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Parental Involvement of Dumagat as a Key to a Successful Academic Journey: An Ethnographic Study

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Abstract

Aim: The study focused on how parental involvement contributes to the academic performance of their children and how the Dumagat parents proved their concern for their children's education in the Kailugan areas (Pinag-anakan, Basyo, and Anuling) of Kabayunan, Doña Remedios Trinidad (DRT), Bulacan during the School Year 2022-2023. Twelve (12) parents, nine (9) pupils, and three (3) teachers comprised the informants who cooperatively took part in the data gathering by welcoming the researchers into the community during the immersion and actively answering the questions asked.

Methodology: The researchers used the qualitative approach as the study required immersion into, and deep understanding of, the culture of Dumagat. After all, one of the researchers has been teaching indigenous learners in the highland or Dumagat area for nine (9) years up to the present and has observed that parents' participation and communication with the school is crucial so that the Dumagat can get the kind of education they truly deserve.

Results: Lack of Education hampers parental involvement among Dumagat because they cannot give what they do not have. Their involvement is more on moral and social guidance. Such gestures from the parents boost the morale of the Dumagat learners to strive harder and finish their studies not only for themselves but for the whole tribe as well.

Conclusion: Dumagat parents realized the immense benefits of parental involvement on their children's academic progress and the different forms of parental involvement. Parental involvement includes reading with children, helping with their homework, attending school activities and meetings, or volunteering in the classroom, which yields academic growth. This includes various activities to support and extend a child's learning at home and school.

Keywords: Parental Involvement, Academic Journey, Dumagat, IPs

INTRODUCTION

Justice and education are quite similar with each other. Just like Lady Justice, education does not distinguish between colors, or religions, or economic status, or other characteristics which create an unfortunate, destructive wall between people who are supposed to be working hand-in-hand. Education, just like Lady Justice, is unbiased, balance, and gives to everyone what is due not based on color or race, but based on justice in itself. In other words, it is also justice that demands an equal educational opportunity for everyone. Doing otherwise would put enmity between the two. Doing otherwise would put a different meaning to what authentic education really stands for – an education for all which, in the context of the present study, an education that is accessible to all Filipino learners. Filipinos value education regardless of economic status, religion, culture, and tribe they belong to. It has often been said that education is the only thing thieves cannot take. It is probably the essential tool to change one's life because it improves one's knowledge, skills and develops personality and attitude. The government's top priority is valuing education, as Article XIV Section 2 of the 1987 Philippine Constitution stipulated, "The State shall: Encourage non-formal, informal, and indigenous learning systems..." Consequently, the Department of Education gets the most significant chunk in the budget allocation to support the different programs, projects, and activities, more importantly, inclusive education.



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To strengthen the capacity of the education system to reach out to all learners, DepEd is promoting inclusive education and can thus be understood as a critical strategy to achieve Education for All (UNESCO Policy Guidelines on Inclusion in Education, 2009, p. 8). It is reflected in Republic Act No. 8371 (Indigenous Peoples Rights Act) "Section 30. Educational Systems. — The State shall provide equal access to various cultural opportunities to the ICCs/IPs through the educational system without prejudice to their right to establish and control their educational systems and institutions by providing education in their language in a manner appropriate to their cultural teaching and learning methods." (Chapter VI of RA 8371

The Department of Education, Schools Division of Bulacan offers inclusive education for the Dumagat living in indigenous settlements in Doña Remedios Trinidad and Norzagaray. Dumagat is an ethnic group settling in the mountain range of Sierra Madre. They have a black complexion, wavy hair, and short height. Before, they usually wore red bahag for men (laki) and red tapis for women (gupad). But as of now, they are wearing clothes like lowlands people wear.

As parents, the Dumagat people can be described as very caring. They are good models of strong family ties. Dumagat women always carry their children wherever they go. They tie a cloth on their body and place their child inside. It is also visible that the Dumagat children are very attached to their mothers, especially the youngest child.

The researchers witnessed the struggles of the Dumagat people to earn a living and contribute to their children's academic progress. They believe that education for a child begins at home. Teachers and parents are the primary agents in ensuring the child's learning. Without the cooperation of the two, engaging and participating in the child in school activities is impossible. It is always a support buddy system. The teacher alone cannot teach all. Parents should make follow-ups at home to teach the child what is unclear and show interest in the child's learning and level of understanding. Parental Involvement helps in boosting children's motivation to learn and achieve. Khajehpour (2011) stated that the parents are an important variable influencing children's education.

