



PEDAGOGICAL CHALLENGES AMONG MULTIGRADE TEACHERS IN IP SCHOOLS OF SAN MIGUEL III DISTRICT

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ABSTRACT:

Handling multigrade class challenges teachers' knowledge and skills. Multigrade class setting is the best mode and the most cost-effective manner that can reach sparsely populated communities; the Indigenous Cultural Communities (ICCs inhabited by the Indigenous People (IPs). This study, therefore aimed to determine the Pedagogical Challenges Among Multigrade Teachers in IP Schools of San Miguel III District, San Miguel Surigao del Sur, with the end view of addressing the urgent educational developmental needs of the IP children in the said district through a proposed intervention program. Using the quantitative-qualitative research design, it involved the twenty-four (24) MG-IP teachers, two hundred two (202) grades 3 and 6 IP pupils, and twenty-four (24) IP parents of twelve (12) Pure Multigrade IP Schools of clustered barangay from Barangay Bitaugan, Bagyang, Calatngan, Carrmata and Umalag of San Miguel III District, San Miguel, Surigao del Sur.

The study revealed that most of the teachers were young and neophytes in the service. Most of the age range 30 years old and below. 79% of MG-IP teachers are female and 21% or 5 are male. All MG-IP teacher respondents are teacher 1 in position and majority of MG-IP teachers are handling three (3) grade levels combined in a class. Multigrade teachers are teaching for 1-5 years respectively and 22 or 92% finished baccalaureate degree in education and only 2 of the respondents are earning masteral unit degree and that compose 8% of the total respondents. MG-IP teachers need to be trained on pedagogies on MG-Instruction, and Indigenous People Education program. Pedagogical challenges, both intrinsic and extrinsic, are "most serious" challenges to MG-IP teachers. The Multigrade teachers' practices in IP schools are responsive to the "greatest extent." Pedagogical challenges have the greatest impact to the IP learners' performance and parent/community support. The seriousness of pedagogical concerns has significance to the impact of challenges on the performance of IP learners. The responsiveness of multigrade teachers' practices has significance to the performance of IP learners and parents/community support. The Parents/Community support relies solely on manual labor and any "bayanihan" activities in school. Financial constraints hinder the progress of school facilities and amenities. The proposed intervention program will address the pedagogical challenges and ease the burden of MG-IP teachers to respond to the developmental needs of IP children.

KEYWORDS:

INDIGENOUS CULTURAL COMMUNITIES, INDIGENOUS PEOPLE , MULTIGRADE TEACHERS, MULTIGRADE LEARNERS, CLUSTERED MULTIGRADE SCHOOLS.

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I. INTRODUCTION

The 1987 Constitution of the Philippines, Article 14, Section 1, mandates the State to protect and promote the right of all citizens to quality education at all levels, ensuring accessibility for everyone. This constitutional principle aligns with the mission of the Department of Education (DepEd) to provide quality, equitable, culture-based, and complete basic education to every Filipino. Complementing this, Republic Act 8371, known as the Indigenous Peoples' Rights Act (IPRA) of 1997, was enacted to safeguard and promote the rights of indigenous people, addressing diverse issues from land rights to education and vocational training.

Multigrade Education has emerged as a cost-effective approach to reach children in remote areas, particularly

benefiting Indigenous Peoples (IPs) who live in geographically isolated, underserved communities. SEAMEO INNOTECH (2020) highlights this model as optimal for extending educational access to these populations. Since 2000, advocacy for culturally responsive education for IP learners has intensified, involving Indigenous Cultural Communities (ICCs) and various civil society groups. This collaboration led to the Indigenous Peoples Education Program (IPEd) Policy Framework, formalized through Department Order No. 62, s. 2011.

The IPEd program aims to address the educational aspirations of IPs. However, the capacity of teachers and administrators to meet these goals remains a critical

question. Teachers in Multigrade IP Schools face unique challenges in delivering education tailored to the cultural context of IP communities. DepEd Order No. 22, s. 2016, positions these teachers as vital knowledge bearers, yet many struggle with cultural immersion, lacking the requisite skills and familiarity with IP traditions.

In the San Miguel 3 District, which hosts the largest number of Multigrade IPEd schools in Surigao del Sur, teachers often do not belong to the ethnocultural groups they serve. This disconnects, combined with logistical challenges such as transportation, absence of electricity, and lack of communication infrastructure, complicates their roles. Despite these obstacles, dedicated teachers strive to provide essential educational services.

This study explores the pedagogical challenges faced by Multigrade teachers in IP Schools within the San Miguel 3 District. The findings aim to inform an intervention program addressing the educational needs of IP children in the district, ensuring that the visions and aspirations of the IPs for a quality, equitable, and culturally responsive education are realized.

II. OBJECTIVES

This study aimed to determine the pedagogical challenges among multigrade teachers in IP Schools of San Miguel III District, San Miguel Surigao del Sur, with the end view of addressing the urgent educational developmental needs of the IP children in the said district through a proposed intervention program.

Through the focus group discussion among the randomly selected parents, the data contributed to the formulation of the proposed intervention program.

This study intended to explicitly answer the following sub-problems.

1. What is the teachers' profile as to:
 - 1.1. Age;
 - 1.2. Gender;
 - 1.3. Position/Designation;
 - 1.4. Years as Multigrade Teacher in IP Schools;
 - 1.5. Highest Educational Attainment, and
 - 1.6. Training & Seminars attended related to MG-IP Instruction?
2. How serious are the pedagogical challenges faced by the IP multigrade teachers in IP schools of San Miguel III district as to:
 - 2.1 Intrinsic challenges, and
 - 2.2 Extrinsic challenges?

