

Challenges Affecting Learning Outcomes Among Indigenous Adolescents: A Public Health Perspective

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Abstract

This study aimed to identify the factors that influences indigenous learners academic performance. A population of 139 indigenous learners from grades 4-6 were the research respondents in the public schools in the Division of Bayawan City. This research utilized the Descriptive-Correlational method and statistical tools were used to answer the specific problems. Results revealed that indigenous learners showed a high extent on their individual, instructional, and socio-cultural perceived factors. Moreover, the data indicated that the academic performance of the respondents on the core subjects such as English, Science, and Mathematics is “Fairly Satisfactory” on the first quarter and satisfactory level during the second quarter. Lastly, there is strong relationship between the individual factors like study habits, academic self-concept, and confidence in academic life on their academic performance. While they are on moderate relationship in their interest. A very weak relationship on instructional factors, and moderate extent on parental support.

Keywords: Indigenous learners, individual factors, instructional factors, socio-cultural factors, academic performance

Chapter I

The Problem and Its Scope

Introduction

Indigenous peoples' right to education is enshrined in Philippine Constitution wherein it states that "The Philippine government shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all" (Art.XIV, Sec.1). This is then supported with the enactment of Indigenous Peoples' Rights Act (IPRA), United Nation Declaration on the Rights of Indigenous Peoples (UNDRIP) and then later, realized through the adaptation of Indigenous Peoples' Education (IPed) Policy and Framework (DepEd Order no.32, series of 2015) to make learner-centered, contextualized, and culture-sensitive indigenous learners (Luistro, 2011).

Despite the existence of national legislations, Bradley, Draca, Green and Leeves, (2007) revealed that indigenous minority groups in Australia, Canada, New Zealand, United States and Philippines are severely disadvantage according to a range of socio-economic indicators that hinders of having a culturally relevant quality education.

The study of De Bortoli and Thomson (2009) provided that there are still large gaps in the socio-economic background of indigenous learners. Less educational resources means that many indigenous children start school at disadvantage. They

are more likely to miss school on regular basis especially during harvest season.

Lower achievement and discontinuity of schooling can lead to lower levels of academic performance/achievement.

In Philippine educational context, indigenous students such as “Igorots” in Benguet were discriminated and bullied as “Uplanders/Highlanders” with dark skin, thick lips and kinky hair when mainstreamed to a dominant population.

This implies that “Igorots” need to adjust their traditional way of learning to mainstream approaches, making them feel inferior with their identity. This manifested that “Igorots” have less confidence and most likely not to attend school (Adonis and Couch, 2017).

Nonetheless, it was clearly stated that indigenous learners were of disadvantage in school. The situation was observed by the researcher as she was also handling Bukidnon-Magahat learners in the school where she is teaching. She also encountered challenges in having appropriate instruction and connections with the community since she was not a native of the community. It is on this premise that the researcher was interested to prompt the study on the influencing factors that affect indigenous learners’ academic performance. It is only in careful analysis of their shortcomings and even strengths when she can develop mechanisms which will help her indigenous students to become better versions of themselves, thus transcending them into a wide array of opportunities relevant to their over-all growth as a learner.

At present, no study in the local setting has yet explained the different factors that affect academic performance of Bukidnon-Magahat learners despite the

knowledge system, practices and learning system in educational context.

Theoretical Background of the Study

This study is anchored on Socio-cultural Theory by Lev Vygotsky. Socio-cultural theory considers society and culture as important factors that shape and develop an individual. Socio-cultural theory gives emphasis on the three main concepts. First, cultural values, beliefs, and traditions of people within the society where the child belongs. Second, child's social interactions with parents, peers and teachers, and lastly language and communication skills that develop individual's socio-cultural, learning and cognitive functions from the society or community where the child live.

