

Evaluation of Knowledge, Attitude and Practice (KAP) on Mother Tongue-Based Multilingual Education (MTB MLE) Program among Grades 1 and 2 Public School Teachers in Lupi, Camarines Sur, Philippines

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Abstract

Mother Tongue-Based Multilingual Education (MTB MLE) in the Philippines is on its early stage of implementation. It aims to address the issue of language as a barrier in education mainly caused by contents of materials that are unfamiliar to learners. While there are many challenges in the implementation of MTB MLE, the success of this program lies greatly on the teachers who are tasked to carry out the strategies as provided for in RA 10533 or the Enhanced Basic Education Act. This study aimed to evaluate the knowledge on, attitude towards, and practice of MTB MLE of Grades 1 and 2 public school teachers in Lupi, Camarines Sur, Philippines. A survey method was employed with 51 randomly selected respondents. The result of the survey was validated through KII, FGDs, and class observation. The KAP of teachers will serve as basis for planning the interventions of DEPED in refining and strengthening its advocacy, communication, and capability building activities for the MTB MLE Program.

Keywords: Multilingual Education, Philippines, Evaluation, KAP

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Introduction

Mother tongue refers to the native language used by a person that is learnt first, knows best and uses most (UNESCO, 2007). The Department of Education has identified the use of Mother Tongue-Based Multilingual Education as a tool for combating barriers in education that are mainly caused by contents of materials which are unfamiliar to learners (Department of Education, 2012). Since the change in the medium of instruction in selected areas in the country is based on R.A. 10533 and Department of Education Memorandum Orders, the change in system, curriculum and classroom teaching practices were mandatory.

The program is determined to be on its early stage of implementation; the first batch of students and teachers who are greatly affected by the new curriculum are in the primary level particularly in Grades 1 and 2. The program implementation includes changes in the classroom setting especially with regard to the medium of instruction and learning areas being taught to students. Ideally, the guidelines written on the act as well as the orders imposed on memoranda ought to be practiced by educators in determined areas in the country.

Subsequently, teachers are part of the sector who are mandated to use the mother tongue as the medium of instruction, their presence in the teaching-learning experiences of Grades 1 and 2 students inside the classroom is vital in achieving positive or negatives effects on the learners part. That is why knowing their huge contribution in the implementation could help them realize that their attitudes and practices towards the MTB-MLE program plays a crucial role in the enhancement of the educational system in the country.

While Department of Education higher officials provide information that includes guidelines, reports, memorandum orders, instructional materials; teachers are tasked to put these information into practice. Teachers' function in the hierarchy of Department of Education is to directly implement the program in classrooms. The attainment of MTB MLE program objectives depends upon their knowledge, attitude and practice on the program. However, hindrances and difficulties are expected to arise in every newly implemented program. Thus, the study focuses on Department of Education's governance and program implementation on MTB MLE in Lupi, Camarines Sur Schools District.

Conceptual Framework of the Study

Following Yale's Information-processing theory, the five steps of messages leading to behavior change are contextualized in the study. The steps are as follow: message presented, message attended, message comprehended, message accepted, message retained, and behavior change.

