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Abrogating Mother-Tongue Multilingual Education in the Philippines: The Lens of MTB-MLE Teachers in Public Elementary Schools

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ABSTRACT

The study assessed the implementation of Mother-Tongue Based Multilingual Education (MTB-MLE) program through the lens of the MTB-MLE teachers on its motion to be abrogated in the Philippines utilizing descriptive-correlational method of research with 28 total number of respondents. With a researcher-made questionnaire validated and reliability-tested, results revealed respondents moderately agree that MTB-MLE shall be abrogated. It also revealed that there is no significant difference on the perceptions of the respondents as regards abrogating MTB-MLE when grouped according to their profile. Finally, there is no significant relationship between the perceptions of the respondents as regards abrogating MTB-MLE and their profile. It is therefore recommended that the teachers should take part in the implementation/revision of the MTB-MLE curriculum since they are at the helm of the program implementation. There should be redefining of curriculum guide, learning activities and assessment of each area by the curriculum schedule prescribed on the most essential learning competencies suitable for the MTB-MLE Implementation. Moreover, the Department of Education should provide support to teachers to enhance their teaching capabilities on the use of MTB-MLE instruction especially the necessary materials and interventions that will be utilized in delivering instructions more effectively.

INTRODUCTION

In a society in which communication is the dominant force governing human life, each person is accountable for using that language in daily communication and speaking actions to convey one's thoughts and ideas about specific conditions. Language has freed individuals by allowing them to comprehend the world, their existence, their responsibilities, and their capacities to influence change in its inexorable flux. This metric assesses an individual's capacity to engage with others in order to foster an environment conducive to peace and understanding. Among the languages recognized by the world's population is the English language's globalization. However, issues with Filipinos' English Language Acquisition continue to surface, sparking varied opinions over how to absorb English and acquire the language in the most subtle and simplest manner possible for an average Juan dela Cruz. Nonetheless, this subject continues to be a recurrent source of contention for Filipino Teaching English today.

Language skills in the Philippines are deteriorating, according to the findings of a major international testing system, which also revealed that Malaysians have surpassed all other South-East Asian nations in terms of English competence. The data was produced last year by IDP Education, an Australian organization that offers English language testing in 29 countries for students, professionals, and others interested in emigrating to English-speaking nations (Wilson, 2009). According to 2008 IELTS scores, Filipinos pursuing abroad careers in fields such as nursing or engineering achieved an overall mean of 6.69 for listening, writing, reading, and speaking

English, while Malaysians scored 6.71. While the score is a small improvement over the 6.58 recorded in 2007, it remains concerning for a nation that prides itself on its English-language proficiency. Cambridge University administers IELTS, one of the world's most widely used English-language proficiency examinations.

One of the difficulties educators in the Philippines have is deciding whether to utilize English or Tagalog as the language of teaching in schools. Tagalog is mostly spoken on the northern island of Luzon. For years, a bill has been pending in the House of Representatives to overturn a 33-year-old program of bilingual education in Philippine schools, which promoted the use of English and Tagalog as instructional media. As a result, specialists and the Department of Education developed the concept of Mother Tongue-Multilingual Education (MTB-MLE). It is a policy in the Philippines that entails the use of indigenous mother tongues as the primary language of teaching from Kindergarten to third grade (K-3), with the official languages (Filipino and English) being introduced as the primary language of instruction after third grade. Previously, the first years of education were taught in Filipino and English, with local languages employed to help instructors and children in the classroom. Since 2012-2013, MTB-MLE has been adopted across the nation. While only a small number of schools previously implemented MTB-MLE, many schools and teachers are now learning how to use a local mother tongue as the primary language of instruction, which will be adopted by more schools in the coming years, allowing for the teaching of a greater variety of languages (Metila, Pradilla, and Williams, 2016). However, various concerns have

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been expressed about the program's implementation. Numerous individuals complained that the translation of English terminology is insufficiently suited for the target language, which is required in the context of translation. Because languages, like other languages, have real linguistic qualities, when they are translated, the authenticity of the source language is called into question and the target language is placed in a context distinct from the context of the translation. Additionally, constructed learning resources in the Mother Tongue conflict with the culturally acceptable materials that instructors are supposed to integrate into their courses. All of these problems have had a significant influence on the program's execution and have drawn widespread criticism from professionals and grassroots implementers. As a result, the motion to repeal it has been made.

