

Lived Experiences of Teachers Handling Mother Tongue as a Subject in Private Elementary Schools

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ABSTRACT

This study explored the lived experiences of private school teachers in handling Mother Tongue as a subject. Conducted in three private elementary schools in the Bayugan City Division during the school year 2022-2023, it investigated the challenges, difficulties, and instructional strategies employed by teachers. Nine (9) purposively selected private school teachers participated in phenomenological interviews. The study examined the teachers' strategies, innovations, interventions, and initiatives in addressing real classroom experiences related to Mother Tongue instruction. Data analysis followed Creswell's (2007) phenomenological approach.

Findings revealed seven emerging themes: (1) Insights gained in teaching the subject; (2) Preserving and showcasing culture and language; (3) Developing resourcefulness in instruction; (4) Rigor in teaching due to insufficient materials; (5) Challenges in aligning competencies with curriculum standards; (6) Limited support for teachers; and (7) Lack of learner interest in the Mother Tongue. To address these challenges, the study proposes an intervention plan aimed at improving the teaching and learning experience in Mother Tongue instruction.

Keywords: Lived Experiences, Teachers, Mother Tongue, Subject, Private Elementary Schools

INTRODUCTION

"A person who does not love their own language is more unpleasant than a rotten fish" (Rizal, 1869). This powerful statement by the Philippine national hero underscores the importance of valuing one's language as an expression of culture and patriotism.

Private schools in the Philippines predominantly use English and Filipino as the mediums of instruction, preparing learners for advanced education. However, Mother Tongue is also taught as a subject to enable learners to appreciate and utilize their native language in an academic setting. Mother Tongue refers to the first language acquired in childhood and still understood by an individual later in life (StatCan, 2022). Research supports that instruction in the Mother Tongue fosters better comprehension and participation in learning activities, bridging gaps in education, particularly in private schools where English is the primary medium of instruction (Hurwitz et al., 2020).

The Philippines is home to 120 to 187 spoken languages, with Tagalog and Cebuano being the most commonly spoken (Llanet, 2018). In response to linguistic diversity, the Department of Education (DepEd) implemented the Mother Tongue-Based Multilingual Education (MTB-MLE) policy in 2012, mandating its use in Grades 1 to 3. The Philippines remains the only Southeast Asian nation with a national MTB-MLE policy prioritizing cognitive development through native language instruction.

Despite its benefits, challenges persist in implementing MTB-MLE, especially in private schools, which often lack access to instructional materials, teacher training, and reference books that are provided to public school educators. The exclusion of private schools from government support has contributed to difficulties in teaching

Mother Tongue effectively.

As a private school teacher with nearly a decade of experience, the researcher has observed these challenges firsthand. This study seeks to assess the experiences of private school teachers in implementing Mother Tongue as a subject and to provide insights for policy improvements and intervention strategies.

Grounded in Vygotsky's Sociocultural Theory, which emphasizes language as a fundamental cultural tool for cognitive development, this study highlights the vital role of language in shaping thought processes and social interactions. Vygotsky argued that language is central to learning, enabling individuals to acquire cultural knowledge and skills.

Thus, this study aims to:

1. Investigate the experiences of private elementary school teachers in teaching Mother Tongue.
2. Identify the challenges encountered in Mother Tongue instruction.
3. Explore strategies and interventions used by teachers to address these challenges.

The necessity of strengthening Mother Tongue instruction in private schools aligns with constitutional and legal mandates in the Philippines. Article XIV of the 1987 Philippine Constitution, Section 6, declares Filipino as the national language and mandates its development, enrichment, and sustained use as a medium of instruction in the educational system. Furthermore, Republic Act No. 10533, or the Enhanced Basic Education Act, directs the Department of Education (DepEd) to implement the principles of Mother Tongue-Based Multilingual Education (MTB-MLE) in curriculum development, requiring instruction, teaching materials, and assessments in the learners' regional or native languages from kindergarten to Grade 3. Additionally, DepEd Order No. 16, series of 2012, provides guidelines for implementing MTB-MLE in both public and private schools, ensuring that instruction from kindergarten to Grade 3 supports early literacy and language acquisition. The goal of "Every Child a Reader and a Writer by Grade 1" is emphasized as a foundational literacy target, which has been widely adopted by public schools and the Basic Education Department in private schools in compliance with the policy.

Republic Act No. 10157, also known as the Kindergarten Education Act, further reinforces the adoption of MTB-MLE as the primary medium of instruction at the kindergarten level in public schools. It also provides exceptions for cases where students speak multiple mother tongues, allowing DepEd to determine an appropriate instructional framework, as outlined in DepEd Order No. 74, series of 2009. This includes provisions for teacher training and the production of localized educational materials to ensure effective language instruction.

To address challenges in private school implementation, a structured intervention plan is proposed. First, curriculum enhancement will align private school curricula with DepEd's MTB-MLE framework while integrating culturally relevant and linguistically appropriate teaching materials. Second, teacher capacity building will involve specialized training sessions on MTB-MLE methodologies, including workshops on multilingual instruction strategies and assessment tools. Third, resource development and localization will focus on developing instructional materials that reflect learners' linguistic and cultural backgrounds, ensuring the availability of digital and printed resources for both teachers and students. Fourth, community and stakeholder engagement will foster collaboration between private schools, parents, and local language experts while establishing partnerships with educational institutions and government agencies to support MTB-MLE implementation. Lastly, a monitoring and evaluation system will be implemented through assessment tools designed to measure the effectiveness of MTB-MLE interventions, including periodic reviews and feedback sessions to refine instructional approaches.

This intervention plan seeks to enhance the implementation of Mother Tongue instruction in private schools by ensuring compliance with national policies while addressing practical challenges in language instruction. By strengthening curriculum, teacher capacity, resource availability, and stakeholder collaboration, private schools can foster a more effective multilingual learning environment, ultimately improving language acquisition and literacy outcomes for young learners.

METHODS

Research Design

This study utilized a qualitative phenomenological research design, focusing on emerging questions and procedures. It involved collecting data on general themes, analyzing them through an inductive approach that moves from specific experiences to broader patterns, and interpreting the meaning of the data (Moustakas, 1994). The phenomenological method was employed to explore and understand teachers' lived experiences in handling Mother Tongue as a subject. This study specifically examined the experiences of private school teachers in Bayugan, Agusan del Sur Division.

Participants

The study involved nine (9) teachers from selected private elementary schools in Bayugan City who handle Mother Tongue as a subject. The participants varied in age, with Participants 2, 5, 6, 7, and 9 ranging from 20 to 29 years old, while Participants 1, 3, and 4 were between 30 and 40 years old. In terms of teaching experience in private schools, Participants 2, 3, 5, 6, 7, 8, and 9 had been in service for 1 to 5 years, while Participants 1 and 4 had 6 to 14 years of experience. Regarding their experience teaching Mother Tongue, Participants 5, 6, 7, and 8 had been teaching the subject for 1 to 3 years, whereas Participants 1, 2, 3, 4, and 9 had taught it for four years or more. All participants were female elementary teachers, handling multiple subjects as generalist educators.

Research Instruments

Data were collected through phenomenological interviews with private elementary school teachers handling Mother Tongue as a subject. The interview guide consisted of two parts: (1) participant profiles and (2) interview questions, which were categorized into two main themes: teachers' experiences in teaching Mother Tongue and the challenges they encountered.

The interview guide was validated by three experts to ensure its reliability. The researcher facilitated the interviews with minimal control over responses to allow participants to express their thoughts freely. Observations were also recorded to complement the data collected from interviews.

Data Gathering Procedure

Before data collection, the researcher secured permission from appropriate authorities, including the College of Administration Dean, the Schools Division Superintendent, and the school heads of participating private schools.

Participants were informed about the study's objectives and procedures. They were encouraged to express their responses freely in the language they were most comfortable with. Strict confidentiality and anonymity were maintained throughout the research process. The interviews were conducted following COVID-19 health and safety protocols, ensuring compliance with social distancing guidelines. The researcher recorded all responses accurately to preserve data integrity.

Ethical Considerations

Ethical standards were upheld to maintain the integrity of the study and respect participants' rights. A formal letter of invitation was sent to participants, outlining the research objectives and requesting voluntary participation. Consent forms were provided, ensuring anonymity and confidentiality. Participants had the right to withdraw from the study at any stage without consequences.

To ensure accurate data collection, participants were encouraged to use a language they were comfortable with when sharing their experiences. The researcher reinforced these ethical principles during the initial meeting with participants and through verbal and written consent.

