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Please send your inquiries to the Head of Olivarez College Tagaytay Center for Research, Publication, Planning, and Development.

E. Aguinaldo Highway, Barangay San Jose, Tagaytay City Email:

jeanrizza.delacruz@olivarezcollege.edu.ph

Telefax: (046) 860-2301

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FOREWORD



As the Head Editor of this esteemed research publication, it is with great pleasure and pride that I introduce the latest edition of our journal, focusing on the crucial theme of Task Management and Academic Performance of Intermediate Pupils. This collection of scholarly works represents a significant contribution to the field of education, shedding light on the intricate relationship between effective task management skills and academic success among elementary students.

Education is the cornerstone of societal progress, and at the heart of education lies the development of young minds. The research presented in this journal delves into the fundamental aspects of task management, a skill set that is not only essential for academic achievement but also for success in future endeavors. By exploring how intermediate pupils navigate their tasks and responsibilities, this journal offers valuable insights into the factors that influence their academic performance.

The studies included in this publication employ a diverse range of research methodologies, from quantitative surveys to qualitative case studies, providing a comprehensive understanding of the complex dynamics at play. Researchers have meticulously analyzed data, drawn correlations, and presented findings that offer practical implications for educators, policymakers, and parents alike. Through their rigorous work, they have illuminated the pathways to academic excellence and highlighted the importance of fostering effective task-management strategies among young learners.

I would like to express my sincere gratitude to the authors whose dedication and expertise have made this journal possible. Their commitment to advancing knowledge and improving educational practices is truly commendable. I would also like to thank the reviewers and editorial team for their meticulous work in ensuring the quality and rigor of the research presented here.

As we navigate the ever-evolving landscape of education, we must continue to engage in meaningful research that informs and inspires positive change. I am confident that the findings and insights shared in this journal will serve as a valuable resource for educators, researchers, and policymakers seeking to enhance the learning experiences of intermediate pupils and empower them to reach their full potential.

TABLE OF CONTENTS

| Article | Page |
|---|-----------|
| <i>Editorial Board</i> | |
| <i>Foreword</i> | |
| Task Management and Academic Performance of Intermediate Pupils: A Basis for an Enhancement Program for Elementary | 1 |
| Researcher: Anciro, Jose Mari M. Caraan, Rosabelle E. Sarmiento, Karla Mae S. Prado, Rose Jessebel S. Cantela, Sheena T. Dumalaon, Nicole P. | |
| Teachers’ Utilization of Mother Tongue as a Medium of Instruction in the Remote Public Elementary Schools in Tagaytay City: A Multiple Case Study | 28 |
| Researcher: Bañas, Hannah Bojocan, Clarisse Ann Caballero, Alexis Carano-o, Regine Delos Santos, Pauline Laboc, Sally Martinez, Loreina Sta. Maria, Maria Sara | |

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Task Management and Academic Performance of Intermediate Pupils: A Basis for an Enhancement Program for Elementary

*Anciro, Jose Mari M., Caraan, Rosabelle E., Sarmiento, Karla Mae S.,
Prado, Rose Jessebel S. Cantela, Sheena T. Dumalaon, Nicole P.*

I. ABSTRACT

Intermediate pupils have eight disciplines, and different teachers give different academic tasks. This implies that learners experience grappling with the weight of a heavy academic workload. Therefore, this study intended to present evidence that was used to identify the relationship between task management and the academic performance of intermediate pupils, which was used in creating a basis for an enhancement program for elementary that will help them develop new skills necessary, especially in 21st-century education and prepare them for the challenges of modern learning and future careers. A quantitative descriptive correlational design was used in this study, and a self-made questionnaire was utilized. A stratified random sampling was used. Three hundred six respondents were selected from the three elementary schools in the District of Tagaytay. Results showed no significant relationship between task management and academic performance among intermediate elementary pupils and no significant difference in the extent of task management when grouped according to profile. This also showed that most respondents are achievers, with a frequency of 152 and a percentage of 49.7% of the total population. Moreover, the highest statement was under the indicator of Study Habits, which was about reading instructions; in contrast, the lowest statement was under Task Prioritization, which was about using rewards. The result emphasized that instead of parents encouraging their children to accomplish their tasks using rewards, they may foster intrinsic motivation in their children. Parents providing proper motivation can help their students be productive in school. In the teaching and learning activity, the students should have goals because it can motivate and help them increase productivity and accomplish their tasks.

Keywords: *Task Management, Academic Performance, Enhancement Program, Intermediate Elementary Pupils*

II. INTRODUCTION

Pupils in intermediate grades have eight disciplines handled by different teachers. Each teacher gives them different tasks, such as activities, assignments, and projects, that they must accomplish within a specific time. This implies that learners experience grappling with the weight of a heavy academic workload. According to Yangdon et al. (2021), academic workload is the number of face-to-face teaching contact hours, assignments and projects, and independent study hours per week for a semester. Too much work adds unnecessary stress, limits students' social lives, and can limit students' time for leisure (Sandoval, 2021).

Studies of task management practice in more niche contexts have similarly found that individual differences can substantially affect how people choose to manage and prioritize their tasks (William et al., 2023; Anon, 2021). Selby (2023) asserts that planning and organizing are essential for success in school and life. These skills help students manage their time, prioritize tasks, and stay focused. It requires breaking tasks into smaller steps, creating schedules, and managing resources effectively. These skills make students become independent learners and achieve their goals. When students can effectively plan and organize their time and tasks, they are better equipped to meet deadlines, complete assignments, and study efficiently. Task organization could aid in improving work structure by preventing distractions and demotivating tasks. This might encourage persistent motivation for self-control and improve task performance (Wehrt et al., 2020)). Similarly, Willis (2023) claimed that when students can keep track of assignments, supplies, and what they need to bring to school, they can more efficiently and accurately do required work unburdened by the stress of disorganization.

Several gaps exist in the literature, such as limited local and international literature directly related to the task management and academic performance of intermediate pupils, as most of the studies have been focusing on the task management and academic performance of students in higher education. The absence of published studies or research on task management and intermediate elementary students' academic performance represents a significant gap in the existing literature. Moreover, the researchers found that there is no single study about how intermediate elementary pupils prioritize and organize their tasks; there was only more on the study habits of the pupils. Lastly, there needs to be literature that explains the level of academic performance of intermediate pupils in the Philippines.

This study intended to present evidence that was used to identify the relationship between task management and academic performance of intermediate pupils, which was used in creating a basis elementary or an enhancement p, which will be the output of the study. This enhancement program will help intermediate pupils develop the necessary skills, especially in 21st-century education, and prepare them for the challenges of modern learning and future careers. Additionally, this enhancement program includes integrating other advanced disciplines.

This study was anchored by the Goal-Setting Theory developed by Edwin A. Locke in 1968. The Theory posits that setting clear, specific, and challenging goals significantly influences students' task management, leading to improved planning, guidance, and concentration.

III. METHODOLOGY

This chapter includes the research design, population and sampling, research instrumentation, data gathering procedure, and statistical treatment used in gathering data and analysis relevant to the research.

This study, "Task Management and Academic Performance of Intermediate Pupils: A Basis for an Enhancement Program for Elementary", used quantitative descriptive correlational design as the researchers aiming to identify the extent of task management in terms of task prioritization, task organizing and study habits, the difference between task management and academic performance when group according to profile, and relationship of task management and academic performance of intermediate pupils (grades 4, 5 and 6.)

To gather the study's population, the researchers used stratified random sampling. The respondents consist of intermediate elementary pupils (Grades 4, 5, and 6) from the three schools in the District of Tagaytay: Sungay Elementary School, San Jose Elementary School, and Tagaytay City Central School, S.Y 2023-2024. Specifically, there were 306 intermediate pupils in the select schools, with 102 intermediate pupils per school.