Porumbu and Necsoi (2013) pointed out that the family is the fundamental factor contributing to a child's development. As the family is the child's first social and educational environment, the influence of the family members deeply marks the child's perception of education, more so, academic achievement. Furthermore, they play a valuable role in laying the foundation of the children's learning. It can be observed that parents nowadays teach their children to count, read, and write even when they are not at school. They have their tablets and cellular phones with downloaded interactive videos. They facilitate the children to browse and explore the videos, and in an instant, they will count and read fast one day. The family members seeing the learning will motivate the children by counting small numbers and reading three to four-letter words. The children will retain knowledge because of consistent practice done by family members. However, not all parents are actively engaged in their children's education. The participation shown by the parents in the lowlands is not the same as those in the highlands and the "Kailugan."

A trustful relationship between the school and parents is essential for a positive result. The school must take advantage of the parent's interest and engagement. In connection to that, DepEd Bulacan, where the three (3) Kailugan schools are included, has encouraged parents to participate in their children's learning. This situation shows trustful relationships and cooperation between home and school.

Education aims to enable Filipino learners to develop their full potential for self-actualization and productivity. Central to this goal is the inculcation of desirable social, moral, and cultural values. The Department of Education (DepEd) Mission is "to protect and promote the right of every Filipino to quality, equitable, culture-based and complete basic education where...family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners". It is also stated in the DepEd Mission. It is posted and written on the wall of every school and even classrooms all over the country. As the mission said, it is culture-based, and the participation of families is encouraged.

Parents are also given the responsibility to help in developing their children in ways like follow-up at home, attending school meetings, volunteering in activities like Brigada Eskwela, and clean-up drives. DepEd Bulacan has been conducting Seminar-Workshops on Indigenous People's Education since November 2013 in pursuance of DepEd Order No.62, s. 2011 (Adopting the National Indigenous Peoples [IP] Education Policy Framework). This program subscribes to the rights-based approach essential to participation, inclusion, and empowerment. It aims to improve the curriculum and design an environment suitable for IP learning. The Indigenous Peoples Education (IPED) allows the tribal leader, elders and culture bearers, and parents. It encourages parents leadership to create a safe and culture-responsive environment in school. It is a collaborative exchange of knowledge about the culture and how it can be related or integrated into teaching.



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Research Questions

This study explored how parental involvement may contribute to their children's academic performance. Specifically, this study sought answers to the following questions:

1. How do Dumagat parents value their children's education?
2. What programs or activities are participated in by the Dumagat parents to ensure quality education for their children?
3. How does parents' involvement affect the academic achievement of the Dumagat children?
4. What parental involvement helps best in the academic achievement of the children?
5. What challenges have been met by Dumagat parents in sending their children to school, and how can they solve them?
6. What Inclusive Programs, Projects, and Activities were provided by DepEd SDO Bulacan to Dumagat learners?

METHODS

Research Design

This study employed the qualitative method, specifically an ethnographic research design. The study was conducted in consideration of the need for an in-depth semi-structured interview and an immersion into the daily lives of the participants to better understand their experiences as a community. Immersion to the community and keen observation were employed.

According to Simpson and Coleman (2017), for clear understanding, ethnography is the recording and analysis of a culture or society, usually based on participant observation and resulting in a written account of people, places, or institutions. It is a first-hand account of a community trying to understand the group's circumstances being studied (African American Heritage and Ethnography). It requires immersing oneself in the field. It is an open and flexible method. The researchers can gather authentic information that cannot be captured by asking questions. The researchers have direct access to the culture and practices and can explore different aspects of the group. As a means of data collection, it also requires examining the participants' behaviors in a specific situation and understanding how they react to it. As elaborated by Dewan (2018), this behavior must be shaped by the constraint the participants feel because of the conditions of the society they belong to.

The researchers chose the method because one has been teaching in an ancestral domain, where a semi-Dumagat school can be found, since 2011, and was already familiar with the culture and practices. The technique helped them conduct the study as the researcher's stay in the community brought her a deeper understanding of their practices, culture, and stand on the future and education of their children.

Population and Sample

The researchers interviewed twelve (12) parents, nine (9) pupils, and three (3) teachers. The identified number of respondents was based on the availability of the parents during the immersion: four (4) parents, three (3) pupils, and one (1) teacher each sitio to meet the target respondents. To strengthen the result of the study, three (3) pupils and one (1) teacher per sitio joined participated in the study.

Instrument

The researcher used personally developed interview questions (printed and written questions devised for a study) to answer the problem. It is a semi-structured interview that is open for add-on information when the need arises. The instrument was validated by experts in the field.

The semi-structured questionnaires containing open-ended and closed-ended questions were asked to 12 parents, nine pupils, and three teachers. The permission to interview, observe and immerse was secured through a formal letter of request.

