A Look into the Sense of Efficacy of Non-IP Elementary Public School Teachers Teaching Mother Tongue Language: A Parallel Convergent Approach

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Abstract

The study aimed to describe the lived experiences of non-IP elementary public school teachers teaching mother tongue language in the Municipality of Talaingod. This study employed mixed methods design, a parallel convergent approach. The statistical tools used in the study were the mean, t-test and ANOVA. The participants of the study were the elementary teachers teaching mother tongue language in Kinder to Grade 3 level. There were 100 teachers which were randomly selected for the quantitative and 17 participants for the qualitative: 7 for the in-depth interview and 10 for the focus group discussion which were purposively selected. The data gathered through an adopted questionnaire and an interview guide. In quantitative phase, the results revealed that the status of teachers' sense of efficacy in students' engagement, instructional strategies and classroom management was always manifested. Also, there is no significant difference on teachers' sense of efficacy when grouped according to their profiles. In qualitative phase, it was gathered from the interviews that the participants lived experiences were the following: living the passion and fulfillment of responsibility; instructional competence and maturity; battling difficulties and enriching teaching strategies. Also, based on the results, the experiences had roles in shaping teachers' beliefs, attitude, commitment and aspirations: openness to new ideas; enhancing positivity and hardwork; thriving the passion for teaching; and establishing effective instructional strategies. The results from quantitative and qualitative converge when they were being corroborated.

CHAPTER 1
INTRODUCTION

Background of the Study

The sense of efficacy of the teachers or their beliefs about their abilities to achieve the desired outcomes in the engagement and learning of students was determined even 30 years ago and this become as one of the characteristics of teachers which was and is still considered as a big challenge to meet. Since then, the belief and the feeling of teachers as though they can reach their students and make a meaningful difference in their education certainly an issue teachers need to face because this has direct impact on the way they teach. With this, it results a call into the researchers' interest (Bandura, 2005; Slaugenhoup, 2016).

Since the 1970's, there is an increasing number of US educational researchers which became interested in a powerful variable in teaching and learning which is the sense of efficacy of the teachers. It was being documented from the different results of studies that the belief of the teachers about their capabilities in teaching is connected to the characteristics of teachers and the significant variables such as the achievement and motivation of students thus facing a great problem on how to meet such kind of relationship due to low level of confidence and motivation resulting to a lack of sense in teaching efficacy (Tschannen-Moran et al., 1998; Shidler, 2009). Moreover, many researchers in the field of education have recognized that the sense of efficacy of teachers has strong impacts on the various aspects of teaching and learning. However in the field of teaching language, the review into the sense of efficacy of teachers is very poor thus given the fact that there is a powerful impact on teaching practices and student learning, it is perilous to further continue this kind of inquiry into the field of academe.

In many educational environments, most particularly in schools which serve lower socioeconomic communities, the setting would pose challenges for the sense of efficacy of teachers. These types of teaching environments offer opportunities for learning how to cope with future challenges (Bandura, 1977; Rubie-Davies et al., 2012; Soupen, 2013). While these experiences may improve the efficacy of teachers, researches also argue that students' stressors could completely mediate the relationship between the efficacy, student engagement and job dissatisfaction thus making their sense of efficacy a continuous issue which needs to be given an action (Sass, 2011).

In Ghana, members of the academe observed and identified inadequate teacher motivation and lack of teaching and learning resources as some of the causes of students' low performance in their subject. Much issue is being stressed into the sense of efficacy of the educators that it is not being given much attention in trying to resolve the numerous problems threatening the teaching of students. In their various studies, it was identified that teacher self-efficacy or how affective teachers believe and see themselves in their role of teaching may be closely related to their attitude towards teaching and which would give big impact whether students would learn from them. This kind of problem exists due to lack of materials provided as well as the lack of total motivation of the teachers on the subject being taught (Siaw-Marfo, 2011).

In the Philippines, results of the different studies showed problems encountered by the teachers are linked to their emotional, educational preparation and performance difficulty which are associated with the sources of efficacy. When a decrease happened to those barriers in teaching, there would be a subsequent effect in which in this case an increase on the level of teachers' belief to themselves or the thing so-called their sense of efficacy (De Guzman, 2009; Dalanon & Matsuka, 2017).

It was on this premise that as a pragmatist researcher, I proposed this study believing that it is necessary for me to have a better perspective and views on how to look into the experiences of the Non-IP Elementary teachers teaching mother tongue language and the sense of efficacy while teaching the language through a convergent parallel approach as research method. Despite the different researches conducted in the field of education which focuses on the teachers, a teacher's sense of efficacy is another emerging issue which could be considered as an important variable in research on teaching and deserves the attention of investigators or researchers in this area of inquiry. Hence, this makes my research different from other researchers conducted.

The results of this study would disseminate information to various stakeholders who would serve as the audience. Specifically, to the Elementary Teachers who are teaching mother tongue language in the Municipality of Talaingod and even in the nearby municipality which has IP pupils in order to inform them on the result of the study. There would be an in-house presentation which would be done to present the result of the study as well as school convention of the different schools with the same situation experienced by the teachers in teaching the mother tongue language in order for them to create possible solutions to the current situation of the teachers for upbringing the vision, mission and goal of the educational system which is no learner should be left behind.

Worldview and Theoretical Lens

It is on this context that as a researcher, I put emphasis on the research problem which is the sense of efficacy of teachers while they are teaching mother-tongue language and for me to have a better and clear understanding on the status of these teachers having different experiences in teaching the language. The use of mixed method in this research allowed me to have no boundaries and limitations thus having the freedom in choosing the methods, techniques, and procedures to be used for research that best meets my purpose and understanding of the identified problem. Furthermore, as a pragmatist I looked into many

approaches to fulfil my research by doing mixed methodologies and that is combining qualitative and quantitative approaches to explain the sense of efficacy of teachers in teaching mother tongue language with the years of service and the school location.

In pursuing this research, I adhered to the pragmatism worldview in which as explained by Creswell (2011), this kind of worldview includes the researcher that was using "what works" to seek answers to the crafted research question.

In addition, the worldview of pragmatism views research problem as being the most important one, valuing both the subjective and objective in order to reveal the answers (Creswell & Plano Clark, 2011; Andrew & Halcomb, 2006). The pragmatic paradigm had been seen as instinctive appeal, a consent to study areas of interest, and utilizing methods which will be appropriate as well as using the findings in a positive manner in harmony with the value system held by the researcher (Teddlie, 1998; Creswell, 2003; Armitage, 2007).
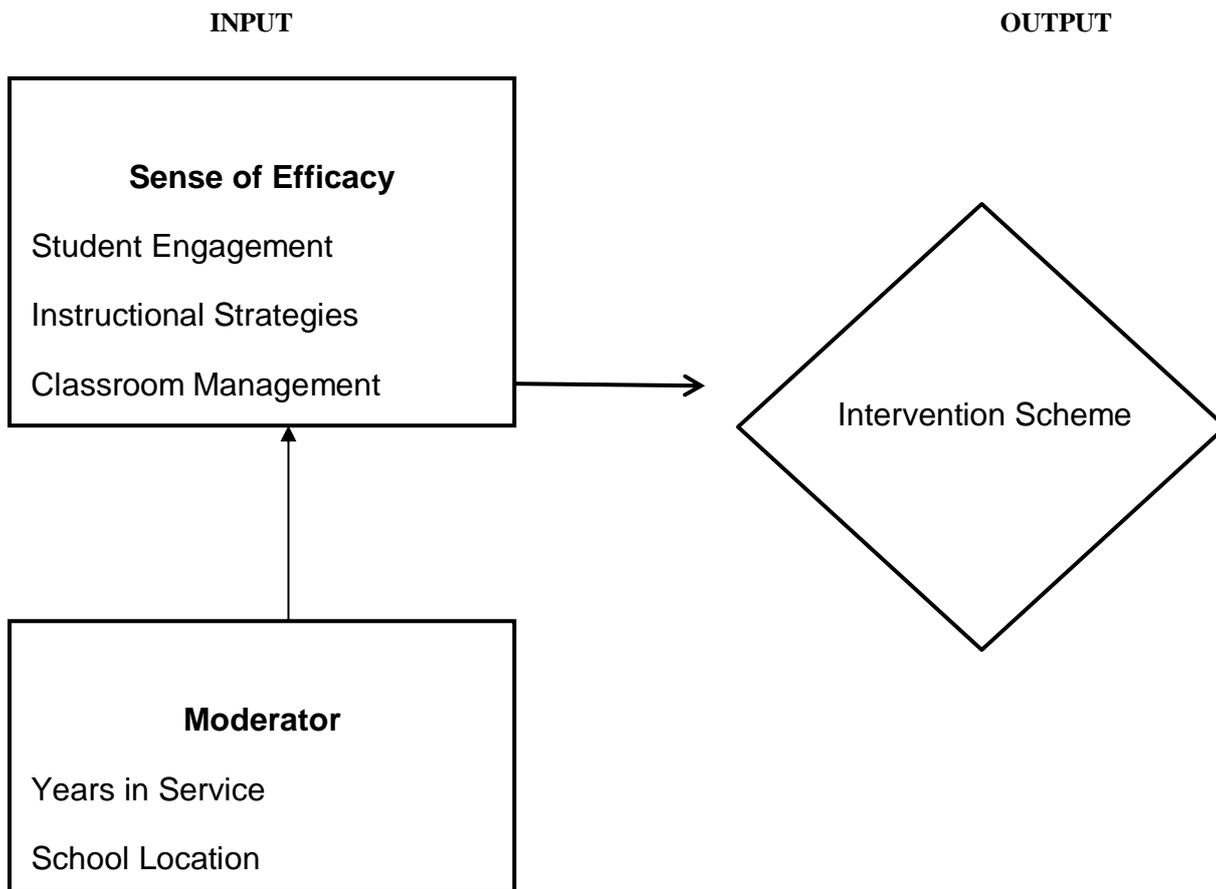
As such, for a method to be formulated, the formulators must already have these assumptions about the type of world in which the method would be effective and successful (Bishop, 2007). A worldview, then, is the framework of foundational beliefs, values, assumptions, and philosophies through which one experiences, interacts with, and makes sense of the world. In this study, the self-efficacy theory gives a solid foundation for understanding the relationship between teaching-learning processes, such as the sense of efficacy of the teachers while they are teaching the mother tongue language. Adding on, pondering the theory of self-efficacy can allow teachers to understand and meet their needs in teaching mother tongue language.

With this, I used the proposition of Woolfolk (1998) and Cantrell (2003). He proposed that an individual, a teacher specifically, must have a high sense of efficacy in teaching a language even if it is new or not familiar because it does not only affect expectations of failure or success but also influence motivation and setting goals. Conversely, if individuals have a low sense of efficacy, they may admit defeat easily when difficulties arise or may avoid the task altogether. Additionally, efficacy expectations appear in some cases to influence teachers' feelings and thoughts and their selection of classroom activities.

Moreover, this study was also anchored to the proposition of Tschannen-Moran & Hoy (2001) which stated that the sense of efficacy of the teachers had a strong and positive link not only to student performance but it is more on teaching language and how changes should occur to students for them to learn it. To add, Spero (2005) oppose and stated that the efficacy is being considered as a future-oriented judgment that has something to do with the competence perceptions rather than the actual performance level of the teachers. With this, it became a consideration in presenting the distinction because people regularly misjudge or underestimate their actual abilities hence these estimations may have consequences for the courses of action they choose to pursue and the effort they exert in those pursuits such as the way they would teach lessons such as the language. Consequently, according to Bandura (1997), self-efficacy theory predicts that teachers with a higher sense of efficacy work harder with students and persist longer even when students are challenging to teach, when the topic or lesson is new or not familiar partly because these teachers believe in themselves and in the students with whom they work (Woolfolk, 1998; Swanson, 2010).

The Conceptual Framework of the Study
Presented in Figure one is the framework of the concepts used in this study. The main variable of the study was the sense of efficacy of teachers which is based on the study of Tschannen-Moran, Woolfolk Hoy & Hoy (1998) it refers to the belief of the teachers in his or her competence in organizing and executing the desired actions required in order for him or her to successfully attain a particular teaching task within a specific context and this has the following factors: student engagement or the educational strategies and teaching techniques used by the teachers in addressing the developmental, intellectual, emotional, behavioral, physical, and social factors that may develop or weaken the learning of the students; instructional strategies or these are the practices used by the teachers to help students become more independent and strategic which sooner or later could become the learning strategies when the

INPUT   **OUTPUT**

Sense of Efficacy

Student Engagement

Instructional Strategies

Classroom Management

Intervention Scheme

Moderator

Years in Service

School Location

Figure 1. Conceptual Framework of the Study

students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals; and the classroom management or the skills and techniques that the teachers implement in order for him or her to keep the students organized, orderly, focused, attentive on task, and be academically productive during the whole duration of the class.

In addition, moderating variables of the study were the following: the *years in service* or the length of employment which is measured to determine eligibility, vesting, and benefits levels for employee participants in tax-qualified pension plans; and *school location* or this is where the school is situated, the site.

Audience

The findings of the study hopefully provide significant contribution to a diverse audience. As such, it includes the school administrators, Elementary teachers, technical committees, ethics committee, future researchers and scholars specifically the journal editors and seminars and conference organizers of the different Elementary schools in the Municipality of Talaingod.

In conducting such study, the generated knowledge and implications about the experiences of the non-IP Elementary teachers and their sense of efficacy in teaching mother tongue language would help the school administrators in understanding the different challenges met by the teachers while teaching the mother tongue and may serve as their basis in constructing and developing plan that can help solving these challenges. Also, the results may serve as reference of the elementary teachers in improving their sense of efficacy. Furthermore, other sectors that could definitely improve this study and make it effective to the non-IP elementary teachers teaching mother tongue language facing similar issues are the technical committee, journal editors, ethics committee and scholars. Also, the seminars and conferences organizers of the different elementary schools might also be informed and may help in the dissemination of the findings of the study in providing better understanding on the experiences of the non-IP elementary teachers teaching mother tongue and their sense of efficacy.

Purpose Statement

The main purpose of this mixed method study was to look and describe the situation of the non-IP Elementary teachers whose instruction focuses on teaching the mother tongue of the indigenous pupils as well as to examine their sense of efficacy while teaching the language. Thus, the method which is the convergent parallel mixed methods design was used because it is a design which could help the researcher to gather different but balancing data from the same focus or topic.

Mixed method is an approach that consists of the analysis of both quantitative and qualitative data in a single study. On this kind of method, the data being collected were gathered concurrently or sequentially and were given a priority as well as were treated for the integration at one or more stages in the process of research. Moreover, the mixed method approach is a design which used mixing of quantitative or qualitative approaches during the data collection phase of a study (Creswell, 2003).

In addition, this mixed method design allows the experiences to be described based from the perspective of the informants. This study developed and gathered deep information through qualitative and quantitative method such as interviews, discussions and participants' observation representing it from the perspective of the research. Thus, the study gave detailed emphasis on context with data and information about the non-IP Elementary teachers experiences in teaching mother tongue and their sense off efficacy.

On the other hand, data are also analyzed whether the experiences of these teachers had a connection to their sense of efficacy or this teaching efficacy corroborates to the real experiences of these non-IP Elementary teachers while teaching mother tongue language in an indigenous community.

Research Questions

The study explored experiences of non-IP Elementary teachers teaching mother-tongue language in an indigenous community and their teaching efficacy through a parallel convergent approach. The purpose of this study was to simultaneously gather data both from quantitative and qualitative phase, merged the data and used the results to understand a research problem. Through this design, one data collection may supply strengths to offset the weaknesses of the other form, and that a more understanding and complete research problem results may be gathered from collecting both quantitative and qualitative data.

Specifically, this study sought answers to the following questions:

1. What is the status of the sense of efficacy of non-IP Elementary Public School teachers teaching mother tongue?
2. Is there a significant difference in the sense of efficacy of these teachers when grouped according to:
    a. years in service; and
    b. school location
3. What are the lived experiences of these teachers as regard to their sense of efficacy in teaching mother tongue language?
4. How do these differentiated experiences as accordance with years in service and school location shape the beliefs, attitudes, commitment and aspirations as regards to their sense of efficacy in teaching?
5. To what extent do the quantitative data corroborate with the qualitative data?
6. Based on the results of the study, what intervention scheme can be proposed?

Literature Review

To understand the complexities of what is really the mother tongue teaching and what are the other concepts involve unto it, related studies from various authors and researchers are presented below. These literatures served as the backbone of the study as it highlighted the experiences of Non-IP Elementary teachers in teaching mother tongue as well as their sense of efficacy.

Sense of Efficacy

The sense of efficacy of teachers refers to the teacher's belief in his or her own capability in organizing and executing courses of action which are required to successfully accomplish a specific teaching task in a particular situation or context. Moreover, teachers should have more than the concepts and pedagogy knowledge in order to become an effective teacher. Teachers must also have the needed interest and motivation as well as the sense of efficacy for him or her to apply the knowledge he/she had in teaching (Tschannen-Moran et al., 1998; Soupen, 2013).

It has been pointed out that if a teacher has less self-effective, he/she has a doubtful view to the performance level of the students, he/she tends to adopt controlling practices such as punishment, and keep on striving in order to maintain a strong discipline towards the students. At the opposite, teachers who had the feeling of being confident in their abilities may have the habit of sustaining the autonomy of their students and could respond quickly to the misbehavior acted by students without the feeling of being threatened (Woolfolk Hoy & Weinstein, 2006; Berger et al., 2018).

To add, sense of efficacy of teachers is also considered as a type of self-efficacy and a belief-oriented motivation idea and it is an important variable in the development of teachers. Moreover, teacher sense of efficacy is said to be connected to teachers' behavior, effort, goals, aspiration, openness to new ideas, innovation, planning and organization, persistence, resilience, reluctance to use criticism, enthusiasm, willingness to work with difficult students, and commitment to teaching and their careers (Ashton & Webb, 1986; Guskey & Passaro, 1994; Knobloch, 2006).

Consequently, literature has been providing strong evidences that the sense of efficacy of teachers is the judgment of his or her capabilities to bring about desired outcomes towards the engagement and learning of the students even among those students who may be difficult or unmotivated is related to commitment to teaching, teachers' persistence in the teaching field, and

teacher burnout. It was being suggested that efficacious people show more effort and persistence when faced with difficult tasks (Brouwers & Tomic, 2000; Bandura, 1997; Capa, 2005).

The individual's belief that he/she is able to perform very well in a particular task given is known as his or her self-efficacy. Thus, the self-efficacy refers to an individual belief in his/her ability to do things excellently well. Bandura (2001) in his study emphasized that the self-efficacy of an individual deals with his or her belief in the ability to succeed in specific situations. It is people's perception of their ability to plan and take action to reach a particular goal. Congruently, Tschannen-Moran & Woolfolk-Hoy (2001) referred the self-efficacy of teachers as the judgement on his or her capabilities to bring about the desired outcomes of the learners engagement and learning even among those students who may be unmotivated and does not want to engage in learning tasks.

Furthermore, sense of efficacy has something to do with how a teacher feels about his or her ability to do his or her job. Similarly, teachers' self-efficacy beliefs refer to the beliefs in their capabilities in performing a specific teaching task at the given level of quality in a specified situation. It was also observed that teacher self-efficacy is often considered to be an indicator or predictive index of teaching effectiveness. He further opined that an alternative word for self-efficacy is confidence in one-self. It is important to mention that a teacher who has the belief or confidence in his ability to teach all students regardless of their race, age, sex, ethnicity, learning ability, economic, social or family background and being able to achieve the set instructional objectives, is said to possess a high level of sense of efficacy (Dellinger et al., 2008; Gordon, 2001; Durowoju & Onuka, 2015).

It was being said that teachers with a high sense of self-efficacy are much confident even in the most difficult students that they can be reached if they put extra effort; while teachers with lower self-efficacy feel a sense of helplessness when dealing with difficult and unmotivated students (Gibson & Dembo, 1984). In the same disposition, the teachers with higher teaching efficacy find teaching a meaningful and a rewarding task; they expect students to become successful; they assess themselves when their students fail; they set goals and establish strategies for them to achieve those goals; they have positive attitudes about themselves and to their students; they have a feeling of being in control; and they share their goals with their students (Ashton, 1985; Adedoyin, 2010).

A person's sense of self-efficacy not only affects expectations of failure or success, but also influences motivation and setting goals. If individuals have a high sense of efficacy in any given area, setting higher goals will be observed, less on the feeling of being afraid of failure and persevere longer in the face of obstacles. Conversely, if individuals have a low sense of efficacy, they tend to admit defeat easily when difficulties arise and even may avoid the task altogether. Additionally, efficacy expectations appear in some cases to influence teachers' feelings and thoughts and their selection of classroom activities. These beliefs provide a base of human motivation, well-being, and personal accomplishment; unless people believe that their actions can produce desired outcomes, they have little incentive to act or persevere when confronted with difficulties (Erdem & Demirel, 2007; Swanson, 2010).

Efficient teacher is described as someone who is going to listen to the needs of his/her students. A teacher who is efficient in teaching adapts its way of teaching to the different classes and personalities he/she has. Also, an efficient teacher is flexible in the way he/she teacher due to a fact that a teaching method should not be kept internally, our world and society is evolving, the way teachers are going to reach students, teach them and discuss with them has to be adapted as well (Misson, 2018).