3. How responsive are the practices of the Multigrade teachers in the IP schools of San Miguel III district?

4. To what extent is the impact of pedagogical challenges as to:

4.1 Performance of the IP learners in

4.1.1 Academics,

4.1.2 Co-curricular, and

4.1.3 Extra-curricular?

4.2 Parents/Community Support?

5. Is there a significant relationship between the seriousness of the pedagogical concerns and the impact of these challenges on the performance of the IP learners and parents/community support in the IP schools of San Miguel III district?

6. Is there a significant relationship between the responsiveness of the multigrade teachers practices and on the performance of the IP learners and parents/community support?

7. What intervention program can be designed to address the pedagogical challenges among the multigrade teachers in response to the urgent educational developmental needs of the IP children in the IP schools of San Miguel III district?

III. METHODOLOGY

The researcher used a quantitative-qualitative design in which the researcher collected data through a descriptive survey-based study of the respondents. The respondents of the study were the twenty-four (24) teachers in MG-IP schools, two hundred two (202) learners, twenty-four (24) parents from twelve (12) Multigrade IP schools of San Miguel 3 District. It provided information about the challenges they have encountered as multigrade teachers in IP schools. The study involved a one-time interaction with a group of people. It comprised a survey that collected the necessary information. The research was carried out during the Second Semester of Academic Year 2022-2023.

IV. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter provides a comprehensive presentation, analysis, and interpretation of data pertaining to the identified problems in the study, organized according to the sequence of sub-problems.

Sub-Problem Number 1. What is the teachers' profile as to age, gender, position/designation, years as multigrade teachers in IP schools, and highest educational attainment?

TABLE 1
TEACHERS PROFILE

Indicator	Frequency	Percent
1. Age		
25 years old and below	9	38
26 – 30 years old	9	38
31 – 35 years old	6	24
3. Gender		
Male	5	21
Female	19	79
3. Position		
Teacher 1	24	100
Designation/Advisory		
Kindergarten, Grades 1, 2 & 3	8	33
Grades 1, 2 & 3	2	8
Grades 4, 5 & 6	10	42
Grades 3 & 4	2	8
Grades 5 & 6	2	8
4. Educational Background		
Bachelor's Degree		
BEED	11	46
BSED	11	46
Master's Degree (Units)	2	8
5. Years Teaching in MG-IP School		
1 - 5 years	24	100
6. Attended training related to Multigrade-IP Enhancement of Curriculum and Instruction		
Yes	16	67
No	8	33

Indicator 1: Teacher's Profile as to Age

The data manifested that MG-IP schools have younger teachers to the fact that they are newly hired and the school where they are in is their first assignment. It has a total of 9 teachers of both ages 25 years and below and 26 years to 30 years old and has a percentage of 38 while the other 6 teachers out of 24 belong to ages 31 to 35 years old with a total percentage of 25.

Indicator 2: Teacher's Profile as to Gender

The table further shows that majority of the MG-IP

teachers are female with a total number of 19 out of 24 respondents that is 79% and 5 of them are male that composed 21%.

Indicator 3: Teacher's Profile as to Position, Designation/Advisory

As to the teacher's position/advisory, 100 percent of the teachers belong to teacher 1 position. As to the designation/advisory, 10 of the teachers or 42 percent are advisers of 3 grade level multigrade class which is the

grades 4, 5 & 6 followed by 8 multigrade teachers who are handling kindergarten, grades 1, 2 & 3 classes. There are 2 teachers or 8% who are handling 2 grade level combination classes which is the grades 3 & 4 as well as the grades 5 & 6 combination classes with 2 teachers and it also has a percentage of 8.

Indicator 4: Teacher's Profile as to Educational Background

As to the teacher's educational background, there is no teacher who graduated with a master's and doctorate degree. However, 2 out of 24 are currently earning unit for their master's degree. Furthermore, there are 22 teachers, 11 are BEED and 11 BSED graduate teachers. This only shows that most of the multigrade teachers in IP schools have difficulty advancing their education due to the distance of the school where they are in.

Indicator 5: Teacher's Profile as to Years Teaching in MG-IP School

As to years of teaching in MG-IP school, there is no teacher teaching in MG-IP school that is 6 years and above. All the 24 respondent teachers are teaching for 1 to 5 years respectively.

Indicator 6: Teacher's Profile as to Training and Seminars Attended related to MG-IP Enhancement of Curriculum and Instruction

As to training attended related to Multigrade-IP, there are 16 teachers or 67% already have attended the training while another 8 or 33% have not yet attended any training related to multigrade-IP. This is a call to school heads of the MG-IP schools to conduct school-based LAC sessions related to multigrade in IP school instruction, teaching-learning, pedagogy and more with relevance to MG-IP teaching. DepEd Order 35, s. 2016 Policy on The Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning.

Sub-Problem 2. 1 How serious are the pedagogical challenges faced by the IP multigrade teachers in IP schools of San Miguel III District as to Intrinsic Challenges?

Indicator "multigrade lesson planning (MG-BOW, MG-DLP, MG-ILP, Indigenized LP)" ranked as the most serious intrinsic pedagogical challenges through all MG-IP School teachers with the mean of 4.42 described as most serious" This demonstrates that multigrade teachers in IP schools need the most technical assistance from school heads and mentors on the crafting of Multigrade Daily Lesson Plan (MG-DLP), Multigrade Integrated Lesson Plan (MG-ILP), and Indigenized Lesson Plan.