Data Collection

In conducting this research, the researchers secured the necessary permit by informing the proper authorities before the data collection started. The key informants of this research were asked if they would want to be identified. They agreed to be placed in the paper provided to complete the study. They also decided to have their photos in a later chapter to inspire other Dumagats. Likewise, the researchers considered the following "Cs" in doing the study:



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For proper communication, the researchers secured letters to the Schools Division Superintendent, District Supervisor and Principal of the participating schools, and Tribal chieftains of the three participating Kailugan communities to inform them about the conduct of the study. Proper communication with them is essential for the legality of the research behavior and encouraging participation. It also showed respect to the persons in authority related to the informants.

In terms of culture differences, being immersed in the high land-Dumagat community, the researchers were exposed to and aware of the way of living of the Dumagat people. The conduct of the study must not disrespect any of their beliefs and practices. Asking is not bad before doing anything while in their "lupaing ninuno." Observation and sensitivity helped.

Lastly, for confidentiality, the Dumagat people are shy and private; therefore, the researchers avoided using camera and video recording during the interview because they are not used to being recorded. Another is that they do not want to be posted on social media. They are afraid that people might use them for money. To show respect, the researcher did not use the camera. Instead, the researcher asked permission to use a voice recorder which the Dumagat parents allowed. The researcher also promised the informants that their answers would be handled with full confidentiality and only be used to complete the study.

Data Analysis

After gathering the relevant data of the study through the participants' responses, data analysis followed utilizing a Thematic Approach as suggested by Husserl's Phenomenological research design.

The transcribed data from a recorded video of the Focus Group Discussion were collected, read, revisited, and categorized into ideas and themes to create clusters of meaning. Through this process, the researchers formulated the common meaning of the event, situation, or experience and fully understood the phenomenon. Directly related opinions will be emphasized to assess the similarity among the participants' answers.

Ethical Consideration

According to Delvin (2010), researchers must deal with ethical considerations and adhere to ethical standards for the public to support and believe in the research. In research, many professional associations and agencies must adopt codes and policies that outline ethical behavior and guide researchers. These codes addressed honesty, objectivity, respect for intellectual property, social responsibility, confidentiality, non-discrimination, etc. Thus, the researchers had to explain to the informants that their identity would be confidential, and they would not even be compelled to do the interview or have it without their prior permission. All ethical procedures have been strictly followed by the researchers in the conduct of this study.

RESULTS AND DISCUSSION

This section presents the analyses and interpretation of data obtained from the study's informants. The information is presented in themes with interpretation and implication. The presentation is organized based on the order of the problems in the statement of the problem

1. How do Dumagat parents value their children's education?

Theme: The Significant Effects of Parental Involvement in the Education of the Dumagat Children

This chapter illuminates the effect of parental involvement on their children's education. They aspire more if they feel motivated. Most of the time, this motivation comes from their family. If the parents are helping the children with their assignments, they will never fail in doing their homework and get high grades. If the parents do a follow-up in their reading at home, chances are they will be readers at an early age. If the parents show interest in their studies, like attending meetings and volunteering in school activities, they will perform more in school. They will feel that their education is important because their parents are showing their interest in it. They will be encouraged to achieve more because they know their parents will be happy too.

Here are the answers of the informants regarding the interview questions:



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Sarah (Basyo)

Opo. Ginigising po kami nang maaga at ginagayakan ng pagkain. Pinapapasok po kami sa school at binibigyan ng gagastusin. Umaattend po sila ng meeting. (Yes. My mother wakes me up early and prepares food for me. She sends me to school and gives me an allowance. She also attends the meeting.)

Amor (Basyo)

Opo. Tinutulungan po ako sa paghahanda ng pagkain ko at binabantayan po ako sa paaralan. Naglilinis siya sa school, nagmemeting at sinisilip niya kung ano ang aking ginagawa sa school. (Yes. She helps me in preparing my food. She also watches over me in school. She cleans the school, attends meetings, and looks at what I do in school.)

Lucas (Anuling)

Nagtatrabaho po nang mabuti ang aking itay para po kami ay maibili ng gamit sa pag-aaral. (My father works hard to buy us what we need in school.)

Angelica (Anuling)

Opo. Nagpupunta po siya sa meeting at paglinis ng school. (Yes. She attends the meeting and school activities like cleaning.)

Ismer (Anuling)

Ako po ay ginagayakan ng aking mga magulang. Kung ano po ang kailangan ko sa school ay kanilang ibinibigay sa akin. (My parents prepare my school things for me. They give me everything I need in school.)

Myrna (Anuling)

Opo. Ginagayakan po niya ako ng aking kakainin sa umaga para ako ay busog sa pagpasok. (Yes. Mother prepares me breakfast so that I will go to school altogether.)

Beronica (Pinag-Anakan)

Opo, Naghahanap-buhay po sila para po kami ay makapag-aral. (Yes. They are working hard for us so we can go to school.)