For data collection, the researchers used self-made survey questionnaires to be distributed to respondents in a printed copy. A self-made questionnaire refers to the instrument used in research prepared or crafted by the researcher himself or herself (Canonizado, 2021). The questionnaire was developed to answer the specific problems of the study. It was subjected to validation by five (5) experts, five (5) internal experts including the Department Head of Bachelor of Elementary Education, Statistician, Psychometrician, Head of Office of Student Affairs, and

Associate Professor III and the suggestions were considered in the accomplishment of the checklist that agreed with the pointers in a validating tool.

Interpretative Description. In this study, the options on the items of the questionnaires were determined using a set of 4-point Likert scales.

Table 1

The interpretive description of the 4-point Likert scale used in the research instrument.

| 4-POINT LIKERT SCALE | VERBAL INTERPRETATION | SYMBOLS |
|-----------------------------|------------------------------|----------------|
| 4 | Very Great Extent | VGE |
| 3 | Great Extent | GE |
| 2 | Moderately Extent | ME |
| 1 | Low Extent | LE |

IV. RESULTS

Table 2

Extent of Task Management among Intermediate Elementary Pupils

| A. Task Prioritization | Mean Score | V.I |
|---|-------------------|------------|
| 1. I prioritize tasks that are easy to accomplish. (Aking inuuna ang mga gawaing madali.) | 3.61 | VHE |
| 2. I prioritize my assignments that need to be submitted immediately. (Aking inuuna ang mga takdang-aralin na kailangan agad ipasa.) | 3.78 | VHE |

| | | |
|--|------|-----|
| 3. I prioritize my assignments before I play. (Aking inuuna ang paggawa ng takdang-aralin bago ako maglaro.) | 3.67 | VHE |
| 4. I prioritize the assignment I understand the most. (Aking inuuna ang takdang aralin na nauunawaan ko.) | 3.68 | VHE |
| 5. I take breaks during tasks to maintain my focus and concentration. (Ako ay panandaliang nagpapahinga sa paggawa ng gawain upang mapanatili ang aking pokus at konsentrasyon.) | 3.47 | VHE |
| 6. I am determined to finish my tasks at home in exchange for rewards, such as playing or snacks. (Ako ay determinadong tapusin ang aking mga gawain sa bahay kapalit ng mga gantimpala, tulad ng paglalaro o pagkain.) | 3.15 | HE |
| 7. I consider my parent's decisions when choosing which task I should complete first. (Aking kinukonsidera ang mga desisyon ng aking magulang kapag pumipili kung aling gawain ang dapat kong unahin.) | 3.31 | VHE |
| 8. I prioritize to answer assignments that have small number of items. (Aking inuunang sagutan ang mga takdang – aralin na may kaunting bilang ng mga aytem.) | 3.47 | VHE |
| Mean Task Prioritization | 3.15 | VHE |

| Task Organizing | Mean Score | V.I |
|---|------------|-----|
| <p>1. I accept the help of my teacher to create a schedule in organizing my tasks. (Aking tinatanggap ang tulong ng aking guro para makagawa ng iskedyul sa pag oorganisa ng aking mga gawain.)</p> | 3.63 | VHE |
| <p>2. I group tasks based on their similarities. (Aking pinapangkat ang mga gawain base sa kanilang pagkakatulad.)</p> | 3.38 | VHE |
| <p>3. I use a checklist to stay organized and improve in managing my tasks. (Ako ay gumagamit ng checklist para manatiling organisado at pagbutuhin ang pamamahala sa aking mga gawain.)</p> | 3.38 | VHE |
| <p>4. I believe that finishing one task before moving on the next one helps me to stay organized. (Ako ay naniniwala na ang pagtapos sa isang gawain bago magpatuloy sa susunod ay nakakatulong sa akin na manatiling organisado.)</p> | 3.70 | VHE |
| <p>5. I collect all the materials needed for my assignments and projects before I start doing it. (Aking inihahanda ang lahat ng mga materyales na kailangan sa paggawa ng aking mga takdang-aralin at proyekto bago ito simulang gawin.)</p> | 3.79 | VHE |
| <p>6. I inform my parents about my assignments or activities to be guided in doing my tasks.</p> | | |

| | | |
|---|------|-----|
| (Aking ipinapaalam sa aking mga magulang ang tungkol sa aking mga takdang-aralin o aktibidad upang magabayan sa paggawa ng aking mga gawain.) | 3.54 | VHE |
| 7. I list all my assignments in my notebook. (Ako ay naglilista ng aking mga takdang-aralin sa aking notebook.) | 3.65 | VHE |
| 8. I mark the page of the book that I need to answer. (Ako ay naglalagay ng palatandaan sa pahina ng libro na kailangan kong sagutan.) | 3.46 | VHE |
| Mean Task Organizing | 3.56 | VHE |

| Study Habits | Mean Score | V.I |
|--|------------|-----|
| 1. I always take time to read during our Catch-Up Friday for my studies. (Ako ay palaging naglalaan ng oras para magbasa sa oras ng aming Catch-Up Friday para sa aking pag-aaral.) | 3.61 | VHE |
| 2. I work in a quiet and distraction- free workspace to concentrate on my assignments and activities in school. (Ako ay gumagawa ng aking takdang-aralin at aktibidad sa tahimik at walang nakakaabala na lugar.) | 3.63 | VHE |
| 3. I actively seek my parents’ guidance when facing challenges or uncertainties during my study hour. (Ako ay aktibong humihingi ng gabay sa aking mga | 3.46 | VHE |

| | | |
|---|------|-----|
| magulang kapag nahaharap sa hamon sa oras ng aking pag-aaral.) | | |
| 4. I consider listening to music and eat snacks while doing my assignments. (Aking ikinukonsidera ang pakikinig sa musika at pagkain ng meryenda habang ginagawa ko ang aking mga takdang-aralin.) | 3.18 | HE |
| 5. I feel comfortable asking my teacher for clarifications before starting the activity. (Ako ay komportable na magtanong sa aking guro para sa paglilinaw bago simulan ang aktibidad.) | 3.58 | VHE |
| 6. I write important information during the discussion of the lesson. (Ako ay nagsusulat ng mga importanteng impormasyon habang tinatalakay ang aralin.) | 3.64 | VHE |
| 7. I review my assignments and activities before submitting it. (Ako ay nagsusuri ng mga takdang-aralin at aktibidad bago ito ipasa.) | 3.68 | VHE |
| 8. I read the instructions first before doing my assignments and activities. (Ako ay nagbabasa muna ng panuto bago gawin ang aking mga takdang-aralin at aktibidad.) | 3.90 | VHE |
| Mean Study Habits | 3.58 | VHE |
| Total: | 3.55 | VHE |

Legend:

- 3.26 - 4.00 = *Very High Extent of Task Management*
 2.51 - 3.25 = *High Extent of Task Management*
 1.76 - 2.50 = *Low Extent of Task Management*
 1.00 - 1.75 = *Very Low Extent of Task Management*

As shown in Table 2, three indicators, task prioritization, task organizing, and study habits, have a "Very high extent" regarding the extent of task management of intermediate pupils. Task prioritization has a weighted mean of 3.51, a Very High Extent. Task Organizing has a weighted mean of 3.56, a Very High Extent. Study Habits has a weighted mean of 3.55, a Very High Extent. The highest statement is under the indicator of Study Habits, which states that "I read the instructions first before doing my assignments and activities." which has a weighted mean of 3.90 and is interpreted as "Very High Extent".

