

Parents' Awareness, Teachers' Praxes and Problems Encountered Using Montessori Teaching Method in District Schools of Cebu City

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Abstract This research examined the parents' awareness, teachers' praxes, and problems encountered using a Montessori Teaching Method in district schools of Cebu City under the Department of Education, Cebu City Division, for the school year 2019 – 2020 as the basis for a Four-Pronged Intervention plan. With descriptive research as its design and quantitative method being employed in this recent study, the administration of the survey has been made with critical observance of the ethical standards and data privacy. Moreover, frequency, simple percentage, Likert scale, weighted mean and Chi-square test have been utilized in the inference of the gathered data. The empirical results revealed that many of the teachers and even parents were aware of the educational philosophy and teaching method devised by Montessori. Though issues and problems being encountered, several respondents, nonetheless, have acknowledged the essentiality in their practice of such methods. Therefore, it is concluded that the teachers are already oriented and have facilitated the instruction following the Montessori teaching method despite some minor and manageable obstacles. It is somehow proposed that future investigation shall further look into why there are still Kindergarten pupils who are not faring well in some occasions and circumstances.

Keywords Kindergarten, Montessori Educational Philosophy, Descriptive Design, Department of Education-North District, Cebu City

1. Introduction

Despite the fact that academic opinion on the importance of kindergarten varies, most studies agree that it has immediate benefits, whether it is a half-day or full-day session [1]. Kindergarten education or some other forms of preschool education are included in almost every country's curriculum. Other research, on the other hand, emphasizes the importance of kindergarten in early childhood development. To ensure a good fit between the curriculum and the local context, early childhood professionals incorporate social and cultural diversity into curriculum development and localize imported curricular practices [2].

The Philippine government recognizes the importance of early childhood education and has taken several important steps to incorporate it into the educational system. As a result, the Philippine government passed Republic Act (RA)

No. 8980, also known as the Early Childhood Care and Development Act of 2000, which established programs aimed at the holistic development of Filipino children. This was followed by R.A. No. 10157 or Kindergarten Education Act in 2011 which institutionalized the kindergarten level in the country's educational curriculum.

In order to achieve its stated purpose and goals, the Philippine kindergarten curriculum has continually innovated its approaches in terms of teaching strategies and methodologies. The mother tongue-based multilingual education (MTB-MLE) method, for example, has been emphasized in the Philippine curriculum as a benefit of using the child-native learner's tongue as the medium of instruction for kindergarten pupils. The Kindergarten Curriculum Framework, which draws from various schools of thought, also adheres to constructivist, integrative, thematic, collaborative, reflective, and play-based approaches as theoretical foundations. More importantly, the curriculum emphasizes the significance of using a child-centered approach in the teaching-learning process [3].

In the study of Marshall [4], some of the Montessori approach's basic principles in early childhood education are adopted by the Philippine kindergarten curriculum. The Montessori method emphasizes self-directed engagement of the child with specialized learning materials, with the teacher serving only as a facilitator. Recognizing the distinct advantages of this approach, the Philippine government has decided to implement some of its methodologies, particularly the use of Montessori materials.

The Montessori approach to early childhood education, on the other hand, is inherently incompatible with the practices used in traditional classrooms across the country. Classrooms in the Philippines, particularly in public schools, continue to be primarily teacher-centered, with a focus on direct instruction rather than encouraging children's independence. This remains largely true, despite the country's overall shift in curriculum toward a child-centered approach.

To illustrate this incompatibility and provide insights into the problem, the paper evaluates cases involving Montessori materials and practices in identified public schools. Thus, the purpose of this study is not only to identify issues and problems associated with using the Montessori method in a public school setting, but also to explain how such issues and problems be addressed and effectively reconciled with the country's kindergarten curriculum.

2. Objectives

This research examined the parents' awareness, teachers' praxes, and problems encountered by the teachers using a Montessori Teaching Method in district schools of Cebu City under the Department of Education, Cebu City Division, for the school year 2019-2020 as the basis for an

intervention plan. Specifically, it sought to answer the following subproblems such as the demographic profile of the teacher respondents in terms of age, highest educational attainment, pre-service scholastic background and training, seminars, or workshops attended relevant to Montessori teaching; the extent to which the teacher respondents practicing a Montessori teaching method; the degree to which the respondents encounter problems while performing their tasks in terms of teaching and learning process, contents, plans and activities, evaluation, social environment, physical facilities, and goals and objectives; the level of awareness of the parent respondents to Montessori teaching method; the significant relationship between demographic profile of teacher respondents and extent of practicing on a Montessori teaching method, demographic profile of teacher respondents and degree of problems encountered, and extent of practicing on a Montessori teaching method and the degree of problems; and the school leadership support to the implementation of a Montessori teaching method at the classroom level.

3. Methods

3.1. Research Design

A quantitative method and a descriptive research design were used in this study. It was employed to gather data on the demographic profile of the respondents, the level of awareness of the Montessori teaching method, the respondents' extent of practices, and the degree of problems encountered in performing their tasks. The advantage of quantitative research methods is that they can provide a wide range of outcomes for the research question (Shekhar et al., 2019) [5]. Quantitative research is premised on the certainty of the target truth and a particularly clear reality (Paley, 2000) [6]. According to Schutt [7], quantitative research techniques can be classified based on their primary goal and the overall process they employ. The qualitative aspect also supports this to articulate the contribution of the school leaders in the successful implementation of the Montessori teaching method in the classroom.

