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**STAKEHOLDERS' EXPERIENCES IN USING KINARAY-A AS  
MEDIUM OF INSTRUCTION IN MOUNTAIN SCHOOLS:  
BASES FOR AN INTERVENTION PROGRAM**

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**ABSTRACT**

This qualitative research was conducted to determine the stakeholders' experiences in using Kinaray-a as medium of instruction in mountain schools as bases for an intervention plan. The participants in the study were the twenty (20) teachers, ten (10) parents, and ten (10) learners of a selected elementary school in mountain schools in the District of Miagao East. A researcher-made In-depth Interview Guide validated by a panel of experts was the instrument used in this study. Findings showed that the use of Kinaray-a as experienced by the teachers can be easily understood by learners, the lesson mastery is high, learners can communicate well, and used as scaffolding in reading and numeracy. The observation of parents were: concepts are easily grasped and understood, boosted learners' confidence, learners were active in class discussion, and learners were comfortable in using Kinaray-a. Lastly, the learners could express ideas easily and clearly, comprehend the lesson well, gain self-confidence, have active participation, and they have smooth classroom interaction. An intervention program was formulated as a result of the study.

**Keywords:** *Stakeholders, Experience, Kinaray-a, Mountain Schools, Intervention Program*

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## INTRODUCTION

Learners begin their education in the language they understand best, and it is in their Mother Tongue language, and it is needed to develop a strong foundation in their mother language before effectively learning additional languages as the Department of Education stated in a memorandum released in 2013 about the K to 12 curriculum which includes the Mother Tongue-based Multilingual Education. It mandates the use of the language that students are familiar with or their first language as medium of instruction to allow them to grasp basic concepts more easily.

Mother Tongue education focuses on the development of speaking, reading, and writing from Grades 1 to 3 in the Mother Tongue language. As medium of instruction, the Mother Tongue is used in all learning areas from Kindergarten to Grade 3, which is known to be the Key Stage 1 of the K to 12 curriculum. English and Filipino languages are taught in the second and third quarters of the academic year to Grade 1 level. The rest of the subjects are taught through Mother Tongue-based Instruction.

According to the study of Burton, the MTB-MLE policy resided solely within the DepEd. However, in January 2013, the Philippine Congress officially supported this effort by passing the Enhanced Basic Education Act. In addition to shifting toward a K-12 educational structure, this legislation requires instruction, teaching materials, and assessments to be in the regional or native language of the learners from Kindergarten through Grade Three with a mother language transition program from Grades Four through Six. Even though then President Benigno Aquino had not yet signed the bill into law, nationwide implementation of MTB-MLE

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had begun. Gradual implementation started with Grade One pupils in 2012 and followed by Grades Two and Three in 2013 and 2014, respectively (Autor, 2025).

Language plays a vital role in the teaching–learning process, particularly in the early grades where comprehension, communication, and confidence are essential to academic success. In multilingual contexts such as the Philippines, the implementation of Mother Tongue–based Multilingual Education (MTB-MLE) highlights the importance of using the learners’ first language as medium of instruction. Kinaray-a, as the native language in many communities, especially in mountainous and rural areas, serves as a natural bridge between learners’ home environment and formal schooling.

In mountain schools, where learners are often exposed to Kinaray-a as their primary language of communication, the use of this language in the classroom has been observed to influence learners’ understanding of lessons, participation in discussions, and overall engagement in learning. Teachers utilize Kinaray-a to clarify concepts, give instructions, and build meaningful connections with learners. Parents, as key stakeholders, also observe the effects of Mother Tongue instruction on their children’s learning behaviors, attitudes, and academic performance at home and in school.

Despite its recognized benefits, the use of Kinaray-a in classroom instruction also presents challenges, including limited instructional materials, the need for teacher training, and concerns about learners’ transition to Filipino and English in higher grades. Understanding the experiences of key stakeholders — teachers, learners, and parents — is therefore essential

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in identifying gaps, strengths, and areas for improvement in the implementation of Kinaray-a as a medium of instruction.

This study focused on examining stakeholders' experiences in using Kinaray-a as a medium of instruction as bases for developing an intervention program. By synthesizing these experiences, the study aimed at proposing contextually responsive strategies that would strengthen instructional practices, enhance learner outcomes, and ensure the effective and sustainable use of Kinaray-a in the educational setting.

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the research method, research design, participants in the study, research instrument, data-gathering procedures, and data analyses.

### Research Method

The research method used in this study was descriptive-qualitative research method using an in-depth interview guide to gather data. It was used to gain deeper understanding on what is the stakeholder's experiences in using Kinaray-a as medium of instruction in mountain schools as bases for intervention plan.

Quantitative research involves identifying variables, stating a hypothesis, and conducting experiments, resulting in numerical data that can be statistically analyzed (Creswell in Ghanad, 2023). According to Ghanad, Qualitative research involves the quality of data and aims to understand the explanations and motives for actions, and the way individuals perceive

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their experiences and the world around them. During the planning and designing phases, it involves a cycle of consecutive phases of hypothesis formation and creativity, discipline, and patience. In contrast, qualitative research is the traditional method for discovering a deep understanding of society or human nature. Since this study focused on the answers of the participants to the interview guide, the qualitative research method fitted best (Ghanad, 2023).

### Research Design

This study utilized the phenomenological research design using observation and in-depth interview. An in-depth interview is an open-ended, discovery-oriented method to obtain detailed information about a topic from a participant.

Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the phenomenon.

Phenomenological research is a qualitative research approach that seeks to understand and describe the universal essence of a phenomenon. The approach investigates the everyday experiences of human beings while suspending the researchers' preconceived assumptions about the phenomenon. In other words, phenomenological research studies experienced experiences to gain deeper insights into how people understand those experiences (Creswell; in Ghanad, 2023).