Meanwhile, the lowest statement is under the Task Prioritization indicator, w, which states, "determined to finish my tasks at home in exchange for rewards, such as playing or snacks." which has a weighted mean of 3.15. This means that intermediate pupils ensure that before starting their assignments and activities, they thoroughly understand the instructions for their tasks. As stated by Martin et al. (2019), students who understand the assignment instructions and expectations will also produce better work, and teachers will also benefit from this better quality of work, which will help speed up and enhance the grading process.

This also implies that positive reinforcement, such as giving rewards such as playing or snacks, has no connection or effect on the determination of the intermediate pupils to accomplish their tasks. According to Courtois et al. (2023), all rewards have an equal impact: tangible rewards, such as gifts and food, tend to be more damaging to intrinsic motivation than symbolic rewards, such as certificates. Furthermore, material rewards significantly decrease pupils' confidence in their abilities and determination (Chen, 2023).

Table 3

The level of academic performance of intermediate elementary pupils

| Academic Performance | Frequency | Percentage |
|----------------------|-----------|------------|
| 90 - 100 | 152 | 49.7 |

| | | |
|----------|-----|-------|
| 85 - 89 | 117 | 38.2 |
| 80 - 84 | 30 | 9.8 |
| 75 - 79 | 6 | 2.0 |
| Below 75 | 1 | .3 |
| Total | 306 | 100.0 |

Table 3 shows the frequency and percentage of the academic performance of intermediate elementary pupils. First, the number of respondents with an average range of 90-100 had a frequency of 152 and a percentage of 49.7%. The number of respondents with an average range of 85-89 has a frequency of 117, and its percentage is 38.2%. On the other hand, the number of respondents with an average range of 80-84 has a frequency of 30, and its percentage is 9.8%. Another, the number of respondents with an average range of 75-79 has a frequency of 6, and its percentage is 2.0%. The number of respondents with an average range of below 75 has a frequency of 1, and its percentage is .3%. This implies that the majority of the respondents are categorized as achievers.

In English, students received excellent grades, Cadorna (2021). Furthermore, science received the highest class proficiency of 75% (Piamonte, 2023). This indicates that the majority of respondents are at a mastery level. Students have mastered the science skills that need to be learned in a face-to-face classroom.

Table 4

The Pearson correlation table between task management and academic performance of intermediate elementary pupils

| | | Academic Performance | Decision |
|-----------------|---------------------|----------------------|-------------|
| Task management | Pearson Correlation | -.061 | |
| | Sig. (2-tailed) | .287 | Accept NUll |
| | N | 306 | |

Legend: p-value < .05 Reject the null hypothesis

The data shows no significant relationship between the two variables, $[r(306) = .061, p=.287]$; since the p-value is more significant than .05, the null hypothesis is accepted, there is

no significant relationship between the extent of task management and the academic performance of intermediate elementary pupils. The extent of task management is not a predictor of academic performance. This means that despite much work, they can still accomplish their tasks on time and get high grades. Intermediate elementary pupils' way of prioritizing and organizing and their study habits do not directly affect their academic performance. This result seems to support the findings of Calonia (2023) that task prioritization skills may not accurately represent academic achievement. Moreover, Tus's (2020) investigation into the relationship between learners' study habits and academic achievement demonstrates no meaningful connection.

Table 5

ANOVA table on the extent of task management when group according profile

| | | Sum of Squares | Df | F | Sig. | Decision |
|--|----------------|----------------|-----|-------|------|-------------|
| Task management when group according to academic performance | Between Groups | .277 | 4 | .974 | .422 | Accept Null |
| | Within Groups | 21.371 | 301 | | | |
| Task management when group according to grade level | Between Groups | 304 | 2 | 2.198 | .117 | Accept Null |
| | Within Groups | 21.344 | 303 | | | |
| Task management when group according to school | Between Groups | .303 | 2 | 2.153 | .118 | Accept Null |
| | Within Groups | 21.344 | 303 | | | |
| Total | | 21.648 | 305 | | | |

Legend: P-value < .05 Reject Null Hypothesis

A one-way ANOVA was conducted to determine the difference in the extent of task management when grouped according to their profile for the academic performance, [$F(4, 301) = .974, p = .422$]; in grade level [$F(2, 303), = .2198, p = .117$]; in school [$F(2, 303), = 2.153, p = .118$], since the p-value is greater than .05, the null hypothesis is accepted, there is no significant difference in the extent of task management when group according to their profile. The findings show that intermediate students handle their academic assignments in the same way, suggesting that their grade level, school, or academic performance have no effect on how they handle the assigned tasks.

The mentioned profile of the respondents in the study does not affect the task management of intermediate pupils. According to Filgona (2020), intrinsic motivation is the factor that influences, arouses, and maintains the learners' interest in the lesson, affecting their determination to accomplish their goals and tasks. Moreover, students who take ownership and use personal accountability and self-monitoring strategies tend to increase homework completion (Oden, 2020). Moreover, El-Sabagh (2021) stated that a "one style fits all" approach means that all students are exposed to the same learning procedures. This "one-style-fits-all" approach implies that all learners must use the same learning style.

Based on the lowest statement under the indicator Task Prioritization states that "I am determined to finish my tasks at home in exchange for rewards, such as playing or snacks." The researchers recommend that instead of parents encouraging their children to accomplish their tasks using rewards, they may foster intrinsic motivation in their children. By showing their kids what it feels like to succeed, parents can help them build intrinsic motivation (Pratt et al., 2021). Parents provide their children with the right kind of motivation to help them be successful in the classroom. Motivated pupils can be a source of joy and perseverance for their parents. They usually put in greater effort, taking time to finish their academic work (Moneva et al., 2020).

If teachers assist pupils in building a willingness to work and comply on time, they will be more motivated to do their assignments. The goal-setting theory might serve as the foundation for this drive. Motivated pupils usually set goals and create plans to reach them.

Students who are determined to learn typically outperform those who lack motivation and engagement. A practical method that inspires students who appear uninterested in learning could

be helpful (Moneva et al., 2020). An inner drive, called motivation, pushes a person to take action to accomplish goals. Motivation is viewed as an essential tool for success in most learning areas. People may not make the necessary effort to accomplish their goals if they lack this motivation. It is intimately related to someone's drive to accomplish a goal. The learner is very aware of the goals of learning or specific learning activities and directs his or her efforts towards achieving them. Every individual, before they do what they want to do, they usually have a goal first. Students should have goals for the teaching and learning activities because they can serve as a beautiful source of inspiration and allow them to prepare everything needed to reach their goals (Ulfa & Bania et al., 2019).

V. DISCUSSION

In light of the preceding primary analysis of the study, the following conclusions are presently presented:

Most intermediate pupils read, understand, and follow the instructions before starting their task to accomplish it properly and submit a quality output. Also, according to the study, they need to be more motivated to manage their academic tasks effectively by giving extrinsic motivation. Most respondents are achievers since they comprise 49.7% of the total population. The study also shows no significant relationship between task management and the academic performance of elementary and intermediate pupils. This proves that how they manage their tasks differs from their academic performance.

Moreover, there is no significant difference in the extent of academic performance when grouped according to profile. Thus, this proves that their school, grade level, and academic performance do not influence their task management skills. Therefore, intermediate elementary pupils similarly manage their tasks.

Based on the study's findings, A Basis for an Enhancement Program for Elementary may be proposed to enhance how intermediate elementary pupils manage their tasks.

The study focused only on determining the (1) relationship between task management and the academic performance of intermediate pupils and (2) the difference in the extent of task management when grouped according to profile. This includes respondents from the three intermediate elementary grades, grade level (grades 4, 5, and 6). This study did not include students from primary grades. It was delimited only to the intermediate students in the three selected schools

in the District of Tagaytay City, namely Sungay Elementary School, San Jose Elementary School, and Tagaytay City Central School, since in comparison to primary education, intermediate education frequently exposes students to a broader range of subjects and disciplines. Intermediate education emphasizes critical thinking, problem-solving, and independent learning skills (Gossett-Webb, 2023).

