

# Exploring the Obstacles Faced by Teachers and Their Coping Strategies in Mother Tongue-Based Education

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**Abstracts:** This study aimed to explore the obstacles faced by teachers in Mother Tongue-Based Education (MTB) and their coping strategies. Specifically, it focused on investigating the challenges encountered by teachers in MTB. The study examined the extent of challenges in terms of the availability of instructional materials (IMs), strategies used, and training attended by teachers. Additionally, the level of coping strategies employed by teachers in terms of lesson delivery and IM availability was assessed. The relationship between teachers' challenges and coping strategies in MTB was further explored, and the findings were utilized to develop interventions. Using a descriptive-correlational research design, the study revealed that teachers faced obstacles primarily due to the lack of digital resources and inadequate training, which consequently affected the availability of essential teaching strategies. However, despite these challenges, teachers demonstrated effective coping strategies. They employed various approaches to teach their lessons and achieve their desired objectives, while also utilizing diverse resources to foster a collaborative and interactive learning environment. Moreover, the study found no significant relationship between the extent of teachers' challenges and their level of coping strategies in MTB. Based on the findings, it is recommended that schools provide teachers with targeted training and professional development opportunities specifically related to MTB. By addressing the identified challenges, teachers can enhance their coping strategies and improve the overall effectiveness of MTB education.

**Keywords:** Obstacles, Teachers, Mother Tongue-Based Education (MTB), Coping Strategies, Challenges.

## 1. INTRODUCTION

Mother Tongue-Based Education (MTB) has gained increasing recognition as an effective approach to enhancing students' learning outcomes and preserving cultural heritage (Smith, 2019). By utilizing students' first language as the medium of instruction, MTB aims to facilitate the acquisition of knowledge and skills while promoting a positive sense of cultural identity. In this context, teachers play a crucial role in ensuring successful implementation and addressing the unique challenges associated with this educational approach.

This study aimed to explore the obstacles faced by teachers in MTB and their coping strategies. Specifically, it focuses on investigating the challenges encountered by teachers in MTB, examining the extent of these challenges in terms of the availability of instructional materials (IMs), strategies used, and training attended by teachers. Additionally, the study assesses the level of coping strategies employed by teachers in terms of lesson delivery and IM availability. Furthermore, the relationship between teachers' challenges and coping strategies in MTB will be explored, and the findings will be utilized to develop interventions that can support teachers in overcoming these obstacles.

The implementation of MTB poses several challenges for teachers. One of the significant obstacles faced by teachers is the lack of access to appropriate instructional materials (IMs) that are specifically designed for MTB. The availability of quality IMs plays a crucial role in enabling effective teaching and learning experiences. However, due to limited resources and the relative novelty of MTB, teachers often struggle to find suitable IMs that align with the curriculum and cater to the diverse needs of their students. This study aims to assess the extent to which teachers perceive this challenge and how it impacts their teaching practices.

Another significant challenge faced by teachers in MTB is the lack of adequate training and professional development opportunities. MTB requires teachers to possess specialized skills and knowledge in language acquisition, pedagogy, and culturally responsive teaching. However, many teachers have not received comprehensive training in these areas, which hampers their ability to implement MTB effectively. Therefore, this

study also examines the extent to which teachers have received training related to MTB and how this training influences their coping strategies.

To evaluate the coping strategies employed by teachers in addressing the challenges of MTB, the study investigates the level of coping strategies employed by teachers in terms of lesson delivery and the availability of IMs. Coping strategies refer to the various approaches and techniques that teachers adopt to overcome obstacles and create meaningful learning experiences for their students. By examining the coping strategies utilized by teachers, this study seeks to identify effective practices and highlight areas where additional support may be required.

Furthermore, the study explores the relationship between teachers' challenges and their coping strategies in MTB. It examines whether the extent of challenges faced by teachers is associated with the level of coping strategies employed. Understanding this relationship can provide valuable insights into the dynamics between challenges and coping strategies, offering implications for professional development programs and support mechanisms that can be tailored to the specific needs of MTB teachers.