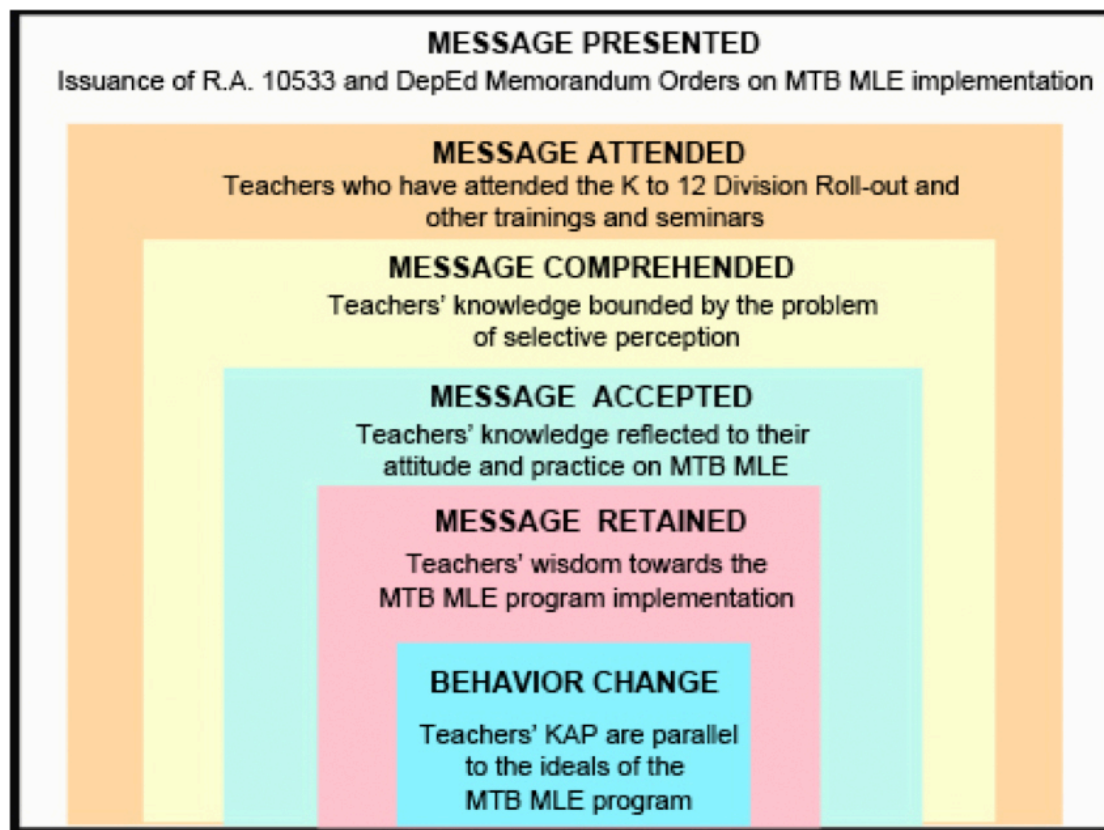


Figure 1: Conceptual Framework of the Study

Objectives

The primary aim of this study was to evaluate the KAP on Mother Tongue-Based Multilingual Education of public school teachers in Grades 1 and 2 in Lupi, Camarines Sur, Philippines. Specifically, it sought to: 1) assess respondents' knowledge about MTB MLE; 2) discuss their attitude towards the mandatory implementation of the program; 3) identify the teaching practices being used by the respondents; and 4) determine the relationship between teachers' socio-demographic characteristics, knowledge, attitude, and practices on MTB MLE.

Methodology

This study used an evaluative research design to assess the Knowledge, Attitude, and Practice (KAP) on Mother Tongue-Based Multilingual Education (MTB MLE) program of Grades 1 and 2 public school teachers in Lupi, Camarines Sur, Philippines. Data were gathered through a survey of randomly selected 51 teachers using self-administered questionnaire. Classroom observations, Key Informant Interviews, and Focus Group Discussions were also conducted to validate the survey results. The association of the four main variables of the study, namely: socio-demographic characteristics, knowledge, attitude, and practices were tested using Fisher's Exact Test.

Attitude

Attitude towards the implementation of the program was measured with a five- point likert scale: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree. Analysis was mainly based on the three main components of attitude, which are: cognitive, affective, and behavioral.

Teachers possess favorable attitude towards the MTB MLE program. Sixty percent of them strongly agreed that their role in the implementation is vital for success. Yet, gaps identified were the lack of funding and resources. It was also noticeable that 37% of the respondents are still undecided whether the change in curriculum is necessary for the system as a whole. Table 2 shows the percentages and mean scores of teachers' responses on attitude scale items on the survey (n=51).

