Educational Opportunities of Indigenous People during the Pandemic Covid19

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Abstract

This study aimed to determine the challenges of educational opportunities of indigenous people during the pandemic Covid 19 in Botolan, Zambales. The study was limited to the assessment of thirty parent – respondents who belong to an indigenous community. The survey – questionnaire prepared by the researchers were used and the analysis of the outputs was utilized in the data gathering needed in this research work. The parent - respondents perceived strongly agree on the challenges encountered by the respondents in attaining the educational opportunities of indigenous people's education in terms family background. The parent - respondents Agreed on the challenges encountered by the respondents in the educational opportunities of indigenous people's education in terms of technology and financial status. There are there is significant differences on the challenges that affect the educational opportunities of indigenous people in terms of technology, financial status when grouped according to sex and educational attainment. Based on the summary of the investigations conducted and the conclusions arrived at, the researchers have offered the following recommendations; the Local Government Unit (LGU) and the Department of Education should address the learning needs of IP learners who lack access to basic education services and technology; the Local Government Unit (LGU) and the Department of Education should disseminate information to the Indigenous people about the Educational IP program of the government including scholarship or financial assistance for them; the Department of Education may visit the resettlement area and may provide needed materials for the students to fully give them educational opportunities; and finally, a similar study with in – depth and wider scope so as to validate the findings obtained in the study should be conducted.

Keywords: Educational Opportunities, Indigenous People

Introduction

The Philippines is home to around one hundred ten indigenous people's communities numbering between fifteen to twenty million. They are located in different parts of the country, with more than sixty percent in the Mindanao Island, around thirty percent in Luzon Island, and less than ten percent in the islands of the Visayas region. The right to education is a universal right. It is needed to reach out to people from all walks of life all over the world. Exercising such right can open opportunities for the well-being of the people regardless of race, culture, or ethnic group. However, although education is a right for all people in the country, it is not always enjoyed by all groups of individuals. Among the groups of people deprived of quality education are

the minorities and the indigenous peoples (IPs). Indigenous peoples need to enjoy the right to education. They have to be given quality education the same as those experienced by the urban children not only because they need the knowledge and traits but more so because of the cultural histories and their interactions with the natural resources embedded in their group. United Nations Educational Scientific and Cultural Organization (UNESCO) Convention emphasizes that indigenous peoples have the right to high quality and culturally respectful education which is protected by the number of international human rights. In the Philippines, indigenous people are the minority group who comprise a small segment of the residents. They can be found living in remote places in the country, mostly in Central Luzon, Northern Luzon, and southern parts of Mindanao and Mindoro (De Vera, 2017; Study et al., 2017, The Episcopal Commission on Indigenous Peoples, n.d.). De Vera (2017) discussed the lives and status of Indigenous People in the Philippines and mentioned that among the IPs, they are the groups or communities who are most marginalized and given lesser attention by the government. The passage of the Indigenous People Rights Act (IPRA) paved way to the considerable efforts undertaken by both the government and various non-government organizations and agencies for development and improvement of their well-being, he noted that the same was not sufficient to successfully implement what was thought of as crucial to provide them with commensurate if not equal rights like others in the community. This problem can be ascribed from the insufficient resources to implement the policies and lack of government commitment for the empowerment of these people in the country. Since majority of these minority groups live in the remote rural areas or even for from where non-IP residents live, it would be sometimes impossible to address issues and concerns related to their well-being. Efforts are continuously being undertaken to help these minority groups have equal or at least corresponding access to education like non-IP students. The Department of Education (DepEd), pursuant to Philippine Republic Act No. 10533 known as the Enhanced Basic Education Act of 2013, has given emphasis to indigenous education. Supporting this, DepEd issued the Order No. 62, series 2011 which presents the adoption of the National Indigenous Peoples Education (IPEd) Policy Framework for the regions which implement the IPEd Program. The program is a long-awaited dream of the IPs, the provision of a culture-sensitive curriculum that responds to their well- being. However, despite the efforts exerted to intensify the IPEd implementation in the DepEd schools for the realizations of IP aspirations, several problems and challenges are still experienced by administrators, teachers, parents, and even students. While there are laws and mandates from the DepEd in the adoption of IP education in the curriculum, it is relevant evaluate the implementation of the IPEd in the present educational system, Department of Education (2011). Due to the pandemic, distant learning modalities is one of the solutions for the problems that challenge the education of indigenous people in Baquilan, Botolan, Zambales, the chosen community to this research. They must adapt the modern technology to provide fresh information or additional knowledge to supplement their education. But the indigenous peoples whose culture is intertwined with their ancestral domain, has a deep connection to nature, the modern era could also affect the rich heritage of the Philippines.

