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Efficacy of Bringing Higher Education to the Tribal Rural Community in Southern Philippines

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Abstract

Bringing tertiary or higher education to the tribal community in Southern Philippines was very effective. There are more tribal members who are now beginning their higher education degrees. This means that there are more tribal individuals who are in their way to get their higher education degree in two to three years. With their higher education diploma, the members of the tribal community will have better access to higher paying jobs. These members will become role models of the younger generation in the tribal communities.

Key Words:

Higher education; Tribal Communities; Tertiary Education Tribal Members; Satellite Campus; Access to Higher Education

Introduction

Communities need to build its stock of educated individuals, either by increasing the educational attainment of its own population, or by supplementing its population with more educated workers from outside the region. In order to attract highly skilled workers and retain the best and brightest workers, rural communities need to be attractive, livable communities. This does not mean doing away with the rural way of life. It simply means broadening access to the amenities and infrastructure that attract and retain leaders, entrepreneurs, and the next generation of rural residents (Lewin, 2015).

The Province of Bukidnon has lots of rural communities that do not have access to higher education infrastructure and service. Many college aged students are deprived

of pursuing their degree because their families cannot afford to send them to the universities or colleges in the cities due to poverty and proximity. For this reason, a group of Local Government Units in the Province of Bukidnon appealed to the universities to make their educational services accessible to the rural communities. In response to the appeal from the different Local Government Units (LGUs), the Bukidnon State University-External Study Centers (BSU-ESCs) were established in the municipalities and cities in Northern Mindanao, Caraga Region and Region XI since 1981. The ESCs has provided access of tertiary education to the local communities mostly working students, children of farmers, fishermen, rank and file government employees, married students and household helpers. The academic programs offered were Bachelor of Science in Elementary Education, Secondary Education, Business Administration, Public Administration, Economics and Social Sciences, among others (External Studies Center, 2018).

However, during the past 3 years, a series of fact-finding monitoring visits on the 18 ESCs were undertaken by a team from the Commission on Higher Education composed of representatives from its Legal and Legislative Service (LLS), the Office of Quality Assurance and Governance (OIQAG), and the CHED Regional Offices in Regions X, XI and CARAGA (External Studies Center, 2018).

Results of the evaluation report disclosed that the operations of the 18 ESCs were not compliant with the standard requirements under the Manual of Regulations for Private Higher Education (MORPHE) in terms of the establishment of Institutional Sites and Building, Library Standards, and Programs' Compliance. Henceforth, in 27 April 2015, the CHED Commission en Banc on its joint Management Committee and

Commission En Banc meeting at the Chairperson's Boardroom HEDC Building, C.P. Garcia Avenue, U.P., Diliman, Quezon City issued Resolution No. 338-2015 directing the Bukidnon State University through its Governing Board to desist from expanding its operations without first complying with all pertinent CHED policies, standards and guidelines, to ensure that those who have less in life but are truly deserving in their area of operation will be provided with recognized higher education degrees and other course openings (External Studies Center, 2018).

Most rural areas in the Province of Bukidnon have no post-secondary educational infrastructure and academic offerings, thus, the college aged students are deprived of having access to tertiary education. Plenty of rural families struggled to send their children to college in urbanized cities due to poverty and proximity. The existence of a university in a rural municipality will surely offer a vast array of opportunity not only to the students but to the parents as well, student from the locality will opt to enroll in the much nearer university in order to save money for food and accommodation.

In 2018, Bukidnon State University (BukSU) built the BukSU Cabanglasan Satellite Campus. The existence of Bukidnon State University Cabanglasan Satellite campus brought new hope and opportunity to all students who wished to finish tertiary education. With the access to free tuition, the college-aged residents particularly the tribal students of the municipality took this chance to pursue their higher education degree.

This study revealed the efficacy in bringing higher education to the tribal rural community in the northern part of Southern Philippines. The research sample were the students in the satellite campus. The research question was, "how effective was higher

education to the tribal members in the community?” Descriptive frequencies and one-way analysis of variance were used to analyze the results of the survey.

Results

Table 1. Descriptive Frequency Distribution of Ethnic Group

What is your ethnic group?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bukidnon	17	28.3	28.8	28.8
	Higaonon	8	13.3	13.6	42.4
	Talaandig	1	1.7	1.7	44.1
	Umayamnon	5	8.3	8.5	52.5
	Other	28	46.7	47.5	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