Cultural values, beliefs and traditions. According to Vygotsky, cultural values, beliefs, and traditions are components of child's cultures and societies. Since child has some innate biological characteristics of his brain, society and culture provide what he referred to us as 'tools of intellectual adaptation.'" The child uses these tools such as society's cultural values, beliefs and traditions to adapt and develop his human intelligence and cognition. These levels of learning in children appear in two ways according to this theory, first in socio level and second in personal level. Socio level states that child learns through interaction with in the society and personal level says these learning are emulated throughout his life. Hence, Vygotsky believed that child's behavior and thinking pattern change because of cognitive development that occurs socio-culturally.

Social interaction. Social interaction has a significant function in child's cognition and development. Vygotsky believed that social learning leads to development and that social interaction primarily originates from child's culture and society (UNESCO). Vygotsky believed that "Every child's cultural development occurs first on the social level between people such as parents, peers, elders, and the culture at large were responsible for developing higher order functions and later, on the individual level where child's cognition is activated and influenced of his/her society or culture (Cherry, 2018).

Social interaction in the context of education, Vygotsky's theory of Zone of Proximal Development (ZPD) is commonly known and has been used as guiding principles in some schools. The idea of Zone of Proximal Development (ZPD) is an area of what the students can do with the support of a more experienced and knowledge other, and what the students can do when doing the task independently. For example a teacher or a more experienced peer is able to support the learner with "scaffolding" to have better understanding of concepts or skills in the classroom context. Thus, collaborative learning, discourse, modeling, and scaffolding are strategies for supporting the intellectual knowledge and skills that help facilitate in the teaching-learning process are concept in this theory (UNESCO).

Language and communication skills. Vygotsky believed that language is formed from social interactions and it is man's powerful tool used in communication. According to Vygotsky (1962) language has two significant functions in human cognition: first, it is the channel by which adults transport information to their children. Second, language by its nature is powerful weapon of intellectual adaptation. For Vygotsky, at first "thought and language are disunited

systems from the beginning of life, they are fused at around three years of age. At this point, speech and thought become interdependent; thought becomes verbal, speech becomes representational. When this happens, children's monologues when internalized become inner speech. The internalization of language is important as it drives cognitive development.

Socio-cultural reasons help children to form concepts, mindsets, logical memory and attention span. These are parts of cognition of human. A child cannot learn many things without society like language skills. They used to be with people to learn how to use language. Perhaps, people also develop their own cognition by reading, interacting, using various tools. So, a person's cognitive level and another person's can be different.

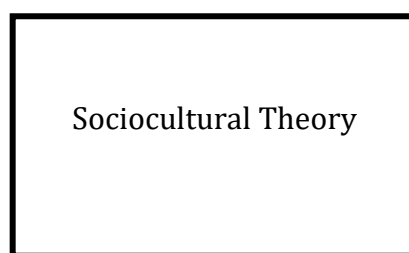
The concept of Socio-Cultural Theory correlates to the present study, as Bukidnon-Maghat learners have their own culture, beliefs and traditions within the community. As they were entitled to have their ancestral land, Bukidnons usually have these practices of having rituals before planting season like "padugo, talking to the elements found in the community, "pagbaba og bata" in planting banana and "believing in the use eggshell" in planting sweet potato in order to have fruitful harvest, using their native language "Binuki" when conversing, performing their tribal songs and dances during celebrations such indigenous peoples' day. Having these practices to bukidnons are essential because they believe that aside from education, they also strive for the survival of their culture. Thus, this concept is associated with child's development as indigenous learners adapt to what their culture is and instill it within themselves.