Based on the stated conclusions, the researchers recommend that intermediate pupils should participate and cooperate in the enhancement program that will be implemented by the institution in order to develop new skills. It is recommended that teachers implement a peer buddy system, pairing high-achieving students with those experiencing difficulties in managing and completing their academic tasks promptly. High-achieving pupils can offer assistance by further explaining the concepts, sharing study strategies, and providing encouragement. Therefore, they must strengthen their collaboration to provide support and guidance the intermediate pupils must acquire to improve their academic performance. It is recommended that institutions implement enhancement programs to provide opportunities for developing new skills essential for 21st-century education since intermediate pupils can manage their academic tasks effectively despite experiencing heavy academic workloads. It is recommended that parents should employ intrinsic motivation to encourage their children to complete their academic tasks voluntarily. This approach aids in fostering the students' self-determination and competence and motivates them to set and achieve goals. Given parents' significant role in each learner's development, such efforts are crucial.

Additionally, they must provide moral support to the students, which contributes to their motivation and eagerness to accomplish their tasks. Although task management does not directly affect the student's academic performance, they must still support the child in improving their task management skills. It is recommended that future researchers should conduct a follow-up study with low-achieving pupils since the majority of respondents are achievers. This would help identify their struggles and reveal a significant relationship between task management and academic performance among intermediate pupils. In addition, future researchers may consider conducting the same study but changing the independent variables from task management to teaching strategies since, based on the result of the study, the intermediate pupils' task management skills had no relationship with their academic performance, they might investigate the relationship of teaching strategies and academic performance of intermediate elementary pupils.

PROPOSED OUTPUT OF THE STUDY

This delves into the presentation of the research's output, which is the basis for an enhancement program for elementary students to help them develop new skills.

OBJECTIVE

The findings show that intermediate pupils have practical task-management skills. Despite having eight disciplines and giving at least one task each, they could still manage their academic tasks successfully. Moreover, the study had proven that task management of intermediate pupils does not have a relationship with their academic performance. Hence, this could be used as an opportunity to introduce new areas of learning. Therefore, the researchers proposed a program that allows the pupils to develop new skills necessary, especially in 21st-century education and prepare them for the challenges of modern learning and future careers. This enhancement program includes integrating other advanced disciplines.

ACTION PLAN

Discipline: Foreign Language

| Objectives | Activities | Time-frame | Participants | Resources Needed | Expected Output/Outcomes |
|--|---|---------------|-----------------------|-------------------------|---|
| Identify the difference between the Japanese language and our own. | Think-Pair-Share! Making of Venn Diagram | June 24, 2024 | Students and Teachers | Cartolina Marker | Students having greater knowledge when it comes to Japanese language and Mother tongue. |

| | | | | | |
|---|--|-----------------|-----------------------|------------------------------------|--|
| To teach students how to greet and introduce themselves using the Japanese language. | Jikoshoukai (Introducing Oneself) Jikoshoukai Etiquette | July 1, 2024 | Students and Teachers | Technology (Gadgets) | Students will have an awareness about the proper greetings and introduction using Japanese language. |
| Teaching Japanese language such as months in japanese, days of the weeks, and telling time. | Singing | July 8-15, 2024 | Students and teachers | Powerpoint presentation Speaker | Students will learn and discover the difference between months, weeks, and time compared to their native language. |
| To teach students how to use japanese pronouns. | By Pair! The students will perform an activity using the japanese pronoun | July 21, 2024 | Students and Teachers | Video (Guide) | The students are expected to identify the use of japanese pronouns and use it properly. |

Discipline: Advance Language Arts

| Objectives | Activities | Time-frame | Participants | Resources Needed | Expected Output/Outcomes |
|--|--|-------------------|-----------------------|--|--|
| Expand the vocabulary of intermediate elementary pupils. | Spelling Vocabulary Journal | August 5, 2024 | Students and Teachers | White board Marker Notebook | Students can learn new ideas on how to expand their vocabulary. |
| To teach the students to improve their grammar. | Sentence Building Peer Editing | August 12, 2024 | Students and Teachers | Notebook and Ballpen | Students can be able to learn and acquire information that will help in improving their grammar. |
| To teach the students to enhance their comprehension. | Retelling Text-to-Self Connections (relate with personal experiences) | August 19, 2024 | Students and Teachers | Printed Materials | Students can enhance their comprehension through the different ideas that they will gather. |
| Being able to write their own literary works. | Picture Prompts Character Creation | August 26, 2024 | Students and Teachers | Printed Pictures Ballpen and Notebook | Students can create or write their own literary works. |

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Teachers’ Utilization of Mother Tongue as a Medium of Instruction in the Remote Public Elementary Schools in Tagaytay City: A Multiple Case Study

*Bañas, Hannah, Bojocan, Clarisse Ann, Caballero, Alexis, Carano-o, Regine
Delos Santos, Pauline, Laboc, Sally, Martinez, Loreina, Sta. Maria, Maria Sara*

I. ABSTRACT

Teachers serve as agents of the curriculum who foster excellent skills and knowledge in meeting the needs and demands of society. At the same time, more than ever, the need to prepare teachers for MTB-MLE classrooms to equip them with practical pedagogies, approaches, and strategies has become necessary. This study sought to determine the teachers' common issues and effective practices in utilizing MTB-MLE as a medium of instruction in remote areas. This study used a qualitative descriptive multiple case study as a research design. Through this design, the participants' experiences using their mother tongue as a medium of instruction were not explored through one lens but rather through various data sources such as focus group discussion, field notes from classroom observation, and documentary analysis. Six themes emerged to answer the three statements of the problem. 1.) Theme 1: Experiences of Teachers in Teaching MTB-MLE. 2. MTB - MLE as a language. 3.) Challenges encountered in MTB- MLE Implementation 4.) Strategies to Cope with Difficulties and Demands of Utilizing MTB- MLE 5.) Pillars of support in Teaching MTB-MLE 6.) Positive Attitudes among MTB teachers towards Teaching in the Mother Tongue, and 7.) Enhancing Policy for Better Outcomes. To sum up, this study showed the benefits and challenges of using the mother tongue as a medium of instruction in the three remote public schools in Tagaytay City District. Results suggested a need for strict implementation of the mother tongue as a medium of instruction. Also, the resources must be appropriately allocated to fund the instructional materials needed. Elementary teachers must be proficient in the Filipino language. They must give time and effort to develop the learners' skills in the national language. Thus, an enhanced capacity-building training program for elementary teachers was designed for consideration.

Keywords: *MTB- MLE, Mother Tongue, utilization, medium of instruction, language, resources, learning, teachers, learners.*

II. INTRODUCTION

Language is an important aspect that helps in the implementation of education. Education for all will not be achieved if the learner is not allowed to learn in their native languages. Students start their education by including the language they understand the most through their mother tongue, which helps them build a strong foundation before adding another language. Each nation aims to offer high-quality education to its learners to produce competitive and high-quality professionals in the global context. In this context, skillfully developing the curriculum for the early years of schooling is crucial.

In 2012, the Philippine government launched the K-12 Curriculum and implemented the Mother Tongue-Based Multilingual Education (MTB-MLE) program in all public schools among Kindergarten, Grades 1, 2, and 3 students. MTB-MLE is a formal or non-formal education in which the children's mother tongue is used in the classroom as a passageway of learning, and it plays a significant role in the learning process of K3 level pupils in the Philippines' primary education system. Despite the compulsory adoption of the MTB-MLE program in the Philippines, teachers faced challenges in instruction and received unfavorable feedback on the program's effectiveness. This is why English continues to be the primary language of instruction (Velez et al., 2019). Examining educators' difficulties was crucial as a bridge to implementing the MTB-MLE program successfully. This understanding helped address students' learning needs by using materials as a starting point for learning a familiar language (Balacano, 2020).

