

An Analysis of the Prevailing Conditions Affecting Academic Performance of Indigenous Peoples' School: An Aid to Educational Planning

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Abstract: This research study delved into what and how the prevailing conditions affected the academic performance of indigenous people's school. On the basis of this analysis, an educational plan was proposed to improve the academic performance of indigenous people's school.

The study made use of the following prevailing conditions that affect the indigenous peoples' schools' academic performance; home environment, parent participation, school location and environment, school facilities and equipment and support from external stakeholders.

From the findings, home environment, parent participation and school facilities and equipment were very influential on the academic performance of the schools. Whereas, school location and environment had an influence on the academic performance of the schools. Therefore, the prevailing conditions have significant relationship on the academic performance of the indigenous peoples' schools.

Based on ANOVA computations, there was significant difference that existed between the level of influence of the prevailing conditions of indigenous peoples' schools and the characteristics of the respondents when they were grouped according to their educational qualifications and teaching service/ work experience. Whereas, there is no significant difference between the level of influence of the prevailing conditions and the age and gender characteristics of the respondents.

Keywords: Prevailing Conditions Academic Performance Indigenous peoples' schools.

1. BACKGROUND OF THE STUDY

Section 1 of Article XIV of the 1987 Philippine Constitution mandates that "the state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible for all.

To implement this objective of the 1987 Philippine Constitution, the Education For All (EFA) clearly states the goals and objectives for basic education which states as follows:

The primary goal of basic education is to meet the basic learning needs or the knowledge, skills, attitudes and values necessary for the people to survive, to improve the quality of their lives, and to continue learning. From 1990 to the year 2000, the education sector together with other sectors shall aim to provide basic education for all Filipinos. With this, one of the general policies and strategies in the EFA Framework, the Philippine Government will continue to address the issues of equity, relevance and sustainability and ensure the attainment of basic education for all. To mention, there is a stress on the "Focus on Specific Groups". This means that all efforts shall be exerted to bring basic education to the rural poor, the urban slums, cultural communities, refugees, women, the disabled, other educationally disadvantaged groups as well as the gifted. Nontraditional methods and mechanism shall be explored and utilized to break the barriers caused by

poverty, culture and physical distance and at the same time guard against the entry of cultural biases which merely seek to transform the minorities into a subordinate part of mainstream society.

In the Division of Misamis Oriental, there are indigenous peoples' schools instituted by the Department of Education in the District of Claveria. This is to provide the indigenous peoples of this area access to basic education in fulfillment of the mission of the department. This is also to provide quality education to all Filipino people considering all groups of people, different races, sexes and whatever standing in the society, they may be rich, mediocre or poor.

Hence, this study is conducted to assess whether the indigenous peoples' schools are provided the same provisions for education to have the same rate of access to quality education. Therefore, this study would determine the prevailing conditions in these schools that might affect their performance. Hence, a proposal to improve these conditions would be devised thus improving the performance of these indigenous peoples' schools in the Division of Misamis Oriental.

Statement of the Problem:

This study will gather, analyze and evaluate the data on the prevailing conditions affecting the academic performance of the indigenous people. The findings of this study would help the administrators and other educational managers formulate a plan on educational administration and supervision of the indigenous peoples' school for its effective delivery of educational services,

Specific Problems:

Specifically, this research study would answer the following problems:

1. What are the characteristics of the respondents of this study in terms of:
 - 1.1- Teacher
 - 1.1.1- Age
 - 1.1.2- Gender
 - 1.1.3- Educational Qualification
 - 1.1.4- Teaching Experience
 - 1.2. School administrator
 - 1.1.1- Age
 - 1.1.2- Gender
 - 1.1.3- Educational Qualification
 - 1.1.4- Work Experience as School Administrator
2. What is the level of influence of the prevailing conditions affecting the academic performance of indigenous school in terms of:
 - 2.1- Home environment;
 - 2.2- Parent Participation,
 - 2.3- School location and environment;
 - 2.4- School Facilities and equipment;
 - 2.5- Support from external stakeholders ?
3. What is the academic performance of the school in terms of the basic subject areas;
 - 3.1- English
 - 3.2- Math
 - 3.3- Science
 - 3.4- Filipino
 - 3.5- Araling Panlipunan?
4. Is there a significant Relationship between the level of influence of the prevailing condition and the academic performance of the indigenous peoples' school in terms of the following: ;
 - 4.1- Home environment;