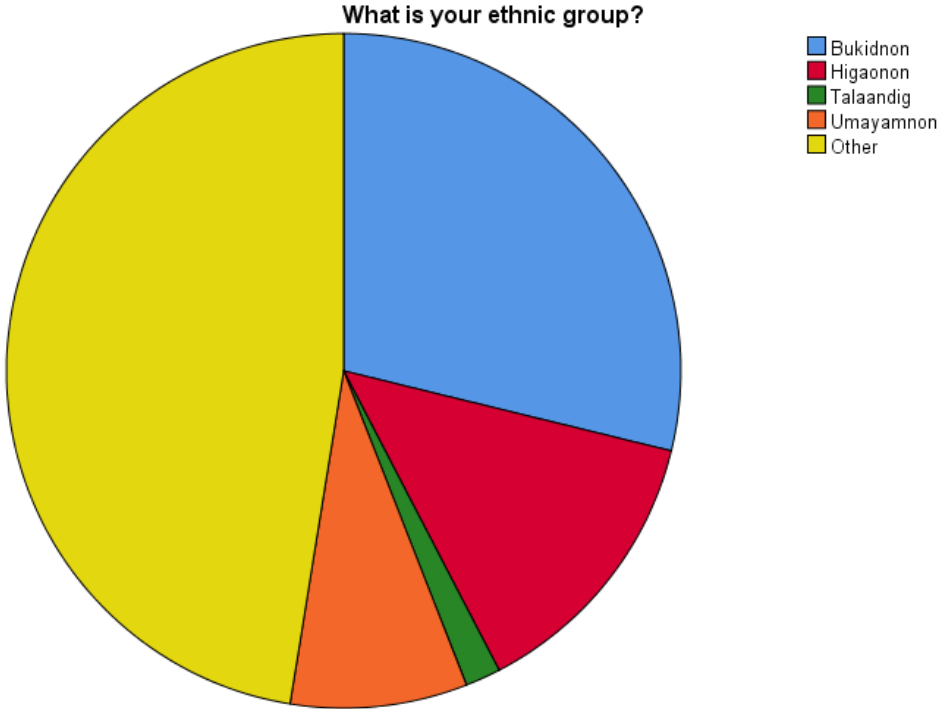
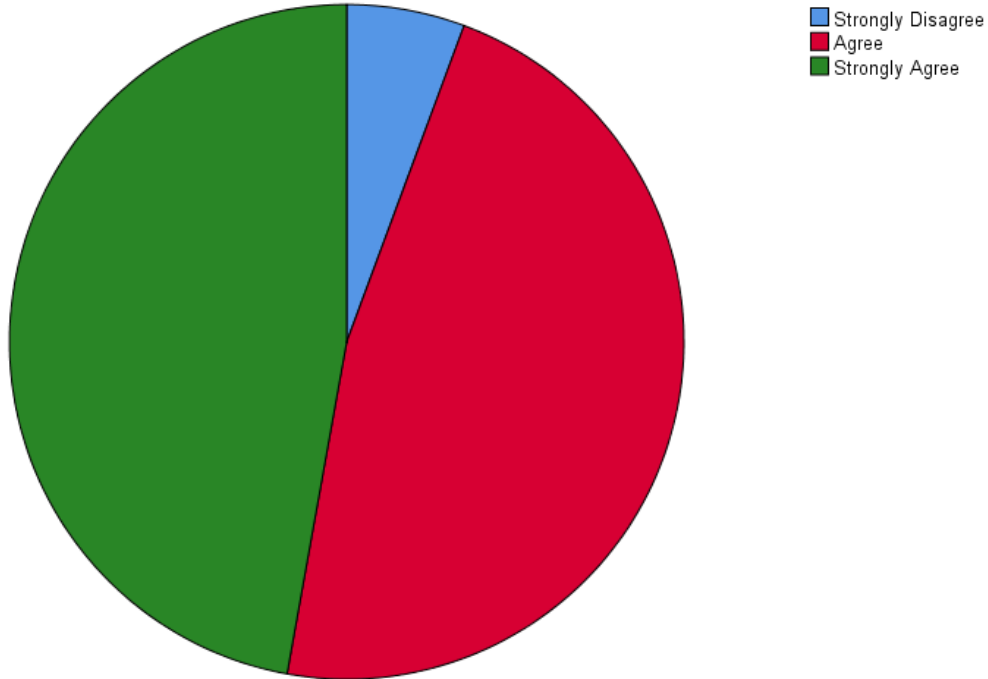


Table 2. Descriptive Frequency of the Effectiveness of Bringing Higher Education

The Satellite Campus is effective in offering quality higher education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	5.0	5.7	5.7
	Agree	25	41.7	47.2	52.8
	Strongly Agree	25	41.7	47.2	100.0
	Total	53	88.3	100.0	
Missing	9	6	10.0		
	System	1	1.7		
	Total	7	11.7		
Total		60	100.0		

The Satellite Campus is effective in offering quality higher education.



Conclusion

Bringing tertiary or higher education to the tribal community in Southern Philippines was very effective. There are more tribal members who are now beginning their higher education degrees. This means that there are more tribal individuals who are in their way to get their higher education degree in two to three years. With their higher education diploma, the members of the tribal community will have better access to higher paying jobs. These members will become role models of the younger generation in the tribal communities.

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