Sub-Problem 2. 2 How serious are the pedagogical challenges faced by the IP multigrade teachers in IP schools of San Miguel III District as to Extrinsic Challenges?

Indicator "absence of electricity, cellular phone signal and internet in school" is the first in rank among extrinsic challenges encountered by teachers in MG-IP School with a mean of 4.87 described as "most serious.". This means distance from family and loved ones really affects the person's physical and mental health. The social ties that accompany a sense of belonging are a protective factor helping manage stress and other behavioral issues.

Sub-Problem Number 3. How responsive are the practices of the Multigrade teachers in the IP schools of San Miguel III district?

Among the multigrade teachers practices indicators, it is the indicator "Shows respect, love, and care for learners in class" ranks first among the 20 indicators with a mean of 4.75 described as "greatest extent." This means that despite of ethnicity difference, teachers show empathy to learners under their care. According to Cristine, S., Russo, S., Fitzmorris, R., Beninato, P., & Rivolta, G. (2022, April 1), in their article entitled "The importance of student-teacher relationships", A student-teacher relationship in the classroom is a positive relationship between the teacher and the student in efforts to gain trust and respect from each other.

Sub-Problem Number 4.1.1 To what extent is the impact of pedagogical challenges as to performance of the IP learners academic?

**TABLE 2
IMPACT OF PEDAGOGICAL CHALLENGES AS TO ACADEMICS**

Barangay Clustered School	School	Enrollment		Gen. Point Average		Did Not Meet Expectation (70-74)		Fairly Satisfactory (75-79)		Satisfactory (80-84)		Very Satisfactory (85-89)		Outstanding (90-100)	
		GIII	GVI	GIII	GVI	GIII	GVI	GIII	GVI	GIII	GVI	GIII	GVI	GIII	GVI
Barangay Bitaugan Clustered School	Bitaugan ES	8	8	80	79	0	0	4	6	3	2	1	0	0	0
	Bato ESLT	5	7	83	82	0	0	5	2	0	3	0	2	0	0
	Menong ESLT	19	12	78	80	0	0	16	8	3	4	0	0	0	0
	Tubakon ESLT	1	3	81	78	0	0	0	2	1	2	0	0	0	0

Barangay Bagyang	DMAMIS	9	5	77	81	0	0	9	2	0	3	0	0	0	0
Clustered School	Bacacaan ESLT	4	13	81	81	0	0	0	2	4	11	0	0	0	0
Barangay Calatngan	Liangabon ESLT	4	9	77	80	0	0	4	2	0	7	0	0	0	0
	Tabon-Tabon ESLT	8	11	80	80	0	0	5	5	3	6	0	0	0	0
Clustered School	Aknitan ESLT	3	6	78	79	0	0	3	4	1	2	0	0	0	0
Barangay Carromata	Baruboan ESLT	5	20	79	78	0	0	3	16	2	4	0	0	0	0
Clustered School	Lamesa ESLT	4	20	79	81	0	0	3	1	1	19	0	0	0	0
Barangay Umalag MG-IP School	Kapnon ESLT	9	9	79	76	0	0	6	9	3	0	0	0	0	0
TOTAL		79	123	79	80	0	0	58	59	21	63	1	0	0	0

Legend: GIII - Grade Three, GVI - Grade Six, Outstanding (90-100), Very Satisfactory (85-89), Satisfactory (80-84), Satisfactory (75-79), Did not meet Expectation (70-74)

Table 2 shows that learners in Grade III got a General Point Average (GPA) of seventy-nine (79) described as “fairly satisfactory” across learning area. A total number of fifty-eight (58) learners out of 79 or 73.4% are in the GPA range from (75-79) described as “fairly satisfactory.” Meanwhile, twenty-one (21) learners out of 79 or 26.5% got a GPA ranging from (80-84) or “fairly satisfactory”. Only one (1) learner belongs to the category range from (85-89) described as “very satisfactory”. There is no recorded learner who got a GPA of (90-100) which described as “outstanding” neither in the category range from (70-74) which described as “did not meet expectation”.

In addition, Grade VI pupils’ academic performance shows that their GPA is 80 across learning areas. Fifty-nine (59) of 123 learners got a GPA range from (75-79) and that is 47.96% of the total enrolment. The other sixty-three (63) learners or 51.21% belonged to “fairly satisfactory” with a GPA ranging from (80-84). No learner recorded having a GPA of (90-100) neither (70-74).

Sub-Problem Number 4.1.2. To what extent is the impact of pedagogical challenges as to performance of the IP learners co-curricular?

Indicator “Motivates me to excel in different activities in class and work hard despite of our difficult situation” ranked first with a mean of 4.63 described as “greatest impact.” One of the most difficult aspects of being a teacher is learning how to motivate students. Students who are not motivated will not learn effectively. They won’t retain information; they won’t participate and some of them may

even become disruptive. A student may be unmotivated for a variety of reasons: They may feel that they have no interest in the subject, find the teacher’s methods un-engaging or be distracted by external forces. While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Simply put: Teaching a class full of motivated students is enjoyable for teachers and students alike. Some students are self-motivated, with a natural love of learning. But even with the students who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential (TEACH.COM),2023. This means that teachers who motivate students leave the greatest impact on their performance because they are excited to learn and participate.