- 4.2- Parent participation;
 - 4.3- School location and environment;
 - 4.4- School Facilities and equipment;
 - 4.5- Support from external stakeholders?
5. Is there a significant difference between the level of influence of the prevailing conditions affecting the academic performance of the indigenous peoples' school across the respondents' characteristics in terms of the following:
- 5.1- Teacher
 - 5.1.1- age;
 - 5.1.2-gender;
 - 5.1.3- educational qualification;
 - 5.1.4- teaching service;
 - 5.2- School Administrator
 - 5.2.1- age;
 - 5.2.2-gender;
 - 5.2.3-educational qualification; and
 - 5.2.4- Work experience as administrator?
6. What educational plan of action would be proposed relative to the findings of this study in order to improve the delivery of services to the indigenous peoples' school?

2. THEORETICAL FRAMEWORK

Indigenous peoples is a common name used to refer to eight ethnic tribes in the Philippines. In Southern Philippines, upland and lowland tribal groups were concentrated on Mindanao and western Visayas, although there are several upland groups such as the Mangyan living in Mindoro. Filipinos indigenous roots come in a very diverse range. There are many ethnic groups such as Tadyawan, Tagbanwa, Palawano, Malibog and Kagayanon (<https://en.wikipedia.org/wiki/indigenous-people-peoples-of-the-Philippines>). In Misamis Oriental, Hiligaynon are the indigenous people.

There are prevailing conditions affecting the performance of the indigenous peoples' schools. Prevailing conditions denote what exists or is encountered generally at a particular time. It applies to what is most frequent or common at a prevailing party (www.thefreedictionary.com/prevailing).

Performance of the indigenous peoples' schools is the sum total of the academic performance of the pupils by grade level. Usually, there are prevailing conditions affecting the said performance of the indigenous peoples' schools such as follows ; Home environment, Parent participation, school location and environment, School Facilities and Equipment and Support from External Stakeholders.

Home environment of indigenous people maintains the provision of basic requirements such as health, educational facilities and job opportunities. Usually the homes of the indigenous peoples are simple, lack of adequate facilities. Much more, their parents could not assist or follow-up their home study like, making of assignments, projects and parental tutoring because most of them are not adequately literate.

Parent Participation means the parents of indigenous pupils participate in school activities such as Parents-Teachers Association meetings, forum and other agenda. Usually, the school and classrooms problems are solved due to the solutions unanimously agreed by parents. This study would determine the level of parent participation in school activities.

Schools location and environment are usually found in the hinterlands:

In most cases, these places are quiet, far from civilization, not much modern facilities, use of crude materials is available and sometimes, there is peace and sometimes, there are chaos and violence. The houses are quite distant from the schools, no transportation available and usually, the pupils walk to schools.