The self-efficacy of a person such as a teacher denotes an individual's belief that she or he is capable of producing a successful outcome on a specific task or responsibility. This represents the cognitive domain of teachers' motivational orientations, as the underlying process is cognitive. The kind of efficacy a teacher has can be described as his or her confidence to effectively organize and perform specific actions related to a particular teaching task. Researches would point out that self-efficacy of teachers is interrelated with different areas of their professional lives. In particular, three areas are described which are: (1) the beliefs about the relationship between teachers and students (e.g., teachers' personal responsibility for students' learning; (2) the teachers' professional practice (e.g., classroom management); and (3) the emotional aspects (e.g., emotional exhaustion or job satisfaction) (Mahler, Grobschedl & Harms, 2017).

Furthermore, a teacher's level of confidence about his ability can greatly depend on past experiences or on their current school culture. A bad classroom experience or negative work environment, for example, can quickly sour a teacher's confidence. Conversely, witnessing student growth and working in a collaborative environment can boost a teacher's belief in their ability and improve performance. Teacher efficacy is when a teacher believes in their own ability to guide their students to success. For over thirty years, researchers have searched the link between a teacher's self-efficacy and the students' achievement. The results of the research suggested that teachers with a strong sense of self-efficacy tend to be better planners, more resilient through failure, and more open-minded and supportive with students (Gunn, 2018).

Self-efficacy, or confidence as it is commonly known, is one of the most enabling psychology models to have been adopted into positive psychology. It is the optimistic self-belief in our competence or chances of successfully accomplishing a task

and producing a favourable outcome. Self-efficacy plays a major part in determining our chances for success; in fact some psychologists rate self-efficacy above talent in the recipe for success. We need to pay special attention to self-efficacy when setting goals to make sure that our efficacy beliefs are in line with our aims and not working against them (Akhtar, 2008).

The impact of teacher self-efficacy on student achievement can be explained as an expression of confidence that one's actions may lead to success and mastery over one-self and have a positive influence on others (Bordelon, Phillips, Parkison, Thomas & Howell, 2012).

In addition, teachers' perceptions of efficacy are dependent on the subject or content they are teaching or the students in specific settings. For example, an efficacious secondary school physics teacher might feel inefficacious teaching an elementary science class. A confident teacher in a rural middle school might feel anxiety teaching in an urban middle school (Tschannen-Moran et al., 1998).

Student Engagement. This refers to a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process. This engagement is increasingly seen as an indicator of successful classroom instruction and is increasingly valued as an outcome of school improvement activities. When the student are engaged, they are being attracted to their work, persist in despite of the challenges and obstacles, and take visible delight in accomplishing a certain task. Also, student engagement is used to discuss students' attitudes towards school (Fletcher, 2005).

In addition, student engagement is the way in which school leaders, educators, and other adults engage students more fully in the governance and decision-making processes in school and learning opportunities. The engagement is the students' cognitive investment in, active participation in, and emotional commitment to their learning. To add, the engagement is the students' involvement with activities and conditions likely to generate high-quality learning. With this, teachers need to create rich educational experiences in order to challenge students' ideas and stretch them to go far on what they can go. To become engaged, students must feel they are being accepted and being affirmed (Weimer, 2012).

In education, student engagement involves the degree of attention, curiosity, interest, optimism, and passion that the students show when they are learning or while they are being taught. This would extend the level of motivation students should have to learn and progress in their education. In general, the concept of student engagement is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise disengaged. Student engagement is what students want to see and feel in their classrooms (Briggs, 2015).

Although there is considerable variation in how student engagement is defined and measured, the term is generally used to describe meaningful student involvement throughout the learning environment and learning process. Student engagement increasingly viewed as one of the keys to address problems such as low achievement, boredom and alienation, and high dropout rates. If the students are totally engaged in the classroom, they are more likely to perform well on standardized tests and are less likely to drop out of school. The conditions that lead to student engagement contribute to a safe, positive, and creative school climate and culture (Martin & Torres, 2005).

Classroom Management. It refers to the process by which teachers and schools create and maintain appropriate behaviour of students in classroom settings. The purpose of implementing classroom management strategies is to enhance pro-social behaviour and increase student academic engagement (Emmer & Sabornie, 2015; Everston & Weinstein, 2006; Kratochwill et al., 2019).

In order to provide students with more opportunities to learn all of the things that a teacher does, classroom management is being implemented to organize students' space, time and materials and so for their learning can take place. Students should be able to carry out their maximum potential and develop appropriate behavior patterns if they are being managed properly inside the classroom. When the teachers aware that there are unexpected events which might happen inside the classroom, he/she could have the ability to control student behavior through the use of effective classroom management strategies. Effective classroom management and positive classroom climate construction are essential goals for all teachers (Nagler et al., 2016).

More recently, it was being found that management issues and problems are a very real part of schools and classrooms today. Based on the survey conducted by the American Federation of Teachers (AFT) from the 17 percent of the teachers surveyed, it was being indicated that they had lost four or more hours of teaching per week due to disruptive students and 19 percent are reported to have lost two to three hours. Many educators expressed that they had students in their classes with discipline problems which means that students are aggressive. This disruptive behavior wastes teaching time, disrupts the learning of all students and even threatens safety (Wiseman & Hunt, 2008).

Furthermore, when a wide variety of skills and techniques are used by teachers to ensure that their classroom runs smoothly, without disruptive behaviour from students, a classroom management do exists. So, an effective classroom management is an absolute must to the teachers because it impacts the ability to be an effective educator and it impacts students' success as

learners. If a certain classroom is out of control, it won't matter how passionate a teacher is about his/her subject or how much he/she is truly dedicated to children, learning will be negatively impacted (Mulvahill, 2018).

Instructional Strategies. These refer to all approaches that a teacher may take to engage students actively in the learning process. These strategies drive a teacher's instruction as they work to meet specific learning objectives and ensure that their students are equipped with the tools they need to be successful. Also, effective instructional strategies meet all learning styles and the developmental needs of all learners. Teachers must be equipped with well-rounded effective instructional strategies to maximize their effectiveness and to increase student learning opportunities. Teachers are best served when they utilize a variety of instructional strategies as opposed to one or two. This would ensure that students would likely be exposed to strategies that align with their preferred individualized learning style and not be bored during the teaching-learning process (Meador, 2018).

Moreover, instructional strategies are the ways and approaches followed by the teachers for them to achieve the fundamental aims of instruction. It is stated that instructional strategies influence learners' achievement and let teachers diversify the instructional applications. Hence, the effectiveness of instruction can be achieved mainly by preventing the random or mysterious occurrence of this process. This means that the instructional process should be structured, applied and evaluated in a purposeful, planned, and systematic way (Marzano, 2003).

Also, these strategies in instruction include activities that help create the classroom environment for good-quality learning to occur. These activities should consider instructional goals as well as the content of the curriculum. Instructional strategies pointing out the components that would influence target learning and it would determine which instructional activities would be carried out in the instructional process and which instructional methods and techniques would be utilized during the process (Baker & Dwyer, 2005).

Consequently, instructional strategies are the set of techniques or methods that a teacher can adopt to meet the various learning objectives for his/her students. These strategies help the learners to walk on the path of independent learning and become strategic learners while they are absorbing information regarding the topic. Through these strategies, teachers would be equipped to make learning fun for students. Also, it helps students to awaken their desire to learn. Instructional strategies focus on not only the educational content but also on the method and environment of the teaching process (Richa, 2014).

Mother Tongue

The field of Teacher Education was viewed to be an essential component of successful implementation of the mother tongue language education yet issues and concerns about this are still in progress in providing remedy to all of these. The good news is there has been progress. A relevant and useful collaboration among all stakeholders' communities, teacher training institutions and government agencies would help to develop and maintain teacher training programs that would produce effective MTB MLE teachers. The teachers in this classroom setting intend to help the students achieve a successful education through the mastery of their first language. In this case, the teachers must understand and follow two specific pedagogical approaches. The first one is to begin with what the students already know their own language and the knowledge and skills they have acquired through living in their own community and use that as the foundation for teaching new content and concepts. The next one is that teachers would provide assistance to the students in order for them to develop oral, written and higher level thinking skills in the language they know best and, at the same time, providing also support the students as they progressively learn the official school language (Malone, 2011).

In MTB MLE programs, the students' home language is the first language (L1) used in school. Teachers build communication through the language the students' know best. Thus, the knowledge and experience that students gain from their home and community would be brought to school and would serve as their foundation for learning new concepts. The role of elementary teachers in this situation is very crucial due to the fact that they are helping students in building fluency in understanding, speaking, reading and writing the L1 and then develop oral and written skills in the official language (the second school language or L2). If we would compare them to the teachers who are not allowed to use their students' home language in school, MTB MLE teachers can incorporate modern learning theories and practices into all class activities. They can assign students to work in teams to do problem solving activities that use higher thinking skills because the students are using a language they understand. Teachers are also able to begin effective literacy teaching earlier because the language and content of the reading and writing activities are familiar to the students (SIL International, 2011).

Moreover, in the Philippines, teachers today are responding positively to the introduction of mother tongue based learning in the early years of schooling with a wide array of innovative strategies, according to a scoping study conducted by the Assessment, Curriculum and Technology Research Centre (ACTRC) in the College of Education at the University of the Philippines, Diliman. The Phase 1 of the research revealed that the rich linguistic heritage of the Philippines has provided teachers with a wide range of unique challenges. In linguistically diverse areas, where a number of different languages are spoken, the non-native teachers were observed that on their teaching mother tongue they've used translation and code-switching, along with other strategies, to clarify meaning and deepen students' understanding. With this, teachers are expected that because they are not

familiar with the mother tongue of the students, they tend to learn first the heritage of the community and integrate in the class discussion while learning too the native language of the learners (ACTRC, 2014).

The role of language as a medium of instruction in promoting an effective teaching and learning is an issue that has occupied many scholars all over the world for many years. This role of language as a medium of instruction has been a concern mostly in countries where immigrant children are in the minority such as United States and Canada (Krashen, 1981; Deyi et al., 2007).

As such, in 2009, the Department of Education (DepEd) recognized the benefits of teaching children using their mother tongue or first language. Local and international research has found that children learn to speak, read, and write more quickly in their first language, and can pick up a second and third language more easily if taught in their first language. In the same way, they acquire other academic competencies more quickly, particularly in science and math. Through Department Order 94, DepEd instituted Mother Tongue-Based Multilingual Education (MTB-MLE), with the following major languages as languages of instruction in 2012-2013: Tagalog, Kapampangan, Pangasinense, Iloko, Bikol, Cebuano, Hiligaynon, Waray, Tausug, Maguindanaoan, Maranao, Chabacano, Ivatan, Sambal, Akianon, Kinaray-a, Yakan, and Sinurigaonon. Aside from their mother tongues or first languages, the children are taught English and Filipino as subjects focusing on oral fluency starting in the first grade. From the fourth grade onward, Filipino and English are introduced as languages of instruction.

Also, this department has adopted the indigenous people (IP) education curriculum framework that aims to provide guidance to schools and other education programs as they engage with indigenous communities in contextualizing the new Kindergarten to Grade 12 (K-to-12) curriculum. From the statement of the DepEd Secretary Luistro (2015), the department values indigenous languages in the implementation of a Mother Tongue-based Multilingual Education (MTB-MLE) among indigenous learners in order to regenerate and enrich the community's Indigenous Knowledge Systems and Practices (IKSPs) and Indigenous Learning Systems (ILS). The curriculum is designed to enable indigenous learners to be future culture-bearers, capable of exercising their right to self-determination as they interact with other culture (Manila Bulletin, 2015).

It was being believed by the linguist that when mother tongue language will be used for instruction, it can promote linguistic skills development that can help and assist a person in acquiring the target language (L2) during its learning process. When the students have the language skills as well as mastery in their home language, it would develop more if it would be used in a formal academic contexts such as in learning the lessons at school, in reading a certain text or in writing and this was being adopted by the elementary teachers even in today's educational system. The belief was perceived as an effective basis for educators in taking a step to create effecting teaching-learning process (Heugh, 2006).

Mother tongue instruction in the first years of schooling has been lauded as beneficial in using and understanding the classroom context. It was being argues that children who begin the journey of their education using their mother tongue as the language of instruction perform better that those who begin their schooling in another language other than the indigenous one. It was explained further that academic achievement can be attained when mother tongue is used as a basis for learning additional languages (Dutcher, 2003).

Consequently, it was believed that the successful use of mother tongue instruction in the classroom depends on the teachers and the support they receive from other stakeholders within and outside the education system. On this state, teachers played significant roles in the implementation of both mother tongue instruction policy and other educational reforms at the classroom level. Also, the use of mother tongue in giving instruction serves as a genuine instrument for teaching and learning in schools because it develops the cognitive, affective and psychomotorr aspects of learners in class (Chilora & Harris 2001; Ross, 2004; Fafunwa, 1977; Littlewood, 1981; Wright, 1987).

The research of UNESCO Committee in the year 1953 pointed out that mother tongue language is the best medium to be used in giving instruction to a child because the child can better understand and can express what he wanted to say freely and without hesitations. Aside from that, mother tongue became the way to attain understanding to the first people whom a person engaged with like the parents, friends and classmates. Mother tongue is also being said as the tool for a child's first comprehension of learning concepts, the perception of his existence and everything around him. The early education in the mother tongue widens the verbal facility and cognitive realm of the child (Cummins, 2006; Iyamu & Ogiegbaen, 2008).

Moreover, Skutnabb-Kangas (1981) endorses the teaching of mother tongue in the first six years of schooling and further argues that mother tongue offers learners an opportunity to learn the second language. Funds of knowledge as a concept provide a genuine way for teachers to discover the richness in learners'' lives and interests while collaborating with parents in learners'' learning, thereby reducing the disjuncture between homes and school. A language teacher's decisions are important because during teaching, learners bring many experiences, ideas, questions, and knowledge from beyond the classroom; teachers have to include these experiences in ways that help learners understand, participate, and experience language in meaningful ways. New knowledge can be acquired through communal sharing of ideas, experiences, and prior knowledge in an environment such as the language classroom (Barton & Yang, 2000; Oakes, 2000).

Based form the different researches conducted, the teaching of Mother tongue revealed advantages in teaching such as: learners were able to express their thoughts and ideas resulting to high participation in class discussions; learners become independent in their choice of expression, and the use of mother tongue facilitates in explaining the meaning of some English words (Alberto et. al., 2016).

Speaking against the use of indigenous language in Kenya, for instance, the diversity of these languages makes it very expensive to provide each child with education in her/his mother tongue. He argues that home language education can cause disunity in a country which may result in extensive separation of ethnic groups in the education system (Gupta, 1997).

On the other hand, it was being argued that mother tongue instruction perpetuates class distinction as it is only applied and used by the poorer sectors of the population. Some scholars describe indigenous languages as primitive idioms with limited communicative value, only to be spoken by illiterate hunters, farmers or cattle rearers and for highly restricted cultural matters only; African languages are not to be used for any advanced nor written communication pertaining to the political, economic, cultural, and social matters of our times, in particular not for anything to do with modern technology, science, and political philosophy (Woolman, 2001; Wolff, 2005).

The disadvantages of teaching mother tongue are all linked to the scarcity of instructional materials which hinder the enhancement of the reading, listening, speaking and writing skills of the learners, most especially to the situation of the Non-IP teachers assigned on the areas where it uses the their own language. Added to these is the lack of training to prospective teachers to teach mother tongue (Alberto et al., 2016).

Indigenous communities face many challenges in education. We live in a world that is increasingly multicultural, and the traditional understanding of the content of curricula and ways of teaching, even for those states that are organized on the assumption that they are culturally homogenous, simply does not work anymore. The world is more uncertain than ever before, as observed both by the World Commission on Culture and Development and the International Commission on Education for the Twenty-First Century. Hence, indigenous peoples and minorities are largely ignored in most countries in both the design of curricula and the organization of teaching. In fact, in many countries the basic principles of multilingual and multicultural education as established by UNESCO have been barely implemented. And lastly, there is always the question of resources. Even in developed countries, indigenous communities are not able to offer their children adequate education – and especially not an education that meets the aspirations of the peoples themselves. But indigenous peoples do not come only with problems that need solving – we come with our own answers and ask your assistance in ensuring these solutions are systematically and fully implemented. Quality in education is not an absolute and static concept, because education relates to the culture and community it is supposed to serve (King, 2004; Schielmann, 2000).

Furthermore, they added that the indigenous children have the right to all levels and forms of education of the State. All indigenous peoples also have this right and the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. Indigenous children living outside their communities have the right to be provided access to education in their own culture and language.

It was also being said that the use of indigenous languages in educational programmes is a complex and even contested issue. In addition to legal questions regarding the status of indigenous languages in relation to official and national languages, it raises such issues as the role and social meaning of literacy, the use and importance of written language, and the cultural role and use of language as a medium of communication and transmission of knowledge. It is crucial to consider cultural values and communities' priorities and choices as regards the language of instruction and the teaching of literacy in indigenous, official and national languages. Learning a second language – as well as learning the knowledge contained in that new language – at the same time as one is learning to read and write places additional demands on a learner. This implies that the use of indigenous languages as both the medium and the subject of instruction need to be taken into consideration the linguistic situation of the indigenous community and as well as the learners (King & Schielmann, 2004).

Consequently, researches have proven that a child's mother tongue played a vital role in his/her holistic development. It was also being said that children who develop their skills in two or even three languages created a deeper understanding of how to utilize different languages effectively. In fact, extensive research supports the notion that a child who only knows one language doesn't know it well enough. Unlike with those students who have more than one language, flexibility in their thinking is being possessed as they can process information in different languages and the stronger the children's mother tongue, the easier it is for them to learn new languages. Children, who have a solid foundation in their mother tongue, develop better literacy skills also in other languages that they learn. Moreover, the skills learned in the mother tongue will transfer to the other languages learned in school, as long as all languages are supported (Cummins, 2001).

Correlation Between Variables

Years in Service

The topic of teacher experience is getting a lot of attention in education debates. In part, this makes sense, since experience (years of service) does play several important roles in education policy, including teachers' raises and transfer/layoff

policies. Usually, experience is discussed in terms of its relationship to performance –whether more experienced teachers produce larger student test score gains than less experienced teachers. There is a pretty impressive body of research on this and the findings of which are sometimes used to argue for policy changes that eliminate the role of experience in salary and other employment policies. Proponents of these changes often argue that experience is only weakly related to performance, and therefore shouldn't be used in determining salary and other conditions of work. It is not unusual to hear people say that experience doesn't matter at all (Di Carlo, 2010).

Teachers' sense of efficacy could be affected by years of teaching experience or the years in service. Any teacher who believes is capable of handling Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management is considered to possess the sense of efficacy. In addition, people's self-efficacy belief is associated with their judgment of what they can do with their skills rather than possessing the skills (Hoy & Spero, 2005; Moran & Hoy, 2007; Afshara et al., 2014).

Teaching experience is the same with the years in service and it is positively associated with student achievement gains throughout a teacher's career. As teachers gain experience, their students are more likely to do better on other measures of success beyond test scores, such as school attendance. Teachers make greater gains in their effectiveness when they teach in a supportive and collegial working environment, or accumulate experience in the same grade level, subject, or district. More experienced teachers confer benefits to their colleagues, their students, and to the school as a whole. Indeed, teachers do continue to improve in their effectiveness as they gain experience in the teaching profession. Of course, variation in teacher effectiveness exists at every stage of the teaching career: not every inexperienced teacher is, on average, less effective, and not every experienced teacher is more effective (Padolsky, 2016).

Furthermore, classroom management is not a gift bestowed upon some teachers and though it is true that some teachers adapt to classroom management techniques easily. Hence, classroom management is a skill that can be gained through training and many years of experience in the field. Experienced teachers could identify the establishment of classroom management as one of the major goals that needs to be accomplished in the first week of the year. Beginning teachers cite classroom management as one of their most serious challenges. Also, experienced teachers are believed to have combined years of service and a repertoire of classroom skills and strategies. They typically have the ability to prioritize tasks and to attend selectively to a number of key classroom matters (Savage & Savage, 2009; Unal & Unal, 2012).

Moreover, teachers do better as they gain experience. Researchers have long documented that teachers improve dramatically during their first few years on the job. Less clear has been what happens after those early years. In the new research on middle school teachers in North Carolina, it was find out that math teachers become increasingly effective at raising the test scores of their students through about 15 years. At that point, they are about twice as effective as novices with two years of experience. The productivity gains are less dramatic for middle school English teachers, but follow the same trajectory. On average, even teachers with two decades or more of experience are far more effective than those same teachers were earlier in their careers (Ladd, 2013).

In regards to the relation between teaching self-efficacy and experience, research showed a positive correlation indicating that teachers tend to become more confident over their career. It appears that there is a considerable mastery progression between the first phase in a teaching career (5-10 years of experience) and the last phase (30-39 years of experience). Moreover, with increasing years of experience, the facets rated as "mastered to a large degree" tend to slip into the category of "fully mastered." Such conclusions have been corroborated by other researchers also who found that more experienced teachers have a greater sense of efficacy for classroom management than the novice teachers and that self-efficacy in classroom management increased from the onset of the career (though a decline was found after 23 years of experience) (Borko & Putnam, 1996; Calderhead, 1996; Patrick & Pintrich, 2001; Berger et al., 2018).