Furthermore, indigenous learners' interactions within the people in the community like their parents, classmates, peers, teachers, and elders influence their total being. Elders and parents are the people who are responsible in transmitting their cultural beliefs and traditions like respecting the elders (aki/baye), believing in babaylan as element healer, practicing good values within the community, using their indigenous materials, and ect. to their children so that indigenous learners will honor and adopt what they see, hear, and believe within his/her environment. Aside from these, the child's participation in school activities such as attending meetings/conferences, indigenous peoples' day, support and involvement impacts their growth and development as their families are said to be their teachers at home. Meanwhile, indigenous learner's interaction to their peers and teachers made influence in an educational context. As indigenous learners interact within the community together with their peers, they will then have that sense of belongingness in individual/group discussion or in collaboration in doing school tasks as they are in the same race or ethnicity as Bukidnons. Peer influence may also bring an impact to their individual plans, likes, dislikes and mode of interest. Lastly, indigenous learner's interaction with their teacher is said to be crucial as the latter is the sole prime mover of a child's learning and development. Their deep understanding and engagement with Bukidnons cultural background helps in understanding the nature of indigenous learners. Through this, they can impose teaching strategies that suit the learning needs of indigenous learners. They may localize and contextualize learning materials and school activities into community's resources, so that indigenous learners can interact and respond actively during class discussions or in any school works. This kind of interaction will allow learners to

gain confidence or interest in learning that will then foster a good teacher-learner relationship. Thus, teacher-learner interaction is central and significant in the teaching learning process.

Lastly, as the theory exhibits concept of language and communication, and that language is developed through social interaction within child's society or community, it obviously supports the present study as indigenous communities have their own native language "Binuki" as means of their communication. As the child interacts with his/her environment through daily conversations or teachings of indigenous languages from his/her parents and other community members, he/she will then learn to imitate and integrate those languages into his/her system to form concepts, ideas and develop cognition to express themselves and communicate with other people. Thus, a child can express his/her self in a manner that is known or native to him/her.

The diagram of the theoretical framework of the study is presented on the next page to summarize the concepts presented above.



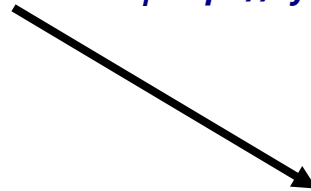


Figure 1. Diagram of the Theoretical Framework of the Study Based on Lev Vygotsky Socio-cultural theory

Review of Related Literature and Studies

This section cites the literature and studies relevant to this study.

Concept of indigenous peoples. Indigenous Peoples are also known as first, aboriginal, and native people, torres strait islander categorized as minorities that posses their own languages, cultural traditions, personality traits, ancestral land territories and self identity as indigenous individuals (Cobo, 2004).

Education (2003), there are five characteristics ascribe to indigenous people by way of defining them: first, self-identities as indigenous individual; second they have their own linguistic identity which is different from the dominant society; third, they have social, cultural, economic, and distinctions and traditions of political from the dominant culture; fourth, economic to traditional systems, and; strong attachments of culture and habitants of these people.

In relation to the study, Mascunana (1997) revealed that there are recognized Indigenous Peoples or Indigenous Cultural Communities (ICC's) in the City of Bayawan, and in the municipalities of Basay and Sta. Catalina. In particular, these are the Negritos or Ata of Barangay Canggohob Mabinay and Bukidnon-Maghat-Tribe of Baranagay Cabatuanan, Basay, Negros Oriental. In support to this, the study of Espante (2017) revealed that Bukidnon-magahats Indigenous Cultural Communities (ICC's) have claimed their Certificate of Ancestral Domain Title (CADT). She further expressed that Bukudnon-magahats awareness on Indigenous Peoples Right Act of 1997 to their ancestral domains encompasses their right to protect and promote their ancestral lands. She said, "their land is their worship area (religion), their institution of learning (education), their area of governance (politics and government), their medical center (health), shelter (defrense and security), identity (personality and character), and their history.

According to Rogelio Trono, the tribal Chieftain of Cabatuanan, Basay, Negros Oriental the concept of indigenous peoples to Bukidnon-Magahat as one of Indigenous Cultural Communities (ICC's) defined their nativeness as "lumad" bukidnons having the character traits of "magahat" meaning "brave." They also have

community . Aside from their ancestral claims, they also have their own cultural practices, beliefs and traditions that have been honored up to the present (Trono, 2018).