Data Analysis

Following Moustakas' (1994) phenomenological data analysis framework, the study employed the following steps:

- Extracting significant statements relevant to the research questions.
- Formulating meanings from participants' responses while considering ethical implications.
- Organizing and categorizing responses into key themes.
- Providing an exhaustive description of the themes identified.
- Constructing a structural explanation of the phenomenon based on participants' lived experiences.

RESULTS AND DISCUSSIONS

Experiences of Teachers Handling Mother Tongue as a Subject in Private Elementary Schools

The language being used in the primary grades nowadays is the Mother Tongue, is where the teacher teaches the learners through the use of their first language. Enable learners to build a strong educational foundation in their first language; Bridge successfully into one or more additional languages; and continue to use both and all languages for life-long learning.

Alongside, this study on exploring the experiences of the teachers in private schools in teaching the mother tongue, the teachers shared their sentiments and experiences in teaching learners in the subject in private schools. One of the emergent themes revealed in the study is on "Gained insights in teaching the subject "

In particular, in exploring the experiences of the teachers in private schools in teaching the mother tongue, the teachers shared their sentiments and experiences in teaching learners in the subject in private schools. There were the themes emerged, first emergent themes revealed in the study is on "Gained insights in teaching the subject" and a second theme developed is "Preserve and showcase the culture and the language as the teachers learned and understand the language being taught" while the third is theme discovered is "Being innovative and resourceful in teaching the subject". Specifically, the matrix 1 below shows the experiences of teachers in teaching the mother tongue subject.

On the experiences of teachers in teaching the mother tongue subject.

P3: The experience is good and you find it helpful. It's a way of helping us. The teachers learn and use the language that we do not usually use at home. It helps learners understand the Mother Tongue language more. The teachers learn and use the language that they do not usually use at home. (P3)

Gained insights in teaching the subject

Participant 3. It helps learners understand the Mother Tongue language more. Interpretation discusses the subject helps the learners understand more the Mother Tongue languages analysis (P3) Preserve and showcase the culture and the language as the teachers learned and understand the language being taught

Participant P9: The experience in teaching Mother Tongue subject is good since the purpose is to showcase our culture and language as we progress with new technology. Gadgets uses most dialect/ versions in English. teaching Mother Tongue subject is good since the purpose is to showcase the culture and language as we progress with new technology (P9)

Participant 5: It is difficult to teach Mother Tongue in private schools because most of the pupils speaking in English as their training at home and it is influenced by social media. Teachers difficulty in teaching mother tongue in the private schools (P5)

Participant 5: Resources are limited. Interventions: The teacher find other resources in teaching the subject. Teachers used initiative resources in teaching the subject (P5)

Being innovative and resourceful in teaching the subject

Participant 1: Textbooks are being provided but limited, we need to do research/ browse the internet, and these are initiated by the teachers. teachers used initiatives like do research explore the internet to get more information in teaching the subject (P1),(P3)

Participant 3: There are no resources provided by the school. Interventions: The teacher finds way to provide resources. If no books, we refer to English lessons and make it as a basis of the content anchored from the learning guide mandated accordingly. Resources are limited. The facilitation process is done by the teachers by their own initiative.

Further, on the experiences of teachers in teaching the mother tongue subject, the first theme developed is on Gained insights in teaching the subject. In like manner, from the sentiments of the teachers in teaching the mother tongue subject. The teachers learn and use the language that they do not usually use at home. This was supported by the shared experience of participant 3, as she revealed that;

Present (P3) The experience is good and you find it helpful. It's a way of helping us. The teachers learn and use the language that we do not usually use at home. It helps learners understand the Mother Tongue language more.

The teacher finds it helpful to experience teaching MT, it helps them discuss and explain the content of the lesson more because they are using the Mother Tongue language of the learners. Like reading a sentence, the teacher will no longer have to explain or translate the words or the thought of the sentence to the pupils. For example, "Maglipay kita.", upon reading the simple sentence, the pupils will be able to understand the thought of the sentence since they knew already that "maglipay" means being happy and "kita" means we.

In addition, another themes emerged on Preserve and showcase the culture and the language as the teachers learned and understand the language being taught" the subject helps the learners understand the Mother Tongue languages, this was agreed by one of the teachers as she mentioned that;

(P3) It helps learners understand the Mother Tongue language more.

Teaching the mother tongue language makes it easier to the teachers to deliver the lesson because it is not new to them to speak and hear the language as they hear their neighbors and friends speak the language.

Similarly, teaching Mother Tongue subjects is good since the purpose is to showcase the culture and language as we progress with new technology. This was backed up with another sentiment as participant 9 revealed that;

(P9) The experience in teaching Mother Tongue subject is good since the purpose is to showcase our culture and language as we progress with new technology. Gadgets use most dialects/ versions in English.

Based on the experience of the participant, through teaching mother tongue, she was able to show to the pupils how rich our culture is, and although we upgrade with new and advanced technology, we still have to learn, master and preserve our language.

The teacher's difficulty in teaching Mother Tongue in private schools were shown as participant 5 also shares her experience/ difficulty in teaching Mother Tongue. According to her;

(P5) It is difficult to teach Mother Tongue in private schools because most of the pupils speak in English as their training at home and it is influenced by social media.

The use of social media is a trend and a the same time a necessity, especially during the time when people cannot work and interact face-to-face caused by the Covid-19 pandemic, classes were done online and learners in all ages use online platforms, a thing that normalizes the use of gadgets where entertainments, shows, games and even simple contents and instructions were written in English or Tagalog language, and not or seldomly in

Bisaya- the pupil's Mother Tongue. Social media creates a big impact into pupil's learning. A majority of the students used social networking sites. Excessive social media use for non-academic purpose distracted them from their learning and academic activities. (Manjur Kolhar , Raisa Nazir Ahmed Kazi , Abdalla Alameen, April 2021)

Moreover, the third emergent theme shows "Being innovative and resourceful in teaching the subject, teachers used initiatives like doing research, explore the internet to get more information in teaching the subject, this was supported by the experiences of the participant 1, and participant 5.

(P1) Textbooks are being provided but limited, we need to do research/ browse the internet, and these are initiated by the teachers.

Participant 5: It is difficult to teach Mother Tongue in private schools because most of the pupils speaking in English as their training at home and it is influenced by social media.

Philippine teachers are really innovative and creative, and they are literally resilient as they persevere with the challenges of teaching Mother Tongue that despite the unavailability of the materials in teaching the subject. They do research, and make colorful instructional materials in order to make the delivery of the lesson more effective.

Teachers uses initiatives like doing research, exploring the internet to get more information in teaching the subject, it is supported by the shared experience of the participant 3

(P3) There are no resources provided by the school. Interventions: The teacher finds way to provide resources. If no books, we refer to English lessons and make it as a basis of the content anchored from the learning guide mandated accordingly. Resources are limited. The facilitation process is done by the teachers by their own initiative.

The commendable interventions done by the private school teachers reveal that they are really experiencing the lack of resources and they initiated the use of English lessons as patterns in teaching the Mother Tongue language. They do it by translating words and sentences from English lessons to the Mother Tongue content or version. Example, "word" in Mother tongue, "pulong", "sentence" in mother tongue, "Hugpulong" . Being an innovative and creative teacher means passion-driven professional duty through achieving and implementing innovative and creative processes, which are directed and focused on educational actions and activities, students' learning and school innovativeness for improvement. (Ander ARCE, 2020)

To answer problem number 2 on the challenges encountered by the teachers in teaching the mother tongue subjects there were emergent themes discovered, first is on the "Hardships in speaking and understanding unfamiliar words in teaching the subject since learners used English language in the private schools "

On the challenges experience in teaching the mother tongue subject

Participant 7: In speaking, we need to have the proper intonations in speaking the word. We need to emphasize how to pronounce a specific word because sometimes it has a different meaning with the Filipino word like in Filipino word "Malibang" meaning enjoyment but in Cebuano word, "Malibang" to poop. Teachers need to properly pronounce the mother tongue words to emphasize the correct meaning of the word (P7) Hardships in speaking and understanding unfamiliar words in teaching the subject since learners used English language in the private schools

Participant 9: In speaking, since not a Bisaya, like me, I find the terms in speaking difficult, Through delivery of the lessons to pupils and through communication. Teachers' difficulty in speaking the words in communicating the learners in delivery of the lessons (P9)

Participant 3: The way I pronounce the words; it is a difficult sometimes to utter words in Mother Tongue Subject because we are not used to speak it daily. Teachers' difficulty in pronouncing unfamiliar words (P3)

P9 negative because, there are deep, difficult terms being used even the teacher cannot easily understand like

me, I am from Marawi where the language is tagalog-Maranao and slightly Visaya. How? Through teaching since it is a part of our curriculum.