This is precisely why the researcher was prompted to perform this investigation. This investigation determined if MTB-MLE teachers support or oppose the MTB-abolition MLE's by the Department of Education. This will also have ramifications for whether pupils have learned the abilities necessary to study other languages, as proposed by Cummins (2000). This would either confirm or refute the MTB-MLE thesis and advocate the establishment of another language development program that would stimulate and define the communication requirements for Filipinos to properly learn English, a critical component of human meritocracy. Thus, this study determined the perceptions of MTB-MLE teachers as regards abrogating MTB-MLE in DepEd specifically in the selected big elementary schools of the Schools Division of Calbayog City namely Calbayog City SPED Center and San Policarpo Central School, respectively. Specifically, it identified profile of the respondents, perception of MTB-MLE teachers as regards the abrogation of MTB-MLE in DepEd, an inferential analysis to their profiles and their perceptions, their problems encountered and possible intervention.

METHODOLOGY

This research study utilized descriptive-correlational method involving all the MTB-MLE teachers in the two (2) big elementary schools in the Schools Division of Calbayog. Identifying their perceptions on the implementation of MTB-MLE certainly helped the researcher capture the extent of implementation of such program. As the primary clienteles/implementers of any educational institution and of this program in particular, they essentially contributed to capturing authentic data as regards their perceptions on abrogating MTB-MLE. Descriptive-correlational is a scientific process that begins with description, based on observation, of an event or events, from which theories may later be developed to explain the observations and a statistical measure of a relationship between two or more variables. It gives an indication of how one variable may predict another (Cliffnotes, 2016).

This study originally was planned to be conducted in three (3) big elementary schools but due to the rigid preparations of the last school for the Progressive Expansion of Limited Face to Face classes where all teachers are involved and assigned with heavy tasks, the researcher through the consultation with the adviser decided to just include two schools who during the data gathering were not scheduled to open for limited face to face classes hence was accommodated by them in administering of the questionnaires. These schools were conducted San Policarpo Central Elementary School and Calbayog City SPED Center, These schools were the research environments of this study since they are the central elementary schools with a large number of teachers with which their perception on the motion to abrogate MTB-MLE was determined as basis for a policy recommendation based on the findings of this study.

The researcher utilized total or complete enumeration as sampling technique to determine the respondents of this study. Since all the MTB-MLE teachers were taken as a group and/or respondents of this investigation, hence this sampling technique. The choice of only including the big central elementary schools is due to the fact that since they are usually piloting the implementation of any educational programs, these schools deserve to sit as locale of the study.

This study made use of a researcher-made questionnaire that determined the perceptions of MTB-MLE teachers as regards abrogating MTB-MLE in DepEd specifically in the two central elementary schools of the Schools Division of Calbayog City. This was subjected to face validity. Before it was administered to the actual respondents and content validation, it was first scrutinized by the panel members for checking and critiquing according to appropriacy of parameters induced and indicators incorporated. Once checked by the panel, corrections from the scrutiny were embedded and revised. Further, this was subjected to pilot testing at Calbayog East Central School to check whether the constructs in the questionnaire really measure what it intends to measure and compute its reliability coefficient via cronbach's alpha. As a result, it generated an alpha coefficient of 0.86 which is larger than the minimum value of 0.70 for questionnaires to be revised. This means that the crafted questionnaire was valid and reliable enough as authentic data gathering instrument.

The researcher made use the following statistical tools as aid to the analysis and interpretation of data: the simple percentage was used in profiling the respondents' demographic variables; to determine the perceptions of the respondents as regards abrogating MTB-MLE and their problems encountered, the weighted mean was used; to determine the significant difference in the perceptions of the respondents as regards abrogating MTB-MLE, Levene's Test for Equality of Variances was be used; and to determine the relationship of the personal profile of the respondents and their perceptions as regards abrogating MTB-MLE, the Kendall's tau_b test for correlation was used.

