

The Utilization of Mother Tongue as A Medium of Instruction in Mathematics at the Primary Level

Rosemarie Hijara Luces

<http://orcid.org./0009-0007-9627-4880>

rosemariesumagaysay89@gmail.com

Arakan Elementary School

Badiangon, Arakan, Cotabato, Philippines

Abstract

This study aimed to determine the impact of the utilization of the mother tongue as a medium of instruction in mathematics at the primary level. It also wants to find out the level of academic performance of learners in Mathematics and the significant relationship between the independent and dependent variables. The study utilized a quantitative descriptive correlation design and was conducted in the 20 selected elementary schools of the municipality of Arakan. Purposive sampling was employed to select the 120 respondents and a questionnaire was used as the main data collection tool, administered through a self-administered method. The indicators in the study were translation skill which obtained an overall mean score of 4.51 with SD 0.496; Vocabulary skill with an overall mean score of 4.25 with SD 0.559; and improvisation of instructional materials obtained an overall mean score of 4.47 with SD 0.440. All have a descriptive equivalent of strongly agree and a descriptive interpretation of a very high extent. Meanwhile, the level of Mathematics performance of learners has a weighted mean of 82.17 which indicates satisfactory or at an average level. Results showed that the utilization of mother tongue-based multilingual education as a medium of instruction does not have a significant relationship with the learners' academic performance in Mathematics. A proposed intervention plan was crafted to enhance the level of academic performance of learners as well as enhance teachers' translation, vocabulary skills, and improvisation of instructional materials.

Keywords: Mother Tongue, Primary level, Quantitative study, Descriptive Correlational, Philippines, Municipality of Arakan