This study aimed to explore the obstacles faced by teachers in MTB and their coping strategies. By examining the challenges encountered by teachers and the coping strategies employed, valuable insights can be gained to enhance the implementation of MTB. The findings of this study contribute to the existing body of knowledge on MTB education and provide practical implications for improving the professional development of teachers. Ultimately, this research strives to promote inclusive and effective education through MTB, empowering teachers and fostering optimal learning experiences for students.

## **2. THEORETICAL FRAMEWORK**

This study is primarily anchored on three key theories: socio-cultural theory, resilience theory, and ecological systems theory. Socio-cultural theory, proposed by Vygotsky (1978), emphasizes the role of social interactions and cultural contexts in shaping learning and development. By exploring the obstacles faced by teachers in mother tongue-based education (MTBE), the study aligns with this theory's focus on the importance of language, culture, and social interactions in educational settings.

Resilience theory, on the other hand, examines how individuals navigate and overcome adversity. Resilience theory explores how individuals navigate and overcome adversity. In the context of this study, resilience theory helps in understanding how teachers cope with the obstacles encountered in MTB. By investigating the coping strategies employed by teachers, the study draws on resilience theory to identify the personal, professional, and contextual factors that contribute to teachers' ability to adapt, persist, and thrive in the face of challenges (Masten & Obradović, 2006). This theoretical lens provides insights into the processes and mechanisms that support teachers' resilience in MTBE.

Lastly, ecological systems theory, developed by Bronfenbrenner (1979), considers the various environmental systems that influence individuals' development and behavior. In this study, it helps to explore the obstacles faced by teachers in mother tongue-based education (MTBE) within their ecological contexts, examining how factors at different levels interact and impact teachers' experiences and coping strategies (Smith et al., 2021). By anchoring the study on these theories, researchers gain comprehensive insights into the socio-cultural dynamics, resilience processes, and ecological influences that shape the obstacles faced by teachers and their coping strategies in mother tongue-based education (Jones & Brown, 2022).

## **3. METHODS**

The research design employed in this study is descriptive-correlational, aiming to describe the challenges faced by teachers in MTB (Mother Tongue-Based) and explore the relationship between these challenges and coping strategies. The study was conducted in selected schools in Butuan City, Philippines. Probability sampling, specifically simple random sampling, was utilized to select a sample size that represented 90% of the population.

The participants consisted of teachers from kindergarten to Grade III.

To identify eligible participants who could contribute to the study, the researchers employed simple random sampling. Once the data-gathering process was completed, the researchers tabulated and analyzed the collected data using statistical tools. In this study, the statistical tools employed were the weighted mean and Pearson Product-Moment Correlation.

#### 4. RESULTS

This section presents the results and discussions of the study, which aimed to explore the obstacles faced by teachers and their coping strategies in mother tongue-based education.

Table 1 presents the mean distribution of the extent of these obstacles, along with their descriptions and interpretations. The findings revealed that the participants consistently agreed that they faced significant challenges in teaching MTB-MLE due to the limited availability of instructional materials. The mean scores for all indicators ranged from 3.50 to 4.00, further highlighting the high level of difficulty experienced by the participants.

**Table 1. Mean distribution of the extent of obstacles faced by teachers in teaching MTB-MLE in terms of the availability of IMs**

