

PERFORMANCE OF THE INDIGENOUS PEOPLES EDUCATION (IPED) TEACHERS

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Abstract— The Indigenous Community in the Philippines is advocating for an education that is sensitive to, and reflective of, their cultural context, aspirations and concerns. The main objective of the study was to determine the level of pedagogical performance of the Indigenous Peoples Education (IPED) teachers as perceived by the one hundred six pupil-respondents from three target schools in the Division of Zambales. The descriptive research design was used in the study with the used of questionnaire as the main instrument in gathering data from the pupil respondents. The respondents are typically female, in their early adolescent, and majority of them were grade 5 pupils. Based on the findings, the pupil-respondent perceived their teachers as Exceeds Expectation on the following competencies, Teaching Ability, Classroom Management and School Fit in all indicators towards the level of pedagogical performance of the teachers in the implementation of the IPED program. Moreover, the pupil-respondent perceived Skill in Contextualization as Improvement Needed (I) in all indicators towards the level of pedagogical performance of the teachers in the implementation of the IPED program. There is a highly significant difference on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms Teaching Ability when grouped according to age and sex of the respondents. There is no significant difference in the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of School Fit and Classroom Management when grouped according to profile variables of the respondents. There is a significant difference in the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of Skill in Contextualization when grouped according to age variable.

Index Terms— Indigenous Education, Teaching Ability, Classroom Management, School Fit, Skill in Contextualization

1 INTRODUCTION

The Department of Education (DepEd) has initiated the development of education curriculum that was designed to meet the learning needs of the indigenous peoples (IPs) communities. Through DepEd's Bureau of Alternative Learning System (BALS), the Alternative Learning System (ALS) Curriculum for IPs was developed in response to the Education for All (EFA) campaign to provide the basic learning needs of all marginalized learners.

The learning competencies of the IP Curriculum were drawn from the existing ALS Curriculum for the basic literacy, elementary and secondary levels. The curriculum content, however, was based on the Indigenous People Rights Act (IPRA) or Republic Act (RA) NO. 8371. The education goal of the IP Curriculum is the attainment of the functional literacy for the IPs.

As mandated by the Enhanced Basic Education Act of 2013 (Republic Act [R.A.] No. 10533), the K to 12 Basic Education Program seeks to "make education learner-centered and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities" (section 2.c). It further stipulates that the basic education curriculum should be culture-sensitive, contextualized, and flexible enough to enable and allow schools to localize, indigenize and enhance based on their respective educational and social contexts (Section 5.) These curriculum standards and principles guide the Department of Education (DepEd) in maintaining a basic education system that is inclusive, equitable, and culture based.

Teachers have major effect on student achievement. Teacher's quality contributes a lot in the effectiveness of the school; hence quality instruction produces high achievement and that

the quality of learning is related to the quality of teaching done by the teacher. [1]

In this study, the researcher applied a valid survey that helped identify the perception of indigenous learners about the pedagogical performances of their teachers in the community.

Teachers who are assigned in the IPED School have difficulty contextualizing their lesson based on the IPed Curriculum and framework. The problem of contextualizing can be attributed to the teacher's lack of indigenous knowledge about how indigenous people learn and their culture.

2 Method

2.1 Research Design

In this study, the researcher utilized the descriptive method with the survey questionnaire as the research instrument. The study aimed to describe, analyze and interpret the perception of the of indigenous learners about the pedagogical performances of their teachers in the community. Descriptive research is used to describe characteristics of a population or phenomenon being studied. This method is describing what is involved, the description of recording, analysis and interpretation of the condition that existed. [2]

2.2 Respondents and Location

The entire population of IPed pupils was about 398 in Iba District. These pupils are found in 3 schools, the Lupang Pangako Resettlement School in San Agustin, Doña Luisa Obieta Elementary School in Amungan, and ADBSA Aeta School in

Tambak, Palanginan.

The sample size was identified by getting the total number of pupils from Grade 5 and Grade 6. A universal sampling was used in this research. The total number of respondents is one hundred six (106) from Grade 5 and Grade 6.