School Location

School location refers to where the school is situated, that is the site. The school location has variables such as schools in rural or urban areas, economic status of the neighbourhood, clanism, and schools built near market centers among other variables that affect the teaching-learning process. The extent to which pupils learning could be enhanced depends on the location of the school. When a school is built near market center, the noise from the market will distract the learners from concentrating thus affecting the process of teaching-learning. The urban or rural location of the school has an effect on the teaching-learning process. Most schools in the urban areas are well staffed as compared to those in rural areas since everyone wants to work in the urban centers due to the technology which is high in the urban areas as compared to the rural areas. This causes under staffing in the rural areas thus affecting the teaching-learning process (Ahmen, 2003).

On the other hand, it was being noted that schools located in low economic status communities are often under resourced and this affects the teaching-learning process. Parents from low economic status are unable to afford resources such as books, computers or tutors to create this positive literacy environment. To add, when the communities' economic status is low, they may not be able to support the school financially. Economic status of the community will make the community have the ability to support or not support the schools within their communities (Mege, 2014).

One other factor that could affect teachers' performances and students' achievement is the school location. Since self-efficacy could have effect on both teacher and students' proficiency, environmental factors such as school locations (rural or urban) could also have effect or impact on the proficiency academic achievement of students. Schools that have provided generations of children and young people with knowledge, skills and attitudes need to become autonomous and responsive yet if the teachers are not totally accept the situation of where the school was being situated then effect towards their teaching will greatly be observed (Onuka & Emunemu, 2010; Onuka, 2015).

Making a critical analysis of locational factors, it was being surmised that provision of education in rural areas is normally fraught with the following difficulties and problems; qualified teachers refuse appointment in isolated villages; villagers refuse to send their children to schools because they are dependent on them for help; parents hesitate to entrust their daughters to male teachers; some villagers have few children for an ordinary primary school; lack of roads or satisfactory means of communication makes it difficult to get books and teaching materials to the school which place difficulties in the way of organizing school transport among others. Researchers observed that teachers do not accept postings to rural areas because their conditions are not up to the expected standard as their social life in the areas is virtually restricted as a result of inadequate amenities; facilities are deficient, playground are without equipment, libraries are without books while laboratories are glorified ones (Hallak, 1977; Yara, 2011).

Issues on Teaching Efficacy Using Mother Tongue

Language proficiency constitutes the foundation of the professional confidence of non-native English teachers (NNES). It was being identified that language competence has been rated as the most essential characteristic of a good teacher. Based from the results of various researches, a teacher's confidence in the classroom is undermined by a poor command of the English language. Poor command of the language can affect the self-esteem and professional status of the teacher and interfere with simple teaching procedures. Furthermore, it can keep the teacher from fulfilling the pedagogical requirements of a more communicative approach to language teaching. As shown by research, perceived language proficiency is an important issue for NNES teachers and has an impact on their professional self-esteem and confidence (Samimy & Brutt-Griffler, 1999; Ghasemboland, 2013).

Also, teachers with a high sense of efficacy have a strong conviction that they can influence student learning, even the learning of those students who may be more challenging. These teachers are open to new ideas and are more willing to experiment with and try new teaching strategies to better meet their students' needs. In contrast, a great challenge and issues meet by those teachers with low efficacy wherein they feel that they only have minimal influence on student achievement as well when they will teach a language which they do not have full knowledge. These teachers give up more easily. This means that if they will be confronted with difficult situations, they are less resourceful, felt discourage and oftentimes feel that students cannot learn because of the extenuating circumstances. Overall, efficacious teachers tend to engage in more productive, quality teacher behaviors (Bandura, 1997; Paneque & Barbetta, 2006).

Teachers' sense of efficacy has been linked to many positive teacher behaviors and attitudes, as well as student outcomes and attitudes. In addition, it has been discovered that teacher's efficacy beliefs become somewhat stable with years of experience, so researchers have concentrated on the development of teacher's efficacy in pre-service teachers. Some of the most influential experiences on the development of teachers' sense of efficacy are mastery experiences during student teaching. Teacher factor, particularly their lack of confidence in teaching English, has been pointed out as one of the biggest obstacles for successful teaching and learning of English (Sabokrouh, 2013).

A mixed methods research synthesis is a systematic review applying the principles of mixed methods research. As discussed by Creswell and Tashakkori (2007), it implies that the study is not only expected to have two well-developed distinct strands, one qualitative and one quantitative, each complete with its own questions, data, analysis, and inferences, it must also integrate, link, or connect these strands in some way.

In this study, the two major approaches of research synthesis had been applied. First, a variety of qualitative synthesis methods: systematic review and narrative reviews were used to generate new insights and understanding on how the experiences shape the attitudes, beliefs, and attitude of teachers towards their sense of efficacy in teaching from interrelated qualitative research findings. Second, several statistical models and techniques were used to know the status of sense of efficacy of the selected public elementary schools through the lens of teachers and how their sense of efficacy such as with the student engagement, instructional strategies and classroom management in teaching the mother- tongue language significantly influence based on their profiles through quantitative research evidence.

CHAPTER 2
METHODS

This chapter presented a systematic description of how research processes are carried out. This chapter discussed all the information on the procedures for collecting data. The discussion specifically narrowed to the research design, place of the study, research corpora, research instrument, data collection, data analysis, sequence, emphasis and mixing procedures, figure of procedures, methodological issues, trustworthiness of the study, validity issues and ethical considerations.

Research Design

This study employed a mixed methods design. A key aspect of the definition of mixed methods research is the 'mixing' of the qualitative and quantitative components within the study. Mixing referred to the process whereby the qualitative and quantitative elements are interlinked to produce a fuller account of the research problem. This integration can occur at any stage(s) of the research process, but is vital to the rigor of the mixed methods research (Glogowska, 2011, Zhang and Creswell, 2013 as cited by Halcomb and Hickman, 2015).

For Bryman (2007), mixed methods research functions not only as a validation approach. A mixed method research is also used to achieve a holistic perspective that combines the findings of different methods.

Furthermore, writing, "mixed analyses involve the use of at least one qualitative analysis and at least one quantitative analysis – meaning that both analysis types are needed to conduct a mixed analysis". Instead of approaching a research question using the binary lens of quantitative or qualitative research, the mixed methods research approach has the ability to advance the scholarly conversation by drawing on the strengths of both methodologies (Onwuegbuzie and Combs, 2010).

The selected research design of this study was a convergent parallel mixed method. In this design, both types of data are collected concurrently and prioritized equally. As to order, survey was collected first then followed by focus group or on-on-one interview. Then, these two data sets are analyzed separately. After which, the results are merge and the combined results are interpreted. Additionally, the design is appropriate in the study as it try to look for convergence, divergence, contradictions or relationships of two sources of data (Creswell and Clark, 2007).

The convergent parallel design (convergent/triangulation design) occurred when the researchers use concurrent timing to implement the quantitative and qualitative studies during the same phase of the research process. The two methods in this design have an equal priority so that both play an equally important role in addressing the research problem. This design keeps the studies independent during the data collection and analysis and then mixes or merges the results during the overall interpretation (Petrosyan, 2007).

To gain an in-depth understanding of the topic, this study has been carried out using the convergent parallel design, mixed-method designs. The research process can be symbolized as qualitative and quantitative (QUAL+QUAN; Morse, 1991). A convergent parallel design entails that the researcher concurrently conducts the quantitative and qualitative elements in the same phase of the research process, weighs the methods equally, analyzes the two components independently, and interprets the results together. With the purpose of corroboration and validation, the researcher aims to triangulate the methods by directly comparing the quantitative statistical results and qualitative findings. In the research process, two datasets have been obtained, analyzed separately, and compared (Creswell & Pablo-Clark, 2011).

In a convergence parallel design, qualitative data through classroom observation, interview, audio and video recording and transcription, and quantitative data through a survey questionnaire were collected and analyzed simultaneously. For the qualitative phase, a discourse and thematic analysis were used in order to analyze the experiences of the Non-IP Elementary Teachers pertaining to mother tongue language teaching in an indigenous community. For the quantitative data, statistical analysis was employed to get the results on the profiling, experiences of the Non-IP Elementary Teachers, significant difference in the status and extent on how quantitative data corroborate qualitative data.

Consequently, this study used a descriptive-comparative research which essentially compares the similarities and the differences of the results gathered in an attempt to draw a conclusion about it. Also, this study can be used to increase understanding between cultures and societies and create a foundation for compromise and collaboration. Thus, the study contains both quantitative and qualitative research methods (Richardson, 2018).

In addition, phenomenological inquiry was utilized in this study to further develop the qualitative frame. This methodology assisted the discovery and understanding within the rich environment evolving within the experiences of the participants. A phenomenology focuses on the commonality of a lived experience within a particular group. The fundamental goal of this study is to arrive at a description of the nature of a particular phenomenon. Typically, interviews are conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. Other forms of data such as documents and observations may also be used (Creswell, 2013).

On the other hand, in qualitative phase of this study, the researcher used the phenomenological approach that reflects epistemological perspective, believing that validity of truth is multiple and subjective. Focus groups discussion or one-on-one interview, on the other hand, were qualitative data collection method effective in helping the researchers learn the social norms of a community and to saturate the data collected from the in-depth interviews and to create themes based on the data collected by the researcher (Tripoli, 2014).

Presented in Figure 2 is the convergent parallel mixed method design that was used in this study. It showed that quantitative data were collected and analyzed separately from the qualitative data. However, the reasearcher merged the two databases and analyzed further how the data converge or diverge.

Place of Study
Showed in Figure 3 is the place of study. This study was conducted in the selected elementary schools within Municipality of Talaingod in the Province of
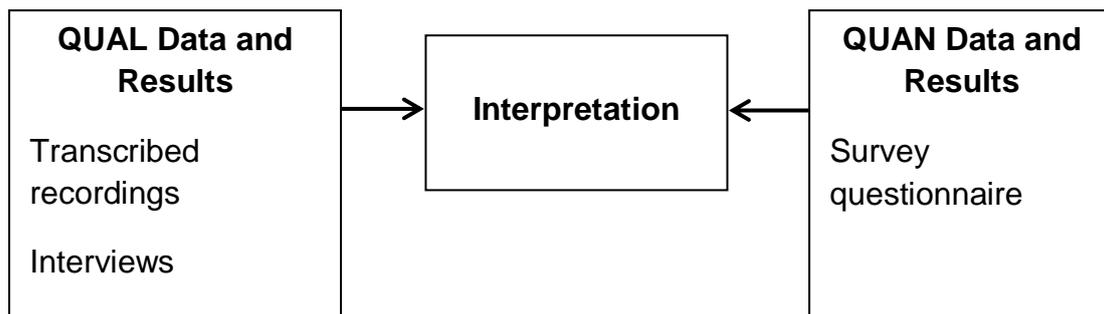
Figure 2. Convergent Parallel Mixed Methods Design

Davao del Norte. This province is situated at the southeastern part of Region XI, bounded by Agusan del Sur on the North, Bukidnon on the Northeast, Davao City

on the West, Davao Gulf on the South and the Province of Compostela Valley on the East. Also, the province is a first class province in terms of income classification. It comprises 3 cities (1 first class, 1 third class and 1 fourth class) and 8 municipalities (4 first class, 2 second class and 2 fourth class).

Consequently, the Municipality of Talaingod is a landlocked municipality in the coastal province of Davao del Norte. The municipality has a land area of 656.83 square kilometers or 253.60 square miles which constitutes 19.17% of Davao del Norte's total area. Its population as determined by the 2015 Census was 27,482. This represented 2.70% of the total population of Davao del Norte province, or 0.56% of the overall population of the Davao Region. Based on these figures, the population density is computed at 42 inhabitants per square

Figure 3. Map of the Philippines and Davao Region

kilometer or 108 inhabitants per square mile. It has the native, indigenous, and the best word for it would be from the local dialect – Lumad. Famous for their Kalibulongan Festival, Lino'ob Food, Liyang-Bagtok and Highland View Park and Landscape, Talaingod or "Mountain people was created on July 29, 1991 by virtue of RA 7081 which comprises of three barangay or villages, namely Barangay Dagohoy, Barangay Palma Gil and Barangay Sto. Nino. Some of the tourist spots and destination Talaingod boasted include the 6,000-hectare virgin forest of the municipality, the 500-ft Mt. Masimalon, the 60-meter Kalapat Falls, the Nabantalan Cave, the seven-hectare Kilomayon Lake and many more. Rubber, pineapple and abaca, upland rice and corn farming have their respective identified areas.

Based on the great-circle distance (the shortest distance between two points over the surface of the Earth), the cities closest to Talaingod are Tagum, Panabo, Samal, Davao City, Valencia, and Malaybalay. The nearest municipalities are Santo Tomas, Kapalong, San Isidro, Asuncion, Braulio E. Dujali, and New Corella. Its distance from the national capital is 921.38 kilometers (572.52 miles).

Participants
Quantitative Phase
In the quantitative phase, there were 100 key participants teachers from the different elementary schools in the Municipality of Talaingod who were purposely chosen as the participants of the study. These individuals were non-IP Elementary Public School teachers teaching mother tongue language either in Kinder, Grade 1, Grade 2 or Grade 3. Moreover, the participants in the quantitative phase were randomly selected in accordance with the idea of Milroy and Gordon (2003) who stated that during the selection in the quantitative phase, anyone who is part of the sample frame has the equal chance to be selected. These selected teachers answered the set of questions which was provided for the sense of efficacy.

Qualitative Phase
In contrast, subject selection in qualitative research was purposeful. In this phase, non-probability sampling specifically purposive sampling technique was utilized. Participants were selected who can best inform the research questions and enhance understanding of the phenomenon under study (Kuper, Lingard and Levinson, 2008). The participants on this phase were the 17 elementary teachers: the ten were for the in-depth interview and the remaining seven were for the focus group discussion. All of them should be a non-IP Elementary teacher handling Kinder, Grade 1, Grade 2 or Grade 3 and he/she is teaching mother tongue language.

Research Instrument

Quantitative Phase
The researcher utilized an adopted survey questionnaire. Part I of the survey questionnaire gathered the data on the profile of the participants which includes their gender, grade level taught, years in service and the school location. Part II assessed the participants in terms of the indicators of teachers' sense of efficacy which is adopted from Tschannen-Moran, M. & Woolfolk Hoy, A. (2001) which contained series of questions reflecting the three factors in teachers' sense of efficacy: student engagement, instructional strategies and classroom management. The TSES instructs respondents to rate their own efficacy for each of three areas of teaching (i.e., classroom management, instructional practices, and student engagement). All 12 items were measured using five-point Likert scale ranging from strongly disagreed (1) to strongly agreed (5).

Range of Means	Description	Interpretation
4.20 – 5.00	Very high	The sense of efficacy is always manifested.
3.40 – 4.19	High	The sense of efficacy is oftentimes manifested.
2.60 – 3.39	Moderate	The sense of efficacy is sometimes manifested.
1.80 – 2.59	Low	The sense of efficacy is fairly manifested.
1.00 – 1.79	Very Low	The sense of efficacy is not manifested.

Qualitative Phase
For the qualitative phase, the tool which was used was a qualitative interview. According to Svenson & Stariin (1996), this tool aims at discovering a certain phenomenon, characteristics or meanings rather than deciding the frequency of a pre-existing problem. Moreover, there would be an in-depth or unstructured interview and focus group discussion which would be utilized in this study with an interview guide in order to make sure that all aspects regarding the research area is covered. The important aspect that must be honored in this method is the open questioning that allows the respondent to reflect freely and the researcher to follow the lead through probing. In this phase, there were 5 sub-questions for each research question with a total of 15 questions that the informants answered.

Data Collection

There were several steps in the data collection process. The following procedures were followed during the conduct of the study:

Quantitative Phase

In order to facilitate the gathering of the needed data, the researcher first sought the certificate of compliance from the Research Ethics Committee before she gathered the data using the validated questionnaires. In the quantitative phase, an adopted questionnaire was used for the sense of efficacy of the teachers. It was administered to a group of non-IP Elementary teachers who are teaching mother tongue language. In addition, the researcher wrote a letter of request to the school administrators or principals asking an approval to conduct the study to their respective schools and teachers. The results were tallied, computed and analyzed to corroborate with the results of the qualitative data. The qualitative and quantitative phases of the study were done simultaneously.

Qualitative Phase

For the qualitative phase, a one-on-one interview was conducted to the identified participants in order to gather the lived experiences of these elementary public school teachers with regard to their teaching of mother tongue language. An interview guide was used both for the in-depth interview and focus group discussion. Hence, to ensure authenticity of selection, the researcher invited through personal contact the informants and they were informed of the tasks to be and that includes the venue and the time set for everyone's convenience (Creswell, 2013).

The focus group discussion dealt on exploring people's opinions, experiences, concerns and wishes related to the specific issues given. For Barbour & Kitzinger (1999), the method was based on interaction between the participants and may provide rich and varied information of the phenomena being studied by a researcher. Selection of 8-10 participants was performed "on location" as this was found to be the only possible option, given the described situation non-IP public elementary teachers in the municipality. The discussions varied from one to one and a half hour, it was being audio taped and additional notes were taken. Thus, discussions were conducted at Pegoks, Maniki, Kapalong, Davo del Norte to provide a conducive place for the informants and was conducted by the researcher's co-teacher.

Meanwhile, in-depth or one-on-one interviews were also considered to provide the best opportunity to explore teacher's perception with regards to the experiences of the elementary teachers teaching mother tongue. This was participated by seven non-IP elementary teachers which were purposely selected and was conducted by the researcher. The interview for in-depth was tape-recorded, lasted from 20-30 minutes and was conducted at the school where the teachers were designated.

Also, thorough discussion was done on the ethical considerations to the participants. Interview-notes were cross-validated using the video-recorded interview. The final transcription was verified by the interviewee to provide accuracy of the data.

Data Analysis

Quantitative Data Analysis

In the quantitative data analysis, descriptive statistics such as mean was used to examine the average responses of the participants. Also, the standard deviation was used to determine the variability of responses of the participants on the survey questionnaire for the sense of efficacy. The data which were being obtained from the survey questionnaire became the subject for deep analysis. Moreover, Analysis of Variance (ANOVA) was used to determine the significant difference in the sense of efficacy of the participants when grouped according to their profile. After retrieving the questionnaire, the data were tallied and treated. Survey data were also analyzed using SPSS for descriptive and inferential statistics. These statistical treatments were used to determine status of the non-IP Elementary teachers and the significant difference in the status when grouped according to the profile.

Qualitative Data Analysis

On the other hand, for the qualitative data analysis, the researcher had a coding and thematic analysis. Probing for patterns and themes that were being generated from the utterances or statements of the participants/informants during the one-on-one interview was done also. The themes were framed on the purpose of analysing the lived experiences of non-IP Elementary teachers in teaching mother tongue language.

Sequence, Emphasis and Mixing Procedure

Sequence. The selected research design of the study was a convergent parallel mixed method. The qualitative data were gathered through audio recording, transcription and interview while the quantitative data were through a survey questionnaire which were collected and analyzed simultaneously. For the qualitative phase, coding and thematic analyses were used in order to address the social problems pertaining to the experiences in teaching mother tongue of the non-IP Elementary teachers. On the other hand, in the quantitative data, statistical analysis was employed to get the results on the profiling status of teachers as well as

the indicators of the teaching efficacy. Then, the researcher examined how the qualitative data corroborate with the quantitative data to come up with a better understanding.

Emphasis. In this study, emphasis was given on the results of both qualitative and quantitative phases. The framework which was the parallel convergent design shows two (2) phases with the data collection and analysis from the qualitative and quantitative phases which were done simultaneously. As for the interpretation, the initial qualitative results were corroborated to the quantitative phase results.

Mixing Procedure. In the study, the first linking of data happened at the design-level with the use of a convergent parallel design where the results from the qualitative and quantitative phases was brought up together. Hence, in order to fully address the research questions, interpretation-level integration occurred, connecting the qualitative data with the quantitative data.

The connected data were being interpreted within the scope of the study's purpose: to look into and describe the experiences of non-IP Elementary teachers teaching mother tongue language in an indigenous community.

Figure of Procedures

Figure 4 indicated the systematic procedure of the study. It demonstrated the use of convergent parallel mixed method approach in specific where the qualitative data and quantitative data were corroborated to obtain a clear understanding on the experiences of non-IP Elementary teachers teaching mother tongue language and their sense of efficacy. The quantitative phase and qualitative phase were conducted simultaneously.

In the quantitative phase, adopted and validated questionnaire was administered to the survey participants who were selected through a random purposive sampling. The consolidated answers gave a numeric data about the problem. In the qualitative phase, to further analyze the phenomenon under study, data were collected through an in-depth interview and focus group discussion one-on-one interview. The guided interview questions to be used were made and submitted to the experts for its validation. After the validation, an approved interview questions were used to extract data from the participants/informants who were selected through random sampling technique. The process produced transcribed recording and interview notes.

To analyze the quantitative data, appropriate statistical tools-frequency, percentage, weighted mean and ANOVA were utilized. After these treatments, the data presented a descriptive and inferential interpretation of the questions presented. To analyze the qualitative data, coding and thematic analysis were used. After analysis, coded texts and salient themes were achieved.