INDICATORS	Mean	Description	Interpretation
1. Insufficient availability of mother-tongue-based instructional materials.	3.70	Agree	The participants' challenges are high.
2. I have limited information that I can share with the pupils due to the scarcity of literature.	3.55	Agree	The participants' challenges are high.
3. Inadequate diversity of instructional materials available in different mother tongues.	3.50	Agree	The participants' challenges are high.
4. Limited availability of digital resources and technology to access instructional materials.	4.00	Agree	The participants' challenges are high.
5. I have difficulty in keeping up with the changes in instructional materials and resources due to changing language policies.	3.60	Agree	The participants' challenges are high.
6. Insufficient availability of language-specific curricula and teaching guides.	3.80	Agree	The participants' challenges are high.
7. Limited availability of locally produced instructional materials.	3.90	Agree	The participants' challenges are high.
8. I struggle to find appropriate materials and resources to support MTB-MLE implementation	3.70	Agree	The participants' challenges are high.
<b>Weighted Mean</b>	<b>3.71</b>	<b>Agree</b>	<b>The participants' challenges are high.</b>

Legend: 4.50 – 5.00 – Strongly agree; 3.50 – 4.49 – Agree; 2.50 – 3.49 – Neutral; 1.50 – 2.49 – Disagree; 1.00 – 1.49 – Strongly disagree

The first three indicators address the insufficiency and scarcity of mother-tongue-based instructional materials, limited information to share with pupils, and inadequate diversity of materials available in different mother tongues. These challenges received mean scores of 3.70, 3.55, and 3.50, respectively. These scores reflect the participants' agreement that the availability and diversity of IMs are insufficient, making it challenging for them to provide comprehensive and relevant materials to support MTB-MLE.

The fourth indicator, regarding the limited availability of digital resources and technology to access instructional materials, received the highest mean score of 4.00. This suggests that teachers face significant obstacles in accessing digital tools and resources, potentially hindering their ability to incorporate technology into their teaching

practices.

The remaining indicators highlight additional challenges faced by teachers. Teachers reported difficulty in keeping up with changes in instructional materials and resources due to changing language policies (mean score of 3.60). They also identified insufficient availability of language-specific curricula and teaching guides (mean score of 3.80) and limited availability of locally produced instructional materials (mean score of 3.90). These findings emphasize the need for more comprehensive and up-to-date resources aligned with specific languages and local contexts.

The overall weighted mean score of 3.71 indicates that the participants' challenges in accessing appropriate instructional materials for MTB-MLE are high. These findings underscore the importance of addressing the identified obstacles by developing and providing a wider range of mother-tongue-based instructional materials, fostering digital literacy among teachers, supporting professional development initiatives, and encouraging the production of localized materials. By doing so, stakeholders can help mitigate the challenges faced by teachers and enhance the effectiveness of MTB-MLE implementation.

Table 2 provides an overview of the mean distribution of the obstacles faced by teachers in teaching MTB-MLE, focusing on the strategies they use.

**Table 2. Mean distribution of the extent of obstacles faced by teachers in teaching MTB-MLE in terms of strategies used**

Indicators	Mean	Description	Interpretation
1. I feel that my students are not making adequate progress in learning the target language through the use of my MTB-MLE strategies.	3.35	Neutral	The participants' challenges are moderate.
2. I am unsure how to effectively integrate MTB-MLE strategies with other content areas in my teaching.	3.25	Neutral	The participants' challenges are moderate.
3. I find it challenging to differentiate instruction for students with varying levels of proficiency in both the mother tongue and target language.	3.60	Agree	The participants' challenges are high.
4. I struggle to assess student learning and provide feedback in a way that is consistent with MTB-MLE principles.	3.35	Neutral	The participants' challenges are moderate.
5. I don't feel confident in my ability to implement MTB-MLE strategies effectively in my teaching.	3.25	Neutral	The participants' challenges are moderate.
6. I have difficulty in shifting one language to another (e.g., Sinugbuanong Binisaya to Tagalog to English) as the needed arises.	3.35	Neutral	The participants' challenges are moderate.
7. I have difficulty in using my language of instruction in constructing my pupil's tests or exams.	3.15	Neutral	The participants' challenges are moderate.
8. I lack translation services for adapting existing instructional materials to different languages.	3.40	Neutral	The participants' challenges are moderate.
<b>Weighted Mean</b>	<b>3.33</b>	<b>Neutral</b>	The participants' challenges are moderate.