Sub-Problem Number 4.1.3. To what extent is the impact of pedagogical challenges as to performance of the IP learners extra-curricular?

Indicator “Engages us to outdoor activities where we can play traditional games” ranked first among other indicators of extra-curricular. According to Pacific Oaks College (2021), in their article “The importance of going outside for youth education,” there are so many benefits to incorporating nature and the great outdoors in children’s learning environments. Going outside is so important for youth education because first, academic performance increases when children learn outdoors. According to a study by the American Institute of Research, students performed better in school when their curriculum included outdoor education. The study reports that students who enjoyed outdoor education experienced increased standardized test scores, enhanced attitude about school, improved in-school behavior, improved attendance, and overall enhanced student achievement.

Second, Outdoor learning improves child development. Nature is necessary for a child's well-being—it nurtures their imagination, uplifts the senses, and promotes happiness and productivity. By heading outside and learning in nature, kids improve their emotional, intellectual, and behavioral development. Outdoor learning helps foster the development of creativity, problem-solving, independence, and confidence. They can use their curious minds to explore their environment instead of being restricted to the regimented classroom structure. Third, it's beneficial to kids' health. When kids head outside, they're getting physical activity, vitamin D, fresh air, and time away from screens. It's extremely beneficial to their physical and mental health. England's National Children's Bureau performed a comprehensive study on the importance of natural play and outdoor learning. They report that "the powerful combination of a diversity of play experiences and direct contact with nature has direct benefits for children's physical, mental, and emotional health. Free play opportunities in natural settings offer possibilities for restoration, and hence, well-being." Fourth, Going outside is good for the brain. Studies compiled by the Children and Nature Network (C&NN) show that daily exposure to natural settings increases children's ability to focus, enhancing cognitive skills. Additionally, a study from the University of Illinois' Landscape and Human Health Laboratory discovered that access to nature decreases the symptoms of ADHD in children. Outdoor learning has also been shown to reduce stress and improve sleep, according to research from the National Wildlife Federation. Lastly, Outdoor activities give children unique practical experiences. Outdoor learning gives children the ability to apply concepts learned inside the classroom to the real world. When a child's curriculum includes natural learning, they get to explore nature, connect classroom lessons to the outdoors, and expand their practical knowledge. When kids engage with their environment firsthand, they get the opportunity to develop a respect for their surroundings, the chance to nurture a passion for the land, water, animals, and plants, and the ability to better understand their place in the natural world. These are all formative practical experiences that complement what kids learn in the classroom—and help foster a child's enthusiasm for learning.

Sub-Problem Number 4.2. To what extent is the impact of pedagogical challenges as to Parents/Community?

Parents/Community Support

1. Why did you enroll your child in a multigrade IP school? If there is a monograde/ regular school nearby, would you enroll your child in that school? Or would you prefer your child to stay in this multigrade IP school? Why or why not?

Fifteen (15) parents of twenty-four (24) or 62.5% answered that they enroll their child in an MG-IP school because it is the closest school to where they live. The other 9 parents answered that their farm as means of their living is located within the sitio or the barangay. As to preferences if they would enroll their children in a

monograde school if there were nearby, majority of the parents said "No" because in an MG-IP School, their children can continue to use their language freely and chances of cultivating, flourishing, and transmitting their own culture is evident in an MG-IP school).

2. What innovations in multigrade IP education are you aware of in your child's class? Were there any multigrade IP programs/ projects/ activities that your child was involved in that standout for you as a parent?

Seventeen (17) of twenty-four (24) or 71% of parents answered that the real innovation in their school is the school itself. They longed for school for many years, and they were all thankful that their cry for an education that they could tell their own was realized. In addition, parents also said that their children are empowered and always excited to go to school daily because they already know how to read, write, count, and can participate in different activities in school).

3. How do you show support for your child's learning (e.g., ensuring the child has breakfast before going to school, helping with homework, etc.)?

Twenty-four (24) parents have the same answer. They said that they show support to their child's learning through ensuring that their child had breakfast before going to school. They also show support through helping their child with the homework and if they can't help their children because some lessons are beyond already to their skills and abilities, they ask their neighbor or the older siblings for help).

4. As a parent, how do you help the school? What kind of support have you provided to the school (e.g., financial, material, manpower, boarding house for the teachers, etc.)?

Twenty-four (24) parents answered the same. The only thing that they can help the school is through manpower where they use during "bayanihan". If ever there are other things, where they could extend their help is only through giving vegetables and other available food that they have to teachers).

5. How do you participate in school activities (e.g., PTA school improvement projects, etc.)? What existing mechanisms enable you to participate in school activities/ governance (e.g., school governance council (SGC), PTA, LGU support in multigrade IP school)? Are there challenges concerning your participation in multigrade IP schools? Do you have any suggestions to further encourage more parents to actively engage in school projects/ activities?

Twenty-four parents of 24 or 100% answered that the only way they can participate in school is through GPTA activities like "tagbo" and meeting. Besides, they do it monthly. It is initiated by the GPTA to have a monthly "tagbo" to investigate the urgent needs of the school. That is the only way in which they could help the school. There are challenges concerning parents' participation like health concerns, or some emergency concern that really

needs to be attended. Aside from those reasons, the GPTA obliged them to attend to the call-ups and as a responsible parent looking into the welfare of the school, the children, and the community, they really are giving their time and effort every now and then).

6. What was your peak moment/event, a time that stands out when you felt most engaged, or most effective, or most proud as a parent of an MG student. What was the situation?