Results from both phases were compared and synthesized. Then, data were summarized and the extent of corroboration between the qualitative and
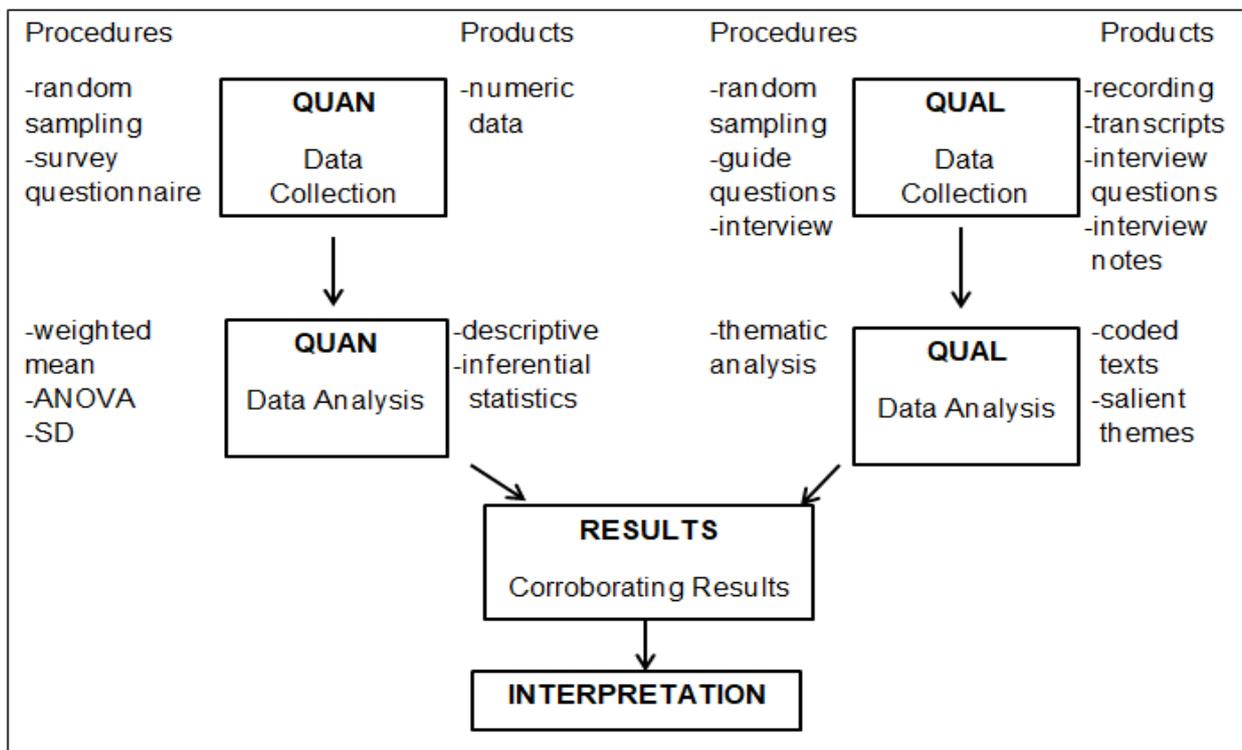

Figure 4. Flow of Procedures

quantitative results was discussed leading to the interpretation of phenomenon under study.

Methodological Issues

This study employed the convergent parallel mixed-method design. The convergent parallel design (convergent/triangulation design) occurred when the researchers use concurrent timing to implement the quantitative and qualitative studies during the same phase of the research process. The two methods in this design had an equal priority so that both play an equally important role in addressing the research problem. This design keeps the studies independent during the data collection and analysis and then mixes or merges the results during the overall interpretation (Petrosyan, 2007).

Design. The research design which was used is the design of Creswell & Pablo-Clark (2011) which is the convergent parallel design. This entailed that the researcher concurrently conducted the quantitative and qualitative elements in the same phase of the research process, weighed the methods equally, analyzed the two components independently, and interpreted the results together. With the purpose of corroboration and validation, the researcher aimed to triangulate the methods by directly comparing the quantitative statistical results and qualitative findings. In the research process, two data sets had been obtained, analyzed separately, and compared.

Time. The research data were collected as much as possible at 8oclock in the morning until lunch time to ensure the availability of the participants as well as because this time was said that the minds are still fresh both for the quantitative and qualitative gathering of data. The adopted questionnaire and prepared interview guide were given to the randomly selected participants from the different public elementary schools within the Municipality of Talaingod.

Resources and Technology. The researcher did not have software to analyze the data as easy as possible. To address this concern, the researcher hired an accredited statistician and data analyst in the University.

Participants Selection. As a researcher found difficulty in merging the two data types with different samples and different sample size. Moreover, there were situations in which quantitative and qualitative results contradicted each other because the selected participants in the qualitative phase may not represent the characteristics of the general population.

Trustworthiness of the Study

In conducting this mixed method research, the researcher put into account the responses of the informants. Also, a big consideration was given to all the details of the data. There was checking and rechecking of all the transcriptions and the importance of the data that were related to each other on their themes. Aside from this, check and recheck was done too with the result of the quantitative survey. To establish trustworthiness in the study, Creswell and Miller (2000) suggested the choice of legitimacy of the procedures. The discussions about trustworthiness were governed by the research lens and its paradigm assumptions that can help the procedures in the study; the plausibility was determined by the response of the informants.

Credibility. To address credibility, the researcher used two techniques. First, she presented the credibility of the experiences as intent of truthfully illustrating and knowing the facts which were phenomenon in which the participants were included. Second, in designing the research procedure, there was a conduct focus group discussion which extracted ideas on the language teachers teaching other subjects. The researcher intentionally created layers of data from each participant. According to Lincoln and Guba (1985), this technique provided a richer and credible data. Hence, credibility is an evaluation of whether or not the research findings represent a "credible" conceptual interpretation of the data drawn from the participants' original data.

Transferability. In order to address transferability in this study, the researcher included the information on the data analysis of documents used to give answer to the research question in order to gain access to the possible inquiry and it was presented in the Appendix. With this, it gave other researchers the facility to transfer the conclusions or recommendations as bases for further study. According to Lincoln and Guba (1985), transferability is the degree to which the findings of this inquiry can apply or transfer beyond the bounds of the project.

Dependability is important to trustworthiness because it establishes the research study's findings as consistent and repeatable. The best way to establish dependability is to have an outside researcher conduct an inquiry audit on the research study. This technique is also called an external audit. An inquiry audit involves having a researcher outside of the data collection and data analysis. Also, it examined the processes of data collection, data analysis, and the results of the research study. This was done to confirm the accuracy of the findings and to ensure the findings are supported by the data collected. All interpretations and conclusions were examined to determine whether they are supported by the data itself. Inquiry audits are beneficial because it allows an outside researcher to examine, explore, and challenge how data analysis and interpretation occurred (Shenton, 2004).

Confirmability is a measure of how well the inquiry's findings are supported by the data collected according to Lincoln and Guba (1985). To address the issues of dependability and conformability in this study, the researcher based on an audit trail of the participants responses wherein their identity was treated with confidentially. After the audio tape was transcribed, the texts were given back to the respondents for authentication and were asked to sign a verification form. In the study, conformability was done by the researcher through transcribing, member checking and triangulation. All participants were asked to review the interview transcripts and add anything that might have been left out. The information was shared with the participants in a talking circle to

ensure that interpretation of the data. Talking circle is a method of discussion that can be comforting to research. Moreover, proper analysis and interpretation of quantitative data was done for more valid a reliable result.

Use of reflective commentary description of backgrounds, qualifications and orientations of the researchers led to valued research. A group of experts checked the data collected and interpretations or theories were formed. Thick description of phenomenon under scrutiny of previous research was employed to frame findings. In this manner, this would increase the trustworthiness, credibility, transferability, dependability and conformability of the study.

Validity of Instruments

The validity issues of the methods and design used was consulted to the panel of experts. The conduct of concurrent parallel mixed method design was consulted to an expert in the field. Also, the survey questionnaires and guide questions were checked and validated by the experts. The sampling technique used in choosing the participants of the study, both for the interview and survey, was based from the suggestions of the expert panels.

For the quantitative data, especially on the statistical aspect, this was referred to an expert's statistician. On the other hand, for the qualitative data, a furnished copy of transcriptions was provided to the concerned participants for the assurance that nothing was changed in the transcription. And so, to achieve validity of this study, all suggestions from the experts were considered with the approval of the adviser.

Ethical Considerations

Research ethics deal mainly with the interaction between researchers and people they study (Mack, Woodsong, MacQueen & Namey, 2005). This implied that the conduct research on people, the well-being of research participants must be the ultimate priority. The study followed the elements of ethics which wass clearly stated in the National Ethical Guidelines for Health and Health-Related Research 2017. It considered the following: social value; informed consent; vulnerability of research participants; risks, benefits and safety; privacy and confidentiality of information; justice; transparency; qualifications of the researcher; adequacy of facilities; and community involvement. As to these things, the Research Ethics Committee had checked the manuscript of the researcher before the conduct of the study to the participants.

Social Value. This study aimed to address the social problems pertaining to the teaching of mother tongue language of the non-IP Elementary teachers. With this study, it hopefully addressed the challenges met by the non-IP Elementary teachers especially while they are teaching a mother tongue which is not their native language. This also served as basis for the Department of Education for future assistance to be given to the teachers and an advantage to the students for they were the one to receive clear and comprehendible instruction given by their teachers.

Also, in order to get the full participation of the selected teachers, the main purpose of the study as well as the procedure in data collection was explained to them. Hence, the results of the study were shown to them and disseminated to other possible audiences who could benefit from the study. More importantly, the researcher adhered to social value in research by being truthfully committed to the rigor of convergent parallel mixed method design as utilized in the study.

Informed Consent. This was to let all participants become aware on the purpose and objectives of the research study that they are going to involve. Written consent was provided to them for the researcher to get an approval. An informed consent form was secured because this served as the participants' guide throughout the study. After signing the informed consent form, the researcher started the conduct of interview as well as the survey. Furthermore, the participants were informed on the results and findings of the study.

Vulnerability of the Research Participants. The vulnerability of the participants was taken into consideration in this study. The interview as well as the conduct of survey questionnaire was done during the participants' convenient time. Also, in the study, the participants were less vulnerable as they are professional teachers and of capable in making decisions if they want to be part of the study.

The Risks, Benefits and Safety. Risks were minimized in such a way that comfortable room away from falling objects was used as an administering room of the interview as well as on the survey questionnaire. The results in both quantitative and qualitative data were advantageous for the teachers and learners because this served as the eye-opener for the concerned department on what are the experiences and challenges met by the two parties especially the teachers in the teaching mother tongue of the indigenous people. As a whole, this study aimed to provide deeper understanding on the experiences of the non-IP Elementary teachers.

Privacy and Confidentiality of Information. Participants in this study were not forced to disclose information out of his willingness. In answering to the survey questionnaire, writing their names may or may not appear in the survey form and that all the answers were kept confidential by the researcher. Although the answers of the participants were tape recorded, both in the in-depth interview and focus group discussion, their responses remained anonymous, were treated with confidentiality and no names were mentioned in the report. This meant that individual names were replaced with codes or pseudonyms to ensure the

anonymity of the participants. All the copies of the data in the quantitative and qualitative phase (with codes only) were stored and protected. So as the researcher, it was the greatest obligation to secure the gathered data and make sure that it would solely be used for the purpose stated in this study. All these were done to avoid violating the anonymity and policy stipulated in the Data Privacy Act of 2012.

Justice. In the conduct of this study, the participants did not spend any amount during the interview. Sensible tokens were given to them by the researcher as a sign of recognition to their efforts on the study. I, as the researcher, am hoping that through this study, they would be set into whatever negative experiences they had and maintain a good name into what positive contributions they could offer in this study. As to the information which were given by them, I assured that only the utterances of the participants that are related to the objectives of the study would be included. As such, it would be transcribed properly and correctly.

Transparency. This study adhered to the principles of transparency by fully informing the participants that the research focused solely to the experiences of the teachers in teaching mother tongue. Thus, the researcher did not have any connection to the identified participants due to the fact that they came from public elementary schools while the researcher is from higher educational institution. Further, the interview notes and transcribed documents were presented to the participants for their confirmation and approval. The results also were shared to them by the researcher.

Qualifications of the Researcher. The researcher was credible to undertake a study on the experiences of non-IP Elementary teachers teaching mother tongue language as she is a Master of Arts in Education-English candidate. Bilingualism and language teaching was one of her major subjects. Thus, the interpretation of the statistical data was credible as the researcher had undergone Statistics subject. The choice of municipality as well as the elementary schools where the teachers are teaching was justified as the researcher is currently leaving on the nearby municipality.

Adequacy of Facilities. Adequacy of facilities was addressed as the research just utilized those resources which were already available such as the papers for the questionnaires and an audio or video recorder which was the primary facility used for data gathering in this study. Further, the source of funds was personal expenses of the researcher yet minimal expenses in conducting the survey and interview was expected due to the fact that the schools where the participants work were just 30-40 minutes ride from the municipality where the researcher is residing. Thus, after gathering the needed data, the data processing was consulted to the UIC-RPIC and REC for the correct analysis and interpretation. These things were done to avoid any delay on the conduct of the study and to come up for an immediate result.

Community Involvement. There is a community of non-IP Elementary teachers who attended the Public Forum where the study should initially be presented. These teachers had come across the idea and experienced teaching mother tongue language of indigenous people. Also, the beneficiaries of this study were part of the community where the study was conducted.

CHAPTER 3
RESULTS

This chapter presents the results of data in both quantitative and qualitative phase. The first phase deals with the quantitative part in which it displays the status of teachers' sense of efficacy and its variables which significantly predict the sense of efficacy. The second phase deals with the qualitative part in which it was being presented thru a matrix form. The matrix shows the responses of the participants on their lived experiences regarding the teaching of mother tongue language. Also, the matrix contains the issues probed, core ideas, codes or categories, essential themes and the supporting theoretical perspectives. Further, another matrix shows the data integration of the salient quantitative and qualitative findings.

Status of Teachers' Sense of Efficacy

Shown in Table 1 the status of the non-IP elementary public school teachers' sense of efficacy in the Municipality of Talaingod. It obtained an overall mean score of 4.55 with a description of Very High. This means that the teachers manifested always their sense of efficacy. Its overall standard deviation 0.36 discloses that there is close responses exhibited by the teachers in regards to their sense of efficacy.

The variable of the study which is the sense of efficacy of teachers which has three indicators namely: students' engagement, instructional strategies and classroom management. Among the three indicators, the classroom management gained the highest category mean of 4.60 with a description of Very

Table 1
Status of Teachers' Sense of Efficacy

Students Engagement	Mean	SD	Descriptive Equivalent
1. Motivating students with low interest in their school work.	4.59	0.67	Very High
2. Helping students to value learning.	4.70	0.50	Very High
3. Calming a student who is disruptive or noisy.	4.52	0.59	Very High
4. Assisting families in helping their children to do well.	4.30	0.64	Very High
Category Mean	**4.53**	**0.42**	**Very High**
Instructional Strategies			
1. Crafting good questions for the students.	4.43	0.70	Very High
2. Using a variety of assessment strategies	4.62	0.56	Very High
3. Providing an alternative explanation or example when students are confused about the topic.	4.60	0.57	Very High
4. Implementing alternative strategies in the classroom.	4.48	0.73	Very High
Category Mean	**4.53**	**0.48**	**Very High**
Classroom Management			
1. Controlling disruptive behaviour during the class.	4.57	0.61	Very High
2. Getting students to believe that they can do well in school work.	4.74	0.50	Very High
3. Using various strategies for the students to follow classroom rules	4.51	0.59	Very High
4. Establishing a classroom management system with each group of students	4.57	0.57	Very High
Category Mean	**4.60**	**0.40**	**Very High**
Overall Mean	**4.55**	**0.36**	**Very High**

High. This implies that the sense of efficacy of teachers is always manifested. On contrary, the indicator with the lowest category mean is gained by the remaining two indicators which both have the category mean of 4.53 with a description of Very High which implies that the teachers' level of sense of efficacy is always manifested.

Presented in Table 1 are the items of the indicator which is the students Engagement. As it reflects, the highest mean of 4.70 with a standard deviation of 0.50 is gained on the item 2, *helping students to value learning*, described as Very High which means that the teachers' sense of efficacy in terms of this area is always manifested. On the other hand, the lowest mean of 4.30 with a standard deviation of 0.64 and as described as Very High is gained on the item 4, *assisting families in helping their children to do well in school*. This implies that the sense of efficacy of teachers in terms of this area is always manifested.

The items of the indicator instructional strategies are also presented. As displayed on the table, the highest mean of 4.62 with a standard deviation of 0.56 is gained on the item 2, *using variety of assessment strategies*, described as Very High. This implies that the sense of efficacy of teachers in terms of their use of variety of assessment strategies is always been manifested. On contrary, the lowest mean of 4.43 with a standard deviation of 0.70 is gained on the item 1, *crafting good questions for the students* and with a descriptive equivalent of Very High. This simply means that the sense of efficacy of teachers in terms on this item is always manifested.

Next are the items of the indicator Classroom Management. Based on the table, the highest mean of 4.74 with a standard deviation of 0.50 is gained on the item 2, *getting students to believe that they can do well in school work*, described as Very High implied that the item 2 is always been manifested by the teachers while the lowest mean of 4.51 with a standard deviation of 0.59 and described as Very High is gained on the item 3, *using various strategies for the students to follow classroom rules*. The item 3 with a Very High descriptive equivalent implies that it is being manifested by the teachers always.

Significant Difference on the Status of Sense
of Efficacy when Grouped According to
Years in Service and School Location

Reflected in Table 2 is the significant difference on the status of sense of efficacy among non-IP Public School Elementary Teachers teaching mother tongue language when grouped according to years in service and school location. The T-test and ANOVA were used in determining the answer to this question.

The results show that the years in service has a P-value of 0.167 which is greater than 0.05 and a t-value of -1.39. This simply means that there is no significant difference on the level of sense of efficacy of the teachers when grouped according to years in service.

Moreover, the school location has a P-value of 0.208 which is greater than the 0.05 and a F-value of 1.60. The result implied that there is no significant difference on the level of sense of efficacy of the teachers when grouped according to school location.

Table 2
Significant Difference on the Status of Sense of Efficacy in Terms of Years in Service and School Location

Variables	Group	N	Mean	SD	t-Value/ F-Value	P-Value	
Years in Service	Beginner (1-2 years)	41	4.50	0.39	-1.39	0.167	NS
	Experienced (3 years & above)	59	4.59	0.34			
School Location	Near to the Town	28	4.66	0.38	1.60	0.208	NS
	Far from the Town	34	4.51	0.39			
	Too far from the Town	38	4.52	0.32			

The Lived Experiences of non-IP Public
School Elementary Teachers in Teaching
Mother Tongue Language

There are seven essential themes which are created based from the in-depth interviews and focus group discussion of the participants on the third research question. Before the presentation of the results from the interviews and discussions, profiles of the participants for the qualitative data collection are presented in Table 3.1. The table presents the participants' profiles for the qualitative phase are selected purposively following the inclusion criteria: he or she must be an elementary teacher in public schools within the Municipality of Talaingod and teaching mother tongue language either in Kinder, Grade 1, 2 or 3. Based on the table, the profiles are divided into participants' sex, years in service and school location.

Table 3.1
Profiles of the Participants

Participant	Sex	Years in Service	School Location
FGD-01	Female	2 years	7 km
FGD-02	Female	2 years	7 km
FGD-03	Female	1 year	7 km
FGD-04	Female	5 years	10 km
FGD-05	Female	10 years	3 km
FGD-06	Female	3 years	3 km
FGD-07	Female	3 years	3 km
FGD-08	Male	2 years	6 km
FGD-09	Female	1 year	6 km
FGD-10	Male	1 year	7 km
IDI-01	Female	3 years	30 km
IDI-02	Female	3 years	30 km
IDI-03	Female	1 year	15 km
IDI-04	Female	1 year	12 km
IDI-05	Female	10 years	7 km
IDI-06	Female	5 years	3 km
IDI-07	Female	3 years	3 km

Further, Table 3.2 deals on the lived experiences of the non-IP public school elementary teachers throughout the endeavour in teaching mother tongue language. The essential themes which emerged from the transcriptions of the participants' responses for the research question number four are consisted of overarching themes which are summarized in the said table.