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## Participants of the Study

The selection of the participants in this study was based on a strategy referred to as “purposeful selection” (Maxwell, 2005 in Bouchen, et al., 2025). It is a “selection strategy in which particular settings, persons, or activities are selected deliberately in order to provide information that cannot be gotten from other choices”. The participants in this study were the twenty teachers, ten parents, and ten learners purposively selected from mountain schools of the District of Miagao East, Municipality of Miagao, Province of Iloilo.

## Sampling Design

Convenient sampling was used in this study in choosing the participants. Convenience sampling (also known as grab sampling, accidental sampling, or opportunity sampling) is a type of non-probability sampling that involves the sample being drawn from that part of the population that is close to hand or to contact/reach by the researcher.

The twenty teachers, ten parents, and ten learners were selected as respondents because the researcher believed that they could provide the best answers to the in-depth interview and survey, which could lead to the best result of the study. The criteria included the following: (1) They are teachers and learners of Schools District of Miagao East, (2) They are using Kinaray-a as medium of Instruction, and (3) They are currently teaching and/ or enrolled for the school year 2024-2025.

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## Research Instrument

The research instrument used in this study was a researcher-made In-depth Interview Guide.

The interview guide was a questionnaire consisting of four (4) questions focusing on the purpose of this study. The interview guide consisted of the question proper on the experiences of teachers, parents, and learners in using Kinaray-a.

## Validity of the Research Instrument

The validity of a measuring instrument refers to whether it measures what it is supposed to measure. Validity and reliability are two of the criteria that contribute to the quality of the questionnaire. Validity refers to the extent to which the measure is measuring what is intended to be measured. There are several forms of validity in assessing a questionnaire, including face validity, content validity, construct validity, statistical validity, ecological validity, and internal and external validity (Britannica, 2008 in Rozali, 2022). The researcher-made in-depth interview guide was submitted to the adviser for review and revision. After the corrections were considered and acted upon, the prepared interview guide was forwarded to a panel of experts for content-and-face validation. The guide was considered valid after it was checked by the panel of experts. Revisions were made after validation by the panel of experts and all their suggestions and corrections were incorporated. The final draft was submitted again to the panel for approval. The final interview guide was encoded and printed for use during the interview.

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## Data Gathering Procedures

After the questionnaire was found valid, it was encoded. The researcher then asked permission from the District Supervisor of the District of Miagao East, and the School Head of the different elementary schools to conduct the study.

Twenty (40) participants were interviewed during the inter-school visit of the researcher in the given time schedule and done after class hours.

After the interview, the information from the interviews was analyzed by means of thematic analyses to determine the emerging themes which were patterns of ideas, actions, and meanings that occurred in the participants' responses.

## Data Analyses

The data gathered were analyzed using thematic approach. Emergent themes were identified and discussed comprehensively.

Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire and Delahunt (2020), the aim of thematic analyses is to identify themes, such as patterns in the data that are important or interesting and use these themes to address the research or say something about the issue. These are summarizing, analyzing, and interpreting the data gathered and making sense of them.

## RESULTS AND DISCUSSIONS

The purpose of the study was to find out the stakeholders' experiences using Kiniraya as a medium of instruction in mountain schools as bases for intervention plan.

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The participants in the study were the forty (40) teachers, ten (10) parents, and ten (10) learners from selected elementary schools in the District of Miagao East situated in the mountainous areas. They were chosen through purposive sampling.

The instrument used in this study was an In-depth Interview guide to gather responses from the participants.

The instrument was subjected to face-and-content validation and was found by the validators valid and appropriate to use.

Thematic analyses were used to analyze and interpret the data gathered.

The following were the findings of the study: Teachers' experiences in using kinaray-a as medium of instruction: (1) Can be easily understood by learners, (2) Lesson Mastery is High, (3) Learners Can Communicate Well, and (4) Used as Scaffolding in Reading and Numeracy.

The parents' observations using Kinaray-a as medium of instruction: (1) Concepts Are Easily grasped and Understood, (2) Boosts Learners' Confidence, (3) Active in Class Discussion, and (4) Learners are comfortable in using Kinaray-a.

The learners' experiences in using Kinaray-a as medium of instruction: (1) Express Ideas Easily and Clearly, (2) Comprehend Lessons Well, (3) Gain Self-confidence, (4) Active Participation and (5) Smooth classroom interaction.

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## CONCLUSION

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

Learners demonstrate better understanding of lessons when concepts are explained in Kinaray-a. Basic numeracy and literacy concepts are grasped more quickly and confidently compared to instruction in a second language. Using Kinaray-a encourages learners to actively participate in class discussions, storytelling, and oral presentations. Learners feel more comfortable expressing their thoughts, asking questions, and engaging in peer interactions. Learners develop reading, writing, listening, and speaking skills progressively. Consistent use of Kinaray-a throughout the schoolyear is necessary to achieve measurable improvement.

Integrating local culture, stories, and traditions into language instruction increases learners' interest and pride in their heritage, thus making learning more meaningful and engaging. Effective implementation depends heavily on teachers' proficiency in Kinaray-a and their commitment to continuously improve their instructional strategies. Professional development and peer support are essential. Regular monitoring and evaluation help identify learners who need additional support, hence ensuring interventions are targeted and effective. Data-driven decisions improve both teaching and learning outcomes.

On parental support, the involvement of parents in storytelling sessions, cultural presentations, and language activities reinforces learning and fosters a supportive environment for the Mother Tongue. Active participation from parents and the community supports learners' language development and sustains interest in Kinaray-a.

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For the program to last, Kinaray-a language activities must be integrated into classroom discussions, supported by school policies, and promoted by learner-led initiatives and community engagement.

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