3.2. Respondents and Participants of the Study

The target respondents of the current study were 41 Subject Teachers from the Department of Education (DepEd) – Cebu City Division during the school year 2019-2020, who were purposefully chosen from a list of teaching personnel and schools. These teacher-respondents have been chosen based on their experiences and current exposures in facilitating the learning of these young learners at the elementary level, particularly kindergarten.

3.3. Data Gathering Process

The research shall start with the transmittal letters to the

Schools Division Superintendent (SDS) of the Department of Education (DepEd) and all concerned Principals. After the consent was received from the respective offices, the researchers will orient the respondents to the objectives and necessary instructions for carrying out the survey. They were instructed that the survey would not last more than an hour. After the aforementioned conditions were met, the questionnaire was administered. As a result, the researchers facilitated the survey while responding professionally to potential questions.

3.4. Data Collection Tools

The questionnaire used by the researchers was adapted from Torka [8] dissertation on Montessori Education in Nurseries in England, and the Montessori Method of Education from the Montessori World Educational Institute in Cambria, CA.

The extent of difficulties that respondents encountered while performing the tasks, where the same contain 45 survey statements was divided into seven (7) components, namely: Teaching and Learning Process; Contents; Plans and Activities; Evaluation; Social Environment; Physical Facilities; and Goals and Objectives. This section has been adapted from an academic thesis by Emine [9].

3.5. Data Analysis

To scientifically discuss the implications of the gathered data, statistical tools were used;

Frequency count. was used in tallying the teacher respondents to the various survey components in the questionnaire, from the demographic profile to the level of awareness, extent of practice, and degree of problems encountered by the respondents on a Montessori teaching method.

Percentage. has been utilized to compute the proportional distribution of the respondents in terms of their age, gender, pre-service scholastic background, highest educational attainment, and training, seminar or workshops attended relevant to Montessori.

Likert scale. As regards the level of awareness of the teacher-respondents on Montessori teaching method; extent of the respondents' practicing the mentioned method in the delivery of the intended lessons; as well as the degree of problems encountered by the respondents in the performance of their tasks.

Weighted Mean. used to consider some data values to be more important than other values and to contribute more to the final "average". For this study weighted mean concludes each survey statement from the three sub-problems, namely: level of awareness, extent of practices,

and degree of problems encountered by the respondents on a Montessori teaching method.

Chi-Square Test. a standard measure for an association between two categorical variables. For this study, the test has been made between the profile of the respondents and their level of practice using the Montessori teaching method as well as their problems encountered in various aspects.

4. Results

4.1. Overall Profile of the Respondents

Age; the highest frequency is 14 or 43.75% for age 21-30, followed by age bracket 31-40 with a frequency of 12 or 37.50%. Next the frequency of 5 or 15.63 % for 41-50, and the lowest frequency is one or 3.13% for age 51-60.

Highest Educational Attainment; Masters level has the highest frequency of 20 or 62.50%. Followed by masters graduate with a frequency of 7 or 21.88%, next college graduate with a frequency of 4 or 12.50%. The doctoral level has the lowest frequency of one or 3.13%.

Pre-service scholastic background; formal has the highest frequency of 21 or 65.63%, and diploma has a frequency of 11 or 34.38%.

Table 1. Demographic Profile of Teacher Respondents (n = 32)

	Frequency	Percentage
Age (in years)		
21 - 30	14	43.75
31 - 40	12	37.50
41 - 50	5	15.63
51 - 60	1	3.13
Mean: 34.19		
StDev: 8.43		
Highest Educational Attainment		
College Graduate	4	12.50
Masters Level	20	62.50
Masters Graduate	7	21.88
Doctoral Level	1	3.13
Pre-Service Scholastic Background		
Diploma	11	34.38
Formal	21	65.63

The training and seminars that the teacher respondent attended, relevant to Montessori teaching were divided into ten categories (Table 2). Practical Life Exercises and Sensorial Exercises are ranked first with a frequency of 24. Followed by Classroom Management Seminars, in the second. While Child Psychology and Development (Montessori Approach) and Montessori Philosophy of Education ranked third, Observation Techniques and Child Psychology and Development (Montessori Approach) fourth. Language Workshops and Mathematics Exercises ranked fifth. Cultural Subjects Training and Peace Education ranked sixth.

4.2. Extent of the Respondents Practicing a Montessori Teaching Method

Tables 3 and 4, correspondingly, present the extent of practices using the Montessori teaching method as perceived by the Teacher-respondents.

On the whole, Table 3 discloses that indicators make

sure to teach respect and positive values through modeling and the way I teach as well as encourage cooperative/collaborative work for the children to feel a part of a group and learn to become contributing members obtained the highest marking of 3.78 (Always Practiced). Likewise, the indicator on developing the area of cultural extension (e.g. science, geography, math, etc.) to expand the child’s knowledge of the full world derived the lowest rating of 3.53 (Always Practiced).