This research study aimed to determine the challenges of educational opportunities of indigenous people during the pandemic Covid19. Specifically, this study sought to answer the following questions:

    1. What is the profile of the respondents in terms of age, sex, monthly income and educational attainment?

    2. What are the challenges encountered in the educational opportunities of indigenous

people's education during pandemic Covid19 in technology, financial status and family background?

    3. Is there a significant difference on the perception of indigenous people on the challenges that affect the education opportunity when grouped according to profile variables?

Methodology

"Situated learning theory" draws many of the ideas of the learning theories. It was developed by Jean Lave. Situated learning theory recognizes that there is no learning which is not situated, and emphasizes the relational and negotiated character of knowledge and learning as well as the engaged nature of learning activity for the individuals involved. According to the theory, it is within communities that learning occurs most effectively. Interactions taking place within a community of practice – e.g. cooperation, problem solving, building trust, understanding and relations – have the potential to foster community social capital that enhances the community members' wellbeing. Thomas Sergiovanni reinforces the idea that learning is most effective when it takes place in communities. He argues that academic and social outcomes will improve only when 15 classrooms become learning communities, and teaching becomes learner-centered. Communities of practice are of course not confined to schools but cover other settings such as workplace and organizations. This study utilized descriptive method of research. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data (Gall, Gall, & Borg, 2007). Descriptive research design aims to accurately and systematically describe a population, situation or phenomenon. A descriptive research design can use a wide variety of research methods to investigate on or more variables. Unlike in experimental research, the researcher does not control or manipulate any of the variables, but only observes and measures them (McCombes, 2019).

Data Collection

The researchers personally and formally sought permission to the National Commission on Indigenous People (NCIP) commission to follow the ethical considerations in utilizing indigenous people as respondents in a study. The researchers also asked permission and secured letter of request to the chieftain of the community. After which, the researchers personally undergone surveying the 30 parent – respondents and retrieved the questionnaire individually following the safety protocols of the community due to pandemic. The results had undergone critical analysis, interpretations, tallying and tabulations.

Tables

Table 1. Profile of the respondents

Profile		Frequency	Percent
Age Mean = 38.5	30 and below	9	30.0
	31 - 40	10	33.3
	41 - 50	8	26.7
	51 - 60	3	10.0
Sex	Male	15	50.0
	Female	15	50.0
Monthly Income Mean = 4, 666.7	1,000 - 5, 000	22	73.3
	6, 000 - 10, 000	6	20.0
	11, 000 - 15, 000	2	6.7
Educational Attainment	High School Graduate Elementary	2	6.7
	Graduate	28	93.3
Total		**30**	**100.0**

Age. Out of thirty (30) parent - respondents, majority were from the age group of 31-40 years old with a frequency of 10 or equivalent to 33.3% while least of the parent – respondents were from the age group of 51 – 60 years old with a frequency of 3 and has a percentage of 10%. The computed mean age of the respondents' is 38.5. For sex, out of thirty (30) parent - respondents, 15 or equivalent of 50.0% were female and 15 or equivalent of 50.0% were male. The data shows that the number of male and female respondents in this study are equal. For monthly income, out of thirty (30) parent - respondents, majority of the them have a monthly income of 1,000 to 5, 000 pesos with total frequency of 22 or equivalent to 73.3%. Only 2 or 6.7% of the parent – respondents have a monthly income of 11, 000 – 15, 000. And for Educational Attainment majority of the respondents were elementary graduate with a total of 28 or equivalent to 93.3% and only 2 or equivalent to 6.7% were high school graduate. The data revealed that most of the respondents are in low educational attainment which is elementary graduate.