RESULTS AND DISCUSSION
On the Profile of the Respondents

Table 1 and 2 below present the tabular details of the presented personal variables of the respondents in this study.

Table 1: Profile of the Respondents as to Age, Sex, Civil Status, and Highest Educational Attainment

Profile of the Respondents	Frequency (f)	Percentage (%)
Age		
20-30 years old	1	
31-40 years old	6	
41-50 years old	8	
51-60 years old	8	
Total	**23**	**100%**
Sex		
Male	2	7%
Female	26	93%
Total	**28**	**100%**
Civil Status		
Single	5	
Married	22	
Separated	0	
Widow/er	1	
Total	**28**	
Highest Educational Attainment		
Bachelor's degree	5	
Bachelor's degree with earned units	5	
Bachelor's degree with MA units	13	
MA degree holder	3	
MA with doctorate units	1	
Doctorate	1	
Total	**28**	
Grand Total	**28**	**100%**

It can be noted from the table above that majority of the respondents are adults whose ages ranges from 41-60 years old. While as to sex, most of them are females (26, or 93%). As to civil status, they are married (22 or 79%). As to educational attainment, majority of them are bachelor's degree holder but with MA units (13 or 46%). It can be implied that MTB-MLE teachers are mature enough and are qualified to teach the program.

Table 2 on One Hand, Presents the Remaining Personal Variables Below

Table 2: Profile of the Respondents as to Years in Service and Number of trainings attended relative to MTB-MLE

Profile of the Respondents	Frequency (f)	Percentage (%)
Years in Service		
Less than 1 year	0	
1-5 years	1	
6-10 years	9	
11-15 years	3	
16-20 years	6	
21-25 years	3	
26-30 years	4	
31-35 years	1	
35 years and above	1	
Total	**28**	

Number of trainings/seminars attended relative to MTB-MLE		
No trainings/seminars attended	6	
1-2 trainings/seminars attended	5	
3-4 trainings/seminars attended	5	
5-6 trainings/seminars attended	6	
7-8 trainings/seminars attended	0	
9-10 trainings/seminars attended	1	
More than 10 trainings/seminars attended	5	
Total	**28**	
Grand Total	**28**	**100%**

It can be gleaned from the table above that majority of the respondents have been in the service within 6 to 10 years already. While some places between 16-20 years and 26-30 years, respectively. This means that MTB-MLE teachers have quite enough experience in teaching MTB-MLE including that of their number of trainings/seminars attended.

Therefore, based on the overall profile of the respondents, it can be implied that MTB-MLE teachers are mature, qualified to teach , in fact have been teaching the subject for a quite a time and are "seasoned" in the field.

On the Perceptions of the Respondents as Regards Abrogating MTB-MLE
Table 3 presents the perceptions of the respondents as regards abrogating MTB-MLE. Through weighted mean, the researcher treated the data and generated the responses according to how they perceive the topic investigated.