In this table, the indicator on facilitate that the children exhibit higher degree of self-regulation and self-responsibility while performing a task acquiring the highest rating of 3.72 (Always Practiced). Also, the indicator abides by the usual three (3) hour uninterrupted period for the children to engage with the materials obtaining the lowest marking of 3.34 (Always Practiced). The data, which involved the latter indicator, shall imply that there are instances that a teacher fails to abide by the prescribed hours for the children to deal with learning materials.

Table 2. Training, and Seminars Attended Relevant to Montessori teaching (n = 32)

	Frequency	Rank
Practical Life Exercises	24	1
– Assist in the development of the child’s motor coordination, focus, and concentration.		
Sensorial Exercises	24	1
– Help the child aware of the functioning of his/her senses and to refine and develop them.		
Classroom Management Seminars	22	2
– Coach teachers to varied techniques for behavior management, record keeping, parent conferences, etc.		
Child Psychology and Development (Montessori Approach)	20	3
– The concept of developmental stages, Absorbent Mind, Sensitive Period, are taught.		
Montessori Philosophy of Education	20	3
– Training concentrates on the function of humankind within the framework of life’s evolution.		
Observation Techniques	17	4
– Train teachers to accurately assess each child and indeed be "the dynamic link" between the child and the environment.		
Language Workshops	16	5
– Guide the child to specific materials and activities to acquire writing, reading, and composition skills.		
Mathematics Exercises	16	5
– Concepts of quantity, symbol, sequence, arithmetic are introduced to the child through the usage of manipulative materials.		
Cultural Subjects Training	15	6
– Usher the child to explore music, arts, geography, biology, physics, anthropology, and the like.		
Peace Education	15	6
– Lead the child to achieve peacemaking & peacekeeping skills which are demonstrated through role-play and practice.		

Table 3. Extent of Practices using the Montessori Teaching Method as perceived by the Teacher-Respondents

Indicators	Mean	Interpretation
Presents lessons to an age group or other appropriate groupings most of the time to address the specific needs	3.63	Always practiced
Facilitate children learning through work and play rather than through listening and having to remember.	3.59	Always practiced
Provide a child-centered environment where it can achieve a responsive as well as an adaptive abode.	3.72	Always practiced
Work on the child's motor, perceptual, cognitive, volitional, emotional, language, social, and moral development.	3.66	Always practiced
Ensure the organization of the rooms that allow children easy access to a variety of learning experiences.	3.56	Always practiced
See that materials are carefully designed & researched to fit the children's developmental needs & characteristics.	3.56	Always practiced
Make it sure to teach respect and positive values through modelling and the way I teach.	3.72	Always practiced
Help a child through a process of showing a child what to do positively.	3.72	Always practiced
Emphasize practical life (e.g., sweeping, washing, etc.) as the foundation for future work and learning beyond the nursery.	3.78	Always practiced
Develop the area of cultural extension (e.g., science, geography, math, etc.) to expand the child's knowledge of the full world.	3.53	Always practiced
Guarantee that children are viewed as real human beings with primary aims to develop a competent adult.	3.69	Always practiced
Encourage cooperative/collaborative work for the children to feel a part of a group and learn to be contributing members.	3.78	Always practiced
Train the young child to master reading, writing, love for poetry, and books to acquire the needed skills in the aspect of language.	3.59	Always practiced
Provide mathematics activities that are carefully sequenced to build upon each other with manipulative materials guiding them.	3.63	Always practiced
Educate and develop all the five senses of the child to make his/her senses an essential tool for sensorial education.	3.78	Always practiced

Range: 1.00-1.74 Did not practice, 1.75-2.49 Sometimes practiced; 2.50-3.24 practiced; 3.25-4.00 Always practiced

Table 4. Extent of Practices using the Montessori Teaching Method as perceived by the Teacher-Respondents

Indicators	Mean	Interpretation
Involve children repeatedly going over a particular activity for an extended time without distraction.	3.59	Always practiced
Assist the children in the proper use of any Montessori material and allow them to identify when they have made a mistake.	3.44	Always practiced
Expedite motivation to occur, which springs from within the child as a result of common interest in various learning materials.	3.53	Always practiced
Facilitate that the children exhibit a higher degree of self-regulation and self-responsibility while performing a task.	3.72	Always practiced
Teach little and observe much to direct the mental activity of the children and their physiological development.	3.56	Always practiced
Would not only observe how the children behave or interact but also try to discover their individual needs.	3.59	Always practiced
Provide a classroom scaled to a child-sized world in physical & conceptual ways to ensure experiences & learning are met.	3.50	Always practiced
Abide by the usual three (3) hour uninterrupted period for the children to engage with materials.	3.34	Always practiced
Choose and craft the age and development-level-appropriate objectives for each day's lesson.	3.47	Always practiced
Give and administer a multifaceted assessment to the young learners to validate the acquisition of knowledge and skills.	3.47	Always practiced
Aggregate Mean	3.61	Always practiced

Range: 1.00-1.74 Did not practice, 1.75-2.49 Sometimes practiced; 2.50-3.24 Practiced; 3.25-4.00 Always practiced

4.3. Degree of Problems Encountered by Teacher-Respondents While Performing Their Tasks

4.3.1. Teaching and Learning Process

In particular, Table 5 reveals that the indicator on doing play-based activities derived the highest rating of 1.91 (Sometimes) while the indicator on fostering children’s creative thinking skills got the lowest rating of 1.47 (Never) in such order. The data, by and large, plainly entail that many of the respondents from the research environments have not experienced problems as to teaching and learning process. This is a good indication that the teachers are effectively facilitating the children of their lessons with awareness on personal, learning and other needs.