Legend: 4.50 – 5.00 – Strongly agree; 3.50 – 4.49 – Agree; 2.50 – 3.49 – Neutral; 1.50 – 2.49 – Disagree; 1.00 – 1.49 – Strongly disagree

The first indicator reveals that teachers feel their students are not making adequate progress in learning the target language through the use of their MTB-MLE strategies, resulting in a neutral mean score of 3.35. This indicates that teachers perceive moderate challenges in facilitating effective language learning for their students.

The second indicator indicates that teachers are unsure how to effectively integrate MTB-MLE strategies with other content areas in their teaching, receiving a mean score of 3.25, which also falls under the neutral category. This highlights the moderate challenges teachers face in seamlessly incorporating MTB-MLE approaches into broader curricular contexts.

The third indicator suggests that teachers find it challenging to differentiate instruction for students with varying levels of proficiency in both the mother tongue and target language, garnering an agree mean score of 3.60. This

reflects the high level of difficulty teachers experience in meeting the diverse learning needs of students in terms of language proficiency.

The fourth indicator reveals that teachers struggle to assess student learning and provide feedback consistent with MTB-MLE principles, resulting in a neutral mean score of 3.35. This implies that teachers face moderate challenges in aligning their assessment and feedback practices with the goals and principles of MTB-MLE.

The fifth indicator indicates that teachers lack confidence in their ability to implement MTB-MLE strategies effectively in their teaching, receiving a neutral mean score of 3.25. This suggests moderate challenges in terms of teacher self-efficacy and competence in delivering MTB-MLE instruction.

The sixth indicator highlights that teachers have difficulty shifting between languages (e.g., Sinuguanong Binisaya to Tagalog to English) as needed, resulting in a neutral mean score of 3.35. This indicates moderate challenges in adapting instructional language to cater to the linguistic demands of different contexts.

The seventh indicator suggests that teachers encounter difficulties using their language of instruction in constructing tests or exams for their pupils, with a neutral mean score of 3.15. This reflects moderate challenges in aligning assessment practices with the language used for instruction.

The eighth indicator reveals that teachers lack translation services for adapting existing instructional materials to different languages, resulting in a neutral mean score of 3.40. This implies moderate challenges in accessing appropriate resources and materials that align with MTB-MLE principles.

The overall weighted mean score of 3.33 indicates that the participants' challenges in employing MTB-MLE strategies are moderate. These findings highlight the need for targeted support and professional development opportunities for teachers to enhance their ability to effectively integrate MTB-MLE strategies, differentiate instruction, assess student learning, build confidence, navigate language shifts, align assessment practices, and access translation services. By addressing these challenges, stakeholders can better support teachers in implementing MTB-MLE and promote improved student outcomes.

Table 3 presents the mean distribution of the extent of obstacles faced by teachers in teaching MTB-MLE, focusing on the training they have attended.

**Table 3. Mean distribution of the extent of obstacles faced by teachers in teaching MTB-MLE in terms of training attended**

Indicators	Mean	Description	Interpretation
1. I have difficulty grasping the knowledge shared with us during the training.	3.50	Agree	The participants' challenges are high.
2. I feel that my training in MTB-MLE strategies was inadequate, and I could benefit from further professional development.	3.40	Neutral	The participants' challenges are moderate.
3. I don't have enough training in teaching MTB-MLE as a medium of instruction.	3.45	Neutral	The participants' challenges are moderate.
4. I lack sufficient pieces of training in the mastery of MTB-MLE learning techniques.	3.35	Neutral	The participants' challenges are moderate.
5. I lack knowledge in handling remedial instruction.	3.20	Neutral	The participants' challenges are moderate.
6. I have adequacy of instructional equipment tools during the training.	3.25	Neutral	The participants' challenges are moderate.
7. I have an inadequacy of instructional equipment tools during the training.	3.10	Neutral	The participants' challenges are moderate.
8. I have difficulties of a discrepancy of contents between in the learning materials and the training attended.	3.30	Neutral	The participants' challenges are moderate.
<b>Weighted Mean</b>	<b>3.31</b>	<b>Neutral</b>	The participants' challenges are moderate.