Brenda (Pinag-anakan)

Nagtatanong po ako kung ano po ang sagot ko sa assignment. Kapag kaya po nila ay natutulongan nila ako. (I ask them about my assignment. If they know the answer, they help me.)

Alvin (Pinag-anakan)

Pumupunta po sa meeting ng school. Pumupunta din po sa meeting ng sponsor ang aking inay para may maibili kami ng aming mga kailangan sa pagpasok. (My mother attends the meeting in school. She also attends an appointment with my sponsor/scholarship to buy what we need in school.)

Evidently, in their little way, Dumagat parents show concern for their children's schooling differently; even if they are already juggling with so many responsibilities, they find the time to invest in their children's education. The National PTA also shares that family involvement improves student success, regardless of race/ ethnicity, class, or parent's level of education.

The Dumagat parents value their children's education by making themselves available during meetings and school activities. They encourage their children to attend school and let them understand the hardship of lacking education. For them, people who lack education have trouble getting ahead in life.



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2. What programs or activities are participated in by the Dumagat parents to ensure quality education for their children?

Theme: ABCs of Success

This part presents that Dumagat parents have different ways of contributing to their children's education. The most lamentable situation is that even though they want to give their full support, they must earn a living first. Their income is insufficient to buy school supplies for their homework or assignments. They spare time no matter how busy they are.

Tata Salvador "Badon" Cruz (Dumagat Governor)

Dumadalo sa mga seminar na naiintindihan ang mga patakaran at malaman ang makabubuti sa mga bata tulad ng edukasyon katutubo. (attended seminars that help us understand the standards and what is best for the children, like Indigenous Education.)

Susan Cruz (Basyo)

Magpunta sa meeting o attend ng seminar ng IPEd. (Attending school meetings and IPEd seminars.)

Juanita Ramos (Basyo)

Nakikimeeting at tumutulong sa gawain sa paaralan tulad ng paglilinis ng school. (Attends meetings and helps in school work like cleaning the school.)

Fatima Vertudes (Basyo)

Kapagka pagtulong sa pag-aaral ng aking anak ako ay hindi talaga nakakatulong dahil nga ako ay hindi marunong. Kaya ako ay bumabawi na lamang sa pagtulong sa school. (I cannot help my children do their assignments because I am uneducated. I make up to them by participating in school events and school work.)

Vina Dela Cruz (Basyo)

Nagmemeeeting kami sa school, kadalasan ay pagtulong sa kalinisan ng school ang aming ginagawa. (We attend school meetings. Most of the time, our participation helps in maintaining school cleaning.)

Chieftain Lido (Anuling)

Seminar na pang-edukasyon at pangkultura. Yung kultura na nakakalimutan dapat iyon ay maibalik. (Seminars on education and culture. The forgotten culture must be learned again.)

Sally Isaba (Anuling)

Pagpunta sa mga meeting kapag pirmahan ng card. Kapag may gawain sa school ay pumupunta ako. (I go to school to sign the report card. I also go to school to participate in school work or activities.)

Elvie Cruz (Anuling)

Tuwing may meeting ang mga magulang ay nagpupunta ako para kamustahin kung maayos ang pag-aaral ng aking anak. (At every meeting, I went to school to know the status of my child in school.)

Tata Rogelio (President- Lupon ng Katutubo sa Sierra Madre)

Magpunta sa mga pagpupulong tulad ng seminar ng IPEd na programa ng DepEd para sa mga katutubo. (Attended meetings like IPEd seminars, a program of DepEd for the Indigenous Peoples.)



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Nora Fortuna (Pinag-Anakan)

Uma-attend ako sa mga pa-meeting ng school at nakikipagtulungan kung ano ang dapat na gawin sa school basta ito ay para sa maayos na pag-aaral ng aking anak. (I attend meetings in school. I also help with the school works if I know it can help in my child's education.)

Marites Cruz (Pinag-anakan)

Kapag may meeting sa paaralan ay lagi akong pumupunta para alam ko ang sasabihin ng guro tungkol sa aking anak. (I always attend meetings in school so I will know the teacher's feedback about my child.)

Maryann Cruz (Pinag-anakan)

Kami ay dumadating sa mga pameeting at paglilinis sa school. (I attend meetings and clean the school.)

To ensure quality education for their children, the parents consistently communicate with the teachers by attending meetings and activities in school. They have also participated in the seminars of IPEd- Developing the IP's very own orthography and indigenized big books that call for elder's validation throughout the process. They also enrolled their children on scholarships to ensure that their education needs, like school supplies, would be provided. Despite hardship to balance their time for earning a living, parents participated in their children's education. They know it is the only thing they can give and uplift them from poverty. Getting involved at school allows parents to obtain first-hand information on the learning environment, learn how to navigate the education system, demonstrate to their child that education is essential, and influence their child's behavior by establishing consistent norms (Cohen et al., 2009)

3. How does parent involvement affect the academic achievement of the Dumagat children?

Theme: Fisher's Goggles

Dumagat's Parents understood that education promotes effective learning and underpins the continuous improvement of personal, social, moral, and economic well-being. It invests in individual capability and self-responsibility, and its product promises significant value to society. Consequently, they fully support their children's education by participating in different school activities. This presents the fruits of their academic endeavor and the significant contribution of parental involvement on their children's academic performance towards improved learning outcomes.