In light of this, according to Calunsod (2013) the Philippines is "indigenizing" its basic education curriculum for the country's various ethnic groups to develop the marginalized people. He added that, culturally responsive curriculum must have the content of language, culture, and identity which are central to indigenous education because they are strong partner of knowledge and transmission (Jacob, Porter, and Cheng, 2015).

As stated in DepEd Order no. 32, ,2015 or known as Indigenous Peoples Education Curriculum Framework, indigenization refers to the process of enhancing the curriculum competencies, education resources, and teaching learning process in relation to the bio-geographical, historical context of the learners community. In the context of IPEd, indigenization refers to the process of interfacing the national formal education curriculum and Alternative Learning System (ALS) curriculum with Indigenous Knowledge Systems and Practices (IKSPs) and Indigenous Learning System (ILS). This implies that the national competencies must marry the indigenous cultural competencies to appropriately align learning resources such as using localized, contextualized, and indigenized materials found in the community to suit and activate indigenous learners learning and to better in their academic performance.

Factors influencing academic performance. In this study, the underlying aspects that affect academic performance of Bukidnon-Magahat learners are individual factors, instructional factors and socio-cultural factors.

Individual factors. In this study, the factors considered are the following: identity, interest, study habits, academic, self concept and confidence in academic life

Identity. Phillips (2012) describes identity as whom and what people think they are in the particular community. It is an essential element of one's sense of self, and a contributory to self-esteem. In the study of Vogel and Human-Vogel (2018), the identities of engineering students is predicted by how are their investments in their studies manifested. According to Purdie, Tripcony, Lewis, Fanshawe, and Gunstone (2000) identifying self will be done through interactions and interpretations with the environment, findings revealed that there are several factors that influence in shaping the identities of Indigenous Australian students. The factors are the following: first, the significant people within the school such as teachers, principals, parents, and peers who exhibit value and acceptance of indigenous learners and their culture, thus indigenous learners are proud and can express in their own way in a school context. Second, the school system which includes the following: homework centers, class groupings, and discipline systems. Homework centers are important in helping students develop an image of themselves as successful students with the provision of adequate facilities, teachers and parents time contribution after school to indigenous students. Additionally, class groupings such grouping arrangements by gender and discipline systems were used for teachers to easily identify similarities and distinctiveness. Third, the

curriculum which includes indigenous studies, languages, alternative programs, indigenous cultural activities. Fourth, home/community (parents, other family member, indigenous role models); and lastly, general Australian community. Findings notioned that self-identity is a multidimensional in its influences on development.

Age and sex are also identification of one's identity. Age is a measure that most school organizations group students accordingly based on the date of birth of the students to determine the possible differences of the students in terms of their academic performance in school and to organize appropriate instruction according to the age level and needs of the students (Navarro, Rubio, and Olivares , 2015). Students with the same age bracket assume to have the same educational needs (UNESCO, 2015). Students actually represent ranges of age in any given classes. Huang and Invernizzi (2012) noted that younger students had lower literacy measures than those older students in the same class. In other words, when students of varied ages in months in the same grade level were tested at once, older students perform better than younger ones, but when of the same age and months were tested, the differences were negligible (Crawford, Dearden, and Greaves, 2014). These findings are significant as they reveal the impact of even small age difference on academics.

On the other hand, sex is an individual's identification whether a person is a male or a female distinguishable through genetic factors within the individual (Newman, 2018). In the current K to 12 education program in school settings reveal that females perform better than males, and have stronger relationships with their teachers. In contrast, males are most likely subjected to suspension and

dropping out since they exhibit less interest in their studies. Generally, 42% of boys ages at least 17 have been suspended from school compared with 24 % of males (Juvenile justice and delinquency prevention 2016). The NationalCenter for Education statistics has shown that nearly twice as many males than females between the ages of 5-12 are held back at least one grade (Freeman 2004).