Table 3: The perceptions of the respondents as regards abrogating MTB-MLE

Areas/Indicators	Mean	Adjectival Descriptor
A. Curriculum and Instruction	**2.1**	**Disagree**
I want the MTB-MLE be removed because… 1. The school does not adopt the MTB-MLE objectives and goals.	1.9	Disagree
2. The school does not implement the rules and regulations of MTB-MLE accordingly.	1.9	Disagree
3. The school does not follow curriculum framework based from Deped Order.	1.9	Disagree
4. MTB-MLE objectives are not carried out through effective strategies incorporated by teachers.	2.2	Disagree
5. The school does not adhere to the promotion of students' skills and competencies towards academic development.	2.2	Disagree
6. Teacher do not show competence in teaching MTB-MLE subjects.	2.2	Disagree
7. Teacher is not well-equipped with MTB-MLE teaching pedagogies, techniques and procedures.	2.3	Disagree
8. Teacher does not show technical know-how in applying lessons to students' daily lives.	2.1	Disagree
9. Teacher is not competent and knowledgeable in teaching MTB-MLE.	2.2	Disagree
10. Teacher does not address individual differences and multiple intelligences of the students in MTB-MLE class.	2.1	Disagree
B. Learning Activities	**2.7**	**Moderately Agree**
I want MTB-MLE be removed because… 1. I do not know how to teach MTB-MLE.	2.6	Moderately Agree
2. Activities in the lesson are not fitted with the framework of MTB-MLE.	2.6	
3. Learners find difficult to use the local terms used in the lesson.	3.5	Moderately Agree
4. I am not well-equipped with the MTB-MLE pedagogy.	2.5	Disagree
5. I want to have it be removed since it lacks preparations and resources.	3.11	Moderately Agree
6. I want MTB-MLE to be removed since.	2.7	Moderately Agree
7. Students do not enjoy learning.	2.9	Moderately Agree
8. They have less if not, no academic activities joined to develop the students' cognitive skills.	2.5	Moderately Agree

9. Students do not interact with each other especially during group dynamics ensuring better learning acquisition.	2.5	Disagree
10. They are not interactive during classroom discussions due to unfamiliar local words they do not understand.	2.7	Moderately Agree
C. Assessment	**2.71**	**Moderately Agree**
I want the MTB-MLE program be removed because... 1. I am trained less in terms of assessment.	3.5	Moderately Agree
2. I have less, if not, less knowledge in terms of assessing students' performance.	2.5	Moderately Agree
3. I do not know how to conduct authentic assessment based on MTB-MLE.	2.5	Moderately Agree
4. I find the assessment strategies inappropriate for students.	2.5	Moderately Agree
5. I see that students are only compelled to take quizzes for the sake of compliance.	2.5	Moderately Agree
6. The assessment stages are inconsistent with the learning objectives.	2.5	Moderately Agree
7. I find assessment of learning boring for students as suggested by DepEd.	2.5	Moderately Agree
8. DepEd's suggested assessment are inconsistent with the MTB-MLE framework.	3.9	Moderately Agree
9. DepEd's framework of MTB-MLE does not measure authentic assessment from learners' performances.	2.5	Moderately Agree
10. Modules/Learning resources crafted do not encourage effective learning assessment..	2.5	Moderately Agree
Weighted Mean	**2.51**	**Moderately Agree**

Legend:

4.21- 5.00 (Strongly Agree)

3.21- 4.20 (Agree)

2.41- 3.20 (Moderately Agree)

1.81- 2.40 (Disagree)

1.00- 1.80 (Strongly Disagree)

It can be noted from the table above that the perceptions of the respondents as regards abrogating MTB-MLE is "Moderately Agree". This means that they are for removing the program but only to some extent.

This extent involves the conduct of the Learning Activities and of the Assessment. It is further perceived that there must be inconsistencies in the process and context of the designed learning activities and assessment which teachers perceive inappropriate hence, moderately agreeing its abrogation.

On the Significant Difference on the Perceptions of the Respondents as Regards Abrogating MTB-MLE

The tables below show the statistical analysis used in this study to determine the significant difference on the perceptions of the respondents as regards abrogating MTB-MLE in DepEd. Using Levene's Test for Equality of Variances. This statistical tool was utilized as the best inferential analytical tool not only because of the varying variabilities of the measures of variables but also due to incomplete entries of the profile of the respondents. The test for equality of variances made sure that data gathered regardless of the completeness of personal variables will never be affected by all means.

Below present the details of the inferential analysis.