Table 2 Challenges Encountered in the Educational Opportunities of Indigenous People's Education in Technology

A. Technology	Mean	Descriptive Rating	Rank
My child has his own gadget to use in class.	1.70	SD	5
My child has alternative resources if gadget is not available.	1.77	SD	4
Our place has unreliable or no internet access.	3.83	SA	1
My child has no device to be used in class.	3.57	SA	2
My child has lack of technical skills.	3.33	SA	3
Overall Weighted Mean	**2.84**	**A**	

For the indicator, "Our place has unreliable or no internet access." the computed mean value is 3.83 which is interpreted as Strongly Agree (rank 1); while the least indicator was   "My child has his own gadget to use in class." the computed mean value is 1.70 which is interpreted as Strongly Disagree (rank 5). The data revealed that the major challenge encountered by the respondents in the educational opportunities of indigenous people's education in technology is the internet access. The overall weighted mean is 2.84 with a descriptive equivalent of Agree. Most of the IPs are living in far-flung areas where electricity and networks are absent. Despite the knowledge of most IPs on the vitality of education to their lives, limited technology would perhaps bring undesirable effect on their studies in tertiary education that could hinder the completion of tertiary education. Providing the students to use those tools in their education aside from using those for entertainment or social activities may bring positive impact on their education.

Table 3. Challenges Encountered on the Educational Opportunities of Indigenous People's Education in Financial Status

B. Financial Status	Mean	Descriptive Rating	Rank
My child has to work for extra income so he/she cannot focus on his/her studies.	2.20	D	4
Our family cannot afford to have gadgets because it is not our priority.	3.10	A	1
Our income is enough to support the studies of our child/children.	2.13	D	5
I can support my child financially on his/her studies.	2.50	D	3
The needs of my child in his/her studies are not provided easily.	2.70	A	2
Overall Weighted Mean	**2.53**	**A**	

For the indicator, "Our family cannot afford to have gadgets because it is not our priority." the computed mean value is 3.10 which is interpreted as Agree (rank 1); and for the indicator "Our income is enough to support the studies of our child/children." the computed mean value is 2.13 which is interpreted as Disagree (rank 5). The data revealed that the most challenge encountered by the respondents in the educational opportunities of indigenous people's education in terms of financial status is the families cannot afford to have gadgets for the education of their children because it is not their priority. The overall weighted mean is 2.53 with a descriptive equivalent of Agree. Result implies that the IP student respondents are experiencing financial difficulties and constraints.

Table 5 Challenges Encountered on the Educational Opportunities of Indigenous People's Education in Family Background

C. Family Background	Mean	Descriptive Rating	Rank
My child needs to fulfill responsibilities at home while we are working.	3.17	SA	4
We cannot prioritize education because of the constraints in life.	3.47	SA	3
I am not aware of the mental health difficulties of my child.	3.07	A	5
The relationship in the family affects the education of my child/children.	3.57	SA	2
Education is neglected because the parents need to prioritize their basic needs.	3.90	SA	1
Overall Weighted Mean	**3.43**	**SA**	

For the indicator, "Education is neglected because the parents need to prioritize their basic needs", the computed mean value is 3.90 which is interpreted as Strongly Agree (rank 1); and for the indicator "I am not aware of the mental health difficulties of my child because of the new normal academic setting." the computed mean value is 3.07 which is interpreted as Agree (rank 5). The data revealed that the most challenge encountered by the respondents in the educational opportunities of indigenous people's education in terms of family background is the neglection of education because parent – respondents need to prioritize their basic needs for everyday living. The overall weighted mean is 3.43 with a descriptive equivalent of Agree.

Table 6 Test of Significant difference on the perception of indigenous people on the challenges that affect the education opportunity when grouped according to Age

Source of Variation		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Technology	Between Groups	0.272 2.000	3	0.091	1.179	0.337	Accept Ho Not Significant
	Within Groups	2.272	26	0.077			
	Total		29				
Financial Status	Between Groups	0.234 2.764	3	0.078	0.734	0.541	Accept Ho Not Significant
	Within Groups	2.999	26	0.106			
	Total		29				
Family Background	Between Groups	0.291 1.396	3	0.097	1.808	0.171	Accept Ho Not Significant
	Within Groups	1.687	26	0.054			
	Total		29				

The computed significant value for Technology (0.337), Financial Status (0.541), and Family Background (0.171) are all greater than 0.05 Alpha Level of Significance. This indicates that there are significant differences on the perception of indigenous people on the challenges that affect the educational opportunities when grouped according to age in terms of technology, financial status and family background. Therefore, hypothesis is accepted in terms of technology, financial status and family background.