Scale Item	Scale item with which item is associated	Percentage	Mean	Rating
Teachers play a vital role in the implementation of the Mother Tongue Based Multilingual Education program.	SA	67%	1.35	Favorable
MTB MLE program develops the communication abilities of students.	SA	67%	1.33	Favorable
MTB MLE program will help attain the goal "Every Child-A-Reader and A-Writer by Grade 1".	A	47%	1.73	Favorable
The use of mother tongue will help students' create sound-symbol and symbol-meaning correspondence.	A	49%	1.78	Favorable
MTB MLE encourages students to interact more often during class discussions.	SA	65%	1.39	Favorable
Mother tongue as medium of instruction increases 'noise' created by students in the classroom.	A	33%	2.28	Unfavorable
Literacy and numeracy skills are best developed using the mother tongue.	A	59%	1.84	Favorable
The teaching resources provided to teachers are sufficient.	D	51%	3.37	Unfavorable
MTB MLE program requires a huge amount of funding from the government.	SA	37%	1.51	Favorable
Teacher trainings are important to enhance the quality of teaching given to students.	SA	67%	1.33	Favorable
I believe the transfer from L1 (Bikolano) to L2 (Filipino) is easy.	A	53%	1.80	Favorable
The time allotted for language transfer is enough.	A	41%	2.53	Unfavorable
The Department of Education should ask teachers' feedbacks about the MTB MLE program.	A	49%	1.73	Favorable
Teaching students in mother tongue is easier than in Filipino.	A	53%	2.12	Favorable
Parents should be involved in the implementation of MTB MLE.	SA	57%	1.59	Favorable
The implementation of MTB MLE is NOT necessary because the old system works well.	NAD	37%	3.16	Unfavorable

Table 2: Percentages and mean scores of scale items on the KAP Survey instrument

Practice

As a learning area, mother tongue is taught using the Bicol language. The teacher used L1 for story-telling, class interactions, and counting numbers. English words were used for appraisal such as 'good' or 'very good' while some class instructions were given using the Filipino language. All students are proficient in Bicolano because this is their mother tongue. They give good responses as the lessons were taught, as seen through their active participation and class interaction. However, as students interact more often, they create more noise.

The sequence of activities in the classroom is based on the provided teaching guide. Students are able to catch-up with the activities by referring to their learner's module.

According to an interviewee, teachers have mastered following the stages of lesson development. However, the resourcefulness in teaching is exercised when they have seen teaching guide and materials. Once they have determined the competencies to be developed, they can decide which approach to use, be it deductive, inductive inquiry, or experimental.

Test of Association

Using the Fisher's exact test, association between socio-demographic characteristics, knowledge, attitude, and practices were identified and explained. The association of the 15 knowledge questions with the 19 attitudinal statements was also determined. There were 27 significant associations identified. All values that could be associated fall on 5% level of significance.

In general, the two-tailed P value of knowledge and attitude scores yield to 0.0423. The association between high level of knowledge and favorable attitude, and low level of knowledge and unfavorable attitude is at 5% level of significance. Thus, there is a high probability that if teachers are highly knowledgeable on MTB MLE, then they are also likely to have favorable attitude towards it. On the other hand, if the teachers have a favorable attitude towards the program, then they are likely to seek information about the program to increase their knowledge level.

KNOWLEDGE QUESTION #	ATTITUDINAL STATEMENT #	FISHER'S EXACT
2	9	0.001
2	10	0.006
3	9	0.025
5	2	0.017
5	17	0.039
7	5	0.021
7	6	0.023
7	13	0.033
8	1	0.002
8	12	0.003
8	16	0.036

Table 3: Significant relationship between knowledge and attitude

Conclusions

Mother Tongue-Based Multilingual Education program is still at the development-stage hence it can still be enhanced through proper information dissemination techniques, sufficient funding, better quality of materials and creating a consensus in decision-making from small-scale up to the national-scale implementation of the program.

For the inputs in the conceptual model, the Department of Education must value quality and sufficiency of all. Results show that there is a lack in funding and modules while there is a need to improve trainers, teachers and school heads to provide in-depth trainings and seminars. In view of this, activities must also be done ahead of time to make sure that there will be enough time allotted for improvements and adjustments. If inputs and activities are improved, it will reflect on the outputs and intervene the outcomes towards success.

The importance of formative evaluation lies on the improvements and interventions that can still be made as the program implementation stages' progress. In terms of knowledge, teachers' shall still be given information thru proper channeling. Engaging them in activities will help in improving their understanding of the program. Further, attitude is more likely based on individual positioning, thus, the importance of valuing their needs, ease and preferences arises to solidify the association of the imposed guidelines and the existing situations in the schools. Like knowledge, skills can be enhanced thru trainings and seminars. Choosing trainers and facilitators play a crucial role in the attaining good outcomes out of activities.

Recommendations

For the teachers implementing MTB MLE program, the researcher recommends the following: 1) participate in DEPED activities; 2) create culturally relevant teaching materials; 3) use the most appropriate language in teaching students; 4) understand students' culture and environment; 5) study the MTB MLE program; and 6) provide substantial feedback to school administrators.

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