Interest. Kplovie(2014)stated that interest is an affective psychological trait and a very strong knowledge emotion which encompasses a positive feeling of being motivated to skillfully and cognitively process information with optimum persistence. The strength of one’s interest in learning and in schooling may represent an important aspect of personality, motivation, cognition, development, emotion, behavior, hobbies and reasoning (Silvia, 2006).

More contemporary interest theorists have divided interest into two components, these are individual and situational interest (Hidi and Baird, Renninger, cited in Harackiewicz, and Hulleman, 2010). Individual interest is personal trait will endure over time; the interest is within the disposition of an individual. For example, an individual’s interest to subject content such Science or Mathematics is within them from any educational context. In contrast, situational interest is more momentary or situational; it can be a specific reaction unto something interesting such as funny educational video clips or colorful objects presented in the lesson. Thus, it was demonstrated that both individual and situational interest contribute to the process of learning and achievement (Harackiewicz and Hulleman, 2010). Maurice, Dorfler, and Artelt (2014) posited that interest in school subjects is related to academic achievement, student’s with higher interest in school task/activities can lead to positive and persistent academic

engagement which will result to improved test-score or grades. Activating interest can contribute to a more engaged, motivated, learning experience for students (Harackiewicz, Smith, and Priniski, 2016).

Study habits. Crede and Kuncel (2008) defines study habits as child's ways of learning, it is how the child habitually practices during school days with appropriate study routines to meet the demands of academic task.

Additionally, Ebele and Olofu (2017) pinpointed fourteen good study habits to improve academic performance. These are: regular attendance in school, daily reviewing of notes, read materials prior to the lessons covered in the class, daily study, a conference with the teacher, read resources to have prior knowledge from the lesson, ask for guidance, attend learning resource lab when available, practice a list of questions to ask in the class, ask questions from the class to clarify unclear concepts, study an old exam for practice when available, study lessons ahead of time, and have enough rest and sleep before the exam.

Cerna and Pavluisheshchenko (2015) cited that study habits and total time spent studying do affect grades. On the other hand, Nonis and Hudson (2006) noted that the amount of time spent studying, measured during the ninth week of a 15-week semester has indirect influence on academic performance in which academic ability relates to affect academic performance. Gudaganavar Halayannavar (2014) asserted that home environment, planning of work, reading and note taking habit and preparedness during examination are effective formation of study habits to have better performance outcomes. Thus, study habits play a significant function in relation to academic achievement.

Academic self-concept. Academic self-concept is student's perception and evaluation about his/her academic work and abilities (Marsh and Rhonda cited in Ordaz-Villegas, Acle-Tomasini, and Reyes-Lagunes, 2014). This self-concept is an important individual related factor that influences academic achievement and educational outcome. Santana, Feliciano and Jimenez (2009). Bong and Shaalvic (2003) denoted that high academic concept is valuing own abilities, accepting challenges, and taking risk to try new things. Additionally, students with high academic self-concept reflect higher academic achievements in school (Schunk, Pintrich, and Meece, 2008).

On the other hand, students who show low academic self-concept exhibit less confidence for they undervalue their ability and shows anxiety as they encounter difficulties in their academic work (Ommundsen, Haugen, and Lund, 2005) and this will result to students' low academic performance (Moller and Pohlmann, 2010).

Ordaz-Villegas, Acle-Tomasini and Reyes-Lagunes (2014) in their study about Academic Self-Development Self-Concept for Adolescents (ASCA), they used an academic concept scale which includes self-regulation, general intellectual abilities, motivation and creativity scaling factors to determine the high and low academic performance of (215) female (62%) and (132) male (38%) adolescent students from grade 10-12 in public secondary school in Eastern Mexico City. Data revealed that positive correlations occurs between all factors as expected and showed that self-regulation is utmost and had the highest weight in the scale, where self-regulated students actively play their role as to plan, monitor, and assess learning process.

belief in one's own abilities. It pertains to one's abilities which generally enhance motivation, thus making it a valuable asset for individuals with will power (Bénabou and Tirole, 2002).