Tata Rogelio (President- Lupon ng Katutubo sa Sierra Madre)

May magandang epekto ang sama-samang pag-aaral pati magulang. Minsan yung anak pa ang nagtuturo kapag nakita na gusto matuto ang kanyang magulang. Nauunawaan din nila ang kahalagahan ng edukasyon dahil sa pangangaral ng magulang nila. (Learning together has a good effect. Sometimes, the child is the one who teaches the parents if they see that their parents want to learn too. They also understand the importance of education with the parent's constant reminders)

Maryann Cruz (Pinag-anakan)

Ang aking napapansin sa aking anak ay nagsisikap siya. Ako'y napapangiti kapag sila ay umuwi na mayroon silang star. Yung aking mga anak ay pinapakita sa akin yung kanyang gawa na siya ay gumawa at mayroong check. (I notice that my child is striving. It makes me smile seeing them after school that they have a star. They let me see their works with the check of their teachers.)

Tata Salvador "Badon" Cruz (Dumagat Governor)

Para sa mga magulang ang matuto ang kanilang mga anak na bumasa, sumulat at magkwenta ay isang tagumpay. (For the parents, their children learn how to read, write, and the count is a success.)



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Susan Cruz (Basyo)

Isa lang ang napupuntahan. Kung hindi sila magsumikap sila ay mag-aasawa na. (It is either of the two. They will strive, or they will enter marriage.)

Juanita Ramos (Basyo)

Natutuwa ang mga anak namin pag nakikita kamig pumupunta sa school nila. (My children were happy when they see me going to their school.)

Fatima Vertudes (Basyo)

Naiintindihan na nilang dapat ay pursigihin na nila ang kanilang pag-aaral habang may mga gurong nagtuturo. Para hindi sila matulad sa amin ng kanilang ama na kami ay walang alam. (They understand that they must do well in their study until teachers are willing to teach here. They will not be like their father and me; we know nothing.)

Vina Dela Cruz (Basyo)

Mahalaga talaga ang pagsuporta. Kasi yung batang di sinusuportahan ng magulang pati yung bata pinapabayaang din niya ang kaniyang pag-aaral. (The support of the parents is essential. Those children who do not receive support from their parents also neglect their studies.)

Chieftain Lido (Anuling)

Makapag-aral sila at magkatrabaho ng medyo maganda. Wag lang makakapag asawa agad. (Finish their study and have a good job. Hopefully, they will not enter marriage early.)

Sally Isaba (Anuling)

Nakakabuti talaga, natututo ang mga anak namin. Pinapayuhan ko sila na pag nag-aral sila mapapaigi ang buhay nila.. Di gaya ko di nakapag-aral kaya sila ay aking pinapapasok na palagi. (I tell my children that their life will be good if they study. It is good to have parental support; our children learn. Unlike us, their parents, that is the reason I want them to explore.)

Elvie Cruz (Anuling)

Sa bahay alam na nila ang gagawin. Minsan nagbabasa sya sa bahay. Masaya ako na marunong siya. Kami kasi ng tatay niya ay hindi marunong. (She reads. (She knows what to do when she's at home. I am happy that my child can read because her father and I can't read.)

Nora Fortuna (Pinag-Anakan)

Maganda kung makapagpatuloy sila at di agad mag aasawa sana. (It is good if they will pursue their studies and not enter marriage early.)

Marites Cruz (Pinag-anakan)

Kanilang maaabot ang kanilang nais maabot sa buhay. Makukuha din nila ang kanilang pangangailangan sa buhay kung may magandang hanap buhay. (They will get what they want to achieve in life. They can buy their needs because they will have an excellent job in the future.)

Previous studies have found that parental involvement in their child's education positively affects student outcomes (Castro et al., 2015), even if the effect mainly depends on the quality of this involvement. According to school principals, about 41 % of students' parents discussed their child's progress with a teacher on their initiative, and 57 % did so on the initiative of teachers, on average, across OECD countries. However, only 17 % of parents participated in local school government, and 12 % volunteered for physical or extracurricular activities. (PISA 2018)



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4. What parental involvement helps best in the academic achievement of the children?

Theme: Paddle of My Dreams

This part showed that Dumagat children highly regard their parents' contribution to their studies even though their parents lack education. Research from the National Coalition for Parent Involvement in Education shares that "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school."