2.3 Instruments

The main instrument which was used in gathering the data for the study was the survey questionnaire. Questionnaires provide a convenient way of gathering information from a target population. The questionnaire was adapted from DepEd Order No. 50, s. 2016 Hiring Guidelines for Teacher 1 in Schools implementing Indigenous Peoples Education.

2.4 Data Collection

The floating of test paper was conducted with the permission of the Mitigating Officer of the NCIP, the Principal and School Heads of the IPED schools, and the Superintendent of the Division of Zambales, Iba, Zambales. The researcher discussed the objective of the study and the confidentiality of their responses was prioritized to assure a 100% retrieval of the instrument. The researcher personally distributed the instrument to all the respondents at the scheduled time. Data collected from the questionnaire was tallied, analyzed, interpreted and summarized accordingly. Descriptive statistical techniques such as frequency counts, simple percentage and mean score were used. Likert scale was used to scale responses in survey research to measure the level of perception of the of indigenous learners about the pedagogical performances of their teachers in the community.

3 RESULTS AND DISCUSSION

Table 1 shows the frequency, mean and percentage distribution of the pupil-respondents. Out of one hundred six (106) pupil respondents, 27 or 25.47% of them are 11 years old. Out of one hundred six (106) respondents, there were sixty-six (66) or 62.26% females and forty (40) or 37.74% were males and out of one hundred six (106) respondents, fifty-nine (59) or 55.66% were grade 5.

The mean age of the respondents is 11.32 or 11. The data showed that their average age is appropriate to the grade level as per the record in their school forms.

Results showed that majority of the respondents in this study are female. The data was requested by the researcher to their assigned ICT Coordinator and was validated by their Head Teacher. Based on the obtained reports taken from the Form 1 submitted to the Principal by the ICT Coordinators, there was a dominance of the female respondents in all target areas.

Table 1: Profile of the Respondents (Age, Sex and Grade Level)

Age	Frequency	Percent
9	10	9.43

10	25	23.58
11	27	25.47
12	28	26.42
13	8	7.55
14	3	2.83
15	1	0.94
16	2	1.89
17	2	1.89
Total	106	100

Sex	Frequency	Percent
Male	40	37.74
Female	66	62.26
Total	106	100
Grade	Frequency	Percent
Grade 5	59	55.66
Grade 6	47	44.34
Total	106	100

Table 2 shows the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of Teaching Ability. The table shows that the computed overall weighted mean is 4.16 interpreted as Exceeds Expectation (EE) in all indicators towards the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of teaching ability.

This is called "teacher effects" teacher's interactions with students, classroom organization, and emphasis on critical thinking within specific content areas, aims to support students' development in areas beyond their core academic skill [3]. The learners are intellectually engaged in challenging content through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. [4]

Thus, respondents viewed their teachers as always setting goals for the learners to achieve in a daily basis. There is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.

This explains that wherever a teacher is deployed he/ she should develop his/her skills in teaching, develop new strategies that would cater to the needs of the children and the community, that is why teachers are central to any consideration of schools and majority of education policy discussion focus directly or indirectly on the role of teachers [5].

Table 2 shows the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of Teaching Ability

Teaching Ability	Average Weighted Mean	Descriptive Equivalent
Demonstrate an appropriate knowledge of content and pedagogy.		
1. The teacher conveys ideas and information clearly.	3.92	Exceeds Expectation
2. The teacher provides reasonable examples of effective lesson-planning, instructional strategies, and/ or learner assessment.	4.08	Exceeds Expectation
3. The teacher makes content meaningful to learners in the district.	4.08	Exceeds Expectation
4. The teacher sets concrete and ambitious goals for learners achievement.	4.35	Exceptional
5. The teacher addresses the multiple and varied needs of the learners.	4.08	Exceeds Expectation
6. The teacher is focused on achieving result with learners.	4.38	Exceptional
7. The teacher indicates confidence that all learners should be held to high standards.	4.17	Exceeds Expectation
8. The teacher maintains high expectations for learners when confronted with setbacks and continues to focus on the learners' academic success.	4.19	Exceeds Expectation
9. The teacher reflects on successes and failures.	4.22	Exceptional
Overall Weighted Mean	4.16	Exceeds Expectation

Table 3 shows the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of Classroom Management.