Teachers' difficulty in understanding words (P9), (P6)

P6 Mother Tongue subject is difficult.

Participant 4: Difficulty is being encountered. Words are also difficult to teach to pupils. No resources and activity sheets. Teachers' difficulty in teaching the mother tongue to the pupils (P4)

Participant 1: I have experienced difficulty with the encountered words, teaching comprehension, translation of words.

Teachers experienced difficulty with the encountered words, teaching comprehension, translation of words. (P1), (P6), (P5)

Participant 6: The teacher experiences difficulty in teaching Mother Tongue

Participant 5: Teaching Mother Tongue as a subject is difficult

Participant 1: Yes, I will share my experiences in details. And it will be through discussion. I have difficulty in teaching the lesson. Teachers difficulty in teaching the lesson (P1)

Participant 2: Yes! The teacher finds it not that easy to deliver the lesson and topics need to be studied well by the teacher because of the terms being used. You have to search more examples by yourself. Teaching mother tongue need more examples for the learners to understand (P2), (P8)

Participant 8: It is very hard because most of the words are not familiar.

Participant 5: Difficulty in speaking can sometimes be experienced due to the terms being used which are unfamiliar. Teachers' hardship and difficulty in speaking the unfamiliar words (P5), (P6) Participant 6: In speaking Mother Tongue as a Cebuana, it was time to speak Mother Tongue language, the difficulty is found in the unfamiliar words, the deep words.

Participant 1: The languages and terms used are not familiar to all. And as a teacher, she doesn't like the subject, a thing that makes it seem not that relevant to the learners. Teachers don't like to teach the mother tongue subject because the terms used are not familiar (P1)

Participant 8: When you can't elaborate or explain the lesson properly since the language/ words are not common or familiar. Difficulty since lesson can't be elaborated specially in giving explanation and discussion since the words are not familiar (P8)

Participant 6: Yes. Difficulties in teaching content caused by the unfamiliar words in Mother Tongue subject, Difficulties in giving explanations and discussion and in teaching content of the mother tongue subject (P6), (P5)

Participant 5: Yes! Through discussion. It is challenging to teach Mother Tongue subject specially in giving explanation and discussion of the content, the pupils can be easily distracted.

Participant 1: For the teacher's part, it is bearable- speaking and using the Mother tongue language but it is difficult to teach to children because pupils uses English words and the words being used in Mother tongue is deeper version (lalom). Teachers' difficulty in teaching the subjects terms used are too difficult to understand since the learners speak English medium of instruction (P1)

7: I've experienced difficulties in teaching, for example, the word or bisaya word for the word "blue" or in giving directions like draw an object or "edibuho" it's hard for us to understand we need to search that word ahead of time. Teachers' difficulty in understanding the word in teaching the subject (P7)

Participant 7: As a teacher in Private school for three years, I have experience difficult circumstances or situations in teaching Mother Tongue subjects, there's a lot of difficulties specially in teaching difficult words because there is no training for us. Teachers' difficulty in teaching the words (P7)

Participant 5: It is difficult to teach Mother Tongue in private schools because most of the pupils speaking in English as their training at home and it is influenced by social media. Teachers difficulty in teaching mother tongue in the private schools (P5)

On the "Hardships in speaking and understanding unfamiliar words in teaching the subject since learners used English language in the private schools", Teachers need to properly pronounce the mother tongue words to emphasize the correct meaning of the word, it is being proven by the participant 7 where she states that;

Participant 7: In speaking, we need to have the proper intonations in speaking the word. We need to emphasize how to pronounce a specific word because sometimes it has a different meaning with the Filipino word like in Filipino word "Malibang" meaning enjoyment but in Cebuano word, "Malibang" to poop.

We, Filipinos really has a rich culture. We have members of different languages that sometimes has resemblance but differs in meaning, the example given by the teacher indicates confusion to the part of the learners in using the different terms in using the Mother Tongue language. Situations happen that the learners were able to sue tagalog from their pervious location and transferred to the place where the Mother tongue is Bisaya.

Another experience being shared by the Participant 9. This is where the teacher's difficulty in speaking the words in communicating with the learners in the delivery of the lesson. According to her;

(P9) In speaking, since not a Bisaya, like me, I find the terms in speaking difficult, Through delivery of the lessons to pupils and through communication.

Being not a Bisaya by birth and transfers to the place Bisaya is the Mother Tongue, the participant herself find it difficult and not that easy to teach the lesson since she has to review the correct terms and its uses in Bisaya language.

The reliable involvement by the teachers reveal the Teacher's difficulty in pronouncing unfamiliar words which is being proven by the participant 3 who states that;

(P3) The way I pronounce the words; it is a difficult sometimes to utter words in Mother Tongue Subject because we are not used to speak it daily.

As an old saying goes, practice makes perfect performance, and as we speak, we could see the difference in our pronunciation in speaking the words that we always speak and the words that we seldomly use or utter. Just like the difficulty met by the participant 3 while delivering the lesson to the learners. Her concern occurs while communicating to the pupils. Since it is hard to teach without proper communication.

Along with this, the Teachers' difficulty in understanding words were also evident as participant 9 shared her insights;

(P9) negative because, there are deep, difficult terms being used even the teacher cannot easily understand like me, I am form Marawi where the language is tagalog-Maranao and slightly Visaya. How? Through teaching since it is a part of our curriculum.

The participant 9 is from Marawi wherein she grows up and communicate through tagalog-Maranao language, but then, she still needs to strive to understand and speak Bisaya since it is one of her duty and as mandated according to the curriculum.

In addition, participant 6 also shares her sentiments, according to her;

(P6) Mother Tongue subject is difficult.

Furthermore, the Teachers' difficulty in teaching the mother tongue to the pupils, it is supported by the response of participant 4 who declares that;

(P4) Difficulty is being encountered. Words are also difficult to teach to pupils. No resources and activity sheets.

It is really hard to teach if you are not ready, what more if you experience of the participant 9, teaching the subject matter needs more time to prepare and search for materials, like when you are teaching colors or "bulak" in Mother Tongue, you will have to search for the Bisaya terms of colors and provide pictures and real objects that can be seen in pupil's daily life routine to apply the knowledge into real life.

In addition, Teachers experienced difficulty with the encountered words, teaching comprehension, translation of words and it is even proven by the participant 1, participant 5 and participant 6, and according to them;

(P1) I have experienced difficulty with the encountered words, teaching comprehension, translation of words.

(P 6) The teacher experiences difficulty in teaching Mother Tongue.

(P5) Teaching Mother Tongue as a subject is difficult.

The three participants really agreed with the same sentiments that teaching Mother Tongue subject in private elementary school is difficult. Participant 1 even emphasizes that she finds it hard to get good comprehension with the words and its translation in Mother Tongue lessons.

Out from the sentiments of the participants, the Teachers difficulty in teaching the lesson emerged, and it is being presented by the participant 1 who states that;

(P1) I have experienced difficulty with the encountered words, teaching comprehension, translation of words.

Through sharing their experiences, the teachers were able to inform us that they also experienced difficulty and hardships with the lesson.

In addition, the teacher's responses also reveal that Teaching mother tongue need more examples for the learners to understand as Participant 2 and participant 8 shares that;

(P2) Yes! The teacher finds it not that easy to deliver the lesson and topics need to be studied well by the teacher because of the terms being used. You have to search more examples by yourself.

(P8) It is very hard because most of the words are not familiar.

Participant 2 shares that she really needs to exert more effort and review the terms in the content of the subject as well as the examples which will be used in the discussion. The advance research with the terms is really needed since, as shared by participant 8, the words are not familiar and the teacher may use and give wrong examples with the words, so a review and checking of content is really needed.

Moreover, based upon the responses, Teachers' hardship and difficulty in speaking the unfamiliar words was derived, it is being shared by the participant 5 and participant 6, and according to them;

(P5) Difficulty in speaking can sometimes be experienced due to the terms being used which are unfamiliar.

(P6) In speaking Mother Tongue as a Cebuana, it was time to speak Mother Tongue language, the difficulty is found in the unfamiliar words, the deep words.

There are terms in Mother tongue language which are unfamiliar, a thing that made its usage different. For a teacher to be able to share the knowledge, one must be knowledgeable about it first.

In connection with this, Teachers don't like to teach the mother tongue subject because the terms used are not familiar, this made the learners to lose interest with the subject, they seemed to be unexcited with this.

It was also revealed that there is a difficulty since lessons can be elaborated specially in giving explanation and discussion since the words are not familiar, and it is supported by the response of the participant 8.

(P8) When you can't elaborate or explain the lesson properly since the language/ words are not common or familiar.