Sarah (Basyo)

Pagsuporta po. Sinusuportahan po nila ako sa aking ginagawa tulad ng sinusuportahan nila ako noong ako ay sumali na runner sa school. Lahat ng aking kailangan ay binigay nila. (Support. They supported me, like when I joined athletics in school. They provided me with everything I needed.)

Amor (Basyo)

Ang pagtatrabaho po nila kahit kaulanan. Nagbebenta sila ng pako. Dati di nila ginagawa pero ngayon ay ginagawa nila para makapasok ako. (They are selling ferns. They are working even it rains. Before, they were not doing that, but now, they are doing that at school.)

Lucas (Basyo)

Pinaka nakakatulong po sa akin ang nakikita ko ang suporta nila sa akin sa pag-aaral ko. Lagi nila ako sinasabihan. (What helps me most is seeing them supporting my studies. They always tell me to study more.)

Angelica (Anuling)

Kapag naglilinis po at pumupunta po siya sa meeting sa school. (When my mother helps clean the school and when she goes there to attend the meeting.)

Ismer (Anuling)

Kapag si nanay po ay nagmemeeting at nakikita ko na siya ay sumusuporta sa aking pag-aaral. (When my mother attends the meeting and I see her support my studies.)

Myrna (Anuling)

Kapag ako po ay tinutulungan ni inay sa pagsusulat. Mas maayos na po ang aking sulat. (When my mother helps me in writing. I am good at writing now.)

Beronica (Pinag-Anakan)

Nagpapaturo po ako magbasa. (I asked for help in reading.)

Brenda (Pinag-anakan)

Pag tinuturuan po nila ako magbasa tuwing hapon. (When she teaches me to read every afternoon after class.)

Alvin (Pinag-anakan)

Paggawa po ng assignment dahil nakakasagot po ako sa school. (In doing my homework because I can answer when we check.)

Dumagat parents try to take an active role in their children's education. When a child can see that their parents are there to support them, they are inspired and motivated to study harder. They are likelier to take risks and learn something new instead of staying inside the box. Parents who take an active role in their children's education offer their children the support to see success at school. But determining how to get involved can be tricky, especially for parents juggling a full-time job or lacking it.



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The best parental involvement made by the Dumagat parents is being morally and physically available for their children. They make the children understand the situation and realize the importance of education and the tribe.

5. What challenges have been met by Dumagat parents in sending their children to school, and how could they address those?

Theme: THE STRUGGLES OF DUMAGAT PARENTS

This chapter presents how Dumagat parents work hard to support their children's education. It reveals how education is in the eye of the Dumagat parents. Certain family practices have been significant factors contributing to children's academic success. By the time of President Fidel V. Ramos, a memorable thing happened that was etched in the history of SDO Bulacan; it was the granting of schools to the Dumagat people. The chieftain narrated that an elder wrote to Mr. President requesting schools for their children. He went to Malacañang Palace together with his co-elders wearing their national attire-bahag. The former president happened to be a friend of the elder and welcomed and talked to them. Their talk with the president brought up more than ten (10) Dumagat schools in Bulacan, specifically in Doña Remedios Trinidad (DRT) and Norzagaray. This event has marked the importance of education to the Indigenous Peoples.

Most of the said schools are still open and serving the IPs. Teachers were hired to teach them. They participated in contests and won despite being from the highlands or Kailugan. There is an equal opportunity in education, and education is really for all.

Although teachers were sent to teach the Dumagat children, parents' involvement is still highly encouraged. How do they participate and help the children in their studies? What are the reasons why they failed to do that? What are the struggles of the Dumagat parents?

The following are the answers of the twelve (12) Dumagat parents in the interview conducted by the researcher:

Susan Cruz (Basyo)

Kaunti ang aming badget. Gagawaan namin iyon ng pamamaraan. (We don't have a lot of budget. We need to do something to provide for the family's needs.)

Juanita Ramos (Basyo)

Kahirapan ang hadlang. Pinipilit parin namin silang mapapasok sa paaralan. Kapag sila ay tinatamad, amin silang pinagsasabihan. (The barrier is poverty. But we are still doing our best to send them to school. Sometimes, they don't want to go to school, and we counsel them.)

Fatima Vertudes (Basyo)

Yung aming pagkakasakit. Pag may sakit at may meeting, di kami makapunta o makagawa sa pinapagawa sa school. (When we are sick. If there are meetings in school or work like cleaning in school, we cannot participate.)

Vina Dela Cruz (Basyo)

Mayroon din pagkakataon na hindi ako nakakapag meeting kung halimbawa naroon kami sa Pinag-anakan at hindi pa makauwi dahil pag mahina ang huli ng isda hindi kami nakakakuha ng panggasolina sa bangka. (There were times I couldn't attend the meeting at Pinag-Anakan and couldn't go home. If my husband's fishing is insufficient, we can buy gasoline for our boat.)