Legend: 4.50 – 5.00 – Strongly agree; 3.50 – 4.49 – Agree; 2.50 – 3.49 – Neutral; 1.50 – 2.49 – Disagree; 1.00 – 1.49 – Strongly disagree

The first indicator suggests that teachers have difficulty grasping the knowledge shared during the training, resulting in an agreed mean score of 3.50. This indicates that teachers perceive high challenges in understanding and internalizing the content covered in the training sessions.

The second indicator reveals that teachers feel their training in MTB-MLE strategies was inadequate and could benefit from further professional development, resulting in a neutral mean score of 3.40. This suggests that teachers perceive moderate challenges in terms of the sufficiency and effectiveness of the training they have received.

The third and fourth indicators both receive neutral mean scores of 3.45 and 3.35, respectively. These scores indicate that teachers perceive moderate challenges in terms of lacking sufficient training in teaching MTB-MLE as a medium of instruction and mastery of MTB-MLE learning techniques.

The fifth indicator suggests that teachers lack knowledge in handling remedial instruction, resulting in a neutral mean score of 3.20. This implies a moderate challenge in addressing the needs of students who require additional support and remediation.

The sixth and seventh indicators both receive neutral mean scores of 3.25 and 3.10, respectively. These scores indicate that teachers perceive moderate challenges in terms of having an adequacy or inadequacy of instructional equipment tools during the training sessions.

The eighth indicator reveals that teachers encounter difficulties due to a discrepancy of contents between the learning materials and the training they have attended, resulting in a neutral mean score of 3.30. This implies a moderate challenge in aligning the content covered in the training with the actual learning materials used.

The overall weighted mean score of 3.31 indicates that the participants' challenges in teaching MTB-MLE related to the training they have attended are moderate. These findings highlight the importance of providing comprehensive and effective training programs for teachers in MTB-MLE strategies, ensuring that the content is well understood and aligned with the actual learning materials. Additionally, addressing the specific training needs related to handling remedial instruction and providing sufficient instructional equipment tools can further support teachers in their MTB-MLE implementation.

Table 4 presents the mean distribution of the level of coping mechanisms employed by teachers in teaching MTB-MLE, specifically focusing on lesson delivery.

**Table 4. Mean distribution of the level of teachers coping mechanisms in teaching MTB-MLE in terms of lesson delivery**

Indicators	Mean	Description	Interpretation
1. I employ interactive learning through question and answer	4.15	Agree	The participants' coping mechanisms are high.
2. I use materials that are easy to understand	4.60	Strongly Agree	The participants' coping mechanisms are extensive.
3. I always ask for feedback about their understanding of the lesson	4.55	Strongly Agree	The participants' coping mechanisms are extensive
4. I remain flexible and open to new ideas and approaches as I continue to grow and develop in my MTB-MLE teaching practice.	4.60	Strongly Agree	Coping mechanisms are extensive
5. I use words with pictures to make it easier to understand, like storybooks written in MTB-MLE.	4.55	Strongly Agree	The participants' coping mechanisms are extensive.
6. I use concrete examples such as objects, animals, etc. to encourage active interaction and quick comprehension of the lesson.	4.60	Strongly Agree	The participants' coping mechanisms are extensive
7. I seek out feedback and support from my colleagues and administrators to improve my MTB-MLE teaching skills.	4.45	Agree	The participants' coping mechanisms are high.
8. I use collaborative activities that don't require instructional materials.	4.20	Agree	The participants' coping mechanisms are high.
<b>Weighted Mean</b>	<b>4.46</b>		The participants' coping

		<b>Agree</b>	mechanisms are high
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Legend: 4.50 – 5.00 – Strongly agree; 3.50 – 4.49 – Agree; 2.50 – 3.49 – Neutral; 1.50 – 2.49 – Disagree; 1.00 – 1.49 – Strongly disagree

The indicators in Table 4 indicate that teachers employ effective coping mechanisms in their MTB-MLE lesson delivery, with mean scores ranging from 4.15 to 4.60.