It can be generated from the tables above that there is no significant difference between male and female in terms of A (t=.666,df=26,p-value=.511), B (t=-.538,df=26,p-

Table 4: Test for Significant Difference on the Perceptions of the Respondents as regards Abrogating MTB-MLE in DepEd using Levene's Test for Equality of Variances when grouped according to their Sex

Group Statistics					
SEX		**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Curriculum and Instruction	Male	2	2.4500	1.06066	.75000
	Female	26	2.0654	.77405	.15180
Learning Activities	Male	2	2.4500	.07071	.05000
	Female	26	2.7462	.76537	.15010
Assessment	Male	2	2.5000	.42426	.30000
	Female	26	2.5000	.86902	.17043
As a whole	Male	2	2.4667	.23570	.16667
	Female	26	2.4372	.78096	.15316

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Curriculum and Instruction	Equal variances assumed	.231	.635	.666	26	.511	.38462	.57750	-.80246	1.57169
	Equal variances not assumed			.503	1.084	.698	.38462	.76521	-7.73403	8.50326
Learning Activities	Equal variances assumed	2.093	.160	-.538	26	.595	-.29615	.55081	-1.42837	.83606
	Equal variances not assumed			-1.872	23.593	.074	-.29615	.15821	-.62298	.03067
Assessment	Equal variances assumed	.841	.367	0.000	26	1.000	0.00000	.62828	-1.29144	1.29144
	Equal variances not assumed			0.000	1.742	1.000	0.00000	.34503	-1.71608	1.71608
As a whole	Equal variances assumed	1.414	.245	.052	26	.959	.02949	.56296	-1.12770	1.18667
	Equal variances not assumed			.130	3.308	.904	.02949	.22635	-.65440	.71337

value=.595), B (t=00,df=26,p-value=1.00), ABC (overall) (t=.052,df=26,p-value=.959), since the p-values are greater than .05 level of significance. This implies that regardless of their sex, their perceptions with the abrogation of MTB-MLE are still the same which is moderately agreeing. This further means that sex does not affect their perceptions on abrogating MTB-MLE.

Table 5: Test for Significant Difference on the Perceptions of the Respondents as regards Abrogating MTB-MLE in DepEd using Levene's Test for Equality of Variances when grouped according to their Civil Status

Group Statistics

Civil Status		N	Mean	Std. Deviation	Std. Error Mean
Curriculum and Instruction	Single	5	1.9200	.87579	.39166
	Married	23	2.1304	.77250	.16108
Learning Activities	Single	5	2.5000	.46368	.20736
	Married	23	2.7739	.78753	.16421
Assessment	Single	5	2.3400	.64653	.28914
	Married	23	2.5348	.88503	.18454
As a whole	Single	5	2.2533	.55307	.24734
	Married	23	2.4797	.79403	.16557

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

Curriculum and Instruction	Equal variances assumed	.315	.579	-.540	26	.594	-.21043	.38945	-1.01097	.59010
	Equal variances not assumed			-.497	5.439	.639	-.21043	.42349	-1.27314	.85227
Learning Activities	Equal variances assumed	1.605	.216	-.743	26	.464	-.27391	.36855	-1.03147	.48365
	Equal variances not assumed			-1.036	9.883	.325	-.27391	.26451	-.86422	.31640
Assessment	Equal variances assumed	.617	.439	-.463	26	.647	-.19478	.42075	-1.05964	.67008
	Equal variances not assumed			-.568	7.691	.586	-.19478	.34301	-.99134	.60177
As a whole	Equal variances assumed	.962	.336	-.602	26	.552	-.22638	.37596	-.99918	.54643
	Equal variances not assumed			-.761	8.092	.468	-.22638	.29764	-.91138	.45862

There is no significant difference between civil status in terms of A (t=-.540,df=26,p-value=.594), B (t=-.743,df=26,p-value=.464), C (t=-.463,df=26,p-value=647), and ABC (overall) (t=-.602,df=26,p-value=.552) since the p-values are greater than .05 level of significance.

This implies that regardless of their civil status, their perceptions with the abrogation of MTB-MLE are still the same which is moderately agreeing. This further means that sex does not affect their perceptions on abrogating MTB-MLE.