Living the Passion and Fulfilment of Responsibility. In the context of mother tongue language teaching, one of the experiences experienced by the teachers is the continuous living in the passion of teaching as well as their fulfilment into

Table 3.2

The Lived Experiences of non-IP Public School Elementary Teachers in Teaching Mother Tongue Language

ISSUES PROBED	CORE IDEAS	CODE	ESSENTIAL THEMES	THEORETICAL SUPPORT
Most rewarding experiences	• Learning the students mother tongue language • Understanding deeply the students culture • Learning to appreciate students culture	Appreciation to the Learners' Uniqueness	Living the Passion and Fulfilment of Responsibility	Teacher Passion and Education Distance Theory
	• Improvement in students' ways of expressing themselves • Students' learning how to read • Learning of the students	Fulfilling one's responsibility		
	• Asking assistance from other students • Seeking for effective strategies to catch	Classroom Management Strategies	Instructional Competence and Maturity	Theory of Social Maturity

Experiences in managing students disruptive behaviours	• students attention • Shouting for the students to hear • Using activities to sustain students focus			
	• Become eager to let the students learn. • Keep calm and call the attention of the misbehaving student • Feeling sad because of the behaviour • Losing hope on how to manage behaviours • Having hard times in managing behaviours • Feeling of difficulty yet with enjoyment	Empathy, Patience and Dedication		
Difficulties Bumped Into	• aving a language barrier • aterials not in students language • aving limited knowledge to the terminologies to be used • ifferences with the pronunciation • ew terminologies encountered	Struggles with Unfamiliar Language	Battling Difficulties	Sense of Efficacy Theory
	• carcity of proper materials • ack of instructional materials to be used • aterials are not aligned with the students language and culture	Problems in Instructional Materials		
Solutions for instructional issues	• alling assistance from other students for translation • sking assistance from other teachers • ome Visitation	Making connections	Enriching Teaching Strategies	Multiple Intelligence Theory
	• sing pictures and videos • sed of differentiated activities to cater multiple intelligences	Use of Variety of Classroom Activities		

	• eacher-made teaching materials			
	• oing additional research • ollow the curriculum and conduct research • ake use of internet connection for clarifications • onduct researches in the town	Embodying the essence of research		

their responsibility to the students. It was being mentioned by the participants that their passion had a connection in the fulfilment of their responsibility.

Appreciation to the Learners' Uniqueness. This is the first code on the first probed issue. Teachers express common responses on what is the most rewarding experiences they had in teaching the mother tongue language. Most of them stated that it is more on deep understanding and appreciation to the students' culture and learning their language itself.

Participant 1, when asked about her rewarding experiences in teaching mother tongue language said:
Learning. *Maka-learn ka sa ilahang* language *ug maka*-learn *pud sila sa imuha maam.* Feeling *nako kay nabuhat nako ang tama nga buhaton sa isa ka maestra.* (IDI-01)

Learning. You will learn from their language and they also learn from you maam. I feel that I did the right thing as a teacher. (IDI-01)

When asked the same question, Participant 4 expressed that:
Rewarding? *Kanang daghag ka ug* learning about the mother tongue especially sa Ata-Manobo, *sa* culture *nila ug sa ilahang* language *mismo.* (IDI-04)

Rewarding? You have many learning about the mother tongue especially the Ata-Manobo, their culture and their language itself. (IDI-04)

Fulfilling One's Responsibility. This is the second code of the first probed issue. Interview informants and FGD participants imparted that they have a rewarding experience when they felt that they've performed their roles and responsibility as teachers. They believed that improvements and changes towards students' ways in learning made them fulfilled their profession.
As Participant 7 shared her experiences, she cited that:

Kanang makabasa na sila maam. Kana rewarding *na sa akong* part. *Ang ilahang* learning *ug kung makabalo ka nga naka*-learn *imuhang* students *nindot kaayo sa paminaw.* So, *mao napud to siya ang pinaka*-rewarding part *sa* teacher. (IDI-07)
If they can read. That is rewarding in my part. Their learning and if you will know that your students learned it is very nice to the feeling. (IDI-07)

Same feedback is given by FGD Participant 1 when she stated that:
Kung naa kay gusto nga ipasabot sa ilaha dali ra sila makasabot kay naggamit man ka sa mother tongue *nila. Naa silay matun-an… nga makasabot ang bata.* (FGD-01)

If you have something that you need them to understand they could immediately comprehend it because you are using their mother tongue. (FGD-01)

Instructional Competence and Maturity. Considering into account the responses gathered in the in-depth interviews and focus group discussions, mother tongue language teachers exhibited various perceptions with regards to the experiences on how to manage students' disruptive behaviours inside the classroom while conducting classes. Upon analyzing the data, it was being obtained that the informants and participants have considered different approaches, particularly the use of classroom management strategies and having an empathy, patience and dedication. Several participants showed similarities of responses in regards to this.

Classroom Management Strategies. This is the first code of the second probed issue. Collectively, they considered these strategies in order to have a control if there is a misbehaviour performed by the students. According to one of the participants, the asking of assistance from other students, using different activities which could catch the attention of the students and even shouting helped in managing those disruptive behaviors.

As stressed by FGD Participant 4 that:
Lisud kay dili dayon sila magpatuo sa imuha maong mangayo na lang ka ug tabang sa laing estudyante unsaon sa ilaha ang pagbadlong. Usahay sa akoa maam kay mosinngit na lang ko tungod kay kanang kanang dili pa gyud nila ma-gets dayon ang imong gisulti. Usahay pud kay maggamit na lang ug lahi-lahi nga mga activities *para naa pirmi ilahang atensiyon.* (FGD-04)
Difficult because they will not follow you immediately that is why sometimes I am asking help from other students on how they will be controlled. Sometimes I will even shout because they cannot immediately understand what you wanted to say. Also, sometimes there will be usage of different activities for their attention to be maintained. (FGD-04)

Empathy, Patience and Dedication. This is the second code for the second probed issue. Based from the answers gathered from the interviews, most of the respondents stated that in managing students' disruptive behaviors staying calm, losing hope, feeling sad, become eager to continue teaching and the feeling of difficulty yet with enjoyment contributed to the management of behaviour.

Participant 3 shared her experiences and cited that:
Kalma lang maam. Kalma lang gihapon tapos kanang maghunahuna ko kung unsay mas effective or *unsay mas buhaton aron ma-*catch *nako ilahang* attention *labi natong mga bata nga nakahatag ug* disruptive *panahon sa* discussion. (IDI-03)
Keep calm maam. Keeping the calm and I will think of what would be the effective or what is the thing needed to do to catch their attention especially those children who are the one who disrupt during the discussion. (IDI-03)

Moreover, Participant 6 stipulated that:
Lisud siya kayo maam kay hangtod karon even murag naa pa ko sa adjustment period *labi na sa* language nga dapat gamiton nga opposite sa materials nga gina-provide sa amua. Struggle sa kanunay maong makaingon ko usahay ug lisud kaayo ang among pagtudlo. (IDI-R6)

It is very difficult maam even until now, it is seems that I am still on the adjustment period especially to the language to be used which is opposite to the materials provided to us. Struggle as always that is why I could tell sometimes that our teaching is very difficult. (IDI-R6)

Battling Difficulties. This is the next overarching theme emerged from the participants responses. Several answers have similarities with regards to the participants' difficult experiences bumped into while teaching the mother tongue language. Based from the analysis of data, teachers teaching mother tongue language emphasized various difficulties.

Struggles with Unfamiliar Language. This is the first code from the third probed issue. From the interviews conducted, participants affirmed that difficulties are being faced when teaching the mother tongue language. Also, participants stated that they are having language barrier because they had only limited knowledge about the language and its terminologies. Hard times are met due to the fact that the materials used are not in the language of the students.

Participant 1 mentioned that:
Maam *parehas sa kadtong akong ginaingon ganina nga kanang ang ilahang* terminology *nga ginagamit. Unya* as a teacher *kay dili man pud nimo masabtan.* So, *mao na siya ang* difficulty…. *Isa sa mga nalisdan sa mga* teacher *kay* since *wala pa man siyay* knowledge about *ana.* (IDI-01)

Maam just like to the thing I've mentioned earlier of their terminology being used. Then as a teacher, you never understand. So, that is the difficulty…. One of the things for the teacher to be difficult since he don't have knowledge about that. (IDI-01)
FGD Participant 3 shared too her experience and said that:

Language barrier. *Mao jud na maam labi na sa akoa nga* first time *nako mag*handle *ug* mother tongue language. *Hinay-hinay nimu siya nga tun-an ang ilahang* language *para sa* language barrier *kay para maka-*learn *ka sa ilaha.* (FGD-03)
Language barrier. It is really the thing especially for me who is first timer in handling the mother tongue language. You need to learn their language slowly for the language barrier for you to learn from them. (FGD-03)

Problems in Instructional Materials. This is the second code of the third issue probed. Interview informants and FGD participants imparted that they primarily faced difficulties in the instructional materials to be used in the discussion of the topic. Most of the participants believed that scarcity of materials and even when the materials are not in line with the students, these are really difficulties for a teacher to teach and this is being mentioned by one of the participants.

Participant 7 answered that:

Ang materials maam *kay dili man siya* applicable *para sa among estudyante diria sa bukid. Usahay kay wala jud materials nga pwede gamiton. Kinahanglan mag*-innovate *mi nga mga* teachers *para lang maka*-relate *ang mga bata ug makasabot sa gihapon sa amuang klase.* (IDI-07)

The materials maam are not applicable for our students here in mountainous areas. Sometimes, we don't have any materials to be used. We, teachers need to innovate for the children to relate and still understand the discussion. (IDI-07)

Enriching Teaching Strategies. In response to the in-depth interviews and focus group discussions, informants and participants are subjected to state on what are the solutions they made when instructional issues are met while teaching the mother tongue language. In line to this, from the responses of the participants, making connections, using variety of activities and conducting research are the strategies they've mostly used. Several participants responded the same answers when they were asked about their actions done to overcome these instructional issues.

Making Connections. This is the first code of the fourth probed issue. Majority of the teachers tapped for the qualitative data collection shared that the conduct of home visitation and asking assistance from teachers and students give a support for the instructional issues.

Participant 3 also said that:

One of the coping mechanism maam *kay kanang* home visitation *or nagapangayo ko ug tabang sa mga estudyante nga kabalo mag*translate *ug sa mga kauban nako nga maestra.* (IDI-03)

One of the coping mechanism maam is the conduct of home visitation or asking assistance from the students who know how to translate and to my co-teachers. (IDI-03)

Same responses were given out by FGD Participant 6 &10 through stating that:

Magtawag ko ug rescue *nga mag*translate *sa* term. *Pasabot mangayo jud ug tabang sa bata nga nakabalo jud* maam *ug sa* classmate *pud sa bata. Nagabisita pud ko sa balay sa bata maam para maghatag ug dugang nga tabang.* (FGD-06 & 10)

I will call someone to rescue me and translate the term. It means that I will really ask assistance from a learner who knew it and even to the classmates of the child. I am doing also a home visitation to give additional assistance. (FGD-06 & 10)

Use of Variety of Classroom Activities. This is the second code for the fourth probed issue. Many of the research informants and participants made mention that they are using various activities in the classroom to solve the instructional issues experienced. Whenever there is an issue in terms of the delivery of topics, they tend to use activities.

As stated by Participant 1 that:

Using pictures, *usahay* videos then *usahay kanang mga gina*-integrate *pud nako siya sa ilaha kung nagadula na sila* since pre-school *man akong gina*-handle. (IDI-01)

Using pictures, sometimes videos, then sometimes I integrate it with games since I am handling pre-school learners. (IDI-01)

It was being agreed by Participant 2 that:

So, the strategies I've implemented to overcome instructional issues is I've inserted multiple intelligences. Of course, we are all intelligent. Children as they are, as young as they are, they have really their own intelligences. (IDI-02)

Embodying the Essence of Research. This is the third code of the fourth probed issue. Teachers in the mother tongue language stated that one of the things they did to overcome or solve instructional issues is the conduct of researches. It is shared by many that certain instances in the delivery of lessons that it needs a further research in making clarifications of the topic.

Participant 4 emphasized that:

Nagabuhat mi ug dugang nga research *pagmakaadto mi sa lugar nga naay* signal. *Mura nalang pud ug tabang sa amuang sarili kung magkaproblema mi sa* topic *nga kailangan namu itudlo.* (IDI-R4)

We are making additional research if we could get into the place with a signal. It seems like help for us if there will be problem on the topic to be discussed. (IDI-R4)

The Role of Experiences in Shaping the Belief, Attitudes, Commitment and Aspirations

Displayed in Table 4 are the responses of the participants in regards to the role of experiences played in shaping the teacher' belief, attitude, commitment and aspirations in accordance to their school location and years in service.

There are four essential themes which are drawn out from the in-depth and focus group discussion of the participants for the fourth question. The essential

Table 4
The Role of Experiences in Shaping the Belief, Attitudes, Commitment and Aspirations

ISSUES PROBED	CORE IDEAS	CODE	ESSENTIAL THEMES	THEORETICAL SUPPORT
On Belief	• Misconception that teaching mother tongue is easy • Mistakenly believe that distance may affect teaching • Thinking that teaching in IP school is just a burden	Being Open-Minded	Openness to New Ideas	Self-Efficacy Theory
	• Changing perception to students' • Modifying the teaching standards • Reluctant to use criticism	Flexibility in Teaching		
On Attitude	• More patience should be attributed • Difficulty of having small amount of patience • Widen the understanding • Exerted more effort • Willingness to work with difficult students • Being persistent towards students' difficulty	Being diligent	Enriching Positivity and Hardwork	Self-Determination Theory
	• Seeing its positivity • Taking the positive side • Staying positive all the time	Being optimistic		
On Commitment	• Keep on going • Dedicating the heart to teaching • Having the determination in teaching • Keep on encouraging students towards learning • Never give up	Being resilient	Thriving the Passion for Teaching	Social Constructivist Theory
	• Finding additional knowledge about the language • Equipping self on the various teaching strategies • Provide timely	Pedagogical Approaches		

	assistance to students			
On Aspirations	• Focus is on the students learning • Improving the students' learning skills • Creating enhancement to students' learning	Being a goal-oriented teacher	Establishing Effective Instructional Strategies	Active Learning Theory
	• Produce instructional materials • Innovate localized materials • Create interactive activities	Innovations and Creativity		

essential themes consisted codes based from the issues being probed which are summarized in the table.

Openness to New Ideas. The belief of the teachers in accordance to their school location and years in service are being affected based from the similar responses given by the participants. Based from the information given by the research informants and participants, it is claimed that because of the experiences they had in teaching mother tongue language, changes in perceptions and mistakes on the concepts believed are found out.

Being Open-minded. This is the first code of the issues probed. Teachers stated that one of the changes occurred because of the experiences are those misconceptions and beliefs in regards to the teaching of mother tongue. Majority of the informants and participants emphasized these things.

Participant 4 said that:

I believe that distance *kay* factor *sa among pagtudlo labi na diria sa among* situation *na magbyahe pa ug pila ka oras* so burden *kayo para lang makaabot sa skwelahan. Sa una, nagahimu jud ko ug* adjustments *pero karon okey ra man diay nga diria magtudlo. Mas naganahan pa gani ko okay bisan layo maka-*inspire *man pud ang mga* students. (IDI-04)

I believe that distance is a factor in our teaching especially in our situation here that we need to travel for how many hours so it is really a burden just for us to reach at school. At first, I am making adjustments but now, I've realized that it is okey to teach here. I will most likely to teach here though it is far yet it is inspiring because of the students. (IDI-04)

Flexibility in Teaching. This is the second code of the first issue probed. Similar effect on the teachers' belief is being gleaned from the common responses of the participants and informants on the interview. It is shared by many that they have changes in perceptions to the students and to the teaching standards.

Participant 1, when asked about her belief as a mother tongue language teacher, she directly answered that:

Sa sugod, abi nako ug sayon nga magtudlo diria sa bukid pero sa tulo nako ka tuig nga pagtudlo, still *makaingon ko nga naga-adjust pa gihapon ko sa setting labi na sa pagtudlo sa* mother tongue. *Sa sugod* standard *kaayo ko pero sa kadugayan, kinahanglan jud nga idepende nimu sa* level *sa mga bata para makasabot sila sa imuhang* lesson. (IDI-01)

In the beginning, I thought it is easy to teach in the IP schools but I am now on the 3 years in teaching, I could say that I am still adjusting with the setting especially in teaching mother tongue. When I started, I had too much standard yet in the long run, you will really depend to the learners' level for them to understand the lesson. (IDI-01)

As response to the question, Participant 5 answered that:

*Diria kay nagtoo ko nga ang mga estudyante kay parehas ra sa mga estudyante sa patag. Dapat jud diay dili nimu i-*true to all *kay lahi ang ilahang paagi aron maka-*learn. *Lahi ilahang mga* learning styles. (IDI-05)

Here, I thought the students are the same on what is on the town or city. You should not make a true to all thought because they have their own ways in order to learn. Different learning styles. (IDI-05)

Similar ideas are also given by Participant 3, 5 and 6 in the FGD. They emphasized that:

As teachers, *na-*realized *nako nga* we should adjust ourselves to whom is our students. *Dili nato iparehas tanan. Ako ginabag-o na nako akong mga* approach *sa pagtudlo bisan pa ang paghatag ug* evaluation or feedback *sa* performance *sa bata kay basin pagtoo nila* criticism *nimu to kung unsa sila*. (FGD-03, 05 & 06)

As teachers, I've realized that we should adjust ourselves to whom is our students. We should not make them the same from others. I am changing my approach in teaching even on the way of giving evaluation or feedback in their performance cause it might be that they will thought that it is your personal criticism already about who they are. (FGD-03, 05 & 06)

Enriching Positivity and Hardwork. Taking into account the information gathered in the in-depth interview and focus group discussions, mother tongue language teachers recognized that there are changes in their attitude. This means that experiences teachers had shaped their attitude. These can be encapsulated to two groups of ideas: being diligent and being optimistic.

Being Diligent. This is the first code of the second probed issue. Mother tongue language teachers stated that one of the things they had is having more patience, willingness to exert more effort despite of the difficulty and being persistent in order to keep on going in teaching.

From the statement of Participant 7, she said that:
Sa ako maam, kinahanglan diria sa bukid naa kay taas kayo nga pasensya. Pasensya sa mga estudyante, sa ilahang mga batasan, Kay kung naa koy taas nga pasensiya, mas masabtan nako ang mga bata. (IDI-07)

For me maam, here in the far flung schools, you need to have a long patience. Patience to your students, in their attitude. Because if I have enough patience, I could better understand my students. (IDI-07)

For Participant 2, she responded that:
Para ang pagtudlo ug mother tongue *gaan-gaan lang,* positive *nako sa pagtudlo bisan naa pay gagmay nga kalisod labi na sa* materials. *Isa pud kay tungod ani, mohatag jud ka ug dako nga* effort. Effort *para makuha-huna ka ug* materials *nga pwede gamiton para nila.* (IDI-R2)

In order for the teaching of mother tongue as light as it is, now within the 5 years of teaching, I am already positive eventhough there are struggles on the materials. Another is because of this, I am giving the extra effort. Effort to think for the materials to be used for them. (IDI-R2)

Being Optimistic. This is the second code of the second probed issue. Informants and participants have pointed that being positive all the time made them motivated to continue teaching mother tongue language. One participant shared that positivism can give a big impact for the teachers to continue though challenges are there while teaching. In addition, seeing the positive side of everything provided a support to them.

Participant 6 expressed too the changes occur in her attitude. She mentioned that:
Ako kay naa naman ko sa ika-pulo ka tuig, positive nako pirmi sa pagtudlo. Naa nako gana ug willing *na ko nga mas i-*push *ang pagtudlo sa mga bata labi na sa ilaha nga naa jud ang kalisud sa pagtuon.* (IDI-06)

For me because I am teaching within the 10 years of teaching, I am positive as always in teaching. I have already the interest and willingness to keep on pushing in teaching the children most especially to them who had difficulty in learning. (IDI-06)

The FGD Participants 7, 8 and 9 have common answers and they said that:
Dapat positive jud diay pirmi ang mga teachers. *Kami dapat* positive *sa kanunay kay dira mas ganahan mi nga tudloan ang mga bata labi na sa* mother tongue *nga* part *sa* curriculum. (FGD-07, 08 & 09)

Teachers should always be positive. We should be positive always because this is where we could have more interest in teaching the children most especially with the mother tongue which is part of the curriculum. (FGD-07, 08 & 09)

Thriving the Passion for Teaching. Based from the qualitative data gathered from the focus group discussion and in-depth interviews, mother tongue language teachers shared that igniting the fire of passion for teaching made them more committed to teach the students the language. The participants' responses as being recorded implied that development to one's self is made too for the continuous equipment of various strategies.

Being Resilient. This is the first code for the third probed issue. They collectively considered that dedication and determination in teaching is needed to keep on encouraging students to learn. Further, they added that challenges are always there yet they never gave up.

Also, for Participant 2, she answered that:
Bisan sa mga difficult experiences maam, *padayon lang jud sa gihapon. Padayon kay mao mani akong gipili nga* profession. *Unya, tabangan jud pud ang mga bata kung gikinahanglan* through review *ug* home visitation. (IDI-R2)

Despite of the difficult experiences maam, continue as it is. Continue because this is the profession I am being chosen. Then, I will help the students if they need it through a review and home visitation. (IDI-R2)

Related answers are being recorded from the responses of the participants. FGD Participant 7 and 10 emphasized that:
With the difficulties I've experienced in teaching mother tongue, I became more dedicated because of the students. I am more inspired and dedicated to continue what I've started. I am being challenged every time you could observe that the students are learning from me. (FGD-07 & 10)

Pedagogical Approaches. This is the second code of the third probed issue. The informants and participants affirmed that they also became committed in finding additional knowledge and equip themselves to various teaching strategies through attending seminars. To add, they cited also that these approaches helped them in providing timely responses to the students in times of their needs in the teaching-learning process.