Table 5. Problems Encountered as to Teaching and Learning Process

Indicators	Mean	Interpretation
Doing play-based activities.	1.91	Sometimes
Directing children to think with open-ended questions.	1.53	Never
Encouraging children’s active involvement.	1.50	Never
Developing materials for activities.	1.81	Sometimes
Awakening children’s curiosity.	1.63	Never
Doing activities to foster children's social, emotional intelligence.	1.63	Never
Using knowledge and information technologies.	1.66	Never
Fostering children’s creative thinking skills.	1.47	Never
Being flexible during implementation	1.56	Never
Encouraging children to involve in activities based on the corporation.	1.72	Never
Aggregate Mean	1.64	Never

Range: 1.00-1.74 Never, 1.75-2.49 Sometimes; 2.50-3.24 Usually; 3.25-4.00 Always

4.3.2. Contents

Table 6. Problems Encountered as to Contents

Indicators	Mean	Interpretation
Facilitating mathematics-related concepts.	1.66	Never
Facilitating emotional-related concepts.	1.50	Never
Facilitating time-related concepts.	1.53	Never
Choosing age-appropriate concepts.	1.50	Never
Facilitating science-related concepts.	1.59	Never
Facilitating space-related concepts.	1.72	Never
Facilitating abstract concepts.	1.66	Never
Choosing development level appropriate concepts.	1.72	Never
Aggregate Mean	1.61	Never

Range: 1.00-1.74 Never, 1.75-2.49 Sometimes; 2.50-3.24 Usually; 3.25-4.00 Always

For this table, the indicators on facilitating space-related concepts and choosing developmental level appropriate concepts got both the highest rating of 1.72 (Never). Also, the indicators on facilitating emotional-related concepts and choosing age-appropriate concepts derived the lowest marking of 1.50 (Never), respectively.

4.3.3. Plans and Activities

In this particular table, it showed the possible plans and events that the teachers may consider in the management of the instruction of these learners using the Montessori teaching method. Table 7 shows that the indicator on preparing drama music activities obtained the highest marking of 1.84 (Sometimes) while the indicator on preparing art activities acquired the lowest rating with 1.38 (Never)

Table 7. Problems Encountered as to Plans and Activities

Indicators	Mean	Interpretation
Preparing drama music activities.	1.84	Sometimes
Preparing an annual plan.	1.63	Never
Preparing language activities	1.53	Never
Preparing art activities	1.38	Never
Designing reading and writing practices	1.59	Never
Preparing play and movement activities	1.53	Never
Preparing free play activities	1.50	Never
Preparing daily plan	1.43	Never
Aggregate Mean	1.55	Never

Range: 1.00-1.74 Never, 1.75-2.49 Sometimes; 2.50-3.24 Usually; 3.25-4.00 Always

4.3.4. Evaluation

For Table 8, the indicator on keeping anecdotal records got the highest rating of 1.69 (Never) while the indicator on preparing portfolios acquired the lowest marking of 1.56 (Never). The data imply that the respondents have never encountered problems with evaluation which is a good indication that the teachers are practicing a multifaceted assessment on their pupils’ performance.

Table 8. Problems Encountered as to Evaluation

Indicators	Mean	Interpretation
Preparing portfolios	1.56	Never
Evaluating plans	1.66	Never
Keeping anecdotal records	1.69	Never
Evaluating child	1.59	Never
Keeping observation records	1.63	Never
Aggregate Mean	1.63	Never

Range: 1.00-1.74 Never, 1.75-2.49 Sometimes; 2.50-3.24 Usually; 3.25-4.00 Always

4.3.5. Social Environment

As can be shown here, Table 9 discloses that the indicator on inadequacy in classroom materials obtained the highest rating of 2.22 (Sometimes) and the indicator on making corporations with colleagues acquired the lowest rating of 1.47 (Never), respectively.