In teaching the lesson, the teacher needs to give a thorough explanation and sets of examples that is why the deepening of the lesson is necessary, but because of the difficulty of elaborating the lessons, the teacher find it hard to explain some of the lessons and its parts.

In addition to this, Difficulties in giving explanations and discussion in teaching content of the mother tongue subject was highlighted, it is evident in the responses of participant 6 and participant 5

(P5) Yes! Through discussion. It is challenging to teach Mother Tongue subject specially in giving explanation and discussion of the content, the pupils can be easily distracted.

(P6) Yes. Difficulties in teaching content caused by the unfamiliar words in Mother Tongue subject.

The teachers find it difficult to teach the contents of the lesson in Mother Tongue, they find it hard to explain the lessons and because of the difficulty, the pupils lose focus and they can be distracted or disturbed easily.

Results also show the teacher's difficulty in teaching the subject and terms used are too difficult to understand since the learners speak English medium of instruction, terms used are difficult as what Participant 1 have shared that;

(P1) For the teacher's part, it is bearable- speaking and using the mother tongue language but it is difficult to teach to children because pupils use English words and the words being used in Mother tongue is deeper version (lalom).

Teachers are designed to teach and the teacher find it fine to teach Mother Tongue, but her concern is when it comes to the pupil's part, because most of them practices the use of English words. The pupils speak English language more often and they are even more familiar with it.

This was also agreed by the participant 7, a thing that supports the indication of the Teachers difficulty in understanding the word in teaching the subject;

(P7) I've experienced difficulties in teaching, for example, the word or bisaya word for the word "blue" or in giving directions like draw an object or "edibuho" it's hard for us to understand we need to search that word ahead of time.

The Participant 7 experienced difficulty as she give instructions to their pupils, like the simple task to let them draw instead of saying "draw", she will use the term "idibuho", a Mother Tongue subject word that is not familiar since it is seldomly used by the teacher. And aside from the difficulty with the words, the teacher was not given a training about Mother Tongue subject.

Linking to this, is the Teachers difficulty in teaching Mother Tongue in private School, that was also agreed by the Participant 5;

P5) It is difficult to teach Mother Tongue in private schools because most of the pupils speaking in English as their training at home and it is influenced by social media. Social media creates a big impact into learners who uses them now adays, and this was also observed by the Participant 5 as she find it difficult to teach Mother Tongue subject which is Binisaya.

Because, most of their learners at home are being taught with English words by their family members, they tend to speak and understand English words easily, a thing that contributes to the difficulty of teaching Mother Tongue subject.

On the experiences of teachers in teaching the mother tongue subject

Participant 1: Yes, I would share. Experienced difficulty in teaching lessons, and there's no training and because the teacher requires to give more effort in handling Mother Tongue subject. Difficulty in teaching lessons, there's no training and because the teacher requires to give more effort in handling Mother Tongue subject (P1)

Rigors in teaching due to lack of enough information and no training of teachers in teaching the mother tongue subject

Participant 9: For me, it is difficult to teach Mother Tongue subject in private schools because private school teachers promote English and Tagalog to learners. Teachers difficulty in teaching the Mother Tongue subject in private schools since private school teachers promote English and Tagalog to learners. (P9)

Participant 1: No! There's no training and not effective because it's not even conducted and there's no trainings being administered prior to handling the subject. Teachers were not trained and don't have any background information about the subject (P1)

P9The teachers were doing it since it is mandated not enough support and interventions, trainings and materials form the government. Teachers were forced to teach the subject since it is a mandate despite no training interventions and support from the school (P9)

Participant 3: No trainings for private school teachers for Mother Tongue subject. No trainings conducted for teachers on how to teach mother tongue subjects (P3)

Participant 4: No trainings! No reinforcement for teachers in handling Mother Tongue. The teachers need to be trained by the government. Teachers need training in teaching mother tongue subjects (P4) Participant 5: No trainings. Interventions: The teacher initiates to find resources. having hardship and difficulty in teaching the subject since there is no trainings and support extended by the private school teachers (P5), (P6)

P6 no trainings given to private school teachers in handling Mother tongue subject

Participant 7: No, I don't experience any trainings. It is very important to have proper trainings for the teachers. Teachers needs to be properly trained prior to teach the subject (P7)

Participant 9: No trainings attended. Not helpful since there is no training. No trainings to support teachers, refresh them, give them strategies. Teachers need to be refreshed and be trained with new skills and strategies on how to teach mother tongue subject (P9)

Participant 4: No trainings for teacher, Difficulty on the side of parents, teachers and pupils. Since there is no training and support extended it school, teacher, pupils and parents are having difficulty (P4), (P1)

Participant 1: Yes, there's no training and because the teacher requires to give more effort in handling Mother Tongue subject.

Participant 2: It is difficult to teach Mother Tongue because the learners use different language, the lack of training for teachers Difficulty in teaching the mother tongue subject because the learners used different languages (P2), (P5)

P5 lack of training for teachers to teach the subjects Participant 5: Yes. I find it difficult to explain or give instructions due to the used Mother Tongue, Explaining the lesson, the lack of training. Teachers find difficulty in explaining the lesson and in giving instructions due to teachers the lack of training (P5)

Participant 6: No trainings available for teachers. We can say that the teachers lack the mastery for Mother Tongue subject. The parents at home may also help the teachers with Mother Tongue through preparing their kids at home with Mother Tongue subject and language aside from English – collaboration is needed. Learning also starts at home. Teachers lack of mastery for Mother Tongue subject. (P6)

Participant 8: Teachers are not that knowledgeable on the language being used. Teachers are not knowledgeable enough about the words being used in teaching the lesson. (P8)

Participant 9: Yes, I will share. Discussion and interview. Identifying the terms from Tagalog to Bisaya like “idibuho” or draw, “hulagway” or picture, “abuhon” or gray. The teacher must be experienced through teaching. Teachers need to be equipped with the mother tongue language prior to teach the learners to bank enough knowledge and advance skills of the subjects (P9), (P8)

Participant 8: Most of the teachers are not knowledgeable enough with the words being used in the lesson. Based on the experiences of teachers in teaching the mother tongue subject, one emergent theme was identified, the “Rigors in teaching due to lack of enough information and no training of teachers in teaching the mother tongue subject”. It was revealed that there is a Difficulty in teaching lessons, there’s no training and because the teacher requires to give more effort in handling Mother Tongue subject, and this was reinforced by the stated experience of participant 1 as she exposes that;

(P1) Yes, I would share. Experienced difficulty in teaching lessons, and there’s no training and because the teacher requires to give more effort in handling Mother Tongue subject.

There was no training which is necessary for the teacher’s preparation in the lesson, that is why the teachers will have to double or triple the effort to get the materials done on time and prepare for the subject matter.

It was also discovered that the teachers are having difficulty in teaching the Mother Tongue subject in private schools since private school teachers promote English and Tagalog to learners, it is supported by the response of the participant 9 who shares that; (P9) For me, it is difficult to teach Mother Tongue subject in private schools because private school teachers promote English and Tagalog to learners.

Private school teachers really use English and Filipino as medium of instruction in teaching the lesson, and uses Mother Tongue only if they are teaching Mother Tongue subject.

In addition to this, it was also discovered that Teachers were not trained and don’t have any background information about the subject, No trainings conducted for teachers on how to teach mother tongue subjects, and teachers are having hardship and difficulty in teaching the subject since there is no trainings and support extended by the private school teachers it is evident when shared by the participant 1, 3, 5 participant 6 who states that;

(P1) No! There’s no training and not effective because it’s not even conducted and there’s no trainings being administered prior to handling the subject.

(P3) No trainings for private school teachers for Mother Tongue subject.

(P5) No trainings. Interventions: The teacher initiates to find resources.

(P6) No trainings given to private school teachers in handling Mother tongue subject

One of the problem of the teachers is the lack of teacher’s training which is vital into teachers’ preparation in teaching the Mother Tongue subject. No trainings conducted for teacher’s teaching Mother Tongue Subject for Private school Teachers. Good thing that the teachers are initiating to look for ways on finding resources in teaching the lesson in Mother Tongue subject.

It was also distinguished that Teachers were forced to teach the subject since it is a mandate despite no training interventions and support from the school, it is shared by the participant 9, and according to her;

(P9) The teachers were doing it since it is mandated not enough support and interventions, trainings and materials from the government.

The materials needed in teaching Mother Tongue are provided by the teachers through their own initiatives, and

they were left with the only choice to work things out to get the lessons in Mother Tongue delivered and done.