According to Participant 1, she responded that:
Committed *na ko karon nga mas makabalo ug maka-*learn *ko sa ilahang* language *kay sila man pud gihapon ang maka-benipisyo ani.* (IDI-01)

I am now more committed to know and to learn their language because they are the one who will benefit from this. (IDI-01)

Further, Participant 4 said that:
Kay lima naman ko ka tuig karon sa pagtudlo sa mother tongue language, *daghan nako ug* training and seminars *naapilan. Tungod ato mas daghan ko ug nahibal-an nga mga paagi sa pagtudlo ug dako kayo siya nga tabang. Karon, ganahan nako kung ipadala napud ko sa mga* trainings. (IDI-R4)

Because I am now on my fifth year of teaching the mother tongue language, I've attended many trainings and seminars. Because of those seminars and trainings, I've learn a lot of things and it is really a big help. Now, I am interested more if I will be requested to join trainings. (IDI-R4)

Establishing Effective Instructional Strategies. In response to the in-depth interviews and focus group discussions, informants and participants mentioned that there are goals they wanted to achieve based from the experiences they had faced. In dealing with the teachers' aspirations, most of the participants have common answers in terms of their goals in teaching mother tongue language.

Being a Goal-Oriented Teacher. This is the first code for the fourth probed issue. Majority of the individuals tapped in the qualitative data collection have stated that being a goal-oriented teacher may bring positive impact to the way they will teach a subject. When they have a goal, they tend to have also the focus on what are the things they need to attain especially on the part of their students.

Participant 3 said that:
For me, I plan to create or make new learning activities which will make my students more participative and interactive. It is better to engage the students always in the class discussion. (IDI-03)

As she was questioned, Participant 7 answered through saying that:
Mas focus *ko karon sa pagtabang sa akong mga* students. *Labi na ang ilahang mga* skills *parehas anang* reading ug speaking, *dapat makabalo jud sila ug naa jud* enhancement *nga mahitabo sa ilaha.* (IDI-R7)

I am now focus in helping my students especially with their skills just like their reading and speaking. They need to know and there should be an enhancement for them. (IDI-R7)

Moreover, Participant 4 also stated that:
Sa ako kay ang goal *jud nako kay ang* improvement *sa* ways *kung unsaon sa mga* students *pagkabalo sa* lesson. *Mao man jud gud ang lisud kayo. Siguro mangita ug* IMs *na* suited *sa ilaha* or *maghimo na lang para mag*support *sa ilahang* learning. (IDI-04)

For me my goal is really to improve the ways on how the students could learn the lesson. It really the hardest one. I think I need to seek for the materials which will suit to them or I will create one because it is one thing which could support their learning. (IDI-04)

Innovations and Creativity. This is the second code of the fourth issue probed. From the in-depth interviews and focus group discussions, it is shared by many teachers that aspiring to produce and create instructional materials which are suit to the level of students they have is really in need. They also resulted to create interactive activities which also served as support system of the teachers in the way they will teach the mother tongue language.

FGD Participant 9 and 10 mentioned that:

Naga-plano jud mi, ang mga teachers *sa* mother tongue language, *nga magbuhat ug* materials *nga tama jud sa mga estudyante namu. Iapil gani namu ang ilahang* tradition *ug* culture *kay dako jud nga tabang.* (FGD-09 & 10)

We are really planning, the teachers of the mother tongue language, to make materials which is exact to the needs of our students. We include their tradition and culture because it is really a big help. (FGD-09 & 10)

Data Integration of the Salient Quantitative and Qualitative Findings

The present study on the sense of efficacy of the non-IP Elementary Public School teachers teaching mother tongue language carries out a mixed methods approach employing the convergent parallel approach. The fourth research question of the study involves the corroboration of the findings from quantitative and qualitative phase. The table on the salient quantitative and qualitative findings presents the focal points in the first column which contains the variable of the study followed by the quantitative and qualitative findings in the second and third column. The findings from the quantitative phase are usually the indicators with the highest mean while the qualitative findings which display the identified responses show confirmation or disconfirmation to the quantitative results. The fourth column is the nature of the data integration and the fifth column contains the axiological implications made based on the data described in the preceding columns.

Table 5
Data Integration of Salient Quantitative and Qualitative Findings

Aspect for Focal Point	Quantitative Findings	Qualitative Findings	Nature of Data Integration	Axiological Implications
Sense of Efficacy	From Table 1 on the Teachers Sense of Efficacy under indicator 1 Student Engagement, item 2, *helping students to value learning*, had an equivalent description of very high with M=4.70.	Table 2 on the lived experiences of teachers with regards to the sense of efficacy of teachers teaching mother tongue language has a code of Fulfilling Ones Responsibility highlighting the theme *Living the Passion and Fulfilment of Responsibility*	Merging-Converging	Passion matters in that it motivates and inspires the teachers. Passion is a motivational factor that affects teacher performance. It drives the teachers for a better student accomplishment. Passionate teachers create an effective learning environment and increase learning potential of students.
	Based on Table 1 under indicator 2 instructional strategies, item 2 *using variety of assessment strategies*, had a description of very high with M=4.62.	Table 2 on the lived experiences of teachers with regards to the sense of efficacy of teachers teaching mother tongue language has a code of Embodying Research highlighting the theme *Enriching Teaching Strategies*	Merging-Converging	Effective teachers have a wide array of instructional strategies at their disposal. They are skilled in the use of cooperative learning and graphic organizers; they know how best to use homework and how to use questions and advance organizers, and so on.
	Based from the Table under indicator 2 instructional strategies, item 3 *providing an alternative explanation or example when students are confused about the topic*, had a	Table 2 on the lived experiences of teachers with regards to the sense of efficacy of teachers teaching mother tongue language has a code of Use of Variety of Classroom Activities highlighting the	Merging-Converging	Teachers should know when the teaching and instructional strategies should be used with specific students and specific content. Although cooperative learning might be highly effective in one

description of very high with M=4.60.	theme *Enriching Teaching Strategies*		lesson, a different approach might be better in another lesson.
From Table 1 under the indicator 3 Classroom Management, item 2 *getting students believe that they can do well in school work*, gained the description of very high with M=4.74.	Table 2 on the lived experiences of teachers with a code Fulfiling Ones Responsibility with essential theme of *Living the Passion and Fulfilment of Responsibility*. Also, the code Making Connections with a theme of *Enriching Teaching Strategies.*	Merging-Converging	Teachers learn "tricks of the trade" from such sources as watching other teachers, reading about the topic, and reflecting on what is occurring in their classrooms. While mastering effective classroom management techniques takes work, effective teachers make classroom management look easy. The classroom environment is influenced by the guidelines established for its operation, its users, and its physical elements.

In the focal point which is the sense of efficacy, the result shows the merging function as converging in the combined quantitative and qualitative findings. The Table 3 on the experiences with regards to sense of efficacy with a code of Fulfilling Ones Responsibility highlighting the theme *Living the Passion and Fulfilment of Responsibility* was actually a confirmation to the quantitative finding stated in Table 1 Status of the Sense of Efficacy under indicator 1 Students Engagement on item 2 about *helping students to value learning* is rated Very High with M=4.70. In axiological perspective, teachers passion' increase the potential of students to learn the lesson. This means that living in the passion of teaching served as motivational factor of teachers in their performances and accomplishments.

Moreover, another code which is the Embodying Research which highlighted the theme *Enriching Teaching Strategies* emerges which merging function as converging for its qualitative findings converge to the quantitative findings under the indicator 2 Instructional Strategies on item 2 about *using variety of assessment strategies* with M=4.62. In axiological perspectives, an effective teacher should have a various instructional strategies because it contributed for them to be skilled in providing assessments and making questions which lead to effective learning of the students.

Further, the code Using Variety of Classroom Activities which highlighted the theme *Enriching Teaching Strategies* showed that the qualitative findings when merged into the quantitative findings on item 3 under the indicator 2 about *providing an alternative explanation or example when students are confused about the topic* with M=4.60 converge to each other. In the axiological perspectives, it implies that various approaches or strategies must be identified if when and how these strategies will be used in accordance to the needs of the students.

On the other hand, the code Fulfilling Ones Responsibility which highlighted the theme *Living the Passion and Fulfilment of Responsibility* and Making Connections which highlighted the theme *Enriching Teaching Strategies* confirmed that the qualitative findings are converge to the quantitative findings under the indicator 3 Classroom Management on item 2 about *getting students believe that they can do well in school work* with M=4.74. In its axiological perspective, it means that while the teachers mastering the techniques in managing the classroom, making students believe that they can do well in school work through reflecting on what students could do is important. This influenced the students even their physical elements while they are learning the lessons on mother tongue language.

Intervention Scheme Based on the Findings of the Study
Title of the Intervention: MTLI (Mother Tongue Language Intervention)
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Rationale:
Basically, the teaching of mother tongue language in the elementary schools purposely implemented to build the Kinder to Grade 3 learners' first language which served as spring board for them to learn the second language which is English. However, based on the experiences expressed by the non-IP public elementary school teachers, it was denoted that various challenges were being faced by them every day as they will teach a language which is not familiar to them, namely the Ata-Manobo language.

Hence, the following issues were given proposed interventions in order to have possible solutions towards effective teaching-learning process.

Intervention Scheme

ISSUES	OBJECTIVES	ACTIVITIES	PERSONS INVOLVED	TIME ELEMENT
Scarcity and Localization of Instructional Materials	To craft materials which are being contextualized based on learners cultural background	Conduct lecture about IMs hands-on activities in the making or crafting of IMs	• Superintendent of Davao Del Norte • Expert in localizing IMs • School Administrators • Elementary Teachers from Kinder-Grade 3 within the Municipality of Talaingod	• 1 week of seminar and workshop
Unfamiliar Terms Encountered in the Curriculum Guide	To provide information on the translation of the basic words/terms found in the curriculum guide To provide assistance to the non-IP teachers through seminar	Reviewing the curriculum guide on each of the subject Translating the terms which are new to the teachers in correspond to the Ata-Manobo language of the students	• Superintendent of the Division of Davao del Norte • IP Teachers (Ata-Manobo) • School Administrators • Elementary Teachers from Kinder-Grade 3 within the Municipality of Talaingod	• 1 month every weekends -1st week lecture -2nd week
Instructional Issues	To give inputs on the various strategies to be used in managing the issues To provide assistance to those teachers who still have the difficulty in managing the delivery of instruction because of some issues	A one-day lecture about the strategies which can be used inside the classroom Simulation activity applying the things mentioned on the lecture	• Superintendent of the Division of Davao del Norte • Lecturers for the topic • School Administrators • Elementary Teachers from Kinder-Grade 3 within the Municipality of Talaingod	• One day

CHAPTER 4
DISCUSSION

This chapter deals with the discussions regarding the data of non-IP Elementary Public School teachers' sense of efficacy, the significant of the difference of sense of efficacy when grouped according to years in service and school location, the lived experiences of the mother tongue language teachers and the roles of these experiences in shaping their belief, attitude, commitment and aspirations. Further, the data integration of both qualitative and quantitative data results as well as the intervention scheme made is also thoroughly discussed in this chapter.

Status of Teachers' Sense of Efficacy

The results reveal that the status of the sense of efficacy of teachers teaching mother tongue language is Very High. This implies that the sense of efficacy is always manifested by the teachers. This is in congruence with the study of Gibson & Dembo (1984) which stated that teachers with a high sense of self-efficacy are confident that even the most difficult students can be reached if they exert extra effort; while teachers with lower self-efficacy, on the other hand, feel a sense of helplessness when it as to do with dealing with difficult and unmotivated students.

In the same vein, this study adheres to the study of Ashton (1985) and Adedoyin (2010) that teachers with higher teaching efficacy find teaching meaningful and rewarding, expect students to be successful, assess themselves when students fail, set goals and establish strategies for achieving those goals, have positive attitudes about themselves and students, have a feeling of being in control, and share their goals with students.

Also, the sense of efficacy is a term which refers to the teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated is related to commitment to teaching, teachers' persistence in the teaching field, and teacher burnout. From the study of Brouwers & Tomic (2000) and Capa (2005) it was being suggested that efficacious people show more effort and persistence when faced with difficult tasks.

In terms of the students' engagement, as gleaned in the results, it is always manifested by the teachers. The findings of the study are in agreement with the ideas that students' engagement increasingly viewed as one of the keys to address problems such as low achievement, boredom and alienation, and high dropout rates. If the students are always and totally engaged in the classroom, they are more likely to perform well on standardized tests and are less likely to drop out of school. The conditions that lead to student engagement contribute to a safe, positive, and creative school climate and culture (Martin & Torres, 2005).

Likewise, the level of sense of efficacy in terms of instructional strategies is always manifested. The instructional strategies are the set of techniques or methods that a teacher can adopt to meet the various learning objectives for his/her students. When these strategies would be utilized always, the learners would be assisted to walk on the path of independent learning and become strategic learners while they are absorbing information regarding the topic. Through these strategies, teachers would be equipped to make learning fun for students. Also, it helps students to awaken their desire to learn. Instructional strategies focus on not only the educational content but also on the method and environment of the teaching process (Richa, 2014).

Further, from the findings, teachers' level of sense of efficacy indicates as always manifested in terms of classroom management. The teachers' management inside the classroom has an impact the way students will learn. The results revealed that in order to provide students with more opportunities to learn all of the things that a teacher does, classroom management is being implemented to organize students' space, time and materials and so for their learning can take place should be implemented all the time. With this, students should be able to carry out their maximum potential and develop appropriate behavior patterns if they are being managed properly inside the classroom. When the teachers aware that there are unexpected events which might happen inside the classroom, he/she could have the ability to control student behavior through the use of effective classroom management strategies (Nagler et al., 2016).

Significance of the Difference on Sense
   of Efficacy when Grouped According
   to Years in Service and School Location

Generally, the results reveal that there is no significant difference on the sense of efficacy of the non-IP public school elementary teachers when grouped according to school location and it is contradictory to the study of Ouka & Emunemu (2010) which stated that one of the factors that could affect teachers' performances and students' achievement is the school location. Since sense of efficacy could have effect on both teacher and students' proficiency, environmental factors such as school locations (rural or urban) could also have effect or impact on the proficiency academic achievement of students. Schools that have provided generations of children and young people with knowledge, skills and attitudes need to become autonomous and responsive yet if

the teachers are not totally accept the situation of where the school was being situated then effect towards their teaching will greatly be observed.

Also, in terms of the variable and the other moderator which is the years in service, the findings show that there is also no significant difference among the responses of the teachers based on their years in service and their sense of efficacy. The findings incongruently relate to the research of Borko & Putnam (1996) and Berger et al. (2018) which showed a positive correlation between the teachers' sense of efficacy and the years in service indicating that teachers tend to become more confident over their career. It appears that there is a considerable mastery progression between the first phase in a teaching career and the last phase. Such conclusions have been corroborated by other researchers also who found that more experienced teachers have a greater sense of efficacy for classroom management than the novice teachers and that sense of efficacy in classroom management increased from the onset of the career.

The Lived Experiences of non-IP Public
    School Elementary Teachers in Teaching
    Mother Tongue Language

It was shown in the previous chapter the lived experiences of the teachers as they teach the mother tongue language. Notably, different issues were probed which provoked various core ideas which were grouped into categories and labelled with a general theme. This aimed to have a better understanding on the experiences of the teachers as they face the arena in teaching the language which is new to them. With this, different propositions from the different authors and theorists were presented relative to these experiences.

Living the Passion and Fulfilment of Responsibility. Teachers while they are aiming to achieve their responsibility towards the students should continue the passion through putting deep appreciation to the learners' uniqueness. Based on the interviews and discussions, the rewarding experiences teachers had are more on the students' improvement and learning. Ashton (1985) & Adedoyin (2010) stated that teachers with higher teaching efficacy find teaching meaningful and rewarding, expect students to be successful, assess themselves when students fail, set goals and establish strategies for achieving those goals, have positive attitudes about themselves and students, have a feeling of being in control, and share their goals with students.
In addition, Erdem & Demirel (2007) supported that efficacy expectations appear in some cases to influence teachers' feelings and thoughts and their selection of classroom activities. These beliefs provide a base of human motivation, well-being, and personal accomplishment; unless people believe that their actions can produce desired outcomes, they have little incentive to act or persevere when confronted with difficulties.

Instructional Competence and Maturity. The use of classroom management strategies and showing empathy, patience and dedication even there are disruptive behaviours made by the students are needed as it gives impact to students' learning process. As stated by Mulvahill (2018), an effective classroom management is an absolute must to the teachers because it impacts the ability to be an effective educator and it impacts students' success as learners. If a certain classroom is out of control, it won't matter how passionate a teacher is about his/her subject or how much he/she is truly dedicated to children, learning will be negatively impacted thus ensuring that these instructional strategies will be employed.

Further, according to Woolfolk Hoy & Weinstein (2006) and Berger et al. (2018), teachers who had the feeling of highly confident in their abilities and they think that they are matured enough in dealing with any situation tend to sustain their students' autonomy and could respond quickly to the misbehaviour acted by students without the feeling of being threatened.

Battling Difficulties. The difficulties such as the unfamiliar language or the mother tongue of the students and the problems in instructional materials to be used in the class discussion are parallel to the study of the ACTRC (2014) which stated that the non-native teachers were observed that on their teaching mother tongue they've used translation and code-switching, along with other strategies, to clarify meaning and deepen students' understanding. With this, teachers are expected that because they are not familiar with the mother tongue of the students, they tend to learn first the heritage of the community and integrate in the class discussion while learning too the native language of the learners. Moreover, the idea is supported too by the study of Alberto et al. (2016) which confirmed that the scarcity of instructional materials is experience by the teachers teaching mother tongue language which hinder the enhancement of the reading, listening, speaking and writing skills of the learners. Materials for effective instruction must be contextualized for it to become effective in the learning of the students.

Enriching Teaching Strategies. The instructional issues with the various solutions used such as the making connections to others, the use of variety of classroom activities and embodying the essence of research was revealed from interviews. The results are in accordance with the study of Erdem & Demirel (2007) and Swanson (2010) which stated that sense of efficacy expectations appear in some cases to influence teachers' feelings and thoughts and their selection of classroom activities. These beliefs provide a base of human motivation, well-being, and personal accomplishment; unless people believe that their actions can produce desired outcomes, they have little incentive to act or persevere when confronted with difficulties.

Consequently, it was being stated that MTB MLE teachers can incorporate modern learning theories and practices into all class activities. They can assign students to work in teams to do problem solving activities that use higher thinking skills because the students are using a language they understand. Teachers are also able to begin effective literacy teaching earlier because the language and content of the reading and writing activities are familiar to the students (SIL International, 2011).

The Role of Experiences in Shaping the Belief, Attitudes, Commitment and Aspirations

The insights from the participants about the role played by the teachers' experiences in shaping their beliefs, attitudes, commitment and aspirations were discussed in this part. From the responses, there were four themes being identified.

Openness to New Ideas. From the results of the discussions, it was being identified that there are changes occur on the teachers' belief due to the various experiences they had experienced. This is parallel to the theory of sense of efficacy which stated that the performance of teachers teaching can be connected to his/her behavior, effort, openness to new ideas, innovation, planning and organization, persistence, resilience, reluctance to use criticism, enthusiasm, willingness to work with difficult students, and commitment to teaching and their careers (Ashton & Webb, 1986; Guskey & Passaro, 1994; Knobloch, 2006).

Enriching Positivity and Hardwork. Common responses were given by the participants of the study. It confirmed to the idea in Self-determination theory which stated that all social contexts that promote autonomy, self-made decisions, self-efficacy, feeling good about oneself, and interpersonal relatedness helps create intrinsic motivation. In the part of the teacher, he/she strive to create positive attitude towards teachers work and see things on the positive sides despite of all the challenges he/she is kept on doing the necessary things for the students (Patrick et al., 2000).

Further, this was also supported by Gubman's Motivational theory (2004) stating that when one is intrinsically motivated, the action is done because it is valued and there is an effortlessness to do it, which makes improving the action more seamless and more likely. It demonstrates passion's development and life cycle in the workplace and the motivation of a caring leadership offering learning challenges, combined with belief in self, combined with a skill set that meets the challenge of the job, creates a passionate work force.

Thriving the Passion for Teaching. Commonly, the participants emphasized their passion towards teaching mother tongue language despite of those challenges which shapes their commitment. The responses of the participants and informants is connected to the study of TeachThought Staff (2015) which stated that the teachers were from all walks of life, different ages, and various fields of education but they all had one thing in common which is the passion in teaching. The teachers' passion is not only for the activity of teaching, but also for the ends it serves. Great teachers have humility in knowing that they serve a purpose larger than themselves. Also, the passion matters for it motivates and inspires the teachers. Passion is a motivational factor that affects teacher performance. It drives the teachers for a better student accomplishment. Passionate teachers create an effective learning environment and increase learning potential of students. Passion leads to creativity; therefore, passionate teachers have the ability to think and produce new notions in an easy way.

Establishing Effective Instructional Strategies. With the aspirations of teachers, it was observed that it is being affected by their experiences in the teaching field especially as a mother tongue language teacher. The participants' common ideas are connected to the theory of constructivism which was mentioned by Rata (2012). The theory emphasizes the fact that learners construct or build their own understanding. Learning is a process of making meaning. Learners replace or adapt their existing knowledge and understanding (based on their prior knowledge) with deeper and more skilled levels of understanding. Skilled teaching is therefore active, providing learning environments, opportunities, interactions, tasks and instruction that foster deep learning. Hence, the theory of social constructivism says that learning happens primarily through social interaction with others, such as a teacher or a learner's peers.

Further, according to Richa (2014), instructional strategies should be strengthened because these help students to walk on the path of independent learning and become strategic learners. Through these strategies, teachers will be equipped in making the students learning fun through various activities and help students to awaken their desire to learn or improve their skills.