The computed overall weighted mean is 3.98 and interpreted as Exceeds Expectation (EE) in almost all indicators towards the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of classroom management.

For indicator 5 "the teacher remains productive and focused when faced with challenges" the computed mean is 4.22 interpreted as Exceptional (rank 1). The procedure was evident when there were classroom routines and procedures that are seamless in their operation, and students assume considerable responsibility for their smooth functioning. [4] It is also evident that the teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Table 3: Level of pedagogical performance of the teachers in the implementation of the IPED program in terms of Classroom Management.

Classroom Management	Average Weighted Mean	Descriptive Equivalent
The teacher demonstrates ability to deal effectively with negative learner behavior.		
1. The teacher demonstrates ability to deal effectively with negative learner behavior.	4.04	Exceeds Expectation
2. Teacher conveys reasonable un-	4.02	Exceeds Expect-

understanding of potential challenges involved in teaching in a high-need school.		
3. Teacher demonstrates ability to deal effectively with negative student behavior.	3.62	Exceeds Expectation
4. The teacher persists in offering viable or realistic strategies to deal with classroom management challenges.	3.87	Exceeds Expectation
5. The teacher remains productive and focused when faced with challenges.	4.22	Exceptional
6. The teacher conveys willingness to try multiple strategies or something new when things change or when confronted with challenges.	3.99	Exceeds Expectation
7. The teacher displays willingness to adapt classroom management style to meet the particular needs or culture of a school.	4.09	Exceeds Expectation
Overall Weighted Mean	3.98	Exceeds Expectation

Table 4 shows the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of School Fit.

The computed overall weighted mean is 2.71 interpreted as Meets Expectations (ME) towards the level of performance of the teachers in the implementation of the IPED program in terms of School Fit.

The overall weighted mean showed that there is a gradual decline in the perception of the learners in terms of the competency where the teacher demonstrates skills for development that can be a good fit with the school. In hiring teachers, the IPED Curriculum Framework highlights the need to respond to specific issues in the deployment of teachers and school heads to support effective curriculum implementation. Among the issues and concern is the need for teacher serving in the indigenous communities to be adequately oriented and trained so that indigenous cultures are appreciated, and indigenous cultural practices and values are not discriminated as "backward," "inferior," "invalid," or "primitive." [6]

That is why there is a need to evaluate the performance of a teacher in terms of school fit and in the teaching - learning process in terms of the culture and ways of learning of the indigenous people [7].

In the Philippines, based from the DO 62 citation, Indigenous peoples consistently raise the point that the teacher is a key factor in the implementation of a culture-responsive education. It is not enough that an adequate number of qualified teachers are assigned to the school; what is crucial is that the teacher has the proper perspective and disposition to relate with indigenous children and youth and their community and is adequately equipped to undertake the indigenization of the curriculum and the teaching-learning process.

Table 4 shows the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of School Fit.

School Fit	Average Weighted Mean	Descriptive Equivalent
Demonstrates skills and needs for development that can be a good fit with the school		
1. The teacher interacts with interviewer in appropriate or professional manner.	3.01	Meets Expectations
2. The teacher respects the opinion of others.	2.51	Improvement Needed
3. The teacher recognizes that families impact learner's performance.	3.20	Meets Expectations
4. The teacher's strategies create positive relationship with administrators, faculty, learners.	2.76	Meets Expectations
5. The teacher expresses personal and professional expectations and/ or preferences that are in line with the school culture.	2.58	Improvement Needed
6. The teacher demonstrates school's culture and needs.	2.41	Improvement Needed
7. The teacher interacts appropriately with supervisors, colleagues, parents and students.	2.50	Improvement Needed
Overall Weighted Mean	2.71	Meets Expectations

Table 5 shows that the computed overall weighted mean for the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of of skill in contextualization was 2.46 interpreted as (I) Improvement Needed.