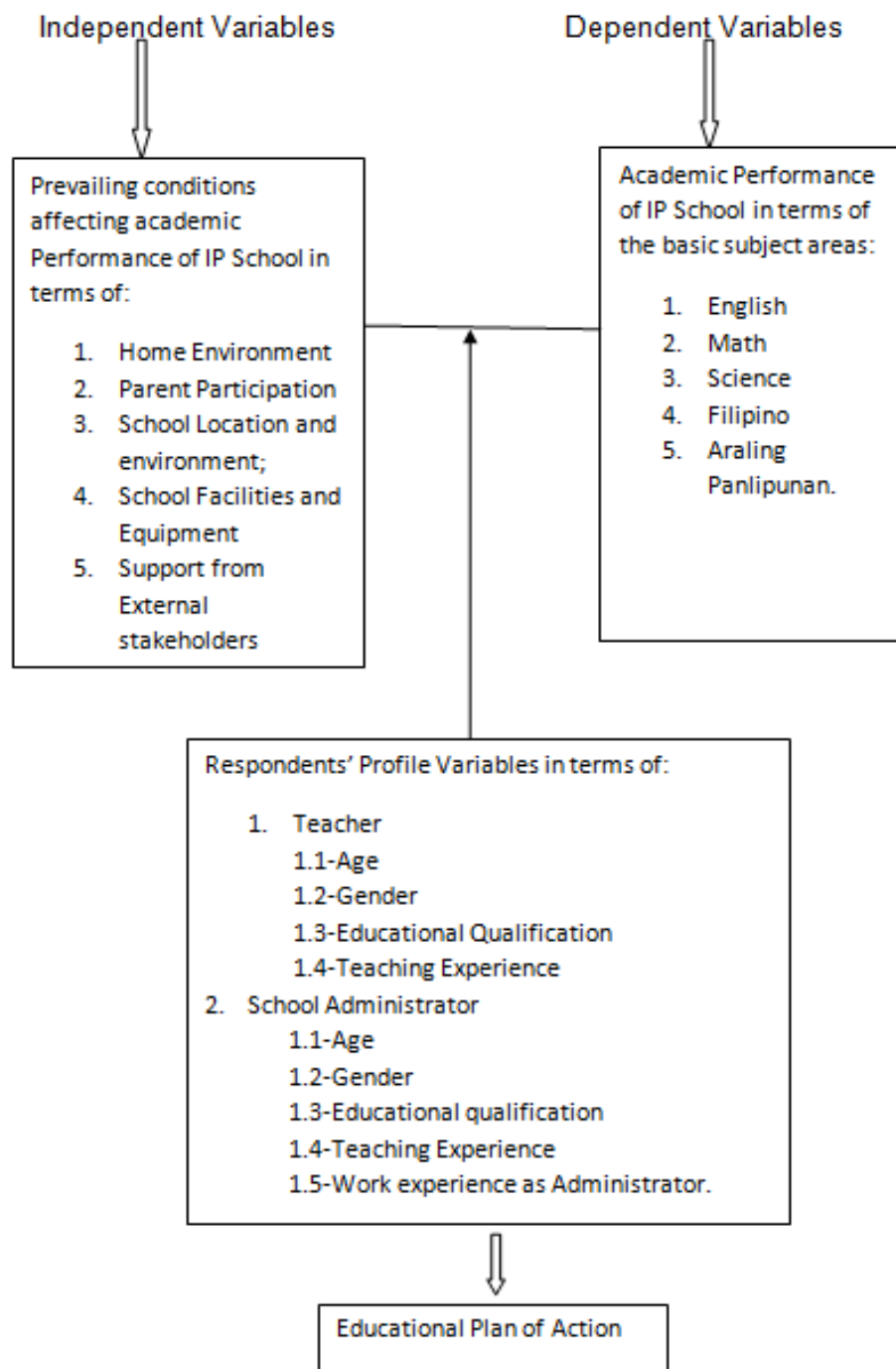
School facilities and equipment are aids to the accomplishment of instructional objectives during the day's lessons. It makes lessons interesting and effective to the learners. School facilities may include libraries, laboratory, classrooms ,

audio-visual rooms, playgrounds and others. Equipments are those that make learning easier such as laboratory tools and equipment, audio-visual equipment such as radios, televisions, computers and others.

Support from external stakeholders include the parents, barangay officials, PTA officials and members, Local Government Unit, private sector, business sector. They contribute to the improvement of the schools such as community service, donations, school educational funds and others.

The profile variables of the respondents, both the teachers and the school administrators will make a significant difference on the level of influence of these prevailing conditions affecting the performance of indigenous peoples' schools across their profile variables such as age, gender, educational qualification, work and teaching experience.

