

INEQUALITIES OF CLASSROOM LEARNING AND SCHOOL PERFORMANCE AMONGSCHOOLS IN FRAGILE AREAS

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ABSTRACT: *The study aimed to explore the inequalities in learning and school performance among schools in fragile areas. This is a qualitative research study that explores views, observations, interpretations, and reactions to the topics. An open-ended questionnaire was used to gather information. The sample of the study included ten (10) teachers and ten (10) students. Results showed that educational challenges, struggles in scholastic ability, disrupted schooling, financial capability, and cultural interference affect the scholastic performance of schools.*

Keywords: Classroom learning, School performances, Fragile areas

1. INTRODUCTION

Individuals have a distinctive personality, and they differ in the kind and capacity of academic advancement. The specific learning variation is acknowledged as an important variable [1]. It is this variation that can serve as a link to the causes of educational realization, which is why distinct variability has to be given better attention. Learners are diverse, and their performances change with the situation. The awareness that, as humans explore the environment, this has entwined their growth and progress. This is significant because it reflects on an individual's ability to have the necessary requisites for transformation, which are innate to organisms. Educators, on the other hand, should be open to this idea of variation, especially in the educational activities and experiences they prepare.

Education is said to possess the immense capability to minimize inequality. Still, in most cases, the said inequality, namely income or socioeconomic inequality, family size, and parental education, generates a gap that impedes the learners' academic performance and the educational institution as a whole. As analyzed across several countries, the existence of earnings inequality wherein it explicates the effects of the struggle that could escalate learning unevenness.

The notion of a fragile area is also a situation where learning is hampered. According to the Organization for Economic Cooperation and Development (OECD), "fragile areas are sites or regions in which the national authority is unsuccessful in finding ways to uphold peace and order, adequate management, and scarcity decline [2]. Moreover, there are identified interconnected elements that are the origin and capable of withstanding the delicateness of an area. This element includes sluggish government organization, the inadequacy of honest improvement, scarcity and starvation, historical background, and others. Learning in fragile areas undergoes rough times. Fragility causes problems in the educational system, including the inability to fund education-related expenses, a shortage of skilled educators, a threat to educators or any educational staff, and other problems [3]. The children living in these fragile areas are seriously affected by things like the deaths of family members, injuries, trauma, and others. UNESCO explicates that in countries identified as having armed conflict, the children usually comprise half of all the out-of-school children in the primary stage of schooling [4]. Therefore, the current undertakings would like to have a deep understanding of the inequalities in classroom learning and school performance among schools in fragile areas.

2 RELATED PIECES OF LITERATURE

The development is depicted as how the child grows, and it usually follows a systematized order of progression. Following this orderly progress, there is the truth that it involves added complexity and variables [5, 6]. The intricateness of individual development reveals a unique course that they contrive throughout the process of growth. The perception of variability between individuals and recurrence was rejected and believed to be purely a mistake that should be refined to see its genuine nature [7]. But as the years evolved and many studies supported the notion, variability was appreciated. It was considered an error or a glitch, but the glitch was later acknowledged as variability, which emphasizes the variation in how individuals

behave under given circumstances.

The variation in the attribute is essential for the foundation of the theory of evolution [8]. This can be observed when an activity or problem is introduced and the children arrive at different responses or explanations; therefore, variability exists [9]. He also discusses how individuals employ other ways to express their explanations; this is a form of intraindividual variability. An additional instance of intraindividual variability is detected when there are various ways of repeating the observed move, but it cannot at any time provide the specific move despite the number of rehearsals done [10]. Thus, the variability in repeating moves emulates the unpredictability of the routine. There are various ways to finish the work and then increase flexibility, like in movements when the child chooses to slide, jog, or walk [7, 11]. The acceptance of variation with increasing knowledge and abilities is intended to maximize the constancy of the act.

There are factors that essentially impact the development of inequalities in learning, namely income inequalities or socioeconomic status (SES), parental education, and family sibling size. Several studies have pointed out the increasing division between socio-demographic status and its impact on education [12]. The supplementary compensation has a direct consequence on intellectual skills, which is a factor that deepens the inequalities among families belonging to the marginalized sector [13]. In a study, the variance of socio-demographic characteristics and academic success was explained [14]. In a study of displays, the rise in income created a disparity in interpreting reading ability over a period of time [15]. The

The researcher also observed that the flow of numerical intelligence was at the same level [15]. Accessibility to different intellectual ventures in a higher-earning family is proof of understanding and will refine linguistic abilities [16]. Furthermore, parental efforts to devote valuable time to their children and arrange leisure activities have a bearing on their growth. Accordingly, there is observed variation for families between high and low-income earners in the effort to make time for their children [17]. High-income earners are capable of financing and exposing their offspring to educational places that can contribute to enhancing children's intellectual undertakings, especially in scientific areas, civics, and culture. Children coming from families with a lower SES display a serious manner of behaving that stems from a series of occurrences of misdeeds at home, in the community, or in the environment in which they live [18]. Analysis has revealed that the availability of resources is imperative for generating academic benefits and that good academic performance reflects financial benefits. As analyzed across several countries, the existence of earnings inequality wherein it explicates the effects of the struggle that could escalate learning unevenness.