Table 6: Test for Significant Difference on the Perceptions of the Respondents as regards Abrogating MTB-MLE in DepEd using Levene's Test for Equality of Variances when grouped according to their Highest Educational Attainment

Group Statistics					
HEA1		**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Curriculum and Instruction	Bachelors Degree	23	2.0826	.76197	.15888
	Masters degree	5	2.1400	.94763	.42379
Learning Activities	Bachelors Degree	23	2.7522	.77393	.16138
	Masters degree	5	2.6000	.62048	.27749
Assessment	Bachelors Degree	23	2.5130	.89306	.18622
	Masters degree	5	2.4400	.61074	.27313
As a whole	Bachelors Degree	23	2.4493	.78919	.16456
	Masters degree	5	2.3933	.63043	.28194

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Curriculum and Instruction	Equal variances assumed	.768	.389	-.147	26	.885	-.05739	.39147	-.86208	.74729
	Equal variances not assumed			-.127	5.185	.904	-.05739	.45260	-1.20846	1.09368
Learning Activities	Equal variances assumed	.324	.574	.410	26	.685	.15217	.37124	-.61093	.91528
	Equal variances not assumed			.474	7.017	.650	.15217	.32100	-.60650	.91084

		.578	.454	.173	26	.864	.07304	.42224	-.79487	.94096
Assessment	Equal variances assumed	.578	.454	.173	26	.864	.07304	.42224	-.79487	.94096
	Equal variances not assumed			.221	8.258	.830	.07304	.33057	-.68512	.83121
As a whole	Equal variances assumed	.263	.612	.148	26	.884	.05594	.37842	-.72191	.83379
	Equal variances not assumed			.171	7.041	.869	.05594	.32645	-.71507	.82696

There is no significant difference between educational attainment in terms of A (t=-.147,df=26,p-value=.885), B (t=.410,df=26,p-value=.685), C (t=.173,df=26,p-value=.864), and ABC (overall) (t=.148,df=26,p-value=.884) since the p-values are greater than .05 level of significance.

This implies that regardless of their highest educational attainment, their perceptions with the abrogation of MTB-MLE are still the same which is moderately agreeing. This further means that sex does not affect their perceptions on abrogating MTB-MLE.

Table 7: Test for Significant Difference on the Perceptions of the Respondents as regards Abrogating MTB-MLE in DepEd using Analysis of Variance (ANOVA) when grouped according to their Years in Service

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Curriculum and Instruction	Between Groups	.630	3	.210	.320	.811
	Within Groups	15.749	24	.656		
	Total	**16.379**	**27**			
Learning Activities	Between Groups	.217	3	.072	.119	.948
	Within Groups	14.596	24	.608		
	Total	14.813	27			
Assessment	Between Groups	.502	3	.167	.216	.884
	Within Groups	18.558	24	.773		
	Total	**19.060**	**27**			
As a whole	Between Groups	.372	3	.124	.199	.896
	Within Groups	14.932	24	.622		
	Total	**15.305**	**27**			

It can be gleaned that in the table above that there is no significant difference between the number of years in teaching/service in terms of A (F=.320, p-value=.811), B (F=.119,p-value=.948), C (F=.216,p-value=.884), and ABC (overall) (F=.199,p-value=.896) since the p-values are greater than .05 level of significance.

This implies that regardless of their years in servoce, their perceptions with the abrogation of MTB-MLE are still the same which is moderately agreeing. This further means that sex does not affect their perceptions on abrogating MTB-MLE.

Table 8 below presents the test for Significant Difference on the Perceptions of the Respondents as regards Abrogating MTB-MLE in DepEd using Analysis of Variance (ANOVA) when grouped according to their Number of Trainings/Seminars Attended.

Table 8: Test for Significant Difference on the Perceptions of the Respondents as regards Abrogating MTB-MLE in DepEd using Analysis of Variance (ANOVA) when grouped according to their Number of Trainings/Seminars Attended

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Curriculum and Instruction	Between Groups	3.049	4	.762	1.315	.294
	Within Groups	13.330	23	.580		
	Total	**16.379**	**27**			
Learning Activities	Between Groups	2.136	4	.534	.969	.444
	Within Groups	12.677	23	.551		
	Total	**14.813**	**27**			

Assessment	Between Groups	3.742	4	.936	1.405	.264	
	Within Groups	15.318	23	.666			
	Total	**19.060**	**27**				
As a whole	Between Groups	2.757	4	.689	1.263	.313	
	Within Groups	12.548	23	.546			
	Total	**15.305**	**27**				

Based on the table, it presents that there is no significant difference between the number of relevant trainings in terms of A (F=1.315, p-value=.294), B (F=.969,p-value=.444), C (F=1.405,p-value=.264), and ABC (overall) (F=1.263,p-value=.313) since the p-values are greater than .05 level of significance.