Fourteen of 24 or 58% of parents answered that their peak moment was when their children were able to graduate from an MG-IP school. They are very proud as a parent because despite of poverty, their children were able to finish elementary. Also, they are very proud in a sense that their children were able to participate in cluster and district activities and that their children are empowered and were not ashamed anymore to join different activities. That made them stand out because even they don't have enough finances, they made ways to let their children participate).

7. Based on your peak moment, what top 2-3 results created positive or significant contributions to the key stakeholders of the school?

Fourteen (14) parents of 24 or 58% answered that their peak moment was when their children were able to graduate from an MG-IP school. It made a significant contribution because other parents were also challenged to see their children finish school. These parents envision that all their children could finish a degree in college someday. Teachers are also happy because their efforts were paid off by seeing their pupils finish school).

8. What were your top three major accomplishments in support of the multigrade school in the past five years that you are very proud to share with the other parents whose children are in the same multigrade school?

Fifteen (15) parents or 63% answered that their major accomplishment is supporting the opening of the DepEd accredited school in their sitio. It has undergone a tough decision since their children have to enroll again in

kindergarten even if they already finish elementary since the school in the community before is not accredited by DepEd. Also, they shared that their children took the placement test and were able to pass the said test and now some of them are already in junior and senior high school and college).

9. What are the unique issues and challenges that you as a parent of a multigrade IP learner face?

(All parents have the same answer. They elaborate that there are no new issues and challenges they are facing. It is still the same. It is poverty, and their income cannot suffice for the needs of their family. The average child in each family is four (4) and it is more difficult because they don't have a stable work to sustain the needs of the family. Their income is not even enough for their food).

10. Is the security and safety of your child a problem? Is distance a problem? Is transition to the next grade level (in case of incomplete multigrade school) a problem? What are your recommendations to solve these barriers to your child's education?

All parents answer the same. The security and safety of their children is not a problem since the school is located within the community including the distance is not a problem. Only the transition to the next grade level is the problem in case of incomplete offering in school. But, in a Multigrade IP school, it is not a problem at all since kindergarten to Grade 6 is offered in school. Transition to the next grade level will only be a problem when their children are in high school since there are no secondary schools located within the sitio or purok. There is a Junior High School in the barangay but for them it is already far, and their children should stay in a boarding house where they see it as an additional burden to the family.

Sub-Problem Number 5. Is there a significant relationship between the seriousness of the pedagogical concerns and the impact of these challenges on the performance of the IP learners and parents/community support in the IP schools of San Miguel III District?

TABLE 3

TEST OF RELATIONSHIP BETWEEN THE SERIOUSNESS OF THE PEDAGOGICAL CONCERNS AND THE IMPACT OF CHALLENGES ON THE PERFORMANCE OF IP LEARNERS.

Source of Variance	p-value	Decision	Conclusion
Seriousness of the pedagogical concerns and the impact of these challenges on the performance of the IP learners.	.008	Reject H ₀	Significant

Table 3 demonstrates that seriousness of pedagogical

concerns had a significant relationship with the impact of

challenges on the performance of IP learners having a p-value of 0.08. This means that pedagogical concerns had a positive correlation to the impact of challenges on the performance of IP pupils. According to dinyarbharucha.wordpress.com (2019), You can't teach what you don't know. You cannot give what you don't have. You can't learn if you don't ask questions. You can't get something without taking the risk of losing it. You can't pour something from an empty cup. You can't keep what you don't give. You can't sustain what you don't receive

These statements simply imply that things, learnings, skills, abilities etc. begin with you first. If a teacher did not possess those things, eventually one should not expect that this teacher can give something to the learners.

Sub-Problem Number 6. Is there a significant relationship between the responsiveness of the multigrade teachers practices and on the performance of the IP learners and parents/community support?

TABLE 4

TEST OF RELATIONSHIP BETWEEN THE RESPONSIVENESS OF THE MULTIGRADE TEACHERS PRACTICES AND ON THE PERFORMANCE OF THE IP LEARNERS AND PARENTS/COMMUNITY SUPPORT.

Source of Variances		p-value	Decision	Conclusion
Responsiveness of multi-grade Teachers Practices	Performance of IP Learners	.023	Reject H ₀	Significant
	Parents/Community	.011	Reject H ₀	Significant

As shown in Table 4, responsiveness of multigrade teachers' practices had a significant relationship between performance of IP learners having a p-value of 0.23. and parents/community support with a p-value of 0.11. This means that any practices of MG-IP teachers greatly affect IP learners' performance and the parents/community support.

Sub-Problem Number 7. What intervention program can be designed to address the pedagogical challenges among the multigrade teachers in response to the urgent educational developmental needs of the IP children in the IP schools of San Miguel III district?

A PROPOSED INTERVENTION PLAN TO ADDRESS THE PEDAGOGICAL CHALLENGES AMONG MULTIGRADE TEACHERS IN RESPONSE TO THE URGENT EDUCATIONAL DEVELOPMENTAL NEEDS OF THE IP CHILDREN

Rationale:

Republic Act 8371 or the Indigenous Peoples' Act (IPRA) of 1997 is the law that was designed to protect and promote the rights of the indigenous people. It is a comprehensive instrument that covers a wide range of issues concerning indigenous people, including land rights, access to natural resources, health, education, and vocational training.

