenges as bases for program intervention in the Schools District of Banate during the school year 2022-2023.

Research Method

The research method utilized in the study was a descriptive method using in-depth interviews. An extensive series of one-on-one interviews with a small number of participants is known as a "in-depth interview," and its purpose is to learn about their perspectives on a particular concept, plan, or circumstance (Bhandari, 2020).

During the interview, the interviewee was allowed to sit and think about the series of questions about a particular issue face-to-face. The aim was to get the primary or secondary views of the participants on a particular issue in a social context through the participants' responses to the questions.

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Research Design

The study used qualitative research design using phenomenology. Phenomenology, according to Smith (2013), is the study of consciousness structures as they are perceived in the first person. As it is an experience of or about some object, the utility and directionality of an experience serve as its main structural components. An experience is focused on an object of its meaning or content and represents the thing with the proper enabling circumstances.

A philosophical strategy for conducting qualitative research is phenomenology. This is widely employed in disciplines like psychology, sociology, and social work and is accomplished by interviewing the subjects to learn their perceptions.

Beginning from the bottom and working their way up, the phases of a qualitative analysis include data transcription, employing codes to classify information, creating themes or categories, describing themes, and interpreting the data (Creswell, 2009).

These steps are critical to check for the accuracy and consistency of the findings. In a qualitative study, interviews allow interviewees to provide their viewpoints, perceptions, and explanations without predetermination by the researcher (Galanes, 2003).

The existing literature supported the findings regarding the provisions of MTB-MLE teachers in barangay schools in their experiences and challenges as bases for program intervention. Findings also led to implications for the discipline and future research.

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Participants of the Study

The study participants were the twenty-four (24) selected teachers from grades 1-3 teaching MTB-MLE in the barangay schools in the school's District of Banate during the school year 2022-2023.

The participants who were primarily teaching MTB-MLE in the barangay schools were determined through purposive sampling. The participants were selected based on prior information provided. Eight (8) teachers were coming from Grade I, eight (8) teachers from Grade II, and eight (8) teachers from Grade III who served as participants in the study.

Sampling Design

In the study, a purposive sample design was employed. A non-probability sample called a purposive sample is chosen depending on the characteristics of a population and the goal of the investigation.

Purposive sampling, also known as judging, selective, or subjective sampling, is a type of non-probability sampling where researchers choose survey participants based on their best judgment. The participants and those who were significantly involved in the study were identified by the researcher.

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Research Instrument

The researcher used a researcher-made interview guide for the in-depth interview to gather information from the MTB-MLE barangay teachers in the Schools District of Banate.

The interview guide focused on the purpose of the study. Depending on the participants' permission, a video recorder was also used for data gathering and documentation.

A thematic analysis was used to summarize the results of the study.

Validity of the Research Instrument

Before the researcher determined the validity of the questionnaire checklist, the items were sent to a panel of jurors who were chosen based on their qualifications in research, testing, assessment, and English for evaluation and revision.

Validity is the extent to which empirical evidence and theoretical arguments validate the sufficiency and suitability of interpretations and actions based on test results or other evaluations. The validity concept also applies to interpretative and action inferences made from test results as they are generally understood, as well as inferences based on any means of observing or documenting consistent actions or traits (Brains, 2011).

Data Gathering Procedures

The study's approval was obtained from the thesis advisor, the graduate school dean, the superintendent of the school's division, the public schools district supervisor, and ultimately, the principals of the schools in the Banate school district.

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Permits from the individual participants were obtained to allow the researcher to conduct the study. The researcher personally appeared at the schools or at participants' houses convenient to them to conduct the interview following the minimum health protocols of the Department of Health and the Inter-Agency Task Force.

Before this, the researcher required the participants to sign a waiver or permission relative to the conduct of the study.

Using in-depth interviews, voice and video recorders were provided to capture the interviewee's words and responses completely. The participants comfortably sat with the researcher to get the responses to the questions. The object was to get the participant's views about the study. The researcher consolidated all of the collected data after a series of interviews.