Teachers serve as agents of the curriculum who foster excellent skills and knowledge in meeting society's needs and demands. That is why universities and colleges offer education programs and courses to provide opportunities for acquiring knowledge and skills that enable teacher enthusiasts to develop their full potential and become successful educators. At the same time, more than ever, the need to prepare teachers for MTB-MLE classrooms to equip them with practical pedagogies, approaches, and strategies has become necessary.

With the foregoing situations in mind, the present study sought to determine the teachers' common issues and effective practices in using MTB-MLE as a medium of instruction in remote areas. Consequently, an Enhanced Capacity-Building Program for K-3 teachers was designed for consideration.

III. METHODOLOGY

The study utilized a qualitative descriptive multiple case study as the research design. Qualitative research involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences. It was used to gather in-depth insights into a problem or generate new ideas for research. A multiple case study enabled the researcher to explore differences within and between cases to replicate findings across cases. Because comparisons were drawn, the cases needed to be chosen carefully so that the researcher could predict similar results across cases or predict contrasting results based on a theory (Yin et al. (2018).

Case study research requires numerous or multiple data sources to strengthen the study's quality. Multiple data sources were used to aid in triangulation for internal validity (Creswell et al., 2024). The researchers analyzed the multiple cases under study using focus group discussion, field notes from classroom observation, and document analysis.

Specifically, the researchers explored the cases of participants' experiences to determine the common problems encountered and examine the teachers' effective practices in using the MTB-MLE in remote public elementary schools in Tagaytay City.

IV. RESULTS

The participants of this study were from the three remote public schools in Tagaytay City, which comprised 1) **Bulalo Elementary School**, (2) **Isidro Cuadra Elementary School**, and (3) **Patutong Malaki Elementary School**. The study focused on participants willing to share and talk about their experiences using their mother tongue. These schools in Tagaytay City were identified as remote public elementary schools and were willing to share their experiences and practices in utilizing MTB-MLE as instruction.

School 1 was in Bulalo Elementary School, located in Bulalong Bata, Tagaytay City. Teachers from kindergarten to Grade 3 were the respondents of this study. A total of four teachers joined in this study.

School 2 was Isidro Cuadra Elementary School, located in Asisan, Tagaytay City. This study surveyed teachers from kindergarten to Grade 3. Four teachers participated in the study.

School 3 was Patutong Makali Elementary School, located in Patutong Malaki, Tagaytay City. This study surveyed teachers from kindergarten to Grade 3. Four teachers participated in the study.

Six (6) themes emerged from the three (3) data sources: focus group discussion, classroom observation field notes, and documentary analysis.

Problem 1: What transcendental experiences are encountered by the teachers when using mother tongues?

Theme 1: Experiences of Teachers teaching MTB- MLE answered SOP 1. Embracing the mother tongue in educational practices underscores the power of language as a tool for empowerment and the importance of recognizing diverse cultural identities. Providing education in the language learners are most familiar with lays a strong foundation for cognitive development, facilitating more profound understanding, critical thinking, and creativity.

Theme 2: MTB- MLE as a language answered SOP 1. Students with a solid foundation in their mother tongue developed more vital literacy abilities in school. Their knowledge and skills will be developed through languages. Implementing MTB-MLE enabled the learners to use different languages for success in school and lifelong learning.

2. How do teachers face the challenges and demands of using mother tongues?

Theme 3: Challenges encountered in MTB- MLE Implementation answered SOP 2. Learning a language is crucial, but many people find it difficult. This challenge can cause misunderstandings and difficulty in adopting a new language. In addition, the MTB subject contained excessive learning competencies like the Filipino subject. The MTB teachers saw this as a redundant and additional workload for them. Also, there were resource limitations in implementing the MTB-MLE, such as scarcity of instructional resources, references, and internet connectivity.

Theme 4: Strategies to Cope with Difficulties and Demands of Utilizing MTB—MLE answered SOP 2. Amidst the challenges, different strategies helped the MTB teachers rise above them and turn the challenges into growth and resilience. The MTB teachers integrated technology into teaching and utilized translators, whether through Google or humans.

Theme 5: Pillars of support in Teaching MTB-MLE answered SOP 2. The MTB teachers' most vital support was from their institutions, community, and parents.

Theme 6: Positive Attitudes among MTB teachers towards Teaching in the Mother Tongue answered SOP 2. The MTB teachers fostered positivity, optimism, and resilience amidst the challenges of teaching in the mother tongue. Furthermore, they believed that a positive attitude combines mental and emotional attitudes that focus on the bright side of life and expect positive results.

3. What recommendation could be formulated to enhance the utilization of MTB-MLE as a medium of instruction?

Theme 7: Enhancing Policy for Better Outcomes answered SOP 3. The MTB teachers viewed this as crucial for improving learning outcomes. This was highlighted in their statements as they remarked that by prioritizing MTB-MLE policies, policymakers can create more comprehensive, effective, and balanced education systems that benefit all learners.

V. DISCUSSION

The result of the study implied a need to strictly implement the use of the mother tongue in the classroom as a medium of instruction as it enhances the learners' engagement, improves communication skills, and overall learning experience. Moreover, resources must be appropriately allocated to fund and support the instructional materials needed. Likewise, elementary teachers must focus on proficiency in Filipino. They must give time and effort to develop the learners' skills in the national language and proficiently utilize the MTB-MLE as a medium of instruction. Thus, an enhanced and enhanced capacity-building training program for elementary teachers was designed for consideration.

**MTB -MLE AS A MEDIUM OF INSTRUCTION: AN ENHANCED CAPACITY
BUILDING TRAINING PROGRAM FOR ELEMENTARY TEACHERS**

This enhanced capacity building training program for elementary teachers could be beneficial to both teachers and learners in the teaching – learning process.

Terminal Objectives:

To equip elementary teachers in Tagaytay City District with the necessary knowledge, skills, and resources to effectively utilize the MTB-MLE as a medium of instruction in the classroom, thus improving student learning outcomes and promoting linguistic diversity.

Enabling Competencies

The objectives of this undertaking are the following:

1. Capacitate elementary teachers with the principles and advantages of Mother Tongue Based- Multilingual Education (MTB-MLE)
2. Enhance teachers’ proficiency in the local mother tongue used in the classroom.
3. Learn and apply the best instructional strategies and best practices for MTB-MLE.
4. Create culturally relevant and localized appropriate instructional materials.

MTB—MLE as a Medium of Instruction: An Enhanced Capacity Building Training Program for Elementary Teachers is a five-day training and workshop focusing on capacitating and upskilling elementary teachers in using the mother tongue as a medium of instruction. The capacity building program will be conducted in the school year 2024-2025 in the District of Tagaytay.

The capacity-building training program was based on the results of this research. It will surely cater to the elementary teachers’ need to upskill their utilization of the mother tongue as a medium of instruction.