The study of Pidgeon (2008a) revealed that success for aboriginal peoples in post secondary education also includes the "ability to maintain cultural integrity," "finding their gifts," and "responsibility of reciprocity," resulting to a high level of self- confidence in academic. Specifically, "maintaining cultural integrity," involves "having a sense of oneself and keeping hold of one's Indigenous understandings." An Aboriginal student's ability to "find their gifts" was defined as the capacity to do whatever a person envisions for himself or herself (Pidgeon, 2008a). The "responsibility of reciprocity" is the ability to give back to larger Indigenous communities (Pidgeon, 2008a). As such, for many aboriginal students higher education is recognized as an important tool for capacity building and assisting Aboriginal communities to achieve their goals of self-determination and self-government (Pidgeon, 2008a).

Instructional factors. In this study, the factors considered are the following: teaching-learning strategies, instructional materials and school programs/activities.

Teaching strategies. Armstrong(2013)definedteaching strategies as methods that comprise learning approaches which help and aid students to achieve a desirable goal. Assessment of the learning capabilities of students provides a key pillar in development of a successful teaching strategy.

Yunkapurta and Kirby (2011) elaborated "The eight-way framework of Aboriginal Approaches" which comprises the eight interconnected pedagogies such

as. Story Sharing of Elders to actively involve learners in the dialogue that makes learning a social activity through yarning as transmission of knowledge around the world; *Deconstruct-Reconstruct*, a pedagogy that is modeled by a more knowledgeable individual before the learners try it, thus watching/observing first before doing it in a manner that learning takes place from over-all/whole context into parts of learning the instruction. *Non-linear* pedagogy is not sequential but learning is unending relational endeavour. Thus, problems are solved by making associations and connections with existing knowledge; *Community Links and Land Links* for indigenous people, posits that learning is about connecting content to local land, and community life activities and highly-contextualized that made learning relevant to the learners; *Non-Verbal* pedagogy uses kinesthetic, hands-on learning, body language as aboriginal learners test knowledge non-verbally through experience, introspection and practice. Lastly, *Learning Maps, Symbols and Images* learning approach use visual pathways of knowledge to give concrete reference of learners. Thus, aboriginal pedagogies see teaching and learning as fundamentally holistic, non linear, visual, kinesthetic, social and contextualized.

Hankes and Bredo cited in Parrish, Klem, and Brown (2012) introduced five pedagogic principle strategies to meet the traditional values and learning style of native American students namely (1) teacher guides rather than “tells”;(2) emphasizes learner-developed understanding; (3) uses problem-focused instruction that is culturally and experientially relevant; (4) fosters cooperative learning environment; and (5) harnesses time-flexible instruction . These are the components of learner-centered instruction which cater to the demands of native American students.

Additionally, Rohn (2018) found that the effective components of culturally responsive classroom are: to build trust to indigenous learners, to acknowledge their country/community, to embrace their diversity, to liaise with elders, to explore their family tress, to let indigenous learners to teach and share their experiences and use local community resources. These are considered effective components of culturally responsive classroom environment to indigenous learners.

Castagno and Brayboy (2009) in their study entitled, "Culturally Responsive Schooling for Indigenous Youth" showed that American Indian and Alaska Native (AI/AN) students of United States precept a strategy that will improve and increase academic performance through Culturally Responsive Schooling (CRS) which emphasizes that "Firm grounding on ancestry language and indigenous cultures of a particular tribe is an essential element for the development of culturally-healthy students and communities associated with that place," and thus is an essential building block for identifying the appropriate qualities and practices associated with culturally-responsive educators, curriculum, and schools. Ganai (2017) also analyzed that Aboriginal Teacher Education Program (ATEP) curriculum framework of the University of Ottawa has positive impact in the development of indigenous people education in their education system.