UN Permanent Forum on Indigenous Issues suggested that many institutions have failed in the education of indigenous people. Some of the causes of the failure in educating indigenous people seem to be similar in studies conducted in different countries. Some of the causes include lack of contextualization of the lessons, lack of connection between school and the indigenous community, lack of integration of indigenous cultural values in the classroom, lack of understanding of the way indigenous people learn, lack of understanding of indigenous people's needs, lack of vision for their empowerment, lack of understanding of the support system of indigenous learners, among others. [8]

For indicator 4, "the teacher displays openness and willingness to work with community members," ranked 1 by the learners suggested that their teachers welcome indigenous ideas from the people in the community. Contextualization can be a form of "deep learning" that comes about through linking ideas and concepts across courses. Living with the community people can help the teachers develop more their confidence about the topic coming from the stories, information and ideas based on indigenous people's own culture and beliefs. Contextualization is implemented using many different instructional techniques, and over the years a fairly large number of program descriptions have accumulated, although many are not accompanied by student outcome data. [9]

Speaking a little bit of their dialects is also necessary

but teacher's spoken, and written language should be correct and expressive with well-chosen vocabulary that enriches the lesson. All materials and resources should support the instructional objectives and key concepts. It should engage students in meaningful learning, reflect upon their learning and consolidate their understanding.

Table 5 shows the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of Skill in Contextualization.

Skill in Contextualization	Average Weighted Mean	Descriptive Equivalent
Demonstrates knowledge and skills needed to make the teaching – learning process culturally appropriate to the learners.		
1. The teacher cites examples of how cultural practices can be appropriately related to topics and competencies in the national curriculum.	2.43	Improvement Needed
2. The teacher explains how community members can contribute to the teaching-learning process.	2.40	Improvement Needed
3. The teacher relates the learner's prior knowledge from the community with topics in the subject areas.	2.51	Improvement Needed
4. The teacher displays openness and willingness to work with community members.	2.63	Meets Expectation
5. The teacher discusses examples of appropriate use of areas outside the school for classes.	2.44	Improvement Needed
6. The teacher conceptualizes appropriate and doable interventions for continued learning for times when the learner joins parents in the community socio-economic activities.	2.34	Improvement Needed
Overall Weighted Mean	2.46	Improvement Needed

Table 6 shows the Significant Difference on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of Teaching Ability, Classroom Management, School Fit and Contextualization.

For age, there is a significant difference on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of teaching ability. For sex, there is a significant difference on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of teaching ability. And for grade level, there is no significant difference on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of teaching ability.

The analysis of variance on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of classroom management when grouped according to profile variables. For age, there is no significant difference on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of classroom management. For sex, there is no significant dif-

ference on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of classroom management. And for grade level, there is no significant difference on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of classroom management.

For the analysis of variance on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of School Fit. For age, there is no significant difference on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of school fit. For sex, there is no significant difference on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of school fit. For grade level, there is no significant difference on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of school fit.

The analysis of variance on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of skill in contextualization when grouped according to profile variables. For age, there is a significant difference on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of skill in contextualization. For sex, there is no significant difference on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of skill in contextualization. For grade level, there is no significant difference on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of skill in contextualization.

Table 6: Difference on the Level of Pedagogical Performance of the Teachers in the Implementation of the IPED Program

	Teaching Ability	df	Sig.
Age	Between Groups	8	0.048
	Within Groups	97	
Sex	Between Groups	1	0.028
	Within Groups	104	
Grade Level	Between Groups	1	0.099
	Within Groups	104	

	Classroom Management	df	Sig.
Age	Between Groups	8	0.350
	Within Groups	97	
Sex	Between Groups	1	0.055
	Within Groups	104	
Grade Level	Between Groups	1	0.299
	Within Groups	104	

	School Fit	df	Sig.
Age	Between Groups	8	0.147
	Within Groups	97	
Sex	Between Groups	1	0.157
	Within Groups	104	
Grade Level	Between Groups	1	0.754
	Within Groups	104	

	Contextualization	df	Sig.
Age	Between Groups	8	0.043
	Within Groups	97	
Sex	Between Groups	1	0.354
	Within Groups	104	
Grade Level	Between Groups	1	0.856
	Within Groups	104	

Table 7 shows the summary of the perception of the respondents on the level of Pedagogical Performance of Teachers in the Implementation of IPED Program with a grand mean of 3.33, interpreted as Meets Expectations (ME).