Table 9. Problems Encountered as to Social Environment

Indicators	Mean	Interpretation
Making corporations with colleagues	1.47	Never
Lack of assisting the teacher	2.03	Sometimes
Inadequacy in classroom materials	2.22	Sometimes
Lack of helping mum	1.94	Sometimes
Making corporations with school manager(s)	1.88	Sometimes
Aggregate Mean	1.91	Sometimes

Range: 1.00-1.74 Never, 1.75-2.49 Sometimes; 2.50-3.24 Usually; 3.25-4.00 Always

4.3.6. Physical Facilities

Table 10 reveals that the indicator on lack of relaxation time garnered the highest marking of 2.16 (Sometimes) and the indicator on small classroom environment earned the lowest rating of 2.03 (Sometimes), correspondingly

Table 10. Problems Encountered as to Physical Facilities

Indicators	Mean	Interpretation
Lack of relaxation time	2.16	Sometimes
Small classroom environment	2.03	Sometimes
Crowded classroom	2.09	Sometimes
Lesser inventory of age-appropriate manipulative materials	2.13	Sometimes
Lesser inventory of development-level-appropriate materials	2.06	Sometimes
Aggregate Mean	2.09	Sometimes

Range: 1.00-1.74 Never, 1.75-2.49 Sometimes; 2.50-3.24 Usually; 3.25-4.00 Always

4.3.7. Goals and Objectives

In this table, the highest mean is 1.78 with an interpretation of sometimes for; Choosing age-appropriate goals and objectives, and Selecting goals and objectives from all developmental areas. Followed by; Choosing developmental level appropriate goals and objectives, with a mean is 1.72 with an interpretation of never. And last was the indicator; Achieving the goals and objectives of the day's lessons fully, with a mean is 1.68 with an interpretation of never.

Table 11. Problems Encountered as to Goals and Objectives

Indicators	Mean	Interpretation
Choosing age-appropriate goals and objectives	1.78	Sometimes
Selecting goals and objectives from all developmental areas	1.78	Sometimes
Choosing developmental level appropriate goals and objectives.	1.72	Never
Achieving the goals and objectives of the day's lessons fully.	1.68	Never
Aggregate Mean	1.74	Never

Range: 1.00-1.74 Never, 1.75-2.49 Sometimes; 2.50-3.24 Usually; 3.25-4.00 Always

4.3.8. Performing Tasks

Table 12 divulges the indicator on physical facilities derived the highest marking of 2.09 (Sometimes) and the indicator on plans and activities got the lowest rating of 1.55 (Never) in such order. Apparently, the data entail that the respondents from all clusters of research environments have expressed that they have not really encountered so many problems in the performance of their respective tasks.

Table 12. Summary Table on Problems Encountered in Performing Tasks

Indicators	Mean	Interpretation
Teaching and Learning Process	1.64	Never
Contents	1.61	Never
Plans and Activities	1.55	Never
Evaluation	1.63	Never
Social Environment	1.91	Sometimes
Physical Facilities	2.09	Sometimes
Goals and Objectives	1.74	Never
Overall Aggregate Mean	1.74	Never

Range: 1.00-1.74 Never, 1.75-2.49 Sometimes; 2.50-3.24 Usually; 3.25-4.00 Always

4.4. Parents' Level of Awareness of Montessori Teaching Method

Table 13 presents the different indicators that will measure the level of awareness of these parents on Montessori teaching method.

For Table 13, the indicator on the curriculum also helps develop a strong foundation and an in-depth study of various disciplines earned the highest rating of 3.59 (Fully Aware). Likewise, the indicator which points out that there are no units garnered the lowest rating of 3.08 (Fully Aware). It appears that the data entail that the parents of these young learners are fully aware of what Montessori teaching method is all about. This is a good sign because their involvement in school-initiated affairs or classroom-level activities, as explained previously, will definitely have influence on their child's education and personal progress

Table 13. Awareness of Montessori Teaching Method

Indicators	Mean	Interpretation
It is a child-centered curriculum.	3.51	Fully aware
Goals and objectives are the bases.	3.44	Fully aware
The developmental characteristics of the children are arranged separately for each age level.	3.47	Fully aware
Topics are the tools rather than the purpose.	3.36	Fully aware
There are no units	3.08	Less aware
The curriculum also helps develop a strong foundation and an in-depth study of various disciplines.	3.59	Fully aware
It provides freedom to the teacher.	3.50	Fully aware
Creativity is emphasized.	3.47	Fully aware
It requires a teacher's systematic study.	3.46	Fully aware
It requires the environment to provide free exploration for children.	3.51	Fully aware
Problem-solving and play are the bases of the activities.	3.35	Fully aware
It encourages the use of daily experiences and opportunities in an environment for educational purposes.	3.56	Fully aware
Enrichment of the learning experiences is highly valued.	3.57	Fully aware
Parent involvement is highly valued.	3.37	Fully aware
Evaluation is multifaceted.	3.27	Fully aware
Specific days and weeks are determined according to the characteristics of the age group.	3.25	Fully aware
The curriculum is open to be developed.	3.50	Fully aware
Its curriculum is much broader than many other programs as it teaches more than just the basics.	3.44	Fully aware
Its program is systematic and carefully sequenced according to principles of development.	3.53	Fully aware
The routine of its program is designed to develop independence and responsibility.	3.53	Fully aware
Aggregate Mean	3.44	Fully aware

Range: 1.00-1.74 Not aware, 1.75-2.49 Poorly aware; 2.50-3.24 Less aware; 3.25-4.00 Fully aware

4.5. Test of Significant Relationship for Respondents

Table 14. Relationship between Profile of the Respondents and the Extent of Practices using the Montessori Teaching Method

Variables	Chi-Square	df	Critical Value	Significance	Result
Level of Practices using the Montessori Teaching Method and					
School	18.407	18	28.869	Not significant	Ho accepted
Age	2.019	6	12.592	Not significant	Ho accepted
Highest Educational Attainment	5.120	6	12.592	Not significant	Ho accepted
Pre-Service Scholastic Background	5.875	2	5.991	Not significant	Ho accepted

One can notice that in this table the overall profile of the respondents has no significant relationship with the level of practices using the Montessori teaching method with all the computed Chi-square values are less than the critical values.