For ethical considerations, the data from the conduct of this study was treated with utmost confidentiality and was used for this study.

Data Analyses

The information gathered in the study was adequately analyzed using a thematic approach.

A technique for assessing qualitative data is thematic analysis. Usually, it is used with texts like interview transcripts. To find recurring themes, ideas, and patterns of meaning in the data, the researcher carefully reviewed the information (Caufield, 2019).

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This technique for representing data also involves interpretation in the choice of codes and development of themes. Then, using these themes, he or she composes a narrative account of the phenomenon (Fraenkel & Wallen, 2010).

RESULTS AND DISCUSSIONS

Summary

This descriptive research method using the phenomenological research design aimed to formulate a program intervention in the provisions of technical assistance to Mother Tongue Based-Multi Lingual Education (MTB-MLE) teachers in barangay schools in their experiences and challenges as bases for program intervention in the Schools District of Banate during the school year 2022-2023. The participants of this study were the selected MTB-MLE teachers in the barangay schools. Eight were grade one teacher, eight were grade two teachers, and eight were grade three teachers. The purposive random sampling was employed in the selection of the participants of the study.

An interview guide on technical assistance provisions on MTB-MLE was used to gather the data. The data-gathering instruments were subjected to face-to-face content validation by a panel of experts. After incorporating the comments and suggestions of the jurors, the device was conducted on the study participants.

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Thematic analysis was used to interpret and analyze the narrative result of the in-depth interview.

The following are the findings of the study:

Based on the information gathered during the in-depth interview, the technical assistance provided to MTB-MLE teachers in barangay schools included seminars and training, guidance and support, and classroom observation.

On the other hand, school heads, public school district supervisors, and DepEd officials provide technical assistance through coaching and mentoring, introducing new teaching strategies, and classroom visitation.

Barangay teachers apply the technical assistance on MTB-MLE provided them. They use the knowledge they learned from TA for remedial reading program.

MTB-MLE teachers in barangay schools encountered many problems, such as difficulty in translating different words and a lack of teaching materials in MTB-MLE. Often, MTB-MLE teachers do not have an exact match for a specific phrase or word when exposed to a problem, and they can't give immediate solutions alone.

Despite these, MTB-MLE teachers in barangay schools manage the challenges by seeking help from colleagues, providing learning resource materials, and conducting home visits.

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Insights

Based on the results of the study, the following insights were drawn:

The technical assistance provided to teachers makes an initial action by interacting with the teachers to be more effective in performing their functions.

MTB-MLE teachers have to make sure to strengthen and improve their knowledge in addressing the different needs of their learners. They would also resolve common issues and concerns through guidance and support from their immediate school heads. The experience and competencies attained by teachers provide support and reinforcement in implementing school programs and projects and resolve different learning difficulties of learners inside the classroom.

School heads' encouragement to teachers is important, it will facilitate their preparation and execution of programs helps to improve their capacities and capacitate them to develop their teaching resources.

Teachers, parents, and other school personnel have to work together in one common objective that typically requires a genuine commitment, patience, and understanding towards the program's sustainability find their next step in teaching.

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RECOMMENDATIONS

The following are the recommendations based on the results of the study:

The school may strengthen the technical assistance provided to MTB-MLE barangay school teachers and central school teachers.

DepEd Officials may help provide for the needs of the MTB-MLE teachers through seminars and training at the district level.

With the exception of English and Filipino, MTB-MLE instructors may request other members of the school community to help them advance their expertise in teaching Hiligaynon as a language of instruction in Grades 1-3.

For barangay school instructors leading MTB-MLE, DepEd officials may provide extra learning resources. In order to satisfy the demands of the school in terms of its programs and activities, school authorities may establish strong relationships with the stakeholders.

MTB-MLE teachers' strong commitment should be ensured, confirmed, and verified regarding the provisions of technical assistance provided by the school heads, public school district supervisors, and DepEd personnel.

Further research may be conducted, duplicating the same research study.

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Volume V, Issue III

February 2024

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