This implies that regardless of their number of trainings/seminars attended, their perceptions with the abrogation of MTB-MLE are still the same which is moderately agreeing. This further means that sex does not affect their perceptions on abrogating MTB-MLE.

On the Significant Relationship between the Perceptions of the Respondents as Regards Abrogating MTB-MLE in DepEd and Their Profile
The table below shows the statistical analysis used in this study to determine the significant relationship on the perceptions of the respondents as regards abrogating MTB-MLE in DepEd and their personal variables using Kendall's tau_b. The table further shows how the variables were correlated. Hence, the presentation of the data is generated below.

Table 9: Test for Significant Relationship between the Perceptions of the Respondents as regards Abrogating MTB-MLE in DepEd and their Profile

			AGE1	SEX	CVL	HEA1	NYT1	NRTSARS1
Kendall's tau_b	Curriculum and Instruction	Correlation Coefficient	.015	-.067	.105	-.005	-.093	.151
		Sig. (2-tailed)	.935	.686	.525	.976	.543	.308
		N	23	28	28	28	28	28
	Learning Activities	Correlation Coefficient	.037	.139	.113	-.034	-.110	.113
		Sig. (2-tailed)	.839	.395	.489	.833	.465	.440
		N	23	28	28	28	28	28
	Assessment	Correlation Coefficient	.184	-.007	.059	.005	-.032	.176
		Sig. (2-tailed)	.309	.964	.718	.976	.835	.231
		N	23	28	28	28	28	28
	As a whole	Correlation Coefficient	.081	0.000	.078	.034	-.118	.150
		Sig. (2-tailed)	.655	1.000	.631	.833	.429	.301
		N	23	28	28	28	28	28

As presented, there is no significant relationship between the perceptions of the respondents as regards abrogating MTB-MLE with any of their profile from curriculum and instruction with age (0.935), sex (0.686), civil status (0.525), highest educational attainment (0.976), years in service (0.543) and number of trainings attended (0.308). This is true to learning activities with age (0.935), sex (0.395), civil status (0.489), highest educational attainment (0.833), years in service (0.465) and number of trainings attended (0.440). So as on the assessment with age (0.309), sex (0.964), civil status (0.718), highest educational attainment (0.976), years in service (0.835) and number of trainings attended (0.231). Finally, same interpretation goes with the values as a whole along with age (0.655), sex (1.0), civil status (0.631), highest educational attainment (0.833), years in service (0.429) and number of trainings attended (0.301).

This implies that regardless of their age, sex, civil status, highest educational attainment, years in service and number of trainings/seminars attended, their perceptions with the abrogation of MTB-MLE are still the same which is moderately agreeing. This further means that the profile of the respondents does not affect their perceptions on abrogating Mother-tongue Multilingual Education.

CONCLUSIONS
Based on the findings of the study, data revealed that as to the profile of the respondents, majority of them a, mature, married, bachelor's degree graduates with MA units and are seasoned teachers. The respondents moderately agree that MTB-MLE shall be abrogated. There is no significant difference on the perceptions of the respondents as regards abrogating MTB-MLE when grouped according to their profile. Finally, there is no significant relationship between the perceptions of the respondents as regards abrogating MTB-MLE and their profile. It is recommended therefore that teachers should take part in the implementation/revision of the MTB-

MLE curriculum since they are the helm of the program promulgation. Further, redefining the curriculum guide, learning activities and assessment of each area by the curriculum schedule prescribed on the most essential learning competencies suitable for the MTB-MLE Implementation. There should also be provision of support to teachers to enhance their teaching capabilities on the use of MTB-MLE instruction especially the necessary materials and interventions that will be utilized in delivering instructions more effectively.

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