The first indicator reveals that teachers employ interactive learning through question-and-answer techniques, resulting in an agree mean score of 4.15. This suggests that teachers have high coping mechanisms, utilizing interactive methods to engage students and promote active learning.

The second indicator indicates that teachers use materials that are easy to understand, receiving a strongly agree mean score of 4.60. This implies that teachers have extensive coping mechanisms, ensuring that instructional materials are accessible and comprehensible for their students.

The third indicator suggests that teachers consistently ask for feedback about students' understanding of the lesson, garnering a strongly agree mean score of 4.55. This implies extensive coping mechanisms, as teachers actively seek input to assess student comprehension and adjust their teaching accordingly.

The fourth indicator reveals that teachers remain flexible and open to new ideas and approaches to continually grow and develop in their MTB-MLE teaching practice, resulting in a strongly agreed mean score of 4.60. This indicates extensive coping mechanisms, as teachers demonstrate adaptability and a growth mindset in their pedagogical approach.

The fifth indicator highlights that teachers use words with pictures, such as storybooks written in MTB-MLE, to enhance understanding, receiving a strongly agree mean score of 4.55. This implies extensive coping mechanisms, as teachers employ visual aids to support student comprehension.

The sixth indicator indicates that teachers use concrete examples, such as objects and animals, to encourage active interaction and quick comprehension of the lesson, resulting in a strongly agreed mean score of 4.60. This suggests extensive coping mechanisms, as teachers employ hands-on and tangible examples to facilitate student engagement and understanding.

The seventh indicator suggests that teachers seek out feedback and support from colleagues and administrators to improve their MTB-MLE teaching skills, receiving an agree mean score of 4.45. This indicates that teachers have high coping mechanisms, as they actively engage in professional collaboration and seek guidance to enhance their teaching practice.

The eighth indicator reveals that teachers use collaborative activities that do not require instructional materials, resulting in an agreed mean score of 4.20. This implies that teachers have high coping mechanisms, utilizing collaborative tasks to promote student engagement and active learning.

The overall weighted mean score of 4.46 indicates that the participants' coping mechanisms in teaching MTB-MLE, specifically in lesson delivery, are high. These findings highlight the effectiveness of the strategies employed by teachers, including interactive learning, use of accessible materials, seeking feedback, flexibility, visual aids, concrete examples, collaborative activities, and seeking support. These coping mechanisms contribute to successful MTB-MLE lesson delivery and support positive learning outcomes for students.

Table 5 presents the mean distribution of the level of coping mechanisms employed by teachers in teaching MTB-MLE, specifically focusing on the availability of instructional materials (IMs). The indicators in Table 5 indicate that teachers have high coping mechanisms in dealing with the availability of IMs, with mean scores ranging from 4.15 to 4.55. The first indicator reveals that teachers adapt existing materials and resources to better meet the needs of their students in MTB-MLE teaching, resulting in an agreed mean score of 4.45. This suggests that

teachers have high coping mechanisms, as they are resourceful in modifying and customizing materials to suit the requirements of their instructional context.

The second indicator suggests that teachers collaborate with other teachers to develop and share resources for MTB-MLE teaching, receiving an agree mean score of 4.35. This implies that teachers have high coping mechanisms, actively engaging in professional collaboration to create and distribute relevant resources for MTB-MLE instruction.

The third indicator indicates that teachers use a variety of instructional strategies and techniques to engage students during discussions, resulting in an agree mean score of 4.40. This implies that teachers have high coping mechanisms, employing diverse and engaging approaches to promote student participation and learning.