Additionally, it is also distinguished that Teachers need training in teaching mother tongue subjects, Teachers find difficulty in explaining the lesson and in giving instructions due to teachers the lack of training, Teachers needs to be properly trained prior to teach the subject, Teachers need to be refreshed and be trained with new skills and strategies on how to teach mother tongue subject, Teachers need to be equipped with the mother tongue language prior to teaching the learners to bank enough knowledge and advance skills of the subjects, and since there is no training and support extended in school, teacher, pupils and parents are having difficulty, all of these were derived out from the shared experiences of the participants 4,5, 7 and 9 who states that ;

(P4) No trainings! No reinforcement for teachers in handling Mother Tongue. The teachers need to be trained by the government. Training in handling Mother Tongue subject is indeed necessary for the teachers even in private schools.

(P5) lack of training for teachers to teach the subjects

(P5) Yes. I find it difficult to explain or give instructions due to the used Mother Tongue, Explaining the lesson, the lack of training. The mother tongue language used is different form the teacher thatt is why, she find it hard to explain Mother tongue lessons.

(P7) No, I don't experience any trainings. It is very important to have proper trainings for the teachers.

(P9) No trainings attended. Not helpful since there is no training. No trainings to support teachers, refresh them, give them strategies.

(P9) Yes, I will share. Discussion and interview. Identifying the terms from Tagalog to Bisaya like “ idibuho” or draw, “hulagway” or picture, “abuhon” or gray. The teacher must be experienced through teaching.

Training in Mother Tongue subject is indeed necessary for the teachers even in private schools. Trainings are relevant towards the better future of teachers in teaching Mother Tongue and pupils will be able to master the competencies. Trainings are relevant towards the better future of teachers in teaching Mother Tongue and its for the pupils to be able to master the competencies. And based on this sharing, its not only the teachers who were affected but also the pupils and the parents as well. Learner's parents are having difficulty in teaching pupils and guiding them in their home works at home.

(P1) Yes, there's no training and because the teacher requires to give more effort in handling Mother Tongue subject. Teachers are even required to exert more efforts in teaching Mother Tongue Private school teachers are obliged to exert more effort in teaching Mother tongue subject.

The Difficulty in teaching the mother tongue subject because the learners used different languages was also seen, this was according to participant 2 who states that;

(P2) It is difficult to teach Mother Tongue because the learners use different language, the lack of training for teachers

Aside from having no trainings, the participant 2 observed that the learners also uses different language, those language are different from their Mother Tongue. Some speaks tagalog and other pupils speak English at times.

Teachers find difficulty in explaining the lesson and in giving instructions due to teachers lack of training, Teachers lack of mastery for Mother Tongue subject. It is shown from the responses of Participant 6;

(P6)No trainings available for teachers. We can say that the teachers lack the mastery for Mother Tongue subject. The parents at home may also help the teachers with Mother Tongue through preparing their kids at home with Mother Tongue subject and language aside from English – collaboration is needed. Learning also starts at home.

Pupils' learning also starts at home, so the parents also play a vital role in the progress of the learners in school. Parents' cooperation is also essential. Both teachers and parents need to work together.

Parents have already been the school and teachers' partners in reinforcing the lessons taught in class at home. (Marilou T. Ramirez, Janus A. Naparan, Genesis B. Naparan, 2022)

Teachers are not knowledgeable enough about the words being used in teaching the lesson.

(P8) Teachers are not that knowledgeable on the language being used. Teachers are not knowledgeable enough

Teachers needs to be equipped the mother tongue language prior to teach the learners to bank enough knowledge and advance skills of the subject

(P9) Yes, I will share. Discussion and interview. Identifying the terms from Tagalog to Bisaya like “idibuho” or draw, “hulagway” or picture, “abuhon” or gray. The teacher must be experienced through teaching.

(P8) Most of the teachers are not knowledgeable enough with the words being used in the lesson.

Experience will always be great teachers. That is why seasoned teachers could really share experiences and sentiments in teaching Tongue. Learning more about Mother tongue words and having trainings for mastery will surely be of great help. According to the Teacher and Teaching education, 2020, Teaching is a complex and multidimensional activity underpinned by ongoing professional learning and support.

On the experiences of teachers in teaching the mother tongue subject

Participant 1: Yes, I would share. We have no textbooks for pupils, No textbook for the pupils (p1)

Insufficient support to teachers and learners the absence of resources and materials lead to a difficult, struggling, and a problematic experience for the teachers and learners in the teaching and learning of the mother tongue subject

Participant 2: It is difficult to teach Mother Tongue because of lack of resources for teaching the subject.

Difficulty to teach Mother Tongue because of lack of materials like textbooks, and limited resources in teaching the subject (P2), (P1) Participant 1: It's the problem of lacking textbooks as sources of lessons and the teachers need to exert more effort

Participant 2: The difficult part is in the delivery of the lesson or topic. Finding more resources seem more or was difficult and there are limited resources even from the internet. Difficulty in the delivery of the lesson or topic due to no teachers guides lack of materials and limited resources, like activity sheets, worksheets and even browsing the internet takes time to find (P2), (4), (P6)

Participant 4: No resources and activity sheets. no enough resources like books, worksheets. P6 no guides or insights, downloadable worksheets for teachers and pupils. Participant 3: The resources are sometimes difficult to find and comprehend. Even browsing it in the internet takes time. Difficulty to find the resources and teachers difficulty comprehending the mother subject (P3)

Participant 2: Books are provided, there is a computer in the classroom, but we lack resources, although we were provided but only limited. Teachers lack of resources to teach the subjects (P2)

Participant 4: The resources are helpful but not all are being provided. Resources were very helpful to the teachers but not all are being provided. (P4), (P6)

Participant 6: Few resources and limited materials like books, other resources were tasked to the teachers to find for their own.

Participant 8: In teaching Mother Tongue, we only used textbooks and no other support was extended. No

support is extended to the teachers in teaching the mother tongue subject (P8), (P9), (P9)

Participant 9: Reference books are given but limited. Through research, the teacher finds ways to understand the difficult terms.

Participant 9: The factors are, limited resources Participant 4: no allotted budget for schools, no allotted budget for schools since it's the teachers' salary and other school expenses are the first priority of the private school. No allotted budget for schools for instruction since it's the teachers' salary and other school expenses are the first priority of the private school. (P4), (P6)

P6 Limited resources only, some of the parents find it hard to help their children at home for Mother tongue subject home works because most of the pupils speak in English.

Participant 9: the most problematic experience is the materials are lacking or limited the teachers' most problematic experience is the materials are lacking or limited (P9)

Out from the experiences of teachers in teaching the mother tongue subject, one emergent theme was identified, the "Insufficient support to teachers and learners, the absence of resources and materials lead to a difficult, struggling, and a problematic experience for the teachers and learners in the teaching and learning of the mother tongue subject". It was also determined that there's No textbook for the pupils and this was reinforced by the stated experience of participant 1 as she shares that;

(P1) Yes, I would share. We have no textbooks for pupils.

(P1) It's the problem of lacking textbooks as sources of lessons and the teachers need to exert more effort

Textbooks are relevant to both teachers and learners when it comes to the effective delivery of every lesson, textbooks are used for references with more examples, a thing that is relevant to the process of learning and the retention of the lessons learned. As changes to the curriculum are implemented, teachers need to receive additional support from textbooks and other materials. (Durack Glasnevin Gracin & Lyerla Jokic Matić, 2021)

In addition, the Difficulty to teach Mother Tongue because of lack of materials like textbooks, and limited resources in teaching the subject has occurred, it is being shared by the participant 2 who states that;

(P2) It is difficult to teach Mother Tongue because of lack of resources for teaching the subject

The resources in teaching Mother Tongue subject is really lacking, and this surely makes it hard for the teacher since she must find resources and references for her lessons.

Moreover, participants also revealed the Difficulty in the delivery of the lesson or topic due to no teacher's guides, lack of materials and limited resources, like activity sheets, worksheets and even browsing the internet takes time to find, and the participant 2, participant 4 and participant 6 states that;

(P2) The difficult part is in the delivery of the lesson or topic. Finding more resources seem more or was difficult and there are limited resources even from the internet.

(P4) No resources and activity sheets. no enough resources like books, worksheets.

(P6) no guides or insights, downloadable worksheets for teachers and pupils.

Resources are really very important to be available in teaching Mother Tongue subject.

The teachers responses really show how important it is to have available resources as it will help teachers to save time in preparation and searching for the resources and materials.

Teachers lack of resources to teach the subjects, teaching resources were very helpful to the teachers but not all

are being provided, as what participants 2, 4 and 6 have shared that;

(P2) Books are provided, there is a computer in the classroom, but we lack resources, although we were provided but only limited.

(P4) The resources are helpful but not all are being provided.

