



ABSTRACT

Title: MOTHER-TONGUE-BASED-MULTILINGUAL EDUCATION (MTB-MLE) AS A FACTOR IN THE ACADEMIC PERFORMANCE OF THE GRADE 2 PUPILS ACROSS SUBJECT AREAS

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This study evaluated Mother Tongue-Based Multilingual Education (MTB-MLE) as a factor in the academic performance of the grade 2 pupils across subject areas. Specifically, it seek answers to the following questions: (1) What is the profile of the pupil respondents according to the following variables: (a) age, (b) gender, (c) ordinal position, and (d) economic status of the family?; (2) What are the level of academic performance of the pupils in English, Math, Filipino, and MAKABAYAN in Grade 2?; (3) To what extent do the pupils differ in their academic performance across subjects?; and (4) To what are the



differences in performances of the pupils based on their profile variables? Based on the findings, an Instructional Plan or Program was developed to enhance the effective implementation of MTB-MLE.

The researcher tested the following null hypotheses at .05 level of significance using SPSS; (1) there are no significant differences in the academic performance of the Grade 2 pupils when compared by subjects; and (2) the academic performances of the pupils do not significantly differ based on their profile variables.

Findings revealed that as to profile of the pupil respondents, majority of the Grade 2 pupils are eight (8) years of age; (2) majority of the respondents of this study were females; (3) most of the pupil respondents in this study were first born of their family; and (4) majority of the respondents belongs to families whose main source of living is through skilled jobs.

As to level of the academic performance of the pupils, it was found out that majority of the respondents were on the "Approaching" level in English and in Mathematics while most of the respondents were on the "Proficient" level in Filipino and in Makabayan. After



finding the average of the two grading periods, it was found out that majority of the Grade 2 pupils were on the “Approaching” level.

Likewise, significant difference between performance of pupils and their profile variables were tabulated and examined. It was concluded that at 0.05 level of significance, there was a significant difference between the pupils’ performance and their profile as to age variable and gender variables; while no significant difference between the pupils’ performance and their profile as to ordinal position and economic status of the family variables.

Furthermore, the researcher ended that (1) there was a significant difference between the academic performance across subjects, thus, null hypothesis number one is rejected; and (2) there was a significant difference between the pupils’ performance and their profile as to age and gender variable while there was no significant difference between the pupils and their profile as to ordinal position and economic status of the family variable, thus, null hypothesis number two was rejected.

It can be concluded that the implementation of Mother Tongue-Based Multilingual Education in Grade has a great impact as reflected



on the good performance of the pupils during the first and second grading periods

Based from the summary and conclusions made, it can be recommended that (1) more in-service trainings and workshops should be conducted for further mastery of the teachers of the different strategies and skills suitable in meeting the individual differences of learners; (2) review of the Learning Competencies prescribed by the Department of Education should be given more attention especially in Mathematics where pupils got the lowest rating; (3) close supervision to very few pupils who got a rating of lower than seventy-four should be maximize to be able to enhance their performance; (4) coordination with parents whose children showed low performance should be made from time to time to make learning among low performing pupils more rewarding; (5) enhance instructional plan for the major subjects should be considered for better results.