3.0 METHODOLOGY

3.1 Research design

A qualitative study was suitable for the objectives of the analysis, which was to clarify an occurrence based on the observation of a person's involvement in a particular position [19]. It was purposely prepared to gather relevant information about the experiences of teachers and students in an educational institution based in what are considered fragile areas in

BARRM, specifically Basilan Province, which has a bearing on the school's performance. The qualitative study was performed using grounded theory. "Grounded theory is an esteemed qualitative technique of stirring specific information into collective understanding" [19]. This investigation hypothesized the phenomenon of understanding participants, recognizing them in theoretical terms constructed through coding the information from interviews and building a concept centered on the explanation of the documented involvements.

3.2. Research participants

In this study, the invitation was forwarded through email and hard copy to the teachers in the three [3] different DepEd schools in BARRM, specifically Basilan. These educational institutions were located in conflict-affected areas and have been established for more or less fifteen years. Participants were the teachers in the said institution—at least 15 teachers and 10 students. At least five [5] teachers were selected in each of the identified schools through the snowball sampling technique. An average of five teachers in each school were interviewed who met the minimum criteria of at least 10 years in the service and had witnessed insurgencies in the area. With their experiences, they can provide valuable information and observations regarding the variability and inequalities in learning. Furthermore, this study assured the protection of the identities of the educators, and the information they shared was utilized with the utmost confidentiality.

3.3 Sampling design

The study adopted snowball sampling involving the identified participant to include other selected populations under study. The information was handed from one interviewee to another interviewee as suggested by the participant who voluntarily participated, so the sample increases with the conduct of the interview. It will then saturate, and no suggested individuals will be given [20].

4. DATA COLLECTION PROCEDURE

The data gathering was done in two (2) stages. The first stage was to gather information about the status of the educational system in the DEPED BARRM region and the history of the insurgencies in the province. The gathered data or information were used in preparation for the interview, focus group discussion, and observation. No interview was conducted without the written and verbal consent of the participants. The next stage was fact-finding; most of the interviews, observations, and focus group discussions (FGD) were initiated. And a collection of any augmentation of understanding that bridges the disparity and expounds certain arguments. The work has two (2) extensive founts of knowledge, namely, the interviews and the documentary examination. The transcribed interviews were forwarded to the interviewees for evaluation. The interviewee was allowed to add any upon review. With the validation of the contributor, the necessary corrections were completed as essential in the transcription, including capturing any reflective thoughts following the interview. Participants were not part of the writing or editing of the actual analysis and results, as no one participant had access to any other interview.

5. RESULTS AND DISCUSSION

Findings revealed that there are a wide range of inequalities that affect school performance. Educational Challenges. Lack of academic support such as infrastructure and reading materials. It was noted as indicated ("In the class, I have more than 100 students, the tendency is that they are distracted, and some are merely sitting on the floor because we don't have enough chairs"). ("Our school doesn't have enough books; usually 2 to 3 pupils will share one book.") Struggle with scholastic ability. Students have difficulty learning the subjects; they appreciate simple topics, but more complex topics are quite hard to understand. ("The performance of the students is poor because most of them don't know how to read and have no comprehension.") Most of the

students stop going to school. (Some of the reasons are that they have to work to financially sustain their siblings, and most of the reasons are early marriage.) The usual strategy used in teaching is the lecture method. Because more than 55 percent of the students inside the classroom are slow readers, 20 percent are non-readers, and the rest are doing well. (For them to practice reading, they have to copy lectures and read their lectures at home.)

Disrupted schooling. Most of the students stop going to school. (Some of the reasons are that they have to work to financially sustain their siblings, and most of the reasons are early marriage.)

Financial challenges. The majority of the students are working, and they need to sacrifice their education. The student even indicated, "I need to work to help my family because I have 3 brothers and 4 sisters, and I am the eldest. A dearth of financial income causes severe effects on societal adjustment and instructional achievement [21, 22]. Apart from working, they also need to take care of the younger siblings and do household chores because their parents need to work.

Cultural Interference. Cultural beliefs tend to interfere with school performance, as indicated (some students get married at an early age because of parental agreement and other forms of traditional agreement).

6. CONCLUSION AND RECOMMENDATION

Based on the results, it showed several inequalities that affect the school performance of the students. These are the educational challenges: struggles in scholastic ability, disrupted schooling, financial capability, and cultural interference. As a recommendation, the school administration needs to prepare a specialized learning program to address the inequalities observed in schools in fragile areas and improve the learning outcome.

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