LEARNING AND DEVELOPMENT PROGRAM/ACTIVITY PROPOSAL

| PROPONENT’S PROFILE | |
|---------------------------------|----------------------------------|
| School/ District/ Office | OLIVAREZ COLLEGE TAGAYTAY |

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| School/ Office Address | TAGAYTAY CITY |
| Name of Proponent/s | Group 2 |
| Position/ Designation of Proponents | |
| Proponent’s Contact Number | |
| Proponent’s Email Address | |
| ACTIVITY PROFILE | |
| I. Title of Activity | MTB -MLE AS A MEDIUM OF INSTRUCTION AN ENHANCED CAPACITY BUILDING TRAINING PROGRAM FOR ELEMENTARY TEACHERS |
| II. Rationale | <p>Based on the result of the study, educational support is given to elementary teachers. However, there is still a need for instructional resources that hinder the achievement of the full potential of mother tongue-based multilingual education (MTB-MLE) as a medium of instruction, and it is appropriate to have an enhancement program for elementary teachers. This can be further developed with the help of the capacity building training program, whose main objective is to know the skills that teachers should improve. The said training is a big help here as part of their professional development and additional knowledge regarding using the mother tongue as a medium of instruction.</p> <p>According to Division Memorandum No. 161 s. In 2022, retooling and upskilling the teachers is very significant in upholding the desire and dedication of DepEd Cavite Province to offer quality education in <i>Batang Kabitenyo</i>. It is also supported by DepEd Memorandum No. 50, s. 2020, also known as DepEd Professional Development Priorities for Teachers and School Leaders for S.Y. 2020-2023, that Professional Development</p> |

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| | <p>Priorities shall support the realization of the Department’s goal of continuous upskilling and reskilling of teachers and school leaders that will result in better learning outcomes.</p> <p>This enhanced capacity-building training program will focus on equipping and enhancing elementary teachers using the mother tongue as a medium of instruction.</p> |
| <p>III. Rationale and Statement of Terminal and Enabling Objectives</p> | <p>MTB- MLE as a medium of instruction</p> <p>An enhanced capacity-building training program for elementary teachers</p> <p>In this training, elementary teachers are encouraged to upskill and equip with the necessary skills, knowledge, and resources to utilize the mother tongue as a classroom instruction medium effectively.</p> <p>This will enhance the student learning outcomes and advance the encouragement of linguistic diversity.</p> <p>The capacity building training program will be done on _____.</p> <p>Terminal Objectives:</p> <p>To equip elementary teachers in Tagaytay City District with the necessary knowledge, skills, and resources to effectively utilize the MTB-MLE as a medium of instruction in the classroom, thus improving student learning outcomes and promoting linguistic diversity.</p> <p>Enabling Objectives: The objectives of this undertaking are the following:</p> |

| | | | | | | |
|---|---|------------|-----------------|------------|--------------|----------|
| | <ol style="list-style-type: none"> 1. Capacitate elementary teachers with the principles and advantages of Mother Tongue Based- Multilingual Education (MTB-MLE) 2. Enhance teachers’ proficiency in the local mother tongue used in the classroom. 3. Learn and apply the best instructional strategies and best practices for MTB-MLE. 4. Create culturally relevant and localized appropriate instructional materials. 5. On the last day of the training program, there will be a presentation and critiquing of their output. | | | | | |
| IV. Target Participants <i>For teachers and school leaders, include career stages, subjects taught, grade level, specialization</i> | Teaching | | | | | |
| | Male | <i>ALL</i> | Female | <i>ALL</i> | Total | |
| | | | | | | |
| | Teaching-related | | | | | |
| | Male | <i>0</i> | Female | <i>0</i> | Total | <i>0</i> |
| | Non-teaching | | | | | |
| | Male | <i>0</i> | Femalthe | <i>0</i> | Total | <i>0</i> |
| | | | | | | |
| V. Professional Development Priorities | <p>This enhanced capacity-building training program will focus on upskilling elementary teachers and equipping and enhancing them using the mother tongue as a medium of instruction.</p> <p>In Content, Knowledge, and Pedagogy, it will contribute by;</p> | | | | | |

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| | <ol style="list-style-type: none">1. Master the content knowledge and its application within and across curriculum areas,2. Using a range of teaching strategies enhances learner achievement in literacy and numeracy skills,3. applying a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills and4. DisplayDisplay proficiency in mother tongue, Filipino, and English to facilitate teaching and learning. <p>For Diversity of Learners, it will benefit the learners through:</p> <ol style="list-style-type: none">1. Design, adapt, and implement teaching strategies that are responsive to learners’ linguistic, cultural, socio-economic, and religious backgrounds.2. Adapting and using culturally appropriate teaching strategies to address the needs of learners from indigenous groups. <p>For Curriculum and Planning, it will reinforce the teaching-learning process by;</p> <ol style="list-style-type: none">1. planning, managing, and implementing developmentally sequenced teaching and learning processes in varied learning needs and contexts, and2. Adapting and employing culturally relevant teaching practices meet the requirements of indigenous learners. <p>For Assessment and Reporting, it will help through:</p> <ol style="list-style-type: none">1. Designing, selecting, organizing, and using diagnostic, formative, and summative assessment strategies consistent with curriculum requirements. |
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| | <p>For Personal Growth and Professional Development, the elementary teachers will be enhanced by:</p> <ol style="list-style-type: none">1. participating in professional networks to share knowledge to enhance practice and2. setting professional development goals based on the Philippine Professional Standards for Teachers. <p>This enhanced capacity-building training program focuses on the following:</p> <p>Domain 1. Content, knowledge, and pedagogy</p> <p>Strand 1.3: Positive use of ICT</p> <p>Strand 1.4: Strategies for promoting literacy and numeracy</p> <p>Strand 1.5: Strategies for developing critical and creative thinking, as well as other higher-order thinking skills</p> <p>Strand 1.6: Mother Tongue, Filipino, and English in teaching and learning</p> <p>Domain 3. Diversity of Learners</p> <p>Strand 3.2: Learners’ linguistic, cultural, socio-economic, and religious backgrounds</p> <p>Strand 3.5: Learners from indigenous groups</p> <p>Domain 4. Curriculum and Planning</p> <p>Strand 4.5: Teaching and learning resources, including ICT</p> <p>Domain 5. Assessment and Reporting</p> |
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| | <p>Strand 5.1: Design, selection, organization, and utilization of assessment strategies</p> <p>Domain 7. Personal Growth and Professional Development</p> <p>Strand 7.3: Professional links with colleagues</p> <p>Strand 7.5: Professional development goals</p> |
| <p>VI. Professional Standards <i>If the participants are teachers or school leaders, otherwise N/A</i></p> | <p>This enhanced capacity-building training program will focus on upskilling elementary teachers and equipping and enhancing them using the mother tongue as a medium of instruction.</p> <p>In Content, Knowledge, and Pedagogy, it will contribute by;</p> <ol style="list-style-type: none"> 1. Master the content knowledge and its application within and across curriculum areas, 2. Using a range of teaching strategies enhances learner achievement in literacy and numeracy skills, 3. applying a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills and 4. DisplayDisplay proficiency in mother tongue, Filipino, and English to facilitate teaching and learning. <p>For Diversity of Learners, it will benefit the learners through:</p> <ol style="list-style-type: none"> 1. Design, adapt, and implement teaching strategies that are responsive to learners’ linguistic, cultural, socio-economic, and religious backgrounds. 2. Adapting and using culturally appropriate teaching strategies to address the needs of learners from indigenous groups. |