Schematic Design:



Related Studies and Literature in the Foreign Setting:

Education was established as a fundamental human right in 1948 by the Universal Declaration of Human Rights. Since then, the international community has reiterated its commitment to providing quality education to all children, youth and adults in numerous declarations and documents. Indigenous peoples' specific educational rights, including their right to establish and control their own education systems and to provide education in their own languages, have been stipulated by, for instance, ILO Convention No. 169 on Indigenous and Tribal Peoples (1989), the Convention on the Rights of the Child (CRC) (1989) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) (2007), and confirmed, among others, by the Fourth World Congress of Education International (2004), the Preparatory meeting for the World Conference of Indigenous Peoples (Alta outcome document) (2013) and the Lima Declaration of the World Conference of Indigenous Women (2013). In the Outcome Document from the World Conference on Indigenous Peoples (2014) Heads of State and Government, ministers and representatives of Member States to the UN reaffirm their support to the UNDRIP and make the following commitments especially related to education: Article 11. We commit ourselves to ensuring equal access to high quality education (International Work Group for Indigenous Affairs, Denmark, 2016).

The Australian Government is committed to achieving better results for Indigenous Australians in three priority areas - getting children to school, adults into work and building safe communities. All Australian governments have recommitted to the Closing the Gap targets under the National Indigenous Reform Agreement between the Australian Government and state and territory governments. These targets include a focus on access to education; school attendance; improving reading, writing, and numeracy; and finishing school.

School every day. State and territory governments have agreed to a range of measures through the Council of Australian Governments to improve Indigenous school attendance. These measures include publishing twice-yearly data on school attendance for all students and additional support, such as school attendance officers, to ensure children attend school (National Aboriginal and Torres Strait Islander Education Policy, 1989).

In a Dissertation entitled "Home Environment and Pupil's academic Achievement", by Mandlakayise Gilford MDanda at the University of Zululand, it was revealed that there is relationship between parental involvement and pupil's academic achievement. Children, whose parents show high level of involvement, perform better in their academic tasks than those children whose parents are not involved in school matters.

An article reported a study on the school of an indigenous community and the aspirations for the future of the people who are part of it. The main problem we sought to address focused on the distinguishing characteristics of indigenous school education and conventional school education in Brazil. Our background concern was to bring elements that could elucidate to what extent indigenous communities have autonomy to define school processes that overcome the colonialist character of conventional education. Therefore, we looked for a type of school that intervenes directly on the living conditions of the people it provides educational services with. The main ethnographic work was conducted at Khumuno Wu'u Kotiria Indigenous Municipal School, in the territory of the indigenous Kotiria, in São Gabriel da Cachoeira municipality, Amazonas state, Brazilian Amazon region. The information was collected mainly through direct observation and records of informal conversations over a period of four months in Caruru Cachoeira, the largest Kotiria community in Brazil. The results consist of the description of the remarkable characteristics of school practices, and lead to the conclusion that this local group, when planning their school objectives, reflects on what they want for their future and the future of their community, which makes their school the main space for community meeting, debate and intervention in current and future living conditions (Abbonizio et al, Brazil, 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 (Rodolfo Stavenhagen has coined the term 'ethnocratic' for these kind of states), simply does not work anymore. The world is more uncertain than ever before, as observed both by the World Commission on Culture and Development (the De Cuéllar Commission) and the International Commission on Education for the Twenty-First Century (the Delors Commission). Furthermore, 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. We are poorest among the poor. 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. The aspirations of the world’s indigenous peoples in the field of education is so far best reflected in Article 15 of The United Nations Draft Declaration on the Rights of Indigenous Peoples (King and Schietmann , 2004)

Related Literature and Studies in the Local Setting:

Progress made towards the Millennium Development Goals (MDGs) has not benefitted all learners equally. While much has been achieved, marginalized groups, including indigenous peoples, are being left behind. Indigenous learners tend to have less access to education, have to contend with poorer quality education, and do not enjoy the same benefits from education as non-indigenous learners. Efforts should be made to ensure that indigenous peoples have access to education that is culturally and linguistically appropriate and that does not aim at or result in unwanted assimilation. Article 14 of the UN Declaration on the Rights of Indigenous Peoples states that “Indigenous peoples have 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.” To realize this right, indigenous peoples must be supported and empowered to take the lead in developing quality education systems (Interagency Support Group on Indigenous Peoples Issues, June 2014).