(P6) Few resources and limited materials like books, other resources were tasked to the teachers to find for their own.

There was no enough support to the teachers and if there is, it's never enough so the teachers really need to find means and solve the matter just to be able to continuously deliver the lesson to the learners.

Furthermore, no allotted budget for schools for instruction since it's the teachers' salary and other school expenses are the first priority of the private school, and the teachers' most problematic experience is the materials are lacking or limited, this was shared by the participants 4, 6 and 9;

(P4) no allotted budget for schools, no allotted budget for schools since it's the teachers' salary and other school expenses are the first priority of the private school.

(P6) Limited resources only, some of the parents find it hard to help their children at home for Mother tongue subject home works because most of the pupils speak in English.

(P9) the most problematic experience is the materials are lacking or limited

Budget is also necessary for the teachers' resources, but we cannot also change the fact that private schools rely with their budget from thier income in which the priority is the teacher's salary and school facilities. Teachers really need reinforcement when it comes to the availability of resources since it burdens them along the process of handling Mother Tongue as a subject. Knowledge utilization in the education environment is one of the main factors that should be taken into consideration. As a major tool for the utilization of knowledge, the incorporation of e-learning can be useful in capitalizing the resources the teacher has while increasing the quality of education that students are exposed to.

(A. Aleeza, 2020)

On the experiences of teachers in teaching the mother tongue subject Teachers experiences Formulated meanings Emergent themes

Participant 7: Challenges in giving instructions, translating the Cebuano language to English, pronunciation or proper intonations are some of the challenges I've experienced. Experienced Challenges in giving instructions, translating the Cebuano language to English, pronunciation or proper intonations are some of the challenges (P7)

Challenging experiences in giving instruction translation of the words, explaining, pronunciation proper, intonations and comprehension during class discussion in teaching the subjects

Participant 5: The most problematic and challenging part is the explaining during the class discussion because the pupils' Mother Tongue language being used at home is quite different from the terms used in the content.

Teachers experienced the most problematic and challenging part is the explaining during the class discussion because the pupils' Mother Tongue language being used at home is quite different from the terms used in the content (P5)

Participant 7: In giving instructions, translating words in English language and correct pronunciations are the struggles I've experienced. Struggling experienced In giving instructions, translating words in English language and correct pronunciations (P7)

Participant 3: The hindrance is the language barrier because even if we talk “bisaya” or Mother Tongue language, still we practice more on English which is the universal language. No enough resources for teaching Mother Tongue. Hindrance and barriers in the language used in teaching mother tongue (P3)

According the shared experiences of the private school teachers in teaching the mother tongue subject, another emergent theme was distinguished, it's the “Challenging experiences in giving instruction translation of the words, explaining, pronunciation proper, intonations and comprehension during class discussion in teaching the subjects”. It was affirmed that there are Challenges in giving instructions, translating the Cebuano language to English, pronunciation or proper intonations are some of the challenges and this was according to the stated experience of participant 7 as she specifies that;

(P7) Challenges in giving instructions, translating the Cebuano language to English.

Instructions are vital in teaching, that is why, teachers need to master the effective instructions to learners. But with Mother Tongue, she finds it difficult with the intonations and the translations of words.

Likewise, Teachers experienced the most problematic and challenging part is the explaining during the class discussion because the pupils' Mother Tongue language being used at home is quite different from the terms used in the content, and this is according to the sharing of the Participant 5, and according to her;

(P5) The most problematic and challenging part is the explaining during the class discussion because the pupils' Mother Tongue language being used at home is quite different from the terms used in the content

The teacher makes sure that the learners are able to understand her discussion, but then based on her experience, her discussion using Mother Tongue language become difficult because the learners use different terms of words, confusions and miscommunication in the part of the learners may arise because of this matter.

In addition, it was also discovered that teachers in private school have Struggling experience in giving instructions, translating words in English language and correct pronunciations, and the Hindrance and barriers in the language used in teaching mother tongue it is being shared by the participant 3 and participant 7, they partake their experiences that;

P3) The hindrance is the language barrier because even if we talk “bisaya” or Mother Tongue language, still we practice more on English which is the universal language. No enough resources for teaching Mother Tongue.

(P7) In giving instructions, translating words in English language and correct pronunciations are the struggles I've experienced.

We cannot erase the fact that English is the universal language, that is why, a lot of teachers and students find it hard to learn Mother tongue words and languages, translation of words also become difficult.

Being fluent in the mother tongue, which is also known as the native language, benefits the child in numerous ways. It associates him to his culture, ensures enhanced cognitive development, and supports in the learning of other languages. (Rajathurai Nishanthi, 2020)

On the experiences of teachers in teaching the mother tongue subject

Participant 2: Yes! Through sharing and discussion with others. Writing a letter to the assigned authorities to seek for help and interventions. Teachers' intent of sharing their experiences to let the authorities know their struggles and sentiments in teaching the subject (P2)

Intent to seek help to the authorities with the shared difficulties, challenges and problematic experiences of the teachers and learners be addressed by the officials in the private school

Participant 3: Yes! Through interview, discussion, writing or sending letters. The Lack of resources, no trainings

and difficulty of pronouncing the used terms. The teachers hoped to help out in their struggling experience they wanted to be trained prior to teach the subjects and a complete materials and resources in teaching the subjects (P3)

Participant 4: Yes! For us to be given help and solutions from the government. Teachers asking to be given help and solutions from the government regarding the difficulties they wanted to be trained and be provided the materials needed in teaching the subject (P4)

Participant 5: Yes, I will share. For the awareness of everybody and so that the concerned people who could possibly give interventions may help with the situation of private school teachers handling Mother Tongue subject. I will share it through discussion and interview. The teacher's intent of sharing their sentiments is for the awareness of everybody and so that the concerned people who could possibly give interventions may help with the situation of private school teachers handling Mother Tongue subject. (P5)

Participant 6: Yes. So that we can express and inform others about our experiences in teaching Mother Tongue in private schools. Authorized personnel who could help us must be informed as well. Through discussion, we can share our experiences. The teachers express their sentiments and feelings to inform others about our experiences in teaching Mother Tongue in private schools so that authorized personnel who could help them will be informed as well (P6), (P1)

Participant 1: Yes, I would share. I would share it through discussion and the pupil's and teachers need to focus more on reading.

Participant 9: Yes, I will share. Through discussion and interview. Through this kind of study and research, the authorities hopefully inform them about the difficulties met by the private school teachers in teaching Mother Tongue subject. The teachers' intention is that Through this kind of study and research, the authorities hopefully inform them about the difficulties they've met the private school teachers in teaching Mother Tongue subject (P9), (P8)

Participant 8: Yes, through peer discussion so that I can able to share any challenges in teaching Mother tongue subject.

Participant 2: Yes. The reason for sharing is to give solution to find ways on how to help the teachers in private school in teaching Mother Tongue subject.

Because through sharing my experiences, the concerned personnel or authorized persons will be able to hear and know about the experience of the teachers and their difficulties in teaching and handling Mother Tongue as a subject in private schools.

The teacher's reason for sharing experience is to give solution to find ways on how the concerned personnel or authorized persons will be able to hear and know about the experience of the teachers and be aware of what challenges and difficulties of the teachers and learners in the private schools. (P2), (P8), (P9)

Participant 8: Yes, so that others will also know or will be aware of what challenges I have experienced.

Participant 9: Yes. I will share so that other teachers and peer to be aware of the situation/ experiences of the mother tongue subject teachers in private schools.

Participant 6: The teachers like me are experiencing difficulty in teaching Mother tongue subject to pupils, because, activities take more time as well as constructing examinations. Some parents also find it hard to facilitate their children at home when it comes to Mother Tongue subject. The teachers are experiencing difficulty in teaching Mother tongue subject to pupils, because activities take more time and constructing examinations. (P6)

According to the experiences being shared by teachers in teaching the mother tongue subject, an emergent theme has developed, it's about the "Intent to seek help to the authorities with the shared difficulties, challenges and

problematic experiences of the teachers and learners be addressed by the officials in the private school”. The sentiments of the teachers in teaching the mother tongue subject shows that, Teachers’ intent of sharing their experiences to let the authorities know their struggles and sentiments in teaching the subject, The teachers intent of sharing their sentiments is for the awareness of everybody and so that the concerned people who could possibly give interventions may help with the situation of private school teachers handling Mother Tongue subject, The teachers express their sentiments and feelings to inform others about our experiences in teaching Mother Tongue in private schools so that authorized personnel who could help them will be informed as well, and The teachers’ intention is that Through this kind of study and research, the authorities hopefully inform them about the difficulties they’ve met the private school teachers in teaching Mother Tongue subject. This was supported by the shared experiences of participants 2, 5, 6, 8 and 9, as they revealed that;

(P2) Yes! Through sharing and discussion with others. Writing a letter to the assigned authorities to seek for help and interventions.