Indigenous People Education Program (IPEd) is the ideal program that will answer the visions and aspirations of the IPs. However, the best mode that can reach children in

far-flung areas in the most cost-effective manner according to DepEd Undersecretary for Curriculum and Instruction San Antonio D.M, (2020) is through multigrade education. It is a mode in which one teacher is handling two to three grade level combination or more at the same time. MG-teachers in IP communities find difficulties in immersing themselves not just limited into the culture and tradition but, various factors that challenges their knowledge, skills, competencies, and abilities since they themselves are not IPs and cannot relate to the world where they are in.

This research on the pedagogical challenges among multigrade teachers in IP schools of San Miguel II District reveals that seriousness of pedagogical concerns experienced by MG-IP teachers have significant relationship between impact of these challenges on the performance of the IP learners and parents/community support and the significant relationship between the responsiveness of the multigrade teachers practices on the performance of the IP learners and parents/community support. These factors are the consideration of the researcher in designing intervention program.

Objectives: This intervention program seeks to address the pedagogical challenges among multigrade teachers in response to the urgent developmental needs of the IP children in the IP Schools of San Miguel III District.

Objectives	Strategies	Time Frame	Person(s) Involved	Expected Output
To organize training workshop related to MG-IP Instruction	Craft training design/SLACs Plan on MG-IP Instruction and orient neophyte teachers on MG-Instruction and IPEd program	Year Round	<ul style="list-style-type: none"> ✓ School Heads of MG-IP Schools ✓ School L&D Coordinator ✓ Teachers ✓ SCAB 	<ul style="list-style-type: none"> ✓ Contextualized and Indigenized LMs/IMs. ✓ Oriented teachers on MG-Instruction and IPEd program.

To strengthen teachers' capability, strategies, and pedagogies addressing learning gaps and learning loss	Conduct Faculty Meeting	Quarterly	<ul style="list-style-type: none"> ✓ School Heads of MG-IP schools ✓ Teachers 	<ul style="list-style-type: none"> ✓ Oriented teachers on strategies, and pedagogies addressing learning gaps and learning loss.
To capacitate teachers' knowledge and skills in IP class teaching & curriculum.	Attend upskilling/SLACs related to IP class teaching & curriculum	Year Round	<ul style="list-style-type: none"> ✓ School Heads of MG-IP schools ✓ Teachers ✓ Resource Person 	<ul style="list-style-type: none"> ✓ Capacitated teachers on IP class teaching & curriculum
To strengthen teachers' knowledge Indigenous Language (Manobo Language)	Advise school heads and teachers to utilize Manobo Orthography as reference of Manobo language	Year Round	<ul style="list-style-type: none"> ✓ School Heads of MG-IP schools ✓ Teachers 	<ul style="list-style-type: none"> ✓ Strengthened teachers' knowledge on IP language (Manobo)
To capacitate teachers on effective & efficient time management	Conduct SLACs on effective and efficient use of time	Year Round	<ul style="list-style-type: none"> ✓ School Heads of MG-IP schools ✓ Teachers 	<ul style="list-style-type: none"> ✓ Capacitated teachers on effective and efficient use of time
To provide sufficient Learning Materials (LMs for MG-IP learners	Conduct SLACs on contextualization specifically indigenization	Year Round	<ul style="list-style-type: none"> ✓ School Heads of MG-IP schools ✓ Teachers 	<ul style="list-style-type: none"> ✓ Sufficient contextualized and indigenized LMs provided
To organize training/seminar to IP parents on responsible parenting	<p>Link thru MLSWDO for the orientation/training</p> <p>Conduct orientation/training on responsible parenting</p>	Year Round	<ul style="list-style-type: none"> ✓ MSWDO ✓ District In-Charge ✓ School Heads of MG-IP Schools ✓ Teachers ✓ SCAB 	<ul style="list-style-type: none"> ✓ Oriented IP parents on responsible parenting.
To organize Learning Action Cell Session for Teachers Grade 4-6	<p>Conduct Pedagogical Retooling in Mathematics, Languages and Science (PRIMALS)</p> <p>Webinar</p> <p>Conduct training workshop on MG-IP instruction.</p>	Every Friday of the week	<ul style="list-style-type: none"> ✓ Teachers from grade 4 to grade 6 ✓ Facilitator ✓ School Heads of MG-IP Schools ✓ District IPEd Coordinator ✓ District PRIMALS Coor. ✓ Master Teacher 	<ul style="list-style-type: none"> ✓ Improved teacher strategies and pedagogies to address learners who are in the dependent learning.