Indigenous Communities have clearly benefited from the assistance and support provided by NGOs and other advocates. Currently there are hundreds of Indigenous Peoples Organizations (IPO) in the country actively engaged in various activities and are in partnership with the civil, development agencies including Government. Currently there are several active national Coalitions of IP communities, the Katutubong Samahan ng Pilipinas, The KAMP and the 4 “Adopt UN Draft Declaration on the Rights of Indigenous Peoples Now!”, a manifesto submitted to the Philippine Government, 2006 NCIPP. Under these national associations are several layers of Regional, Provincial as well as local IPOs all over the Philippines (De Vera, 2007).

Indigenous education in the Philippines has been a recent phenomenon, starting only in the past decade. Legislation supporting indigenous peoples rights as well as giving legitimacy to establishing indigenous schools were only authored in the past 8 years. The Asian Council for People’s Culture assisted the different indigenous tribes in the country in setting up Schools for Indigenous Knowledge and Traditions (SIKAT). The SIKAT programme envisions a system at par with mainstream education, founded on the ways of life, traditions and culture of indigenous peoples. This paper takes a closer look at one of the SIKAT Schools – the Sagu-Ilaw SIKAT of the Bukidnon Tribe in Northern Mindanao. Sagu-Ilaw was set up in 2002 with the assistance of ACPC. Since then, despite the perennial problem of funding, it has been surviving on its own. It was designed as a tertiary type teacher-training school whose students teach the tribe’s children in their respective communities. Recent linkages with the Department of Education has led to conflict over control of the school, leading the tribe to fear for the continued loss of their identity. Other linkages are currently being established for the survival and further development of the school (Abejuela III, Bukidnon, Philippines.).

Dominant views about education in Philippine society and this viewpoint has also permeated indigenous communities who have encountered mainstream education for several decades. Graduates of indigenous communities were viewed as success stories both by the communities and the congregations or IPAs, and these graduates learned, as individuals, how to navigate their way in the wider social demands of mainstream society. The backdrop, however, of these few success stories was the reality of a much bigger number of drop-outs because of the following: • Comprehension difficulties • Adjustment difficulties • Discrimination (Episcopal 3 Commission On Indigenous Peoples).

3. RESEARCH METHOD

This research study will make use of a descriptive method of research to achieve its purpose. It will describe the prevailing conditions that affect the performance of the indigenous peoples’ schools and then analyze them what level of influence they have on the performance of these schools. Further, this will present the level of performance these schools have

achieved through the questionnaires rated by both the teachers and the school administrators of these indigenous peoples' schools.

Then, the significant relationship existing between these prevailing conditions and the performance of the indigenous peoples' schools will be established. Furthermore, the significant difference will be determined between the performance of the schools across the profile variables of the teachers and principals such as age, gender, educational qualification and work/teaching experiences.

Instrumentation:

A survey questionnaire on the profile variables of the respondents, the level of influence of the prevailing conditions affecting the performance of the indigenous peoples' schools and the level of performance of the pupils in all grade levels on the major subject areas will be distributed for accomplishment to the two respondents, the teachers and school administrators of the respondent schools.

The questionnaires are self-administering. Simple directions will be printed on the form. The respondents will be asked to indicate their responses by checking the appropriate statement for every item.

Statistical Treatment:

The data collected will be subjected to appropriate statistical treatment to answer the problems raised in the study.

To answer problem number one, the frequencies and percentages will be computed and for problem number two, the weighted mean and standard deviation will also be computed.

To find the significant relationship between the level of influence of the prevailing conditions affecting the performance of the indigenous peoples' schools and the performance of these schools, the Pearson product-moment coefficient of correlation will be used. Lastly, the significant difference of the level of School performance across the respondents' profile variables, T-test and analysis of variance (ANOVA) will be computed.

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