Data Integration of the Salient Quantitative and Qualitative Findings

Based on the findings of the quantitative and qualitative phase, similar ideas were integrated and analyzed. On the merging analysis which functions as converging, here are some of the quantitative findings with its qualitative equivalent: helping students to value learning to passion and fulfilment of responsibility; using variety of assessment strategies to enriching teaching strategies; providing an alternative explanation or example when students are confused about the topic to enriching teaching strategies; and getting students believe that they can do well in school work to passion and fulfilment of responsibility and enriching teaching strategies.

The quantitative and qualitative results confirm that in teaching mother tongue language, teachers should always consider the students to continue his/her passion to teaching and keep on enriching the teaching strategies which will be effective to the learners to learn.

Also, these are related to the idea of Brooks (2019) which stated that teachers have a very significant, lifelong impact on all of the students. This involves helping students feel they belong and are welcome in the school setting, providing them with responsibilities through which they perceive themselves as contributing and making a difference offering them opportunities to make choices and decisions and solve problems, and communicating encouragement and positive feedback.

Consequently, it is said that teachers should prepare mental set through rapport with students before they start teaching. With the passage of time, the importance of instructors' teaching style is being spread and the teachers are taking initiative to improve their teaching and instructional strategies for students' improved learning and during their times of confusions (Jalbani, 2014).

Lastly, effective teachers expertly manage and organize the classroom and expect their students to contribute in a positive and productive manner. It seems prudent to pay careful attention to classroom climate, given that it can have as much impact on student learning as student aptitude. Effective teachers also use rules, procedures, and routines to ensure that students are actively involved in learning (McLeod, Fisher, & Hoover, 2003).

Intervention Scheme Based on the Findings of the Study

Since the findings revealed that struggles, challenges and problems were experienced by the teachers, an intervention scheme was being created in accordance to the needed activities which may provide solutions to those issues. The following were three issues identified: scarcity and localization of instructional materials, unfamiliar terms encountered in the curriculum guide and instructional issues. Along with these issues were the objectives, activities, persons involved and the time element. Further, the scheme specifies sort of action that should be taken when the teacher experience difficulties in teaching the mother tongue language. This action should be tailored to the specific needs and temperament of the teacher involved. Also, the plan might suggest or require that the teachers may attend to the specified activities where he/she is great likely to come into meet struggles with certain issues which might cause problems with them and even to the students learning.

Salem al-marat (2011) imparted that an intervention plan will only work only if there is coordination between the stakeholders. Because the teacher's role is critical in developing and executing a successful learning to students, the issues and concerns which are in need of action should be acted by the help of an intervention plan. If the teacher is noticing more challenges, then they are going to have a large responsibility in drafting the plan to see how if it can change his/her ways in teaching. Hence, teachers adjust interventions in response to changing situations. Teachers respond to changes using a continuum of teaching and instructional management techniques that correspond to severity and importance of the problem.

Implication for Educational Practices

Research has shown that teaching mother tongue language depicts various challenges and difficulties met by the teachers. These challenges and difficulties existed even at the beginning of the full implementation of Mother Tongue Based Language Education (MTBLE).

The quantitative and qualitative analysis of the study focused on the three indicators of the sense of efficacy of teachers, their lived experiences and how these experiences shaped the belief, attitudes, commitment and aspirations, how the data corroborate to each other. The results manifested an important point on highlighting the importance of having extensive seminars, trainings and workshops for those teachers teaching the mother tongue language. With it, mother tongue language teachers study and its important role in the Education Department should be given credits especially those who are teaching a language of the indigenous people. Because despite the fact that their sense of efficacy is very high, it is inevitable that problems they had gained much attention which need an immediate action. In general, due to the importance of teaching mother tongue, the performance of the teachers on this field must be in focus to ensure that quality education is still at hand and they should never be neglected especially in terms of their needs in materials even to the updated and effective teaching strategies to be used.

CHAPTER 5
CONCLUSION AND RECOMMENDATION

This chapter presents the conclusions and recommendations which have been created based on the findings of the study.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

First, the status of sense of efficacy of non-IP Public Elementary teachers teaching mother tongue language are very high in terms of students' engagement, instructional strategies and classroom management. Hence, this indicates that the indicators of sense of efficacy are always manifested by the teachers.

Second, there is no significant difference on the teachers' sense of efficacy when grouped according to school location and years in service. As showed from the previous chapter, school location and years in service is statistically not significant to teachers' sense of efficacy because of its exceeding p-value which is greater than the set level of significance.

Third, the thematic analysis of the qualitative data was done based from the responses gained through the conduct of in-depth interview (IDI) and focus group discussion (FGD). The results gave more information about the side of the teachers in terms of their experiences and struggles encountered during the teaching of mother tongue language. Qualitatively, mother tongue language teachers have been experiencing different situations which contribute to the way how they are teaching the language to the students. The following themes were emerged: Living the Passion and Fulfilment of Responsibility; Instructional Competence and Maturity; Battling Difficulties and Enriching Teaching Strategies.

Fourth, from the participants responses, another themes are identified which show the role of the teachers experiences in shaping their belief, attitude, commitment and aspirations. The following are the themes: Openness to New Ideas; Enriching Positivity and Hardwork; Thriving the Passion for Teaching and Establishing Effective Instructional Strategies.

Fifth, to better understand the impact of the teachers' experiences towards teaching mother tongue language, the responses were analyzed thematically to confirm the quantitative results of the study. Both of the findings from the two phases are integrated based on the nature for future plan. The status of the teachers' sense of efficacy based on the quantitative results show that it converged to the data gained from the qualitative phase. Both of the quantitative and qualitative results confirms that the teachers despite of the challenges and difficulties experienced by the teachers, they still keep on doing their passion for the sake of the students and continue searching for remedies from the problems faced.

Lastly, from the responses of the participants an intervention scheme is made. Thus, the scheme presents the focused issues, the objectives for each issue, activities, persons in-charge and its time element.

Recommendations

Based on the findings of the study, the following recommendations were being drawn:

Since the status of the sense of efficacy of non-IP elementary public school teachers teaching mother tongue language reveal that among the three indicators of sense of efficacy the classroom management has the highest mean which affects greatly the sense of efficacy, teachers may continue to use strategies for their classroom management especially in times of disruptive behaviour of students as well as while they are doing school works. To add, the remaining two indicators, students' engagement and instructional strategies, both gained the lowest mean, thus it is recommended that teachers may strengthened the way of giving motivation and assistance to the students through utilizing various strategies.

Further, since there is no significant difference in the sense of efficacy of the teachers when grouped according to years in service and school location, teachers may also continue to have a very high commitment and belief on themselves especially as a teacher teaching mother tongue language in order to linger too the passion of helping and assisting the students in their learning process. Also, the school location and years in service does not have any effect on their sense of efficacy thus making such dedication to strive more for the students' betterment.

Thirdly, based from the qualitative phase results on the lived experiences of the teachers as regard to their sense of efficacy in teaching mother tongue language, teachers may give much focus to the difficulties they've experienced in teaching such as with the scarcity of the materials, the terms which are not familiar to them, the classroom management and instructional strategies to be used. Thorough understanding of the curriculum guide may be done too and making an open communication to their School Administrators and even to the Schools Division Superintendent may be created. Hence, from the good experiences they had, teachers may continue the passion even in their situation towards teaching.

Moreover, those differentiated experiences teachers as accordance with years in service and school location which shaped their belief, attitude, commitment and aspirations may be used in meeting the needs of their profession. Also, those new beliefs may form as their springboard to have a more effective teaching-learning process and their aspirations should be worked out towards its realization.

Although the result divulged a converging integration of data gathered, it is being recommended that future researchers may study and may conducted again in different corpus to confirm and validate the findings. The results of the future study may help to corroborate more the fact of the parallel results and may strengthen the findings for vital and reasonable purposes as such creating positive implications to the experiences of those teachers teaching mother tongue language.

Lastly, it is also being recommended to the School Administrators of the various public elementary schools within the Municipality of Talaingod may conduct the seminars, trainings and workshops stipulated in the intervention scheme. These activities may help the educators especially those who are teaching the mother tongue language to be equitable enough in dealing their lesson though there are problems encountered such as the lack of instructional materials in their school.

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APPENDICES

APPENDIX A
PERMISSION LETTERS

LETTER PERMISSION TO CONDUCT THE STUDY

February 22, 2019

SYLVIA J. PIDOR, PhD
Dean, Graduate School
University of the Immaculate Conception,
Davao City

Dear Dr. Pidor:

The undersigned is currently undertaking a study entitled "**A LOOK INTO THE SENSE OF EFFICACY OF NON-IP ELEMENTARY PUBLIC SCHOOL TEACHERS TEACHING MOTHER TONGUE LANGUAGE: A PARALLEL CONVERGENT APPROACH**" in partial fulfilment of the requirements for the degree Master of Arts in Education major in English. In connection, the undersigned would like to ask your permission to start conducting my data gathering and collection to the expected place of study since I had already the Certificated of Compliance from the Research Ethics Committee of the higher institution.

Rest assured that all the results will be highly kept confidential and will be used solely for the purpose of which it is intended. Your favourable consideration on this request will be a great gratitude that will determine the success of this academic endeavour.

Thank you for the favourable response to this request and more power.
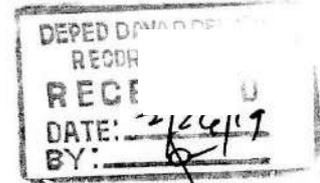
Respectfully yours,

DEVEYVON L. ESPINOSA
Researcher

Approved:

SYLVIA J. PIDOR, PhD
Dean, Graduate School

LETTER PERMISSION TO CONDUCT THE STUDY

February 26, 2019

DR. JOSEPHINE L. FADUL
Schools Division Superintendent
Division of Davao del Norte
Mankilam, Tagum City

Dear Dr. Fadul:

The undersigned is currently undertaking a study entitled "**A LOOK INTO THE SENSE OF EFFICACY OF NON-IP ELEMENTARY PUBLIC SCHOOL TEACHERS TEACHING MOTHER TONGUE LANGUAGE: A PARALLEL CONVERGENT APPROACH**" in partial fulfilment of the requirements for the degree Master of Arts in Education major in English. In connection, the undersigned would like to ask your permission to conduct her study to the different IP elementary schools in the division.

Rest assured that all the classroom activities will not be jeopardized since all activities will be done on the available time of the teachers. The results will be highly kept confidential and will be used solely for the purpose of which it is intended.

Your favourable consideration on this request will be a great gratitude that will determine the success of this academic endeavour. Attached herewith is the photocopy of the Ethics Compliance Certification from the Research Ethics Committee for your perusal and proving that the study is ready to conduct to the research location and it followed the required contents and requirements of the mentioned higher institution.

Thank you for the favourable response to this request and more power.

Respectfully yours,

DEVEYVON L. ESPINOSA
Researcher

Approved:

JOSEPHINE L. FADUL, Ed
Schools Division Superintendent

Appendix B
Instruments

February 27, 2019

THE PRINCIPALS
Public Elementary Schools
Municipality of Talaingod
Division of Davao del Norte

Dear Maam/Sir:

The undersigned is currently undertaking a study entitled "A LOOK INTO THE SENSE OF EFFICACY OF NON-IP ELEMENTARY PUBLIC SCHOOL TEACHERS TEACHING MOTHER TONGUE LANGUAGE: A PARALLEL CONVERGENT APPROACH" both with the quantitative and qualitative method as partial fulfilment of the requirements for the degree Master of Arts in Education major in English at the University of the Immaculate Conception, Davao City. In connection, the undersigned would like to ask your permission to conduct her study in your respective school.

Rest assured that all the results which will be given by your teachers as participants of this study will be highly kept confidential and will be used solely for the purpose of which it is intended. Your favourable consideration on this request will be a great gratitude that will determine the success of this academic endeavour.

Attached herewith is the photocopy of the Ethics Compliance Certification from the Research Ethics Committee for your perusal and proving that the study is ready to conduct to the research location and it followed the required contents and requirements of the mentioned higher institution. Also, letter received by the Schools Division Superintendent, Dr. Josephine L. Fadul is being stapled as support.
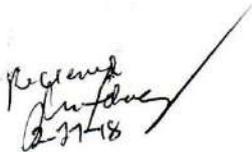
Thank you for the favourable response to this request and more power.

Respectfully yours,
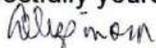
DEVEYVON L. ESPINOSA
Researcher

Survey Questionnaire

Name (Optional): _____
School Location: _____
Years in Service: _____

Dear Respondents:

Listed below are series of statements that represent possible feelings that teachers might have about the sense of efficacy. With respect to your own feelings about the subject that you are teaching as well as your sense of efficacy, this questionnaire is designed to help us gain better understanding of the kinds of things that create difficulties for teachers in their school activities. Your answers are confidential.

Instructions: Using the following 5-likert scale, indicate the extent to which you agree or disagree with the following statements as they pertain to sense of efficacy. Kindly leave a check (/) to a given scale on each item to indicate the extent to which you agree or disagree.

5 = Strongly Agree   2 = Disagree
4 = Agree   1 = Strongly Disagree
3 = Moderately Agree

Teachers Sense of Efficacy

		Likert Scale				
Student Engagement		**5**	**4**	**3**	**2**	**1**
	As a teacher, I…					
1.	motivate students with low interest in their school work.					
2.	help students to value learning.					
3.	can calm a student who is disruptive or noisy.					
4.	assists families in helping their children to do well in school.					
	Instructional Strategies	**5**	**4**	**3**	**2**	**1**
	As a teacher, I…					
1.	can craft good questions for the students.					
2.	use a variety of assessment strategies.					
3.	can provide an alternative explanation or example when students are confused about the topic.					
4.	implement alternative strategies in the classroom.					
	Classroom Management	**5**	**4**	**3**	**2**	**1**
	As a teacher, I…					
1.	can control disruptive behaviour during my class.					
2.	get students to believe that they can do well in school work.					
3.	use various strategies for the students to follow classroom rules.					
4.	establish a classroom management system with each group of students.					

Source: Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive   .

INTERVIEW GUIDE FOR THE PARTICIPANTS

Good day.

I am **DEVEYVON L. ESPINOSA**, a MAED-English student of University of Immaculate Conception, Davao City. Presently, I am conducting my study and would like to invite you to be one of my participants. I choose you, because your qualification is fitted for the inclusion criteria as one of the participants of this study.

The purpose of this convergent parallel mixed method is to describe the lived experiences of the non-IP elementary public school teachers who are teaching mother tongue language and to identify their sense of efficacy while teaching the said language. Hence, the data will be corroborated for the research to have a clear understanding about the phenomenon being studied.

If you volunteer to participate in this study, you will be asked to participate through answering the interview questions which you can finish within 20-30 minutes.

If you feel discomfort during the course of the interview because of the sensitive nature of the topic being studied, you may abstain from answering the questions which makes you feel any psychological or emotional distress or you can withdraw if you decided not to be a participant because you cannot discuss the information that is asked for you from the study. Although your answers will be tape recorded, your responses will remain anonymous, it will be treated with confidentiality and no names will be mentioned in the report. The researcher put value to your participation and she will place your welfare as the highest priority during the course of the study.

Thank you.

1. What are the lived experiences of the non-IP Elementary Public School teachers teaching mother tongue language?
    1.1. What mother tongue do you use in your school?
    1.2. How long you have been teaching mother tongue language?
    1.3. What good experiences did you encounter in teaching mother   tongue language?
    1.4. What experiences do you consider as rewarding when you are   teaching mother tongue?
    1.5. How will you describe your experiences in teaching mother tongue   language when a student is having a disruptive behaviour?

2. What are the challenges met by the non-IP Elementary Public School teachers teaching mother tongue language?
    1.1. What are the difficulties you've encountered in teaching mother   tongue language?
    1.2. How did you handle the difficulties encountered in teaching mother   tongue language?
    1.3. What are the coping mechanisms did you adapt in handling   challenges in teaching such as if the student is not motivated to learn?
    1.4. What are the strategies you've implemented to overcome instructional   issues in teaching the language?
    1.5. How do these instructional strategies help you in coping up those   challenges?

3. What are the insights you could share to your co-teachers who are also teaching mother tongue language as well as to the academe in general?
    1.1. What are the advantages of being a mother tongue language   teacher?
    1.2. What are the disadvantages of being a mother tongue language   teacher?
    1.3. How do these experiences shape your belief, attitudes, commitment   and aspirations as a teacher?
    1.4. If you will be given the chance to choose a subject, will you still prefer   to teach mother tongue language? Why or why not?
    1.5. What does teaching mother tongue give you as a non-IP   teacher?

APPENDIX C
VALIDATION FORMS

University of the Immaculate Conception
GRADUATE SCHOOL

VALIDATION FORM FOR THE QUANTITATIVE RESEARCH GUIDE QUESTIONNAIRE

QFM – GSD – 023
Rev. 01 / September 6, 2016
Approved by:

Control No.: _____

Name of Evaluator   :   Dr. Renan P. Limjuco
Degree   :   PhD Educ Admin
Position   :   Research Director
Number of Years in Teaching :   32

To the Evaluator: Please check the appropriate box for your rating:

Point Equivalent: 5   - Excellent
                     4   - Very Good
                     3   - Good
                     2   - Fair
                     1   - Poor

	5	4	3	2	1
1.) Clarity of Directions and Items. The vocabulary level, language structure and conceptual of the questions suit the level of the respondents. The test direction and items are written in a clear and understandable manner.	✓				
2.) Presentations / Organization of Items The items are organized in logical manner.	✓				
3.) Suitability of Items The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, skills and attitudes that are supposed to be measured.	✓				
4.) Adequateness of Items per Category The items represent the coverage of the research adequately. The number of questions per category is representative enough of all questions needed for the research.	✓				
5.) Attainment of the Purpose The instrument as a whole fulfills the objective for which it was constructed	✓				
6.) Objectivity Each item question only one specific answer or measure only one behavior and no aspect of the questionnaire suggests bias on the part of the research.	✓				
7.) Scale and Evaluation in Rating System					

Page 1 of 2

University of the Immaculate Conception
GRADUATE SCHOOL

VALIDATION FORM FOR THE QUANTITATIVE RESEARCH GUIDE QUESTIONNAIRE

QFM – GSD – 023
Rev. 01 / September 6, 2016
Approved by:

Control No.: _____

The scale adopted is appropriate for the items.	✓			

Remarks:

The questionnaire is valid.

Sign over Printed Name

Page 2 of 2

University of the Immaculate Conception
GRADUATE SCHOOL

VALIDATION FORM FOR THE QUANTITATIVE RESEARCH GUIDE QUESTIONNAIRE

QFM – GSD – 023
Rev. 01 / September 6, 2016
Approved by:

Control No.: _____

Name of Evaluator : _Dr. Tercita Adriano, PhD_
Degree : _PhD major in Applied Linguistics_
Position : _Coordinator_
Number of Years in Teaching : _40 years_

To the Evaluator: Please check the appropriate box for your rating:

Point Equivalent: 5 - Excellent
4 - Very Good
3 - Good
2 - Fair
1 - Poor

	5	4	3	2	1
1.) Clarity of Directions and Items. The vocabulary level, language structure and conceptual of the questions suit the level of the respondents. The test direction and items are written in a clear and understandable manner.		✓			
2.) Presentations / Organization of Items The items are organized in logical manner.		✓			
3.) Suitability of Items The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, skills and attitudes that are supposed to be measured.	✓				
4.) Adequateness of Items per Category The items represent the coverage of the research adequately. The number of questions per category is representative enough of all questions needed for the research.		✓			
5.) Attainment of the Purpose The instrument as a whole fulfills the objective for which it was constructed	✓				
6.) Objectivity Each item question only one specific answer or measure only one behavior and no aspect of the questionnaire suggests bias on the part of the research.	✓				
7.) Scale and Evaluation in Rating System			✓		

Page 1 of 2

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GRADUATE SCHOOL

VALIDATION FORM FOR THE
QUANTITATIVE RESEARCH GUIDE
QUESTIONNAIRE

QFM – GSD – 023
Rev. 01 / September 6, 2016
Approved by:

Control No.: ___   _____

The scale adopted is appropriate for the items.		✓		

Remarks:

Revise the questionnaire by contextualizing it.

Teresita D. Adriano, PhD
Sign over Printed Name

Page 2 of 2

University of the Immaculate Conception
GRADUATE SCHOOL

VALIDATION FORM FOR THE QUANTITATIVE RESEARCH GUIDE QUESTIONNAIRE

| QFM – (023 |
| Rev. 01   ember 6, 2016 |
| Approveu vy. |

Control No.: _____

Name of Evaluator : Dr. Sylvia Pidor
Degree : PhD
Position : Dean / Admin
Number of Years in Teaching : 35

To the Evaluator: Please check the appropriate box for your rating:

Point Equivalent:
5 - Excellent
4 - Very Good
3 - Good
2 - Fair
1 - Poor

	5	4	3	2	1
1.) Clarity of Directions and Items. The vocabulary level, language structure and conceptual of the questions suit the level of the respondents. The test direction and items are written in a clear and understandable manner.		✓			
2.) Presentations / Organization of Items The items are organized in logical manner.			✓		
3.) Suitability of Items The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, skills and attitudes that are supposed to be measured.			✓		
4.) Adequateness of Items per Category The items represent the coverage of the research adequately. The number of questions per category is representative enough of all questions needed for the research.			✓		
5.) Attainment of the Purpose The instrument as a whole fulfills the objective for which it was constructed		✓			
6.) Objectivity Each item question only one specific answer or measure only one behavior and no aspect of the questionnaire suggests bias on the part of the research.		✓			
7.) Scale and Evaluation in Rating System					

Page 1 of 2

University of the Immaculate Conception
GRADUATE SCHOOL

**VALIDATION FORM FOR THE
QUANTITATIVE RESEARCH GUIDE
QUESTIONNAIRE**

QFM – GSD – 023
Rev. 01 / September 6, 2016
Approved by:

Control No.: _____

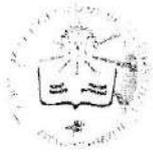| The scale adopted is appropriate for the items.		/		

Remarks:

See suggestions.