Table 15 discloses that the general profile of the respondents from the clusters of research locales has no significant correlation with the encountered problems in the performance of the tasks. This claim is validated by the scientific results which revealed that the Chi-square value

of 24.498 is less than the critical value of 28.869 with its df of 18 (for school) while the computed value of 5.703 is still less than the critical value of 12.592 with its df of 6 (for age), respectively. Moreover, the calculated value of 5.081 is less than the critical value of 12.592 with it is of 6 (for highest educational attainment) while the computed value of 1.797 is lesser than the critical value of 5.991 with its dfs of 2, respectively.

Table 15. Relationship between Profile of the Respondents and the Degree of Problems Encountered in Performing Tasks

Variables	Chi-Square	df	Critical Value	Significance	Result
School					
Teaching and Learning Process	25.257	27	40.113	Not significant	Ho accepted
Contents	24.957	18	28.869	Not significant	Ho accepted
Plans and Activities	29.440	18	28.869	Significant	Ho rejected
Evaluation	35.309	27	40.113	Not significant	Ho accepted
Social Environment	25.413	27	40.113	Not significant	Ho accepted
Physical Facilities	39.142	27	40.113	Not significant	Ho accepted
Goals and Objectives	18.834	18	28.869	Not significant	Ho accepted
Overall	24.498	18	28.869	Not significant	Ho accepted
Age					
Teaching and Learning Process	13.847	9	16.919	Not significant	Ho accepted
Contents	9.273	6	12.592	Not significant	Ho accepted
Plans and Activities	7.577	6	12.592	Not significant	Ho accepted
Evaluation	5.598	9	16.919	Not significant	Ho accepted
Social Environment	8.762	9	16.919	Not significant	Ho accepted
Physical Facilities	6.221	9	16.919	Not significant	Ho accepted
Goals and Objectives	12.646	6	12.592	Significant	Ho rejected
Overall	5.703	6	12.592	Not significant	Ho accepted
Highest Educational Attainment					
Teaching and Learning Process	5.398	9	16.919	Not significant	Ho accepted
Contents	4.285	6	12.592	Not significant	Ho accepted
Plans and Activities	7.840	6	12.592	Not significant	Ho accepted
Evaluation	4.680	9	16.919	Not significant	Ho accepted
Social Environment	8.163	9	16.919	Not significant	Ho accepted
Physical Facilities	4.283	9	16.919	Not significant	Ho accepted
Goals and Objectives	3.559	6	12.592	Not significant	Ho accepted
Overall	5.081	6	12.592	Not significant	Ho accepted
Pre-Service Scholastic Background					
Teaching and Learning Process	4.760	3	7.815	Not significant	Ho accepted
Contents	1.118	2	5.991	Not significant	Ho accepted
Plans and Activities	1.413	2	5.991	Not significant	Ho accepted
Evaluation	7.012	3	7.815	Not significant	Ho accepted
Social Environment	0.776	3	7.815	Not significant	Ho accepted
Physical Facilities	2.568	3	7.815	Not significant	Ho accepted
Goals and Objectives	1.920	2	5.991	Not significant	Ho accepted
Overall	1.797	2	5.991	Not significant	Ho accepted

Table 16. Relationship between the profile of the respondents and the Extent of Practices using the Montessori Teaching Method and the Degree of Problems Encountered in Performing the Tasks

Variables	Chi-Square	df	Critical Value	Significance	Result
Level of Practices using the Montessori Teaching Method and					
Teaching and Learning Process	1.060	6	12.592	Not significant	Ho accepted
Contents	1.739	4	9.488	Not significant	Ho accepted
Plans and Activities	4.864	4	9.488	Not significant	Ho accepted
Evaluation	1.545	6	12.592	Not significant	Ho accepted
Social Environment	3.729	6	12.592	Not significant	Ho accepted
Physical Facilities	7.046	6	12.592	Not significant	Ho accepted
Goals and Objectives	3.158	4	9.488	Not significant	Ho accepted
Overall	1.739	4	9.488	Not significant	Ho accepted

Such data set plainly entails that how the teachers have been practicing the Montessori way is not directly influenced by the age range or educational attainment. Moreover, the level of practice is also not directly influenced by the pre-service scholastic background of these respondents.

5. Discussion

The respondent's profile data results showed that most teachers in these identified research environments are young professionals passionate about their profession and career. Professional development through Graduate Teacher Education is important because of the opportunities to collaborate with peers and colleagues, gain access to opportunities to improve teacher education teaching practices, and the inextricable link between teaching and research, as well as the need to upskill in research skills [10].