Chieftain Lido (Anuling)

Maturuan ang mga batang maging masikap. Kahit mahirap ay matuto pa rin. (Teach the pupils to strive for success. Even though we are imperfect, we also need to learn.)



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Sally Isaba (Anuling)

Ang hamon talaga sa akin ay kung paano ko mapagtatapos ang aking anak sa kanyang pag-aaral. Kahirapan ng buhay at hindi din ako makapagturo sa kanya. (What challenges me is how I will be able to help my child finish school. We are poor, and I, myself, also lack education.)

Elvie Cruz (Anuling)

Dapat na laging nakasubaybay ang mga magulang sa kanyang anak at tumulong kung makakaya niya. Iyon na lamang ang aking magagawa dahil ako din ay di nag-aral. (Parents must always guide the children in their studying and help as long as possible. That's the only thing I can do since I could not attend school.)

Tata Rogelio (President- Lupon ng Katutubo sa Sierra Madre)

Ang kawalan ng pinag-aralan ang isa pang hadlang bukod sa kahirapan. Hirap magpaliwanag sa mga anak dahil di alam ang aralin. (Aside from poverty, the challenge faced by the parents is the lack of education. We can't explain when the children ask for help for their assignment because we don't know the lesson.)

Nora Fortuna (Pinag-Anakan)

Mahirap sa akin kapag di ko maturuan ang aking anak sa paaralan dahil di ko alam ang kanyang assignment pero bumabawi ako sa mga gawain sa paaralan na kaya ko tulad ng paglilinis at pagmemeting. (It is hard on my part if my child asks for help, but I don't know what to do in her assignment. I make up by doing things that I can, like cleaning in school and attending the meeting.)

Marites Cruz (Pinag-anakan)

Kapos po kami sa pera, minsan di ko sila mabilhan ng gamit sa eskwela. (We lack budget sometimes, we are not capable of buying things for school.)

Maryann Cruz (Pinag-anakan)

Maraming hamon. Ang kahirapan, pero kahit na ganoon ay ako ay sumusuporta pa rin. (There are many challenges. One is poverty, but despite that, I still support my child if I can.)

Alvin (Pinag-anakan)

Pag may mga gawain po nakakatulong po sila inay sa paaralan pero pag sa assignment ko po di po masyado pag hindi po nila alam gawin. (My parents can attend school activities but not do my homework because they do not know what to do.)

The parents mentioned two factors: poverty and their lack of education. Sometimes they cannot attend meetings that primarily involve their children's education because they need to work and provide for their needs. Their lack of education is given that they were make-up by supporting school activities and helping clean their school.

According to the teachers' responses, the reason that hindered them from being involved academically was that they lacked it. Another is because they are busy looking for food and providing for their family needs. The parents close the gap to make themselves visible during meetings and other school activities. In that way, they can support their children's education and motivate the latter to strive more at the same time. Parents also participated in IPed seminars and enrolled their children in scholarships like 4Ps, Ips, and Unbound.

On the other hand, teachers understand the parents' situation and have been encouraging parents' participation in the children's educational progress. The teachers accepted them in all school activities, most notably the IP month, where cultures of the IP are shared and led by the elders of the tribe. Teachers must exhibit cultural sensitivity and support students in the classroom. To become effective teachers and allies for Indigenous students, they must understand decolonization, colonial impacts, place-based and experiential learning, the role of elders in education, and how to be one of them. As non-indigenous people, we must find our ways to make sure that we do not walk right by the 'new fork' and continue mindlessly down the same old road we have traveled with Indigenous peoples" (Regan, 2005, p. 9)



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In the learning process, since the lessons are contextualized, localized, and indigenized, the teachers can sometimes invite parents to demonstrate the process. For instance, the fishing or the pagyayantok, and some preparations must be shared by the parents. With that, correct and solid instruction and learning are acquired.

6. What Inclusive Programs and Projects are offered to Dumagat Learners?

Programs and Projects of the Department of Education for the Dumagat Learners

This chapter presents the different programs, activities, and projects of the Department of Education through Document analysis. The researchers examined enabling laws and policies that entitle indigenous peoples to a full range of rights, including the 1987 Philippine Constitution and Indigenous Peoples' Rights Act (IPRA). However, these need to be fully and widely realized in practice. Since 1994, the ILO has worked with indigenous people's communities in the Philippines, and, through time, it has incorporated lessons and good practices in succeeding projects. ILO Projects generally adopt the community-driven, participatory development (CDPD) and culture-sensitive approach, which focuses on strengthening the capacities of indigenous peoples to own and drive their projects. The IPs can develop their ability by taking greater responsibility for and leadership in their development processes. The strategies are based on the letter, spirit, and intent of IPRA and ILO Convention 169. The Department of Education values the Indigenous Peoples as equal to all the other citizens of the country. The department stressed its vision and mission. Education should be inclusive. It should be culture-based. No one is left behind—education for all.