DR. SYLVIA J. PIDOR
Sign over Printed Name

University of the Immaculate Conception
GRADUATE SCHOOL

VALIDATION FORM FOR THE QUALITATIVE RESEARCH GUIDE QUESTIONNAIRE

| QFM – GSD – 022 |
| Rev. 01 / September 6, 2016 |
| Approved by: |

Control No.: _____

Name of Evaluator _ Dr. Renan P. Limjuco
Degree _ PhD Educ Admin
Position _ Research Director
Number of Years in Teaching and Research _ 32

To the Evaluator:

Using this assessment form, kindly determine the validity of the attached instrument in relation to the purpose of the study; specifically with regard to the research questions as stipulated (See also the attached documents revealing the Title and Purpose of the Study). There are three areas to be examined, namely, Introduction Key Components, Questions, and Closing Key Components. The question items must be evaluated in terms of their clarity, suitability, understandability, and ability to elicit personal narratives, comments, opinions, and insights from the research participants. Please check the corresponding rating and write the necessary remarks.

SECTIONS	ITEMS	EVALUATION		
		YES	NO	REMARKS
Introduction Key Components	1. Is there an opening statement expressing gratitude to the research participant for his or her willingness to join the session?	✓		
	2. Does this section of the questionnaire reveal the name of the researcher? (i.e the researcher introducing himself or herself)	✓		
	3. Is the purpose explicitly stated?	✓		c/o
	4. Is the duration of the session clearly stipulated?	✓		Informed
	5. Is there a statement assuring the research participant of the confidentiality of his or her responses?	✓		Consent
	6. Does this section explain how the in-depth interview or the focus group discussion be conducted?	✓		
	7. Does this section include a statement assuring the research participant of his or her opportunity to be clarified further before proceeding to the intended activity?	✓		
	8. Does this section provide spaces for the signature of the research participant?	✓		
	9. Does it require a witness to sign?	✓		
	10. Does this section stipulate the need for a			

Page 1 of 2

University of the Immaculate Conception
GRADUATE SCHOOL

VALIDATION FORM FOR THE QUALITATIVE RESEARCH GUIDE QUESTIONNAIRE
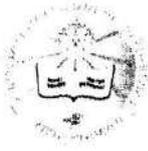
QFM – GSD – 022
Rev. 01 / September 6, 2016
Approved by:

Control No.: _____

Questions	legal guardian to sign as in the case of a research participant under 18 years of age?	✓		
	11. Are there no more than 15 questions (i. e. no more than 3 research questions with no more than 5 probing questions each)?	✓		
	12. Are factual questions asked first before the probing questions?	✓		
	13. Are there questions requiring the participant to describe his or her experiences?	✓		
	14. Are there questions requiring the participant to explain the meaning of his or her shared experiences?	✓		
	15. Are the vocabulary level and language structure of the questions appropriate to the age and capability of the research participant?	✓		
	16. Are the questions clear and understandable?	✓		
	17. Do the questions possess the ability to elicit qualitative data relevant to the attainment of the objectives of the study?	✓		
Closing Key Components	18. Does this section guarantee the participant of his or her chance to give additional comments?	✓		
	19. Does this section inform the research participant of the researcher's plan regarding the data being collected, its analysis, and the corresponding report and what the researcher would do next?	✓		
	20. Does this section of the questionnaire express gratitude to the research participant?	✓		

_____
Evaluator's Name and Signature

University of the Immaculate Conception
GRADUATE SCHOOL

VALIDATION FORM FOR THE
QUALITATIVE RESEARCH GUIDE
QUESTIONNAIRE

QFM – GSD – 022
Rev. 01 / September 6, 2016
Approved by:

Control No.: _____

Name of Evaluator _____ Dr. Teresita Adriano, PhD _____
Degree _PhD major in Applied Linguistics_
Position _Coordinator_
Number of Years in Teaching and Research _40 yrs_

To the Evaluator:

Using this assessment form, kindly determine the validity of the attached instrument in relation to the purpose of the study; specifically with regard to the research questions as stipulated (See also the attached documents revealing the Title and Purpose of the Study). There are three areas to be examined, namely, Introduction Key Components, Questions, and Closing Key Components. The question items must be evaluated in terms of their clarity, suitability, understandability, and ability to elicit personal narratives, comments, opinions, and insights from the research participants. Please check the corresponding rating and write the necessary remarks.

SECTIONS	ITEMS	EVALUATION		
		YES	NO	REMARKS
Introduction Key Components	1. Is there an opening statement expressing gratitude to the research participant for his or her willingness to join the session?	✓		
	2. Does this section of the questionnaire reveal the name of the researcher? (i.e the researcher introducing himself or herself)	✓		
	3. Is the purpose explicitly stated?	✓		
	4. Is the duration of the session clearly stipulated?	✓		
	5. Is there a statement assuring the research participant of the confidentiality of his or her responses?	✓		
	6. Does this section explain how the in-depth interview or the focus group discussion be conducted?	✓		
	7. Does this section include a statement assuring the research participant of his or her opportunity to be clarified further before proceeding to the intended activity?	✓		
	8. Does this section provide spaces for the signature of the research participant?		✓	
	9. Does it require a witness to sign?		✓	
	10. Does this section stipulate the need for a		✓	

University of the Immaculate Conception
GRADUATE SCHOOL

VALIDATION FORM FOR THE
QUALITATIVE RESEARCH GUIDE
QUESTIONNAIRE

QFM – GSD – 022
Rev. 01 / September 6, 2016
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Control No.: _____

	legal guardian to sign as in the case of a research participant under 18 years of age?		✓	
Questions	11. Are there no more than 15 questions (i. e. no more than 3 research questions with no more than 5 probing questions each)?	✓		
	12. Are factual questions asked first before the probing questions?	✓		
	13. Are there questions requiring the participant to describe his or her experiences?	✓		
	14. Are there questions requiring the participant to explain the meaning of his or her shared experiences?	✓		
	15. Are the vocabulary level and language structure of the questions appropriate to the age and capability of the research participant?	✓		
	16. Are the questions clear and understandable?	✓		
	17. Do the questions possess the ability to elicit qualitative data relevant to the attainment of the objectives of the study?	✓		
Closing Key Components	18. Does this section guarantee the participant of his or her chance to give additional comments?	✓		
	19. Does this section inform the research participant of the researcher's plan regarding the data being collected, its analysis, and the corresponding report and what the researcher would do next?	✓		
	20. Does this section of the questionnaire express gratitude to the research participant?	✓		

Teresita Q. Adriano, PhD
Evaluator's Name and Signature

University of the Immaculate Conception
GRADUATE SCHOOL

VALIDATION FORM FOR THE QUALITATIVE RESEARCH GUIDE QUESTIONNAIRE

QFM – GSD – 022
Rev. 01 / September 6, 2016
Approved by:

Control No.: _____

Name of Evaluator _____Dr. Sylvia Pidor_____

Degree _____PhD_____

Position _____Dean / Admin_____

Number of Years in Teaching and Research _____35_____

To the Evaluator:

Using this assessment form, kindly determine the validity of the attached instrument in relation to the purpose of the study; specifically with regard to the research questions as stipulated (See also the attached documents revealing the Title and Purpose of the Study). There are three areas to be examined, namely, Introduction Key Components, Questions, and Closing Key Components. The question items must be evaluated in terms of their clarity, suitability, understandability, and ability to elicit personal narratives, comments, opinions, and insights from the research participants. Please check the corresponding rating and write the necessary remarks.

SECTIONS	ITEMS	EVALUATION		
		YES	NO	REMARKS
Introduction Key Components	1. Is there an opening statement expressing gratitude to the research participant for his or her willingness to join the session?	✓		
	2. Does this section of the questionnaire reveal the name of the researcher? (i.e the researcher introducing himself or herself)	✓		
	3. Is the purpose explicitly stated?	✓		
	4. Is the duration of the session clearly stipulated?	✓		
	5. Is there a statement assuring the research participant of the confidentiality of his or her responses?	✓		
	6. Does this section explain how the in-depth interview or the focus group discussion be conducted?	✓		
	7. Does this section include a statement assuring the research participant of his or her opportunity to be clarified further before proceeding to the intended activity?	✓		
	8. Does this section provide spaces for the signature of the research participant?	✓		
	9. Does it require a witness to sign?		N/A	
	10. Does this section stipulate the need for a			

University of the Immaculate Conception
GRADUATE SCHOOL

VALIDATION FORM FOR THE QUALITATIVE RESEARCH GUIDE QUESTIONNAIRE

QFM – GSD – 022
Rev. 01 / September 6, 2016
Approved by:

Control No.: _____

Questions	legal guardian to sign as in the case of a research participant under 18 years of age?		N/A	
	11. Are there no more than 15 questions (i. e. no more than 3 research questions with no more than 5 probing questions each)?	✓		
	12. Are factual questions asked first before the probing questions?	✓		
	13. Are there questions requiring the participant to describe his or her experiences?	✓		
	14. Are there questions requiring the participant to explain the meaning of his or her shared experiences?	✓		
	15. Are the vocabulary level and language structure of the questions appropriate to the age and capability of the research participant?	✓		
	16. Are the questions clear and understandable?	✓		
	17. Do the questions possess the ability to elicit qualitative data relevant to the attainment of the objectives of the study?	✓		
Closing Key Components	18. Does this section guarantee the participant of his or her chance to give additional comments?	✓		
	19. Does this section inform the research participant of the researcher's plan regarding the data being collected, its analysis, and the corresponding report and what the researcher would do next?	✓		
	20. Does this section of the questionnaire express gratitude to the research participant?	✓		

Sylvia J. Pidor

DR. SYLVIA J. PIDOR
_____
Evaluator's Name and Signature

Appendix D
Ethics Certificates

University of the Immaculate Conception
Research, Publication, and Innovation Center
Bonifacio Street, Davao City, Philippines

RPIC
Control No.: 0344

Ethics Compliance Certificate

This is to certify that the study entitled **"A LOOK TO THE SENSE OF EFFICACY OF NON-IP ELEMENTARY PUBLIC SCHOOL TEACHERS TEACHING MOTHER TONGUE LANGUAGE: A PARALLEL CONVERGENT APPROACH"** of Deveyvon L. Espinosa, candidate of Master of Arts in Education, Major in English, has been examined by the University Research Ethics Committee (REC) as FULL BOARD and has been evaluated to have adequately complied the requirements for the research ethics protocol and is therefore, cleared for implementation using universally accepted scientific procedures and internationally accepted ethical guidelines.

Given this 22nd day of February 2019 at UIC Research, Publication, and Innovation Center, Bonifacio Street, Davao City, Philippines.

Dr. Renan P. Limjuco
Chair, Research Ethics Committee

RESEARCH PUBLICATION AND INNOVATION CENTER
University of the Immaculate Conception
R E L E A S E D
By: F. A. Cayetano
Date: FEB 2 2 2019 Time: 1:59 pm

Telephone No. (082) 227-82-86 (loc. 211) ● Email Address: rpic@uic.edu.ph   Page **1** of **1**

University of the Immaculate Conception
Research, Publication, and Innovation Center
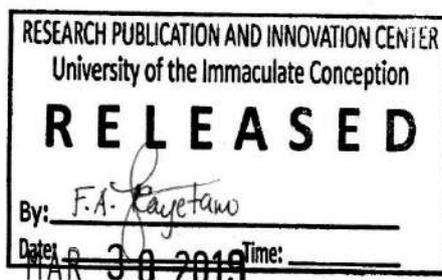Bonifacio Street, Davao City, Philippines

RPIC_FO_0061
Control No.: 00286

Ethics Endorsement for Final Defense

This certifies that *Deveyvon L. Espinosa* has incorporated all the suggestions of the Ethics Review Committee (ERC) based on the comments regarding the critical and ethical issues pertaining to his/her study entitled **"A LOOK TO THE SENSE OF EFFICACY OF NON-IP ELEMENTARY PUBLIC SCHOOL TEACHERS TEACHING MOTHER TONGUE LANGUAGE: A PARALLEL CONVERGENT APPROACH"** as brought out and discussed during the FULL BOARD ethics review proceedings. Further, this document signifies that he/she has abided with all of the additional requirements deemed important by the ERC.

He/She is now given the approval to present his/her research output to the Graduate School Technical Panel. To facilitate smooth flow of the review process and also to monitor effectively the researcher's progress, one representative from the ERC shall sit with the technical panel during the final defense.

Given this 30th day of March 2019 at UIC Research, Publication, and Innovation Center, Bonifacio Street, Davao City, Philippines.

RESEARCH PUBLICATION AND INNOVATION CENTER
University of the Immaculate Conception
R E L E A S E D
By: F.A. Cayetano
Date: MAR 3 0 2019 Time:

Dr. Renan P. Limjuco
Chair, Research Ethics Committee

Cc: Dean of the Graduate School

Appendix E
Certificate of Originality

University of the Immaculate Conception
GRADUATE SCHOOL

CERTIFICATE OF ORIGINALITY

QFM – GSD – 021
Rev. 01 / September 6, 2016
Approved by:

Control No.: _____

Date ___04- 08- 19___

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material to which to a substantial extent has been expected for award of any degree or diploma of a university or other institute of higher learning, except where due acknowledgement is made in the text.

I also declare that the intellectual content of this thesis/dissertation is the product of my work, even though I may have received assistance from others on style, presentation and language expression.

DEVEYOON L. ESPINOSA
Name and Degree of candidate here
(Signature over Printed Name)

04- 08 - 19
Date

DANILO G. BANDILLO, PhD
Name of Adviser here
(Signature over Printed Name)

04- 08-19
Date

Appendix F
Sample of Informed Consent Form

University of the Immaculate Conception
Research, Publication, and Innovation Center
Bonifacio Street, Davao City, Philippines

RPIC_FO_0057
Control No.: _____

Ethics Informed Consent Form (ICF)

Informed Consent Form for _A LOOK INTO THE SENSE OF EFFICACY OF NON-IP ELEMENTARY PUBLIC SCHOOL TEACHERS TEACHING MOTHER TONGUE LANGUAGE: A PARALLEL CONVERGENT APPROACH
Name of the Researcher(s) DEVEYVON L. ESPINOSA
Institution: KAPALONG COLLEGE OF AGRICULTURE, SCIENCES AND TECHNOLOGY

INTRODUCTION

You are invited to participate in a research study conducted by Deveyvon L. Espinosa, at the University of the Immaculate Conception, because you fit the inclusion criteria for informants of our study.

Your participation is completely voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends.

If you decide to participate, you will be asked to sign this form. You will be given a copy of this form.

PURPOSE OF THE STUDY
The purpose of this convergent parallel mixed method is to describe the lived experiences of the non-IP elementary public school teachers who are teaching mother tongue language and to identify their sense of efficacy while teaching the said language. Hence, the data will be corroborated for the research to have a clear understanding about the phenomenon being studied.

STUDY PROCEDURES
If you volunteer to participate in this study, you will be asked to participate through answering the questions which you can finish within 20-30 minutes.

POTENTIAL RISKS AND DISCOMFORTS
If you feel discomfort during the course of the interview because of the sensitive nature of the topic being studied, you may abstain from answering the questions which makes you feel any psychological or emotional distress or you can withdraw if you decided not to be a participant because you cannot discuss the information that is asked for you from the study. The researcher put value to your participation and she will place your welfare as the highest priority during the course of the study.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY
This study can generate relevant information which can be useful to the Elementary public school teachers. The results, discussions, and findings from this study can spark evidence-based information which can be used by the Department of Education for policy-debate and initiative for policy proposal the collaboration with the teachers.

This research can contribute to the few and scanty studies on teaching mother tongue language among the learners in Elementary public schools which is set on the background of the implementation on the mother tongue-based language education. School personnel especially those coming from Elementary public schools can find this research beneficial as they can be provided with information on the teachers' sense of efficacy in teaching mother tongue language. Likewise, future researchers can benefit from this as their way of providing ideas for their future research endeavors.

Telephone No. (082) 227-82-86 (loc. 211) ● Email Address: rpic@uic.edu.ph   Page 1 of 2

University of the Immaculate Conception
Research, Publication, and Innovation Center
Bonifacio Street, Davao City, Philippines

RPIC_FO_0057
Control No.: _____

CONFIDENTIALITY

We will keep your records for this study confidential as far as permitted by law. Any identifiable information obtained in connection with this study will remain confidential, except if necessary to protect your rights or welfare. Your name may or may not appear in the survey. Although your answers will be tape recorded, both in the in-depth interview and focus group discussion, your responses will remain anonymous, it will be treated with confidentiality and no names will be mentioned in the report. In addition, codes or pseudonyms will be used to ensure the anonymity of the participants and the data provided. When the results of the research are published or discussed in conferences, no identifiable information will be used.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

INVESTIGATOR'S CONTACT INFORMATION

If you have any questions or concerns about the research, please feel free to contact the researcher at the Kapalong College of Agriculture, Sciences and Technology through the mobile phone number 09455010473 or through email at devyvonlespinosa@gmail.com; or if you need to see her, she can be located at the Office of the Program Head, Kapalong College of Agriculture, Sciences and Technology, Maniki, Kapalong, Davao del Norte.

RIGHTS OF RESEARCH PARTICIPANT

If you have questions, concerns, or complaints about your right as a research participant or the research in general and are unable to contact the research team, or if you want to talk to someone independent of the research team, please contact the University of the Immaculate Conception Research Publication, and Innovation Center at 227- 82-86 local 111.

RESEARCH PARTICIPANT'S CONSENT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form. I can withdraw my consent at any time and discontinue participation without penalty.

_____   02-27-2019
Signature above Printed Name of Participant   **Date Signed**

To be accomplished by the Researcher Obtaining Consent:
I have explained the research to the participant and answered all of his/her questions. I believe that he/she understands the information described in this document and freely consents to participate.

DEVEYVON L. ESPINOSA   02-25-2019
Name of Person Obtaining Consent   **Date Signed**

APPENDIX G
CERTIFICATION OF DEBRIEFING

CERTIFICATION OF DEBRIEFING

This is to certify that the thesis entitled, **A LOOK INTO THE SENSE OF EFFICACY OF NON-IP ELEMENTARY PUBLIC SCHOOL TEACHERS TEACHING MOTHER TONGUE LANGUAGE: A PARALLEL CONVERGENT APPROACH** has undergone debriefing. The researcher observed and employed enough information to establish credibility, transferability, dependability and confirmability in this research study.

In detail, the researcher observed strict process in gathering the necessary information. Likewise, the researcher sought permission from the experts for their competent validation of the study.

As observed, the researcher employed a rich source of data, validated to establish credibility. Also, the researcher provided comprehensive description and discussion allowing other researchers to make reasonable judgment about the transferability of the result to a different setting or context.

Finally, the researchers gathered information were classified and categorized. All information were kept and were secured for confidentiality.

JAMES C. ROYO, MAEd-TE
Faculty
Teacher Education Program
Kapalong College of Agriculture, Sciences
and Technology, Kapalong, Davao del Norte

APPENDIX H
ARCHIVAL LOG

Archival #	Category	Interviewer	Transcriber	Translator	Typist	Date of Interview
IDI-01	Grade 1 Teacher	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	02-27-19
IDI-02	Grade 1 Teacher	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	02-27-19
IDI-03	Grade 3 Teacher	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	02-27-19
IDI-04	Grade 2 Teacher	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	02-27-19
IDI-05	Grade 1 Teacher	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	02-27-19
IDI-06	Grade 3 Teacher	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	02-27-19
IDI-07	Grade 2 Teacher	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	02-27-19
FGD-01	Kinder Teacher	Kristy Jane Reponte	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	02-28-19
FGD-02	Kinder Teacher	Kristy Jane Reponte	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	02-28-19
FGD-03	Grade 3 Teacher	Kristy Jane Reponte	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	02-28-19
FGD-04	Grade 2 Teacher	Kristy Jane Reponte	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	02-28-19
FGD-05	Grade 2 Teacher	Kristy Jane Reponte	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	02-28-19
FGD-06	Grade 1 Teacher	Kristy Jane Reponte	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	02-28-19
FGD-07	Kinder Teacher	Kristy Jane Reponte	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	02-28-19
FGD-08	Grade 2 Teacher	Kristy Jane Reponte	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	02-28-19
FGD-09	Grade 1 Teacher	Kristy Jane Reponte	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	02-28-19
FGD-10	Grade 3 Teacher	Kristy Jane Reponte	Deveyvon L. Epinosa	Deveyvon L. Epinosa	Deveyvon L. Epinosa	02-28-19