Furthermore, teacher-respondents would benefit from pursuing higher education as it opens up many opportunities and chances to advance their career. Pursuing advanced education can help all concerned teachers become more aware of the Montessori philosophy of education. These teachers can put Montessori's methods for supervising and managing children's education into practice. Montessori's teaching demonstrated that education is more than just teaching literacy and numeracy skills; it also serves a larger goal, the "public common good"[11].

Also, it was found out that the teacher-respondents have attended Montessori-related training and seminars. The education department has identified the need for teachers to be trained in how to help children develop motor coordination, focus, and concentration. However, DepEd appears to have initiated less training to build the capacity of teachers to guide the child to explore other academic and non-academic matters. In the study of Kirkpatrick [12], teachers in public schools are frequently trained through

professional development seminars or workshops. Behavioral skills training has been shown to be an effective teaching method across a wide range of populations and skills.

Relevant to the extent of practices using the Montessori teaching method as perceived by the teacher-respondents, the data revealed that the majority of the respondents claim to have always used the Montessori teaching method, which is critical in the holistic development of children. It is critical that teachers ensure that students have acquired the knowledge, skills, attitudes, and values that will enable them to meet the challenges posed by recent demands. The study of Burbank [13] revealed that Montessori education provided learning opportunities for children from various cultural and ethnic backgrounds, contributing to their overall development. The one that is frequently practiced in our respective classrooms is already included in Montessori's teaching method. It is supported in the study of Batubara [14], that the presence of the teacher, personal attitude, Montessori materials, classroom conditions, and the influence of friends were identified as five factors influencing students' motivational state. According to the findings of this study, students who are taught using this method are more active and cooperative in their learning activities.

However, the failures of Early Childhood teachers on the job can be traced back to their departure from the Montessori teaching method. For instance, when teachers are already at ease with their standard "chalk and talk," "copy-the-writing-on-the-board," or "pure" lecture. Another possibility is that principals and middle managers are more concerned with what students must achieve rather than what they may learn. In exchange, the child's development or progress is restricted to a cognitive level, which is the polar opposite of Montessori's teaching method or educational philosophy. It was discussed in the book of Stronge and Xu [15] that by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects

excellence, the principals foster the success of all students. So, school leaders should look into the importance of what students learn rather than what they achieve.

Some factors may help to explain the likelihood of non-compliance with such a preparation. One possible explanation is that the teacher is unconcerned about the required time because she is responsible for ensuring that the time blocks are well-managed and completely completed. Another reason for a teacher not fully practicing giving the child some moments to engage with the learning materials can be found in the inventory's scarcity. Furthermore, if the learners had not yet acquired prior learning competencies, the teacher could re-teach those competencies that day. In exchange, the teacher will set a time limit for the learners to engage with the materials. Both personalized instruction and the Montessori method are constructivist in nature, with many philosophical and theoretical principles in common. According to the research Mavric [16], Montessori education is one of the most visible models that incorporates many aspects of personalized instruction and shares many common elements with personalized learning.

Problems encountered regarding the teaching and learning process were noted that the teacher-respondents have minor concerns about developing activity materials. Supervising high school or college students differs significantly from managing small children, particularly when creating materials for activities. Teachers must develop materials in a creative manner, taking into account design, shade, content, illustrations, and other factors that will spark the new interest of young learners. With its emphasis on the self-directed engagement of the child with specialized learning materials, the Montessori method seeks to foster the child's curiosity and independence with the teacher merely acting as a facilitator [4].

Problems encountered regarding content showed that the respondent's different research environments have never encountered content-related issues. Despite the fact that some indicators had lower ratings, the overall situation was unaffected. It can be assumed that the teacher-respondents are already familiar with Montessori teaching methods and have been putting them into practice. Teachers using Montessori Method have shown increased self-esteem and motivation in elementary school students. This method has also been shown to boost the self-esteem and motivation of students [17]. It has to be noted that DepEd is concerned about the materials that should be given to these young students. The Head Teacher always reviews the daily lesson plan, and the Master Teacher reviews the instructional materials to ensure that abstract, space, science, and other related concepts are being addressed. Teachers are frequently reminded to select developmentally appropriate concepts to teach only the most essential learning competencies. As they were practiced at the actual station, the preceding circumstances were beneficial in actualizing this Montessori educational philosophy.

For problems encountered as to plans and activities, the result revealed that the teacher is properly planning and preparing the activities that go along with the lessons. Not only would this benefit them, but it would also benefit the younger students. The Montessori method of teaching with planned lessons and activities showed students great functional connectivity with their lessons and real-life application[18]. Observations show that teachers in this grade level are constantly devising new ways and means to ensure that their drama, music, and art activities are well-prepared. According to some of these respondents in a brief discussion, despite minor problems in the full delivery of the subject matters due to a series of scheduled meetings and school affairs, they experienced minor problems in the full delivery of the subject matters due to a series of scheduled meetings and school affairs. Hence, it is vital that planning learning activities and curricula have an impact on the development of inclusive practices in the classroom [19].