(P5) Yes, I will share. For the awareness of everybody and so that the concerned people who could possibly give interventions may help with the situation of private school teachers handling Mother Tongue subject. I will share it through discussion and interview.

(P6) Yes. So that we can express and inform others about our experiences in teaching Mother Tongue in private schools. Authorized personnel who could help us must be informed as well. Through discussion, we can share our experiences.

(P8) Yes, through peer discussion so that I can able to share any challenges in teaching Mother tongue subject.

(P9) Yes, I will share. Through discussion and interview. Through this kind of study and research, the authorities hopefully inform them about the difficulties met by the private school teachers in teaching Mother Tongue subject.

Sharing leads the way to reach out to the people about the present status of the matter. Sending letters and emails can also be an effective way to inform authorities and request for proper trainings and resources needed by the private school teachers. And it may serve as another way to use the different studies and researches to hear the demands and requests and the need for intervention with the Mother Tongue subject in our education system of today.

In connection to this, The teachers hoped to help out in their struggling experience, they wanted to be trained prior to teaching the subjects and a complete materials and resources in teaching the subjects, Teachers asking to be given help and solutions from the government regarding the difficulties they wanted to be trained and be provided the materials needed in teaching the subject , The teacher’s reason for sharing experience is to give solution to find ways on how the concerned personnel or authorized persons will be able to hear and know about the experience of the teachers and be aware of what challenges and difficulties of the teachers and learners in the private schools, like the sharing of the participant 3, participant 4, participant 2, Participant 8 and participant 9 who disclose that;

(P3) Yes! Through interview, discussion, writing or sending letters. The Lack of resources, no trainings and difficulty of pronouncing the used terms.

(P4) Yes! For us to be given help and solutions from the government.

(P2) Yes. The reason for sharing is to give solution to find ways on how to help the teachers in private school in teaching Mother Tongue subject.

Because through sharing my experiences, the concerned personnel or authorized persons will be able to hear and know about the experience of the teachers and their difficulties in teaching and handling Mother Tongue as a subject in private schools.

(P8) Yes, so that others will also know or will be aware of what challenges I have experienced.

(P9) Yes. I will share so that other teachers and peer to be aware of the situation/ experiences of the mother tongue subject teachers in private schools.

The awareness of the authority about teacher's situation, if given actions and proper intervention, will surely help lessen if not eradicate the hardships of the private school teachers in handling mother tongue subject.

In Addition, the teachers are experiencing difficulty in teaching Mother tongue subject to pupils, because activities take more time and constructing examinations, it is being shared by the participant 6;

(P6) The teachers like me are experiencing difficulty in teaching Mother tongue subject to pupils, because, activities take more time as well as constructing examinations. Some parents also find it hard to facilitate their children at home when it comes to Mother Tongue subject.

Mother tongue seemed different to be facilitated by the parents than other subject areas at home because mostly, they are not that familiar with the terms being used in subject.

The teacher who acts as participant 1 reiterates that reading is important to be given focus now as she also added that;

(P1) Yes, I would share. I would share it through discussion and the pupil's and teachers need to focus more on reading.

The teacher states that teachers need to focus more on reading, in one private school in Bayugan city, they use the vacant time for reading in the first semester since they only implement Mother tongue subject in the second semester because they wanted to make use of the time to master the reading skill of the pupils and improve it. According to Louisa C. Moats, 2020, Reading is not simply a desire; it is a fundamental skill necessary for virtually everything we do. And we need to ensure all of us, particularly our children, learn to read and read to learn so they too can do everything.

Matrix 6

On the experiences of teachers in teaching the mother tongue subject

Experiences of teachers Formulated Meaning Emergent Themes

Participant 9: The most problematic experience is the alignment of learning competency One of the teacher's most problematic experiences is the alignment of learning competency (P9)

problematic experiences in the alignment of learning competency of the subject

Participant 8: It is difficult and challenging since it is a new subject in our curriculum. Difficult and challenging experiences with subjects in the curriculum. (P8)

P9 Mother Tongue subject needs review form the authorities and check if it is applicable to improve. As suggested the mother tongue subject needs to be evaluated by the DepEd to align the curriculum to the present need of the learners (P9)

P6Mother tongue was like being neglected and not given much importance. Since both learners' teachers and parents experience difficulty in learning the mother tongue subject the teachers are worried that the mother tongue will be neglected and not given much importance that has something to do with the preservation of the culture(P6)

Concerned the subject be disregarded due to its strangeness and insufficient support system for teachers and learners in the teaching-learning process

Participant 6 Some parents also find it hard to facilitate their children at home when it comes to Mother Tongue subject.

Parents also experienced difficulty in helping their children learn and do their activities at home (P6) Out from the experiences of teachers in teaching the mother tongue subject, there are two emergent theme being identified, the derived theme was the “Problematic experiences in the alignment of learning competency of the subject” while the second theme is about being “Concerned of the subject to be disregarded due to its strangeness and insufficient support system for teachers and learners in the teaching-learning process”.

In the first emergent theme, “Problematic experiences in the alignment of learning competency of the subject”, it was distinguished that One of the teacher’s most problematic experiences is the alignment of learning competency and this was reinforced by the stated experience of participant 9 as she shares that;

(P9) The most problematic experience is the alignment of learning competency.

Learning competency is what needs to be achieved or met by the pupils in a particular quarter in every grade level.

And in connection to this, as suggested, the mother tongue subject needs to be evaluated by the Department of Education to align the curriculum to the present need of the learners, participant 9 also added that;

(P9) Mother Tongue subject needs review forms the authorities and check if it is applicable to improve.

The teacher suggests that Mother Tongue should be re-examined or reviewed by the authorities for them to be able to decide on what will be the best interventions to be done with the implementation of Mother tongue subject in our education curriculum.

The Difficult and challenging experiences with subjects in the curriculum where also mention by the participant 8, according to her;

(P8) It is difficult and challenging since it is a new subject in our curriculum.

With the new added subject, a training and sets of available resources must be provided so that teachers will no longer have to look for plenty of resources on their own that could surely help them maximize their time with teaching the lesson to the learners.

On the other hand, the second emergent theme shows “Concerned for the subject to be disregarded due to its strangeness and insufficient support system for teachers and learners in the teaching-learning process”. Based on the sentiment given by the teachers, it was exposed that Since both learners’ teachers and parents experience difficulty in learning the mother tongue subject, the teachers are worried that the mother tongue will be neglected and not given much importance that has something to do with the preservation of the culture, this is being shared by the participant 6 who states that;

(P6) Mother tongue was like being neglected and not given much importance.

The Mother Tongue subject needs to be given attention to help the stake holders of the school and the learners in particular, so that they will make use of their time being spent in school.

Additionally, according to the sharing of the participant 6, parents also experienced difficulty in helping thier children learn and do thier activities at home, as she shares that;

(P6) Some parents also find it hard to facilitate their children at home when it comes to Mother Tongue subject.

Parent’s Education, participation and briefing with the Mother tongue subject is also needed, since their cooperation and guidance to their students are also very important to complete the success of the implementation

of the mother tongue subject. Imperatives to connect the worlds of home and school, evident in global policies of family engagement and partnership initiatives between teachers and parents to support children's education are viewed as key dimensions of academic success. (Kirsten Hutchison h, Louise Patsch, Anne Clonan, 2020)

Learners' lack of interest to learn the challenging, difficult, and unfamiliar words in the subject.

Pupils experiences Formulated meaning's Emergent themes

Participant 4: Yes. The pupils are having difficulty with the subject. Pupils' difficulty with the mother tongue subject(P4)

Learners' lack of interest to learn the challenging, difficult, and unfamiliar words in the subject

Participant 4: The pupils cannot easily comprehend with the lessons and terms in Mother Tongue Pupils cannot comprehend the lesson(P4)

Participant 2: It's not easy. Because the pupils find it hard to understand and comprehend due to unfamiliar terms in the content of Mother Tongue subject. Pupils have difficulty in understanding unfamiliar words since most learners are using English (P2),(P7)

Participant 7: The most problematic situation that I've experience was when I have to give instructions to our learners using Mother Tongue instructions, our learners difficult to understand and we have to translate it in English because most of the learners are using English language.

