

The Relationship of Community Support to the Teaching Strategies in Handling Multigrade in Indigenous People Schools

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DOI: <https://dx.doi.org/10.47772/IJRISS.2025.906000104>

Received: 29 May 2025; Accepted: 31 May 2025; Published: 02 July 2025

ABSTRACT

Effective education in Indigenous People Schools, particularly in multigrade classrooms, necessitates understanding the interplay between available community support and implemented teaching strategies. The main objective of the study was to determine the level of community participation and strategies in handling multigrade in indigenous people schools. This study used a descriptive-correlational method of research. Data were collected from 108 respondents using a take all or total enumeration. The data was taken from the different multigrade indigenous people schools of the Division of Bukidnon. It used adapted questionnaire from Sison (2020). Descriptive statistics was used to describe the independent and dependent variables. Finally, Pearson product-moment or Pearson r was used to establish the relationship. Findings revealed that the highly positive and strong agreement regarding community support strongly indicates a significant and enabling role of the community in supporting multigrade teaching within indigenous people's schools. In teaching strategies, that the teaching strategies used in Indigenous multigrade schools are generally very effective and teachers are doing a good job using different methods to help students learn. And in relationship, community active participation and material support significantly influenced teaching strategies in multigrade Indigenous schools, particularly the use of differentiated instruction.

INTRODUCTION

Effective education in Indigenous People Schools, particularly in multigrade classrooms, necessitates understanding the interplay between available community support and implemented teaching strategies. A significant international problem is the mismatch between the types of community support available and the teaching strategies needed in multigrade Indigenous schools. Often, community support is primarily focused on providing material resources (like school supplies), neglecting the crucial need for active parental and community involvement in shaping pedagogical approaches. Simultaneously, teachers in these settings often lack the training and support to effectively integrate community input into their teaching, resulting in underutilized community resources and a disconnect between community values and classroom practices.

In the Philippines, many communities demonstrate limited active participation in school activities, including infrequent attendance at meetings and consultations, hindering collaborative curriculum development and resource mobilization. Concurrently, teachers often fail to leverage available resources, neglecting the use of technology and individualized instruction to address the diverse learning needs of students within multigrade classrooms.

Strong community support directly influences the effectiveness of teaching strategies by providing essential resources, fostering a collaborative learning environment and creating a supportive context for. Conversely, effective teaching strategies that incorporate community input and culturally relevant practices strengthen community engagement and increase the likelihood of sustained support for the school.

This research seeks to illuminate the pathways through which community support enhances teaching effectiveness and, conversely, how effective teaching strategies can foster greater community involvement, ultimately contributing to a more equitable and successful educational experience for Indigenous learners.

MATERIALS & METHODS

Research Design

This study utilized qualitative-correlational research design that examines the relationship between community support and teaching strategies employed in multigrade Indigenous People's Schools.

Locale of the Study

The study was conducted at schools within the Division of Bukidnon. The focal points of this research are located in a largely agricultural area where residents live a simple life centered around farming. The socio-demographic profile of these communities reveals a predominantly Indigenous population with limited access to resources and characterized by strong kinship ties and traditional cultural practices. This setting provides a crucial context for examining how the unique social dynamics and limited resources of these communities' influence both the level of community support provided to the schools and the effectiveness of the teaching strategies employed in their multigrade classrooms.

Participants of the Study

The 108 participants in this study are teachers from Indigenous People's Schools within the Division of Bukidnon. They represent a diverse group of educators working in multigrade classrooms, facing the unique challenges and opportunities inherent in providing quality education within their respective communities.

Research Instruments

The instrument in gathering information was adapted, modified and validated questionnaires based on the variable used in the study. It was adapted from Sison (2020). This covered the relationship of community support to the teaching strategies in handling multigrade in indigenous people schools. The survey questionnaire is composed of 2 parts. It has a Cronbach alpha of 0.951 indicates a high level of internal consistency. It suggests that the items or questions in a test or survey are strongly correlated with each other, measuring the same underlying construct. In practical terms, this means that the items in the test are reliable and consistently measure what they are intended to measure.

Data Gathering Procedure

Prior to data collection, the researcher obtained necessary approvals from the schools' division superintendent and district supervisors. Questionnaires were then distributed to 108 multigrade teachers in Indigenous People's Schools, with a brief explanation of the study's purpose and assurances of confidentiality. Completed questionnaires were collected by the researcher.

Statistical Techniques

The data was summarized, translated and analyzed through the following techniques: Descriptive statistics was used to describe the independent variable particularly community support. Finally, Pearson product-moment or Pearson r was used to establish the relationship of the significant relationship between the community support to the teaching strategies in handling multigrade in indigenous people

RESULTS AND DISCUSSIONS

Table 1 Summary of Community Support

Indicators		Mean	Descriptive Rating	Interpretation
Active Participation		4.35	Strongly Agree	Highly Positive
Material Support		4.33	Strongly Agree	Highly Positive
Financial Support		4.30	Strongly Agree	Highly Positive
Overall		4.32	Strongly Agree	Highly Positive

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.20-5.00	Strongly Agree	Highly Positive
4	3.40-4.19	Agree	Positive
3	2.60-3.39	Neutral	Moderately Positive
2	1.80-2.59	Disagree	Negative
1	1.00-1.79	Strongly Disagree	Highly Negative

The summary table of community support shows an overall mean of 4.32, which fall under “Strongly Agree” and is interpreted as “Highly Positive”. The highly positive and strong agreement regarding community support strongly indicates a significant and enabling role of the community in supporting multigrade teaching within indigenous people's schools.