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| | <p>For Curriculum and Planning, it will reinforce the teaching-learning process by;</p> <ol style="list-style-type: none">1. planning, managing, and implementing developmentally sequenced teaching and learning processes in varied learning needs and contexts, and2. Adapting and employing culturally relevant teaching practices meet the requirements of indigenous learners. <p>For Assessment and Reporting, it will help through:</p> <ol style="list-style-type: none">1. Designing, selecting, organizing, and using diagnostic, formative, and summative assessment strategies consistent with curriculum requirements. <p>For Personal Growth and Professional Development, the elementary teachers will be enhanced by:</p> <ol style="list-style-type: none">1. participating in professional networks to share knowledge to enhance practice and2. setting professional development goals based on the Philippine Professional Standards for Teachers. <p>This enhanced capacity-building training program focuses on the following:</p> <p>Domain 1. Content, knowledge, and pedagogy</p> <p>Strand 1.3: Positive use of ICT</p> <p>Strand 1.4: Strategies for promoting literacy and numeracy</p> <p>Strand 1.5: Strategies for developing critical and creative thinking, as well as other higher-order thinking skills</p> |
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| | <p>Strand 1.6: Mother Tongue, Filipino, and English in teaching and learning</p> <p>Domain 3. Diversity of Learners</p> <p>Strand 3.2: Learners’ linguistic, cultural, socio-economic, and religious backgrounds</p> <p>Strand 3.5: Learners from indigenous groups</p> <p>Domain 4. Curriculum and Planning</p> <p>Strand 4.5: Teaching and learning resources, including ICT</p> <p>Domain 5. Assessment and Reporting</p> <p>Strand 5.1: Design, selection, organization, and utilization of assessment strategies</p> <p>Domain 7. Personal Growth and Professional Development</p> <p>Strand 7.3: Professional links with colleagues</p> <p>Strand 7.5: Professional development goals</p> |
| <p>VII. Date of Conduct and Duration</p> | <p>June 1-5 @ 8:00 am – 5:00 pm/ 8 hours</p> |
| <p>VIII. Modality</p> | <p>Face-to-Face Training and Workshop</p> |
| <p>IX. Location/ Venue/ Delivery Platform</p> | <p>District of Tagaytay City</p> <p>Face-to-Face Enhanced Capacity Building Training</p> |

| X. Resource Requirements | | | |
|---|------------------------|--------------|-----------|
| <i>(If face-to-face with the venue to be procured, please specify resources needed below. Otherwise, put “N/A” then proceed to Section VIII.)</i> | | | |
| Specifics | Quantity | Remarks | |
| N/A | N/A | N/A | |
| <i>(Additional rows may be added if necessary)</i> | | | |
| XI. Funding Source | Special Education Fund | | |
| XII. Proposed Budget | | | |
| Item Description | Quantity | Unit Cost | Amount |
| <i>e.g. Accommodation</i> | <i>NA</i> | <i>NA</i> | <i>NA</i> |
| <i>Pilot sign pen</i> | <i>NA</i> | <i>NA</i> | <i>NA</i> |
| <i>Certificate frames (Glass, Letter size)</i> | <i>NA</i> | <i>NA</i> | <i>NA</i> |
| <i>Certificate paper (Letter size)</i> | <i>NA</i> | <i>NA</i> | <i>NA</i> |
| <i>Small notebook</i> | <i>NA</i> | <i>NA</i> | <i>NA</i> |
| <i>Honoraria for Speakers</i> | <i>NA</i> | <i>NA</i> | <i>NA</i> |
| | | Total | <i>0</i> |
| XIII. Program Matrix/ Design | | | |

| Date/ Time | Activity | Speaker/ Facilitator |
|----------------------------------|--|--|
| DAY 1: CONTENT AND DESIGN | | |
| 8:00-8:30 | Preliminaries National Anthem Invocation DepEd Quality Policy Presentation of Activity Rationale and/ or Objectives | Audio Visual Presentation |
| | Welcome Remarks | TCCS Principal |
| | Opening Message | Tagaytay City Public Schools District Supervisor |
| | Inspirational Message | Parent Supervisor CID-Chief Asst. Schools Division Superintendent Schools Division Superintendent |

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| | Presentation of Participants | Patutong Malaki Elementary School Principal |
| | Mechanics of the Training | Isidro Cuadra Elementary School Principal |
| AM | Topics | Speaker/s |
| 8:30 - 8:45 | Introduction of the Resource Speaker | Masters of Ceremonies |
| 8:45 – 9:45 | INTRODUCTION TO MTB-MLE: | |
| 9:45 – 10:45 | <p>Understanding the concept and importance of MTB-MLE in education.</p> <p>Exploring the benefits of using the mother tongue as a medium of instruction.</p> <p>.</p> | INVITED RESOURCE SPEAKER/S |
| 10:45 – 11:45 | Addressing misconceptions and concerns about MTB-MLE. | |
| 11:45 – 12:00 | OPEN FORUM | Participants together with the Resource Speakers |
| 12:00-1:00 | Lunch Break | |
| PM | WORKSHOP PROPER (Guided Activity) | |

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|--|---|---|
| 1:00 – 4:00 | <p style="text-align: center;">Resource Sharing</p> <p>Utilizing reading materials, videos, and online related resources related to MTB-MLR</p> <p>Exploring and sharing teachers’ experiences with MTB-MLE.</p> | <p style="text-align: center;">Teacher-Participants guided by Facilitators / Resource Speakers</p> |
| DAY 2: LANGUAGE PROFICIENCY DEVELOPMENT | | |
| 8:00-8:30 | Management of Learning | Assigned Teachers |
| 8:30-8:45 | Introduction of the Resource Speaker | Masters of Ceremonies |
| 8:45-9:45 | LANGUAGE COURSES; Proficiency in the local mother tongue(s) | INVITED RESOURCE SPEAKER/S |
| 9:45-10:45 | Language learning experiences | |
| 10:45-11:45 | Language learning experiences | |
| 11:45-12:00 | OPEN FORUM | |
| 12:00-1:00 | Lunch Break | |
| PM | WORKSHOP PROPER (Guided Activity) | |
| 1:00-4:00 | <p style="text-align: center;">Language Assessment</p> <p>Conduct language proficiency assessments to identify areas for improvement.</p> | <p style="text-align: center;">Teacher-Participants guided by Facilitators / Resource Speakers</p> |

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| | Provide feedback and personalized language learning plans | |
| DAY 3: PEDAGOGICAL TRAINING | | |
| 8:00-8:30 | Management of Learning | Assigned Teachers |
| 8:30-8:45 | Introduction of the Resource Speaker | Masters of Ceremonies |
| 8:45-9:45 | Instructional Strategies suited for MTB-MLE Language Scaffolding | INVITED RESOURCE SPEAKER/S |
| 9:45-10:45 | Code-Switching and Translanguaging | |
| 10:45-11:45 | Effective teaching practices through demonstrations and simulations. | |
| 11:45-12:00 | OPEN FORUM | |
| 12:00-1:00 | Lunch Break | |
| PM | WORKSHOP PROPER (Guided Activity) | |
| 1:00-4:00 | <p style="text-align: center;">Lesson Planning Sessions</p> <p>Developing lesson plans that integrate MTB-MLE principles.</p> <p>Adapting teachers to adapt existing curriculum materials to align with MTB-MLE goals.</p> | Teacher-Participants guided by Facilitators / Resource Speakers |
| DAY 4: MATERIALS DEVELOPMENT | | |
| 8:00-8:30 | Management of Learning | Assigned Teachers |

| | | |
|---|--|---|
| 8:30-8:45 | Introduction of the Resource Speaker | Masters of Ceremonies |
| 8:45-9:45 | Resource Sharing Platform | INVITED RESOURCE SPEAKER/S |
| 9:45-10:45 | Establishing a platform for teachers to share and exchange MTB-MLE materials and lesson plans. | |
| 10:45-11:45 | Collaborative development of teaching resources within teacher communities. | |
| 11:45-12:00 | OPEN FORUM | |
| 12:00-1:00 | Lunch Break | |
| PM | WORKSHOP PROPER (Guided Activity) | |
| 1:00-4:00 | <p style="text-align: center;">Hands-on Workshop</p> <ul style="list-style-type: none"> • Creating culturally relevant and contextually appropriate learning materials. • Selecting and adapting existing materials to reflect local culture and language | Teacher-Participants guided by Facilitators / Resource Speakers |
| DAY 5: CRITIQUING OF THE OUTPUTS PER LEARNING AREA | | |
| 8:00-8:30 | Management of Learning | Assigned Teachers |
| 8:30-12:00 | Presentation of the Output | Teacher-Participants, Evaluators, and Facilitators / Resource Speakers |
| 12:00-1:00 | Lunch Break | |