The fourth indicator suggests that teachers feel adequate in funding the development and procurement of instructional materials, receiving an agree mean score of 3.95. This indicates that teachers have high coping mechanisms, as they possess sufficient resources to support the creation and acquisition of IMs.

The fifth indicator reveals that teachers regularly seek out and utilize professional instructional materials related to MTB-MLE teaching, resulting in an agree mean score of 4.30. This suggests that teachers have high coping mechanisms, actively searching for and incorporating professional materials that align with their instructional needs.

**Table 5. Mean distribution of the level of teachers coping mechanisms in teaching MTB-MLE in terms of availability of IMs**

Indicators	Mean	Description	Interpretation
1. I adapt existing materials and resources to better meet the needs of my students in MTB-MLE teaching.	4.45	Agree	The participants' coping mechanisms are high.
2. I collaborate with other teachers to develop and share resources for MTB-MLE teaching.	4.35	Agree	The participants' coping mechanisms are high.
3. I use variety of instructional strategies and techniques to engage students during discussion.	4.40	Agree	The participants' coping mechanisms are high.
4. I am adequate in funding the development and procurement of instructional materials.	3.95	Agree	The participants' coping mechanisms are high.
5. I regularly seek out and utilize professional instructional materials related to MTB-MLE teaching.	4.30	Agree	The participants' coping mechanisms are high.
6. I make the best use of resources in-hand by utilizing assessment tools and instruments found in the local community.	4.55	Agree	The participants' coping mechanisms are high.
7. I feel confident in obtaining and accessing instructional materials.	4.30	Agree	The participants' coping mechanisms are high.
8. I have enough manuals provided to carry out the content for the use of Mother Tongue teaching.	4.15	Agree	The participants' coping mechanisms are high.
<b>Weighted Mean</b>	4.30	<b>Agree</b>	The participants' coping mechanisms are high.

Legend: 4.50 – 5.00 – Strongly agree; 3.50 – 4.49 – Agree; 2.50 – 3.49 – Neutral; 1.50 – 2.49 – Disagree; 1.00 – 1.49 – Strongly disagree

The sixth indicator highlights that teachers make the best use of resources at hand by utilizing assessment tools and instruments found in the local community, garnering an agree mean score of 4.55. This implies that teachers have high coping mechanisms, effectively utilizing local resources to support assessment practices in MTB-MLE instruction.

The seventh indicator suggests that teachers feel confident in obtaining and accessing instructional materials, receiving an agree mean score of 4.30. This indicates that teachers have high coping mechanisms, as they possess the confidence and ability to acquire the necessary IMs for their MTB-MLE teaching.



The eighth indicator reveals that teachers have enough manuals provided to carry out the content for the use of Mother Tongue teaching, resulting in an agree mean score of 4.15. This implies that teachers have high coping mechanisms, as they have access to adequate manuals that guide their instruction in MTB-MLE.

The overall weighted mean score of 4.30 indicates that the participants' coping mechanisms in teaching MTB-MLE, specifically in terms of the availability of IMs, are high. These findings highlight the resourcefulness, collaboration, adaptability, and confidence of teachers in acquiring, adapting, and utilizing IMs to support effective MTB-MLE instruction.

Table 6 presents the correlation analysis between the extent of obstacles faced by teachers and their level of coping strategies in teaching MTB-MLE. The table includes the variables analyzed, the calculated r-value, the p-value, the decision based on the p-value, and whether the correlation is deemed significant.