Regarding the problems encountered in terms of evaluation, the researchers confirmed the latter scenario. The scholastic progress of the learners is charted and validated through such administration of various evaluation schemes. Some teachers believe that using anecdotal records of the students can help them assess their individual bearing – whether in personal or academic matters. Teachers' standard evaluative practice uses anecdotal records to create an intervention plan to address personal, educational, or learning-related concerns. Regarding learner case management, this is where the Montessori philosophy of education comes into play. Fleming [20] show that Montessori students outperformed non-Montessori students on the Evaluation of Potential Creativity. According to subgroup analyses, male Montessori students were more creative than male non-Montessori students.

The social environment in which young learners participate and are taught is critical to their success. Teacher-respondents have raised issues and concerns about the social environment. The latter issue, if not addressed promptly and appropriately, may jeopardize the interests and well-being of the learners. The Montessori environment must learn to foster respect for each child's individual characteristics, learning preferences, and true potential [21]. It should also focus on flexible learning, personalized learning environments, and inquiry-based learning [22]. Furthermore, even if there are problems due to a lack of learning materials, a welcoming environment may entice teachers and students to work out effectively inside and outside the classrooms.

The availability of necessary learning facilities is the most common concern teachers and parents have for their children in school and their classrooms. Physical facilities have not proven to be an issue for the teacher-respondents from these research clusters. It demonstrates how responsive the education department has been to school

infrastructure and facility needs. However, small schools still require improvements because budgetary allocations such as Maintenance and Other Operating Expenses (MOOE) are based on the number of students enrolled in the institution [23]. Respondents have experience issues and concerns in the planning of goals and objectives for lessons that will align with Montessori's educational philosophy. The goals and objectives should adopt the local culture using Montessori's approach. Localization is the process by which Montessori education adapts to fit into a specific culture [24].

On the problems encountered in performing tasks; minor issues encountered by teachers in terms of physical facilities and social environment are, in fact, interconnected. With limited space, learners' and teachers' mobility and interactions are restricted and confined. As supported in the study, the facilities and equipment at the school do not meet the basic and comprehensive Montessori requirements, and the school's space is limited [25]. Furthermore, prekindergarten Montessori teachers face challenges such as space, budget, and time when it comes to creating optimal physical classroom environments [26]. The proper planning and crafting of class activities must consider the other issues the teachers are dealing with. When teachers cannot avoid a crowded classroom, outlining class activities must be limited to these parameters.

Parents' level of awareness of Montessori teaching method indicates that parents must reinforce the academic instruction given by the teachers in the classroom. At the same time, their children study at home through the philosophy which Montessori has established. The study by Naz and Parveen [27] shows that parental involvement scales are directly related to teaching quality and student learning levels. However, parents face numerous challenges and difficulties in raising their children. According to the findings, there is a significant gap in student achievement due to parents' lack of involvement in classroom guidance provided to their children at the preschool level [28].

Relationship between the profile of the respondents and the extent of practices using the Montessori teaching method. The scientific findings involving this correlation are consistent, implying that the level of practice using such a teaching method has no bearing on whether the respondents are young or old. The study by Damore and Rieckhoff [29], shows that reflective practices improve practice with both young and old teachers in a Montessori approach. INSET (in-service teacher education) is a critical component of any coordinated effort to improve teachers' knowledge and practical skills [30]. Respondents' knowledge and understanding of the Montessori educational philosophy have improved as they have received the most important inputs. As a result, the concerned teachers are able to effectively apply Montessori's philosophy and principles.

Relationship between Profile of the Respondents and the

Degree of Problems Encountered in Performing Tasks; The data show that respondents' problems are unaffected by their age, highest educational attainment, or pre-service scholastic background. This is a good indication that the teachers, regardless of their age, can effectively manage any issues that may arise during the implementation of the Montessori teaching method. The support system explains these experienced teachers provide new teachers. Furthermore, findings imply that the respondents' difficulties are not solely due to their advanced studies. The task of master teachers is to coach and mentor teachers in dealing with the four major barriers: teacher mindset, teaching methodology, curriculum design, and academic leadership [31].

Relationship between and the Extent of Practices using the Montessori Teaching Method and the Degree of Problems Encountered in Performing the Tasks; newly hired, second-course teachers or inexperienced teachers were updated by seasoned teachers who were able to continue or complete their master's program in Montessori educational philosophy, researching the subject online and seeking advice from more experienced teachers who have used the methods for several years. As a result, the age, educational attainment, and college background of these teachers had little bearing on how they adapted or implemented the Montessori educational philosophy [32].

6. Conclusions

Teachers from the identified schools, as well as concerned parents of these kindergarten students, have a much better understanding of what Montessori educational philosophy is – based on the extensive training and seminars that they have attended and/or participated in. The same empirical findings revealed that, despite having a diverse profile in terms of age, educational attainment, and pre-service scholastic background, these categorizations have no correlation with how these teachers practice using Montessori teaching methods. However, in general, the respondent-teachers are aware that they have practiced, and successfully managed many of those issues while supervising their respective classes using the Montessori teaching method.

7. Recommendation

Conduct additional or deeper empirical investigations, either through action research or case studies, into why kindergarten students, in some instances or circumstances, are still not coping well despite the use of this Montessori teaching method.

8. Limitations

The data was gathered from 11 elementary schools in

Cebu City Division, Philippines, spread across three districts. The researchers did not collect data from all elementary schools from Cebu City Division that also provide early childhood education.

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