The K to 12 is one of the DepEd movements that shows how the country values the culture and IPs; note the inclusion of Mother Tongue- Based in the curriculum. Schools in Kailugan are implementing the Dumaget-Bulos Mother Tongue since their indigenous learners speak the language. At an early age, the children in the Kailugan are only speaking Dumaget-Bulos. Filipino or Tagalog is just being introduced by the teachers when they are in their Kindergarten. The teachers assigned in the area are having their adjustments because they don't speak Dumaget-Bulos. But because it is mandated in the curriculum, they must study and immerse themselves in the community to learn to speak their language. In this situation, the parents are involved. The teachers are knocking for help to learn the language to understand the children and vice versa. The parents, on the other hand, welcome the teachers. They chat with them and entertain their questions about the words they need to translate.

Continuous Improvement Project. This project is being implemented in all schools in Bulacan, regardless of the location. The teachers also include the parents in the process. Guidance at home, if not the follow-up, is a big help the parents can make.

Indigenized big books. DepEd-Bulacan is constructing the orthography of the IPs with the help of select elders and culture bearers. In line with that, left and suitable seminar workshops were conducted on indigenizing the lessons for the Dumagat children of Doña Remedios Trinidad (DRT) and Norzagaray. It also follows the K to 12 national curricula through Contextualization, Localization, and Indigenization. Indigenized materials and learning through Indigenous Knowledge Systems and Practices (IKSP) are given consideration. With the consent of their respective supervisors, the Dumagat schools of DRT and Norzagaray make their Indigenized big books with the help and guidance of the LRMDS-Bulacan. The big books passed through different stages. The teachers first make the storyboard and illustrations, and then they will set an appointment with the elders to translate words and validate illustrations. The elders and culture bearers are very strict invalidations. They ensure every picture is realistic and can be found in their community. After the validation of the elders, the parents will be the ones whom the teachers will read and present the big books. They will also give their feedback about the big books.

In the learning process, since the lessons are contextualized, localized, and indigenized, the teachers can sometimes invite parents to demonstrate the process. For instance, the fishing or the pagyayantok, and some preparations must be shared by the parents. With that, correct and solid instruction and learning are acquired.

Alternative Learning System (ALS). It is a program of the Department of Education that caters to the Out of School Children (OSC), Out of School Youth (OSY), and Out of School Adults (OSA) who are interested in going back to studies. It can be face-to-face, modular, online, or blended modality. Due to Covid-19 Pandemic, ALS is using Modular drop and pick. It has a Basic Literacy Program (BLP), Lower Elementary, Advanced Elementary, and Junior High School. Parents are encouraged to enroll at the BLP level. This means parental involvement is expected to be moral, social, and academic. In support of DepEd's plans and priorities of IpEd, DepEd has issued DepEd Order 22 s. Two hundred sixteen implementing guidelines on allocating and utilizing Indigenous People Education (IPEd) Program Support Fund to implement the program effectively.



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Conclusion

Dumagat parents are putting importance on education. They are making ways to ensure their children get a quality education for all to enjoy and cherish. Unlike in the lowlands, whose parents are educated and can facilitate their children's learning at home, Dumagat parents at the Kailugan envisions giving their children the best gift they could not get. That is the gift of education. With the help of the teachers and their guidance, they hope there will be no need for teachers from the lowlands to go to their community in the future. They will have a teacher from their tribe who will teach every Dumagat, regardless of age and gender, who wants to learn. Time Management, commitment, and a persevering attitude is their weapon to fight those challenges and barriers. Education is their last hope to kill ignorance.

In general, the study's findings show that Dumagat parents realized the immense benefits of parental involvement on their children's academic progress and the different forms of parental involvement. Parental involvement includes reading with children, helping with their homework, attending school activities and meetings, or volunteering in the classroom, which yields academic growth. This includes various activities to support and extend a child's learning at home and school.

Recommendations

1. There should be capacity building for Dumagat parents on their significant role in their children's education towards greater academic achievements.
2. There should be networking with dumagat parents, teachers, and students through social activities so children can feel more comfortable around others and enhance their collaboration and communication.
3. The school head must promote the school-home partnership. When children observe that home and school are engaged in a respectful collaboration for their benefit, they are likely to develop more positive attitudes. Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes.
4. The LGU must allocate an additional budget to support the school's programs, activities, and projects to benefit Dumagat learners and the community.
5. There should be strict monitoring and evaluation of the implementation of IPed in the community of Dumagat.

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