

STAKEHOLDERS' SUPPORT ON THE IMPLEMENTATION OF INDIGENOUS PEOPLES EDUCATION (IPEd) PROGRAM

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ABSTRACT

The study describes the school profile of IPEd-implementing schools, the extent of stakeholders' support and the level of IPEd implementation. It also examined the significant relationship and influence of school characteristics and stakeholders' support on the level of IPEd implementation. The study was conducted in Kidapawan City Division for School Year 2020-2021. This study made use of quantitative research design, particularly descriptive-correlational. Purposive sampling technique was used to select the 75 respondents who responded to a self-made instrument. Stakeholders who took part in the study were the PTA representatives, barangay LGU representatives and private stakeholders. The findings showed that majority of the IPEd implementing schools had 101-150 IP learners, with 7-8 teachers, headed by Manobo-Aromanon and with SBM Level 2 practice. The extent of stakeholders' support was high in terms of capacity-building of teachers for IPEd, indigenized teaching strategies, learning materials development and personal growth and professional development. The level of IPEd Program implementation was high in terms of curriculum implementation, teaching and learning process, instructional design and monitoring and evaluation. School profile and the IPEd program implementation had significant relationship. Number of IP teachers was correlated with teaching and learning process and monitoring and evaluation; school heads' ethnicity was correlated with curriculum implementation and monitoring and evaluation; while SBM level showed correlation with instructional design. School profile had significant influence on the implementation of IPEd program. School heads' ethnicity significantly influenced curriculum implementation, teaching and learning process, and monitoring and evaluation, while number of IP learners had significant influence on instructional design. Stakeholders' support had significant association to IPEd program implementation. Learning material development was correlated with instructional design, while personal growth and professional development of teachers was related with monitoring and evaluation. Stakeholders' support had significant influence on the implementation of IPEd program. Personal growth and professional development of teachers significantly influenced monitoring and evaluation. In conclusion, Indigenous Peoples Education (IPEd) can be better implemented if IP teachers and school heads are assigned in IP schools. Higher level of SBM practice, development of IP learning materials and provision of trainings to IP teachers can bring the IPEd implementation to greater heights.

Keyword: Stakeholders' support, Indigenous Peoples Education (IPEd) Program.

1. INTRODUCTION

A quality education system has a basic framework that is capable of achieving the objectives and results that individual schools want [1]. However, this cannot be achieved if there is a lack of assistance from stakeholders in school activities and the implementation of programs [2].

Stakeholders are those associated with the welfare and success of a school and its students. They may also be collective entities, such as local businesses, organizations, committees, media outlets and private sectors. Stakeholders' support means working with people and using the resources as they are and helping them to work together to realize agreed ends and goals. Each individual can contribute to the good of the whole. It is imperative that the school programs involve all stakeholders in the decision making process [3].

One program instituted by the Department of Education (DepEd) that needs the concrete and consistent support of the stakeholders is the National Indigenous Peoples Education (IPEd) Program. This program which is meant to pursue the welfare of the indigenous learners requires stakeholders' support for its successful implementation. The Indigenous Peoples Education (IPEd) Program is DepEd's response to the right of indigenous peoples (IP) to basic education that is responsive to their context, respects their identities, and promotes the value of their indigenous knowledge, skills, and other aspects of their cultural heritage [4].

The National Indigenous Peoples Education Policy Framework was prepared in consultation with the representatives from Indigenous Peoples communities, civil society, and other government agencies. It is intended to be an instrument for promoting shared accountability, continuous dialogue, engagement, and partnership among government, IP communities, civil society, and other education stakeholders. Also, it recognizes education as a necessary means to realize other human rights and fundamental freedoms. DepEd urges the strengthening of its policy on IP education and develop and implement an IP Education Program [5].

Increased stakeholder support in school programs and in academic discourse is a current phenomenon [6]. However it is imperative to find out whether this current trend is observable in the governance of public schools in the Philippines since the introduction of IPEd Program in 2011. It is also timely to find out whether the support of stakeholders in the implementation of IPEd Program can be an instrument in creating conducive conditions for improvement of schools [7]. Stakeholders' assistance significantly influenced learners' academic outcomes [8].