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| PM | CLOSING PROGRAM | |
| 1:00-4:00 | Submission of All Output Awarding of Certificates | |

**MTB-MLE AS A MEDIUM OF INSTRUCTION: AN ENHANCED CAPACITY
BUILDING TRAINING PROGRAM FOR ELEMENTARY TEACHERS**

Program Matrix/ Design

| Date/ Time | Activity | Speaker/ Facilitator |
|----------------------------------|---|---|
| DAY 1: CONTENT AND DESIGN | | |
| 8:00-8:30 | Preliminaries National Anthem Invocation DepEd Quality Policy Presentation of Activity Rationale and/or Objectives | Audio Visual Presentation |
| | Welcome Remarks | TCCS Principal |
| | Opening Message | Tagaytay City Public Schools District Supervisor |

| | | |
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| | Inspirational Message | Parent Supervisor CID-Chief Asst. Schools Division Superintendent Schools Division Superintendent |
| | Presentation of Participants | Patutong Malaki Elementary School Principal |
| | Mechanics of the Training | Isidro Cuadra Elementary School Principal |
| AM | Topics | Speaker/s |
| 8:30 - 8:45 | Introduction of the Resource Speaker | Masters of Ceremonies |
| 8:45 – 9:45 | INTRODUCTION TO MTB-MLE: | INVITED RESOURCE SPEAKER/S |
| 9:45 – 10:45 | Understanding the concept and importance of MTB-MLE in education. Exploring the benefits of using the mother tongue as a medium of instruction. | |
| 10:45 – 11:45 | Addressing misconceptions and concerns about MTB-MLE. | |

| | | |
|---------------|---|--|
| 11:45 – 12:00 | OPEN FORUM | Participants together with the Resource Speakers |
| 12:00-1:00 | Lunch Break | |
| PM | WORKSHOP PROPER (Guided Activity) | |
| 1:00 – 4:00 | Resource Sharing Utilizing reading materials, videos, and online related resources related to MTB- MLR Exploring and sharing teachers’ experiences with MTB-MLE. | Teacher-participants guided by Facilitators / Resource Speakers |

| DAY 2: LANGUAGE PROFICIENCY DEVELOPMENT | | |
|--|--|---------------------------------------|
| 8:00-8:30 | Management of Learning | Assigned Teachers |
| 8:30-8:45 | Introduction of the Resource Speaker | Masters of Ceremonies |
| 8:45-9:45 | LANGUAGE COURSES; Proficiency in the local mother tongue(s) | INVITED RESOURCE SPEAKER/S |
| 9:45-10:45 | Language learning experiences | |
| 10:45-11:45 | Language learning experiences | |
| 11:45-12:00 | OPEN FORUM | |
| 12:00-1:00 | Lunch Break | |

| PM | WORKSHOP PROPER (Guided Activity) | |
|------------------|--|---|
| 1:00-4:00 | Language Assessment Conduct language proficiency assessments to identify areas for improvement. Provide feedback and personalized language learning plans | Teacher-Participants guided by Facilitators/ Resource Speakers |

| DAY 3: PEDAGOGICAL TRAINING | | |
|------------------------------------|---|-----------------------------------|
| 8:00-8:30 | Management of Learning | Assigned Teachers |
| 8:30-8:45 | Introduction of the Resource Speaker | Masters of Ceremonies |
| 8:45-9:45 | Instructional Strategies Suited for MTB-MLE Language Scaffolding | INVITED RESOURCE SPEAKER/S |
| 9:45-10:45 | Code-Switching and Translanguaging | |
| 10:45-11:45 | Effective teaching practices through demonstrations and simulations. | |
| 11:45-12:00 | OPEN FORUM | |
| 12:00-1:00 | Lunch Break | |
| PM | WORKSHOP PROPER (Guided Activity) | |

| | | |
|------------------|--|--|
| 1:00-4:00 | Lesson Planning Sessions Developing lesson plans that integrate MTB-MLE principles. Adapting teachers to adapt existing curriculum materials to align with MTB-MLE goals. | Teacher-Participants guided by Facilitators / Resource Speakers |
|------------------|--|--|

| DAY 4: MATERIALS DEVELOPMENT | | |
|-------------------------------------|--|---------------------------------------|
| 8:00-8:30 | Management of Learning | Assigned Teachers |
| 8:30-8:45 | Introduction of the Resource Speaker | Masters of Ceremonies |
| 8:45-9:45 | Resource Sharing Platform | INVITED RESOURCE SPEAKER/S |
| 9:45-10:45 | Establishing a platform for teachers to share and exchange MTB-MLE materials and lesson plans. | |
| 10:45-11:45 | Collaborative development of teaching resources within teacher communities. | |
| 11:45-12:00 | OPEN FORUM | |
| 12:00-1:00 | Lunch Break | |
| PM | WORKSHOP PROPER (Guided Activity) | |

| | | |
|-----------|---|---|
| 1:00-4:00 | <p>Hands-on Workshop</p> <p>Creating culturally relevant and contextually appropriate learning materials.</p> <p>Selecting and adapting existing materials to reflect local culture and language</p> | <p>Teacher-Participants guided by Facilitators / Resource Speakers</p> |
|-----------|---|---|

| DAY 5: CRITIQUING OF THE OUTPUTS PER LEARNING AREA | | |
|---|---|---|
| 8:00-8:30 | Management of Learning | Assigned Teachers |
| 8:30-12:00 | Presentation of the Output | Teacher-Participants, Evaluators, and Facilitators / Resource Speakers |
| 12:00-1:00 | Lunch Break | |
| PM | CLOSING PROGRAM | |
| 1:00-4:00 | <p>Submission of All Output</p> <p>Awarding of Certificates</p> | |

Program Management Team

Program / Planning

- Prepare all documentary requirements such as, but not limited to, activity proposals.
- Organize and lead the whole program flow.
- Coordinate duties and responsibilities of PMT members.

- Prepare Activity Completion Report

Attendance and Certificates

- Prepare and secure the accomplishment of registration and attendance sheets (whether printed or online)
- Prepare and ensure dissemination of certificates for participants and PMT members.

Technical

- **Collect/** prepare/ assist in the preparation and lead in playing audio-visual presentations and materials to be used.
- Provide technical assistance in setting up and managing the platform to be used for online/ virtual activities

Documentation

- **Prepare/** collect all audio-visual presentations and materials for the event.
- Prepare a narrative or news report regarding the event.
- Assist in accomplishing the Activity Completion Report

Monitoring and Evaluation / QATAME

- Prepare the QATAME link/ form.
- Consolidate participants' evaluation of the conducted activity and identify areas for improvement.
- Provide the proponent and all units concerned with a copy of the evaluation results with corresponding recommendations.

Safety and Security

- Secure the participants' physical and cyber-safety and security, including providing and collecting a Signed Parental Consent Form if learners are involved as participants.
- Ensure observance of appropriate health and safety standards for physical or face-to-face activities.

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OLIVAREZ COLLEGE TAGAYTAY



Emilio Aguinaldo Highway, Brgy. San Jose, Tagaytay City

(046) 860-2301

(+63) 921 535 7977

OC Tagaytay Official

www.olivarezcollegetagaytay.edu.ph