On the teaching competency and dominant characteristics of 309 teachers from different secondary and primary schools in Johor and Bahru reveals that the teachers' competencies are determined through teaching skills, concern for students and concern for self, forming a comprehensive and practical model for teachers' competency characteristics. The result showed that all teachers are competent, and there are significant relationships between teaching competency and gender, specialization, and academic achievement [10]. It is suggested that teachers must enhance their competence in other elements such as subject knowledge, teaching prowess, classroom management, instructional planning, collegiality, concern on school, students and oneself to build the image and ability as a competent teacher.

For competency 4, for teacher's skill in contextualization the computed mean is 2.46, it was interpreted as Improvement Needed (I) and was ranked 4. Contextualized Instruction is defined as a "diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student" [11]. In this competency, the teacher was perceived by the learners as lacking in terms of linking the learning to the interest of the students. Linking the learning is a process by which the teacher has deep knowledge of the culture, the ways how an indigenous family live and how this knowledge can be transformed into learning.

Table 7: Summary of Perception of the Respondents on the Level of Pedagogical Performance of the Teachers in the Implementation of the IPED

Program

Competencies	Average Weighted Mean	Descriptive Equivalent	RANK
1. Teaching Ability	4.16	Exceeds Expectation	1
2. Classroom Management	3.98	Exceeds Expectations	2
3. School Fit	2.71	Meets Expectations	3
4. Skill in Contextualization	2.46	Improvement Needed	4
Grand Mean	3.33	Meets Expectations	

4 CONCLUSIONS AND RECOMMENDATIONS

Based from the gathered data, the researcher concluded that the pupil-respondents perceived the Level of Pedagogical Performance of the Teachers in the Implementation of the IPED program in terms of Teaching Ability and Classroom Management as Exceeds Expectation. The pupil-respondents perceived the Level of Pedagogical Performance of the Teachers of the IPED program in terms of School Fit as Meets Expectation while in the Skill in Contextualization the pupil-respondents perceived the level of pedagogical performance of the teachers in the IPED Program as Improvement Needed. The grand mean is 3.33 and interpreted as Meets Expectations (ME). There is a significant difference on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms teaching ability when grouped according to age and sex of the respondents. There is no significant difference on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of classroom management and school fit when grouped according to profile variables of the respondents. There is a significant difference on the level of pedagogical performance of the teachers in the implementation of the IPED program in terms of skill in contextualization when grouped according to age variable.

In the light of the foregoing findings and conclusions of the study, the following were recommended: IPED Teachers may take opportunities to improve and enhance their skills in the acquisition of indigenous language and indigenous learning system (ILS) and culture to develop their community-life cycle-based curriculum and assessment of school needs for them to become more school fit. IPED school heads may

conduct and develop more trainings and workshops on the Skill in Contextualization with the IP leaders and elders in the community for the IPED teachers to develop more their demonstration of knowledge and skills needed to make the teaching-learning process culturally appropriate to the learners. School Heads may improve culturally teaching-learning process of IPED teachers though regular consultation with the leaders and members of the community in terms of the conceptualization of appropriate use of interventions in the socio-economic activities of parents and learners. IPED teachers, School Heads and Division of Zambales Office may seek guidance and direction from expert in the Indigenous Peoples Education. School Heads may improve the schools' faculty development plan by considering and incorporating culture-based activities and programs like Indigenous Knowledge Education, Indigenous Pedagogy Education and Culturally Responsive Education for enrichment and upgrading.

5 REFERENCES

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