Highest and Lowest Indicators

Among the three sub-variables, “Active Participation” got the highest mean score of 4.35. This means people in the community help a lot with teaching and learning, making school better for the learners. It implies that active participation is important because it shows that community involvement is key to successful teaching in these schools. In another study, Smith et al. (2020) explore how community engagement impacts Indigenous education. They argue that effective community engagement is characterized by meaningful participation from Indigenous families and communities, which leads to improved educational pathways and good teaching strategies for Indigenous students. Conversely, a systematic review by Santos et al. (2020) indicates that while community participation is often encouraged in educational projects, it is not consistently implemented effectively. Many projects lacked genuine engagement from community members, which undermined their potential impact on educational outcomes.

On the other hand, the sub-variable “Financial Support” got the lowest mean of 4.30. It indicates a relatively high level of agreement, but slightly lower than the other community support aspects in the study. This suggests that while financial contributions are present, they may not be as strong or consistent as the community's active participation or provision of material resources. The implication is that while financial support plays a role, strengthening this aspect of community involvement could further enhance teaching strategies and outcomes in these indigenous multigrade schools. In the study by Hearn and Kenna (2021), they found that while financial investments are crucial, they do not guarantee success unless accompanied by tailored support programs that address the unique challenges faced by Indigenous students. In contrast, the research conducted by Claridge and Ussher (2019) suggests that financial support significantly impacts the academic success of students from low-income backgrounds.

Getting the community involved is very important for teaching Indigenous students, but it's not always done right. Money helps, but good teaching methods are also needed. Successful programs need both community support and good teaching.

Table 2 Summary of Teaching Strategies in handling multigrade in indigenous people schools

Indicators		Mean	Descriptive Rating	Interpretation
Differentiated Instruction		4.35	Strongly Agree	Highly Positive
Multigrade Pedagogical Approaches		4.33	Strongly Agree	Highly Positive
Use of Indigenous Knowledge and Resources		4.31	Strongly Agree	Highly Positive
Overall		4.33	Strongly Agree	Highly Positive

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.20-5.00	Strongly Agree	Highly Positive
4	3.40-4.19	Agree	Positive
3	2.60-3.39	Neutral	Moderately Positive
2	1.80-2.59	Disagree	Negative
1	1.00-1.79	Strongly Disagree	Highly Negative

An overall mean of 4.33, interpreted as "highly positive," means that the teaching strategies used in Indigenous multigrade schools are generally very effective. Teachers are doing a good job using different methods to help students learn.

Highest and Lowest Indicators

Among the three sub-variables, “Differentiated Instruction” got the highest mean of 4.35. It shows that it's a very effective teaching method in Indigenous multigrade schools. This means teachers are successfully adapting lessons to help all students learn better. According to Funk (2024), that differentiated teaching methods are essential for effectively engaging Indigenous students, highlighting the need for teachers to adapt their strategies to meet diverse cultural needs and learning styles. Conversely, Lavana-Nor (2020) states that while Differentiated Instruction is a beneficial approach, its effectiveness is hampered by significant implementation barriers, including teachers' lack of knowledge and self-confidence.

On the other hand, the sub-variable “Use of Indigenous Knowledge and Resources” got the lowest mean of 4.33. This might mean that while valued, it's less frequently used compared to other teaching strategies. This implies a need for more resources and training to help teachers effectively integrate Indigenous knowledge into their teaching. Sengupta (2020) highlights issues such as the perception of Indigenous knowledge as "backward" and the lack of training for teachers, which makes it difficult to integrate these teachings into the curriculum. While, Grando (2021) discusses the lack of support and resources for teachers in integrating Indigenous knowledge into their lessons. It emphasizes the need for better training and materials to help teachers effectively teach Indigenous perspectives.

Table 3 Test of significant relationship between the community support to teaching strategies handling multigrade in indigenous people schools

Variable	R	p-value	Interpretation
Active Participation	.205	.297	Significant
Material Support	.200	.027	Significant
Financial Support	.099	.029	Not Significant
Differentiated Instruction	.239	.011	Significant
Multigrade Pedagogical Approaches	.011	.906	Not Significant
Use of Indigenous Knowledge and Resources	.048	.610	Not Significant
Overall	.185	.049	Significant

Community active participation and material support significantly influenced teaching strategies in multigrade Indigenous schools, particularly the use of differentiated instruction. However, financial support, multigrade pedagogical approaches, and the use of Indigenous knowledge showed no significant relationship with community support, suggesting other factors are at play in their implementation. Lowe (2019) discusses the challenges and factors influencing effective engagement between schools and Indigenous communities. It emphasizes that active community participation and material support are crucial for enhancing educational outcomes in Indigenous settings.

Implications of the Results

Active community participation significantly impacts teaching effectiveness in multigrade Indigenous schools more than financial contributions alone, highlighting the crucial role of direct community involvement in improving learning outcomes. Strengthening this active participation, beyond financial support, is key to enhancing teaching strategies and student success.

Differentiated instruction proved the most effective teaching strategy in Indigenous multigrade schools, highlighting the importance of adapting lessons to meet diverse learning needs. Conversely, the underutilization of Indigenous knowledge and resources, despite its value, reveals a need for increased teacher training and resources to effectively integrate this culturally relevant approach into teaching practices. Focusing on both differentiated instruction and the meaningful integration of Indigenous knowledge will significantly improve educational outcomes in these schools.

In the findings of relationships, community support is important for Indigenous multigrade schools and the type of support matters more than the amount. Active participation and material support are more effective in improving teaching strategies, particularly differentiated instruction, than financial support alone. This suggests that schools should focus on building strong relationships with communities and ensuring they have the resources they need to help with teaching and learning.

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