**Table 6. Correlation analysis between the extent of obstacles faced by teachers' and their level of coping strategies in teaching MTB-MLE**

Variable 1	Variable 2	r-value	p-value	Decision	Significant
Coping Mechanism	Teachers' Challenges				
• Lesson delivery	• Availability of IMs	.026	.912	Fail to Reject Ho	Not Significant
	• Strategies used	.014	.953	Fail to Reject Ho	Not Significant
	• Trainings Attended	.160	.499	Fail to Reject Ho	Not Significant

Correlation is significant at 0.05 level (2-tailed)

The analysis indicates that there is no significant correlation between the extent of teachers' challenges and their level of coping strategies for the variables examined. For the variable of coping mechanism in lesson delivery and the availability of instructional materials (IMs), the calculated r-value is 0.026, and the p-value is 0.912. Since the p-value is greater than the significance level of 0.05, the decision is to fail to reject the null hypothesis (Ho), indicating that there is no significant correlation between coping mechanisms in lesson delivery and the availability of IMs.

Similarly, for the variables of coping mechanism in strategies used and coping mechanism in training attended, the calculated r-values are 0.014 and 0.160, respectively, and both p-values are greater than 0.05. Therefore, the decision is to fail to reject Ho for both cases, indicating that there is no significant correlation between these variables.

The correlation analysis does not find a significant relationship between the extent of obstacles faced by teachers and their level of coping strategies in teaching MTB-MLE for the variables of lesson delivery, availability of IMs, strategies used, and training attended.

Table 7 presents the correlation analysis between the extent of obstacles faced by teachers and their level of coping strategies in teaching MTB-MLE. The table includes the variables analyzed, the calculated r-value, the p-value, the decision based on the p-value, and whether the correlation is deemed significant.

**Table 7. Correlation analysis between the extent of obstacles faced by teachers and their level of coping strategies in teaching MTB-MLE**

Variable 1	Variable 2	r-value	p-value	Decision	Significant
Coping Mechanism	Teachers' Challenges				
• Availability of IMs	• Availability of IMs	-.043	.859	Fail to Reject Ho	Not Significant
	• Strategies used	.074	.758	Fail to Reject Ho	Not Significant
	• Training Attended	.028	.907	Fail to Reject Ho	Not Significant

Correlation is significant at 0.05 level (2-tailed)

The analysis indicates that there is no significant correlation between the extent of obstacles faced by teachers and their level of coping strategies for the variables examined.

For the variable of coping mechanism in the availability of instructional materials (IMs) and the availability of IMs, the calculated r-value is -0.043, and the p-value is 0.859. Since the p-value is greater than the significance level of 0.05, the decision is to fail to reject the null hypothesis ( $H_0$ ), indicating that there is no significant correlation between coping mechanisms in the availability of IMs and the availability of IMs.

Similarly, for the variables of coping mechanism in strategies used and coping mechanism in training attended, the calculated r-values are 0.074 and 0.028, respectively, and both p-values are greater than 0.05. Therefore, the decision is to fail to reject  $H_0$  for both cases, indicating that there is no significant correlation between these variables.

The correlation analysis does not find a significant relationship between the extent of obstacles faced by teachers and their level of coping strategies in teaching MTB-MLE for the variables of the availability of IMs, strategies used, and training attended.

## CONCLUSIONS

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

1. Obstacles faced by teachers in Mother Tongue-Based Education (MTB): The study identified two main obstacles faced by teachers in MTB. First, there was a lack of digital resources, which affected the availability of instructional materials (IMs). Second, teachers faced challenges due to inadequate training in MTB.
2. Coping strategies employed by teachers in MTB: Despite the challenges mentioned above, teachers demonstrated effective coping strategies. They utilized various approaches to teach their lessons and achieve their desired objectives. They also made use of diverse resources to foster a collaborative and interactive learning environment.
3. Relationship between challenges and coping strategies: The study found no significant relationship between the extent of teachers' challenges and their level of coping strategies in MTB. This suggests that even though teachers faced obstacles, their coping strategies were not necessarily influenced by the severity of those challenges.
4. Schools may provide targeted training and professional development opportunities specifically related to MTB. By addressing the identified challenges, teachers can enhance their coping strategies and improve the overall effectiveness of MTB education.

## CONFLICT OF INTEREST

The authors declare no conflict of interest.

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