<p>To strengthen monitoring and evaluation mechanism on professional development through School Learning Action Cell/SLACs</p>	<p>Monitor and evaluate SLACs conducted.</p> <p>Ensure and strengthen the IPed program integration in SLACs.</p>	<p>Year Round</p>	<ul style="list-style-type: none"> ✓ District In-Charge/DIC ✓ School Heads of MG-IP Schools ✓ Teachers School L&D Coordinator 	<ul style="list-style-type: none"> ✓ Trainings conducted. ✓ IPed program strengthened & integrated in all L&D activities.
<p>To strongly activate the partnership of the teachers and parents in the education of the IP children</p>	<p>Link thru MSWDO for a program partnership related to enhance social development and parental support of parents to children</p>	<p>Year Round</p>	<ul style="list-style-type: none"> ✓ District In-Charge/DIC ✓ MSWDO ✓ School Heads of MG-IP Schools ✓ Teachers ✓ IP Parents 	<ul style="list-style-type: none"> ✓ Strong partnership ✓ Social development of IP family enhanced ✓ Evident parental support to IP children
<p>To advocate to parents & culture bearer the culture-responsive integration of the lesson across learning areas</p>	<p>Form Consultative and Advisory Body on Indigenous Peoples Education (IPed) in school</p>	<p>Year Round</p>	<ul style="list-style-type: none"> ✓ School Head of MG-IP Schools ✓ Elders ✓ Teachers 	<ul style="list-style-type: none"> ✓ Formed Consultative and Advisory Body on IPed in school.
<p>To procure solar panel sets as alternative source of electricity in school.</p> <p>Procure Starlink Satellite Internet Services</p>	<p>Increase the budgetary allotment per School.</p> <p>Purchase solar panel sets.</p> <p>Install internet connectivity in school.</p>	<p>Year Round</p>	<ul style="list-style-type: none"> ✓ Department of Budget and Management/ DepED 	<ul style="list-style-type: none"> ✓ Purchased Solar panel sets. ✓ Installed Starlink Satellite Internet Services
<p>To strengthen the stakeholders' linkages NGO/BLGU/MLGU</p>	<p>Link with Municipal Local Government Unit (MLGU)/Barangay Local Government Unit (BLGU)/NGOs to ask support in developing barangay and provincial roads and building of fiber glass boats for teachers' transportation.</p> <p>Discuss teacher's situation particularly distanced school that can only be reached through hiking.</p>	<p>Year Round</p>	<ul style="list-style-type: none"> ✓ District In-Charge/DIC ✓ District Adapt a School Coor. ✓ BLGU/MLGU Officials ✓ School Heads of MG-IP Schools 	<ul style="list-style-type: none"> ✓ Improved barangay, provincial road. ✓ Fiber boat build ✓ Ensured safety and security of teachers going to and from the station.
<p>Strengthen School Consultative Action Body linkage</p>	<p>Link with MLGU for a budget allocation for the Para teacher/culture-bearer</p> <p>Increase the budgetary allotment per School for an honoraria of Para teacher/culture-bearer</p>	<p>Year Round</p>	<ul style="list-style-type: none"> ✓ MLGU Officials ✓ Department of Budget and management/Dep Ed ✓ School Heads of MG-IP Schools ✓ SCAB 	<ul style="list-style-type: none"> ✓ School Consultative Advisory Body Linkage Strengthened. ✓ Honoraria for Para Teacher/Culture bearer implemented.

<p>To increase mental resilience of IP learners and MG-IP teachers.</p>	<p>conduct Mental Health and Psychosocial Support to MG-IP Teachers and learners</p>	<p>Year Round</p>	<ul style="list-style-type: none"> ✓ District In-Charge ✓ District Nurse ✓ School Heads of MG-IP Schools 	<ul style="list-style-type: none"> ✓ Mental Resilient Multigrade teachers and IP learners.
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V. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the findings, the conclusions, and corresponding recommendations based on the result shown in the previous chapters.

Findings

From the analyzed and interpreted data, the following summary of findings are as follows:

1. Based on the teachers’ profile, most of the teachers range at the age of 25 years old and below and 26 to 30 years old. It has a total of 9 teachers of both ages 25 years and below and 26 years to 30 years old and has a percentage of 38 while the other 6 teachers out of 24 belong to ages 31 to 35 years old with a total percentage of 24. Majority of the MG-IP teachers are female with a total number of 19 out of 24 respondents that is 79% and 5 of them are male that composed 21%. As to the teacher’s position/advisory, 100 percent of the teachers belong to teacher 1 position. As to the designation/advisory, 10 of the teachers or 42 percent are advisers of 3 grade level multigrade class which is the grades 4, 5 & 6 followed by 8 multigrade teachers who are handling kindergarten, grades 1, 2 & 3 classes. There are 2 teachers or 8% who are handling 2 grade level combination classes which is the grades 3 & 4 as well as the grades 5 & 6 combination classes with 2 teachers and it also has a percentage of 8. The teacher’s educational background, there is no teacher who graduated with a master’s and doctorate degree. However, 2 out of 24 are currently earning unit for their master’s degree. Furthermore, there are 22 teachers, 11 are BEED and 11 BSED graduate teachers. As to years of teaching in MG-IP school, all the 24 respondent teachers are teaching for 1 to 5 years. As to training attended related to Multigrade-IP, there are 16 teachers or 67% already have attended the training while another 8 or 33% have not yet attended any training related to multigrade-IP.

2. Pedagogical challenges experienced by MG-IP teachers. Intrinsic challenges proves that indicator “multigrade lesson planning (MG-BOW, MG-DLP, MG-ILP, Indigenized LP) ranked as the most serious intrinsic pedagogical challenges through all MG-IP School teachers with the mean of 4.42 described as most serious”. Meanwhile, indicator lack of teaching experience in Multigrade IP Class is the last in rank with a mean of 4.00 described as “more serious”. Above all, general weighted mean of all responses from different clustered schools in intrinsic challenges is 4.23 described as “most serious.” Furthermore, the absence of electricity, cellular phone signal and internet in school is the first in rank among extrinsic challenges encountered by teachers in MG-IP School with a mean of

4.87 described as “most serious.” The last in rank of all extrinsic challenges are the indicators lack students’ motivation and IP Parent’s lack of interest in children’s education of which both have a mean 3.78 described as “more serious.”