Table 7 Test of Significant difference on the perception of indigenous people on the challenges that affect the education opportunity when grouped according to Sex

Source of Variation		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Technology	Between Groups	0.589	1	0.589	4.456	0.04	Do Not Accept Ho Significant
	Within Groups	3.702	28	0.132			
	Total	4.292	29				
Financial Status	Between Groups	0.014	1	0.014	0.108	0.74	Accept Ho Not Significant
	Within Groups	3.516	28	0.126			
	Total	3.529	29				
Family Background	Between Groups	0.045	1	0.045	0.223	0.64	Accept Ho Not Significant
	Within Groups	5.624	28	0.201			
	Total	5.669	29				

The computed significant value for Technology (0.305), Financial Status (0.740), and Family Background (0.883) are all greater than to a 0.05 alpha level of significance. This indicates that there are significant differences on the perception of indigenous people on the challenges that affect the educational opportunities when grouped according to sex in terms of technology, financial status and family background. Therefore, hypothesis is accepted in terms of technology, financial status and family background.

Table 8 Test of Significant difference on the perception of indigenous people on the challenges that affect the education opportunity when grouped according to Monthly Income

Source of Variation		Sum of Square s	df	Mean Squar e	F	Sig.	Interpretation
Technology	Between Groups	0.095	2	0.048			Accept Ho
	Within Groups	2.177	27	0.081	0.589	0.56	Not Significant
	Total	2.272	29				
Financial Status	Between Groups	0.154	2	0.077			Accept Ho
	Within Groups	2.844	27	0.105	0.733	0.49	Not Significant
	Total	2.999	29				
Family Background	Between Groups	0.039	2	0.019			Accept Ho
	Within Groups	1.648	27	0.061	0.318	0.73	Not Significant
	Total	1.687	29				

The computed significant value for Technology (0.562), Financial Status (0.490), and Family Background (0.730) are greater than to a 0.05 alpha level of significance. This indicates that there are significant differences on the perception of indigenous people on the challenges that affect the educational opportunities when grouped according to monthly income in terms of technology, financial status and family background. Therefore, hypothesis is accepted in terms of technology, financial status and family background.

Table 9. Test of Significant difference on the perception of indigenous people on the challenges that affect the education opportunity when grouped according to Educational Attainment

Source of Variation		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Technology	Between Groups	0.13	1	0.13	0.87	0.36	Accept Ho
	Within Groups	4.16	28	0.15			Significant
	Total	4.29	29				
Financial Status	Between Groups	0.80	1	0.80	4.62	0.04	Do Not Accept Ho
	Within Groups	4.87	28	0.17			Significant
	Total	5.67	29				
Family Background	Between Groups	0.18	1	0.18	1.51	0.23	Accept Ho
	Within Groups	3.35	28	0.12			Significant
	Total	3.53	29				

The computed significant value for Technology (0.562), Financial Status (0.490), and Family Background (0.730) is greater than to a 0.05 alpha level of significance. This indicates that there are significant differences on the perception of indigenous people on the challenges that affect the educational opportunities when grouped according to educational attainment in terms of technology, financial status and family background.

Conclusions

Based on the summary of the investigations conducted, the researchers have arrived to conclude that the parent – respondents are ranging from 38 - 39 years of age, same number of male and female, with monthly income of 4,666.7 and majority were graduate of elementary; the respondents perceived strongly agree on the challenges encountered by the respondents in attaining the educational opportunities of indigenous people's education in terms family background. The parent - respondents Agreed on the challenges encountered by the respondents in the educational opportunities of indigenous people's education in terms of technology and financial status; there is significant differences on the challenges that affect the educational opportunities of indigenous people in terms of technology, financial status when grouped according to sex and educational attainment.

Recommendations

Based on the summary of the investigations conducted and the conclusions arrived at, the researchers have offered the following recommendations: the Local Government Unit (LGU) and the Department of Education should address the learning needs of IP learners who lack access to basic education services and technology; the Local Government Unit (LGU) and the Department of Education should disseminate information to the Indigenous people about the Educational IP program of the government including scholarship or financial assistance for them; the Department of Education may visit the resettlement area and may provide needed materials for the students to fully give them educational opportunities and further study may be conducted for more comprehensive result.

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