There is little empirical evidence to show whether the stakeholders' support outcomes experienced in other schools and division offices are also realized in Kidapawan City public schools. In spite of the continuous government funding to support the schools in the form of teaching workforce, training and learning materials, public schools in Kidapawan City, specifically the IP elementary schools have continued to face challenges in the implementation of Indigenous Peoples Education, hence the purpose of the study is established.

2. METHODOLOGY

Quantitative research design, particularly descriptive-correlational was used in this study (Creswell, 2010). In particular, descriptive design was used in describing the school profile of the IPEd-implementing schools, the level of stakeholders' support and the level of implementation of IPEd Program. Meanwhile, correlation was utilized in examining the significant relationship and influence of school profile and stakeholders' support on the implementation of IPEd Program. Survey questionnaire was disseminated to seventy-five (75) respondents who are composed of school heads, IP teachers, and stakeholders. Data gathered were analyzed using descriptive and inferential statistics.

3. RESULTS AND DISCUSSION

The correlation matrix in Table 1 reveals the relationship of the stakeholders' support and the IPEd program implementation. The result reveals that learning material development was significantly correlated with instructional design ($r=0.388^*$ and $p=0.040$); and personal growth and professional development of teachers was significantly related with monitoring and evaluation ($r=0.664^{**}$ and $p=0.000$). Since the probability value is less than the set 5% level of significance, the stated hypothesis is rejected.

The result implies that the stakeholders' support on learning material development and personal growth and professional development of teachers enhances the instructional design and monitoring and evaluation of IPEd program. This means that the more learning materials are being developed, the better will be the instructional design of the IPEd curriculum. In the same way, if teachers' personal growth and professional development is highly developed, they can better assist in the monitoring and evaluation of the IPEd program.

The result is supported by the Indigenous Education Accord, which supports indigenous identities, cultures, languages, values, ways of knowing, and knowledge systems. Among the goals are to respect and welcome learning environments, inclusive curricula, culturally responsive pedagogies, value and promote indigenouness in education, culturally responsive assessment, affirm and neutralize indigenous languages, indigenize education leadership, and respect indigenous research [9].

Table 1 Correlation matrix showing the relationship of the stakeholders' support and the IPed program implementation.

Supports		Curriculum Implementation	Teaching & learning Pro.	Instructional design	Monitoring & evaluation
Capacity building of teachers	Pearson R	0.035	-0.093	0.143	-0.230
	Probability	0.851	0.619	0.444	0.212
	N	31	31	31	31
Indigenized teaching strat.	Pearson R	-0.013	-0.054	0.014	0.266
	Probability	0.944	0.772	0.939	0.148
	N	31	31	31	31
Learning mat'l devt.	Pearson R	0.084	0.109	0.388*	0.198
	Probability	0.651	0.560	0.040	0.287
	N	31	31	31	31
Personal growth & prof.devt.	Pearson R	0.347	0.129	0.036	0.664**
	Probability	0.055	0.490	0.847	0.000
	N	31	31	31	31

*.Correlation is significant at 0.050 level (2-tailed).

**.Correlation is significant at 0.010 level (2-tailed).

4. CONCLUSIONS

School profile and the IPed program implementation had significant relationship. Number of IP teachers was correlated with teaching and learning process and monitoring and evaluation; school heads' ethnicity was correlated with curriculum implementation and monitoring and evaluation; while SBM level showed correlation with instructional design.

School profile had significant influence on the implementation of IPed program. School heads' ethnicity significantly influenced curriculum implementation, teaching and learning process, and monitoring and evaluation, while number of IP learners had significant influence on instructional design.

Stakeholders' support had significant association to IPed program implementation. Learning material development was correlated with instructional design, while personal growth and professional development of teachers was related with monitoring and evaluation.

Stakeholders' support had significant influence on the implementation of IPed program. Personal growth and professional development of teachers significantly influenced monitoring and evaluation.

Indigenous Peoples Education (IPed) can be better implemented if IP teachers and school heads are assigned in IP schools. Higher level of SBM practice, development of IP learning materials and provision of trainings to IP teachers can bring the IPed implementation to greater heights.

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