3. The multigrade teachers’ practices prove that among the multigrade teachers practices indicators, it is the indicator Shows respect, love, and care for learners in class ranks first among 20 indicators with a mean of 4.75 described as “greatest extent.” Meanwhile Uses technology aided instruction and ICT-based activities that facilitates pupils learning indicator is the last in rank with a mean of 3.38 described as “less extent.”

4. The impact of pedagogical challenges as to performance of IP learners academically proves that learners in Grade III got a General Point Average (GPA) of seventy-nine (79) described as “fairly satisfactory” across learning areas. There is no recorded learner in Grade III who got a GPA of (90-100) which is described as “outstanding” neither in the category range from (70-74) which described as “did not meet expectation”. In addition, Grade VI pupils’ academic performance shows that their GPA is 80 across learning areas. No learner recorded having a GPA of (90-100) neither (70-74). As to performance in co-curricular, proves that indicator, “Motivates me to excel in different activities in class and work hard despite of our difficult situation” ranked first with a mean of 4.63 described as” greatest impact.” The indicator that ranked last is indicator, “Allows us, elders and other stakeholders participate in community engagement activities like making of indigenious dictionaries, grammar, and stories” with a mean of 2.47 described as “least impact.” Furthermore, the impact of pedagogical challenges as o extra-curricular proves that indicator “Engages us to outdoor activities where we can play traditional games” ranked first among other indicators of extra-curricular while indicator “Encourages us to join different school clubs” ranked last among ten indicators with a mean of 2.26 described as “least impact.”

5. There is a significant relationship between the seriousness of the pedagogical concerns and the impact of these challenges on the performance of IP learners (p=.008).

6. There is a significant relationship between the responsiveness of the multigrade teachers practices and on the performance of IP learners (p=.023) and, parents/community support (p=.011).

7. The support of parents/community is evident through attendance in GPTA meeting, “bayanihan” and other concerns. However, financial support of parents/community cannot sufficiently sustain the needs

of their children. Poverty is the main reason for it and the income they have is not even enough for their basic needs. Financial support to school is not evident since their priority is their daily needs and they are always thriving for it daily.

8. The proposed intervention program aims to address the pedagogical challenges among multigrade teachers in response to the urgent developmental needs of the IP children in the IP Schools of San Miguel III District.

CONCLUSIONS

Based on the merits of the findings, the researcher concluded.

1. Most of the teachers were young and neophytes in the service. Most of the age range 30 years old and below. 79% of MG-IP teachers are female and 21% or 5 are male. All MG-IP teacher respondents are teacher 1 in position and majority of MG-IP teachers are handling three (3) grade levels combined in a class, all teachers are new in service. They are teaching for 1-5 years respectively and 22 or 92% finished baccalaureate degree in education and only 2 of the respondents are earning masteral unit degree and that compose 8% of the total respondents. MG-IP teachers need to be trained on pedagogies on MG-Instruction, and Indigenous People Education program.

2. Pedagogical challenges, both intrinsic and extrinsic, are "most serious" challenges to MG-IP teachers.

3. The Multigrade teachers' practices in IP schools are responsive to the "greatest extent."

4. Pedagogical challenges have the greatest impact to the IP learners' performance and parent/community support.

5. The seriousness of pedagogical concerns has significance to the impact of challenges on the performance of IP learners. Thus, reject the null hypothesis.

6. The responsiveness of multigrade teachers' practices has significance to the performance of IP learners and parents/community support. Thus, reject the null hypothesis.

7. The Parents/Community support relies solely on manual labor and any "bayanihan" activities in school. Financial constraints hinder the progress of school facilities and amenities.

8. The proposed intervention program will address the pedagogical challenges and ease the burden of multigrade teachers to respond to the developmental needs of IP children.

RECOMMENDATIONS

Based on the conclusions drawn from the study's significant findings, the following are the recommendations.

1. Strengthen the stakeholders' linkages NGO/BLGU/MLGU and ask support for the possible development of barangay and provincial roads and perhaps ask support fund in building fiber glass boats for teachers' transportation.

2. Ensure safety of teachers particularly distanced school that can only be reached through hiking. Discuss the situation with the Barangay Local Government Officials for assurance of teachers' safety while going to and from the station.

3. Conduct training-workshops to MG-IP teachers on the pedagogies, ICT based integration, contextualization, indigenization, crafting of indigenized LMs/IMps to address learner's poor academic performance.

4. Explore opportunities in providing technical assistance in the development of culturally responsive teaching-learning materials.

5. Strengthen linkages to stakeholders/SCAB specifically to parents and culture-bearers for technical assistance on the development of indigenized LMs/IMs.

6. Link thru Municipal Local Government Unit (MLGU) and Municipal Social Welfare and Development Office (MSWDO) for a possible programs and projects for a sustainable livelihood program aims to uplift the social aspects of IP family and Community in MG-IP schools of San Miguel III district.

7. Increase Budgetary allotment for the School Maintenance and Other Operating Expenses for the procurement of solar sets as alternative source of electricity and the installation of satellite starlink internet connectivity, school facilities and amenities.

8. Investigate opportunities for appropriate public-private partnerships to support MG-IP schools' facilities and school-environment improvements.

9. The proposed intervention program must be implemented in all MG-IP schools.

10. For the School Heads, strengthen DepEd Order No. 35, s. 2016 or the school-based Learning Action Cell as means of continuing professional development to teachers.

11. Encourage the parents and community to support their children's education.

12. Future researchers must include other variables that may impact the academic performance of the IP learners like level of quality education, family follow-ups, educational facilities of the school, health status, and factors that may affect the performance of the IP pupils.

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