Participant 9: The most problematic experience is the, learners cannot easily understand the terms since they are into gadgets that uses English as medium/ version, resources are so few at the internet, the pupils are not that motivated for Mother Tongue subjects because they find it redundant and confusing. Learners cannot understand and not motivated to learn the mother tongue(P9)

Participant 3: Yes! Because most of the pupils in private school speak English and it is difficult for them to understand the unfamiliar terms in Mother Tongue subject which is "Bisaya". Pupils have difficulty in understanding the unfamiliar terms in Mother Tongue subject which is "Bisaya". (P3)

Participant 1: Because the subject is hard in the part of both pupils and teachers, and for me, it is not useful because the pupils in private schools usually use English as medium of instruction Hardship for the learners they can't speak, understand and comprehend the subject they use English language in the private schools (P1), (P3)

Participant 3: The learners in private school cannot easily understand and comprehend "Bisaya" or Mother Tongue language because they do not usually use or speak "Bisaya" at home so that they find it hard to speak, understand and use Mother Tongue language, a thing that makes the teaching of Mother Tongue for private school teachers difficult. Reinforcement of teaching Mother Tongue subject in private school is needed.

P3 the pupils find it also hard to speak and understand immediately because they usually use English as medium of instruction at home.

Participant 5: It is difficult to teach Mother Tongue in private schools because most of the pupils speaking in English as their training at home and it is influenced by social media. Learners are trained to speak English at home (P5)

Participant 6: It is indeed very challenging especially to learners. Mother tongue subject is very challenging to learners it is very hard for them to understand (P6)

P6 since the pupils find it hard to understand words in Mother Tongue subject. Pupils find difficulty in understanding mother tongue words (P6)

Participant 2: Not that easy to use the language because some of the words are unfamiliar, we have example

“idibuho” which means draw, “pungan” which means noun, “wasay” which means axe. And it’s not that easy because we have to follow the contents given from the book. It is not easy to use the language because some of the words are unfamiliar (P2)

Participant 1: Yes, I would share. I would share it through discussion and the pupil’s and teachers need to focus more on reading. Pupil’s and teachers need to focus more on reading to be (P1)

Based on the experiences of teachers in teaching the mother tongue subject, one emergent theme was identified, it was discovered that the “Learners’ lack of interest to learn the challenging, difficult, and unfamiliar words in the subject”. It was revealed that there are occurrence of Pupils’ difficulty with the mother tongue subject, Pupils cannot comprehend the lesson, Pupils have difficulty in understanding unfamiliar words since most learners are using English, Learners cannot understand and not motivated to learn the mother tongue, Pupils have difficulty in understanding the unfamiliar terms in Mother Tongue subject which is “Bisaya”, and there are Hardship for the learners for they can’t speak, understand and comprehend the subject, they use English language in the private schools, Mother tongue subject is very challenging to learners, it is very hard for them to understand, and Pupils find difficulty in understanding mother tongue words and all of these were reinforced by the stated experiences of the participants 4, 2, 7, 9 1, 3 and 6 as they testified that;

(P4)Yes. The pupils are having difficulty with the subject.

(P4)The pupils cannot easily comprehend with the lessons and terms in Mother Tongue

(P2) It’s not easy. Because the pupils find it hard to understand and comprehend due to unfamiliar terms in the content of Mother Tongue subject.

(P7)The most problematic situation that I’ve experience was when I have to give instructions to our learners using Mother Tongue instructions, our learners difficult to understand and we have to translate it in English because most of the learners are using English language.

(P9) The most problematic experience is the, learners cannot easily understand the terms since they are into gadgets that uses English as medium/ version, resources are so few at the internet, the pupils are not that motivated for Mother Tongue subjects because they find it redundant and confusing.

(P1) Because the subject is hard in the part of both pupils and teachers, and for me, it is not useful because the pupils in private schools usually use English as medium of instruction

(P3) Yes! Because most of the pupils in private school speak English and it is difficult for them to understand the unfamiliar terms in Mother Tongue subject which is “Bisaya”.

(P6) It is indeed very challenging especially to learners.

(P6) since the pupils find it hard to understand words in Mother Tongue subject.

According to the teachers, they really had a different experience with Mother Tongue subject in private schools. They have observed that pupils are experiencing difficulty with the subject because they find it hard to understand the lessons caused by the difficult or unfamiliar terms in the content that even understanding the Teachers instruction in Mother tongue is hard for them. Learners who are also exposed to gadgets tend to use and practice English or tagalog words more than Mother tongue. In most of the private schools, the teachers really enhance the speaking skills of the learners with English and Tagalog.

In connection to this, Learners are trained to speak English at home as what participant 3 and participant 5 confirmed that;

(P3) the pupils find it also hard to speak and understand immediately because they usually use English as medium of instruction at home.

(P5) It is difficult to teach Mother Tongue in private schools because most of the pupils speaking in

English as their training at home and it is influenced by social media.

English is the practiced language at home with the pupils nowadays, it is also influenced by the social media in which most of the learners are into exploring with it. Family members at home also encourages them to practices speaking words in English as they find thier children to look more advanced and smarter if they speak English even in speaking and having conversations at home.

Likely, it is also revealed that, It is not easy to use the language because some of the words are unfamiliar, as what participant 2 have stated, and according to her;

(P2) Not that easy to use the language because some of the words are unfamiliar, we have example “idibuho” which means draw, “pungan” which means noun, “wasay” which means axe. And it’s not that easy because we have to follow the contents given from the book.

Contents based teaching are made different with the encountered difficult words, pupil’s and teachers need to focus more on reading. This was the lines coming from the response of the participant 1 who states that;

(P1)Yes, I would share. I would share it through discussion and the pupil’s and teachers need to focus more on reading.

Through discussion, the teacher shares to focus on reading since all of the words will not be understood and applied effectively if the pupils cannot even read. Many children across the developing world are learning very little in school, a reality that can be linked to teaching that is in a language they do not fully understand. (Rajathurai Nishanthi, 2020)

CONCLUSIONS AND RECOMMENDATIONS

The study findings reveal that Digital Competence and Psychological Traits significantly influence Learning Outcomes, both directly and indirectly, through Digital Readiness and Mindfulness. These results align with existing literature emphasizing the importance of self-efficacy, emotional intelligence, and preparedness in digital learning. However, variations in the degree of these interactions suggest a need for further exploration to understand their interconnections comprehensively.

The study underscores the importance of integrating technical proficiency with psychological preparedness in digital education. While previous research supports these conclusions, some inconsistencies in how these variables interact warrant deeper examination. The findings highlight the necessity of targeted interventions, such as professional development programs for educators and learners to enhance digital literacy and psychological adaptability.

For future research, adopting longitudinal methodologies is essential to examine the sustained impact of Digital Readiness and Psychological Traits on Learning Outcomes. Additionally, incorporating factors such as social support and equitable access to technology would provide a more comprehensive understanding of digital learning dynamics.

Challenges in Teaching Mother Tongue Teachers in private schools face significant challenges in teaching the Mother Tongue subject, particularly in speaking, translating, and integrating the language into students’ daily lives. These difficulties highlight the urgent need for structured interventions to support teachers in effectively delivering Mother Tongue instruction. Despite these obstacles, teachers have demonstrated resilience, creativity, and resourcefulness in finding alternative strategies to facilitate lessons. This emphasizes the need for reinforcing the implementation of Mother Tongue-Based Multilingual Education (MTB-MLE) through additional support, materials, and training.

Recommendations

To address these challenges, the following actions are proposed: Teacher Training and Support

Targeted professional development programs should be designed to equip teachers with linguistic and pedagogical skills for teaching the Mother Tongue subject effectively.

Training should also include alternative instructional strategies to support teachers who independently seek additional resources.

Availability of Teaching Materials

Schools should ensure the availability of textbooks, reference materials, and digital resources to facilitate effective teaching and learning.

Comprehensive Language Resources

Printed and online Cebuano dictionaries (and other regional language resources) should be provided to aid students in understanding unfamiliar terms and improve language comprehension.

Curriculum Alignment and Review

DepEd personnel should conduct a thorough evaluation of the Mother Tongue curriculum in private schools to ensure alignment with national learning competencies and provide clearer implementation guidelines.

Parental Involvement

Schools should engage parents by providing information sessions on the importance of the Mother Tongue curriculum, helping them support their children's learning at home and foster appreciation for the language as part of cultural preservation.

School-Level Support

School administrations should assess teacher qualifications for handling the Mother Tongue subject and provide necessary reinforcements, including mentorship programs and peer learning opportunities.

DepEd Policy Review

The Department of Education (DepEd) should conduct a comprehensive review of MTB-MLE implementation, addressing gaps in teacher training, resources, and curriculum clarity to ensure its effective execution in both public and private schools.

By implementing these strategic interventions, challenges in teaching the Mother Tongue can be mitigated, fostering better learning outcomes and reinforcing the role of language in cultural heritage preservation.

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