Amiruddin, Samad, and Othman (2015) in their study entitled, "An Investigation Effects of Mastery Learning Strategy on Entrepreneurship Knowledge Acquisition among Aboriginal Students" revealed that in addressing the low academic performance of Aboriginal Orang Asli students, an experimental pre-test and post test were implemented to aboriginal 80 students from two Department Training Center in Malaysia. Students in the experimental group were treated using

Mastery Learning Strategy (MLS) students' knowledge of acquisition was tested using multiple choice questions and the results were compared to the Traditional Learning Approach (TLA) Group. Finding showed that Mastery Learning Strategy (MLS) is more effective than Traditional Learning Approach (TLA) in enhancing students' knowledge acquisition and thus the result of the study is appropriate for approach in teaching Orang Asli students.

The study of Kinomis (2016) revealed that teachers in Baguio City, experience multicultural students and integrated the use Indigenous Knowledge Systems and Practices (IKSPs) in the teaching of science subjects. It shows that in Integrated Science, the traditional ways of measuring are the following :the use of herbal and botanical plants and insects as medicine; preparation of native wines and as well as incorporation of indigenous health practices. On the other hand, in Integrated Biology, naming the characterization of plants and animals found in the native land and as well as making of indigenous recipes and preparing of native beverages is practiced. In Chemistry, the IKSPs used in Integrated Science and Integrated Biology were also applicable. Lastly, in Physics the use of musical instruments from natural resources, and indigenous peoples' practices on their native forests were incorporated in the classroom setting. Thus, the identified Indigenous Knowledge Systems and Practices (IKSPs) used in the teaching of science subjects were found to be effective to elaborate, explain and help connect the students understanding on science to the local and traditional knowledge that is present in their surroundings (Kinomis, 2016).

Krakouer (2016) also pointed out strategies such as under talking instead of over talking that is, explaining concepts in 'bite-sized chunks' using simple

language, rather than elaborating on the concept, scaffolding learning content, building mutually respectful, and creating harmonious relationships with Indigenous students and their families to become culturally responsive with Indigenous students.

Instructional materials. Instructional materials are tools used by teachers in teaching learning process as learning resources to for the pupils to acquire information (Kern.org, 2018). For indigenous learning, instructional materials are contextualized into indigenous materials (DepEd Order No. 32, s. 2015).

Lee, Yen, and Aikenhead (2012) in their study entitled, “Indigenous Elementary Students’ Science Instruction in Taiwan: Indigenous Knowledge and Western Science” revealed that Amis indigenous tribe in Taiwan used science module in ‘Measuring Time’ combined Amis knowledge a place-based cyclical time and Western science knowledge rectilinear time presupposed by scientists that both engage and increases amis indigenous students interest on how to measure time and become more involved in learning.

In the study of Andaya (2016) entitled, “Factors that affect the academic performance of Indigenous People (IP) students of Philippine Normal University-North Luzon” showed that 1.) Performance of students in HS-GPA (General Point Average) and GA (General Ability) is satisfactory; 2.) HS-GPA and GA yielded significant positive correlation; 3.) Factor that affects performance is instructional factor (1st in rank) in a large extent; 4.) HS-GPA shows low correlation to individual and instructional factors and negligible correlation to classroom management and evaluation factors; 5.) GA yielded negligible correlation to all the factors; 6.)

performance of IP students.

Socio-cultural factors. Socio-cultural factors are part of a person's immediate environment which includes cultural and religious beliefs, attitudes and traditions and interactions from within (Cerial, 2018). Socio-cultural factors in this study includes the following environmental interactions such as parent's involvement and indigenous communities' (e.g elders/culture bearers) life activities impact and influence to indigenous learners' learning.

Parental involvement. Parental involvement refers to parent's participation and interaction to their child's educational beliefs, academic expectations at home and in school. (Eccles and Harold, Seginer, Wang and Sheikh-Khalil, cited in Garcia,2018) categorized parental involvement as: home-based involvement, school involvement, and academic socialization in relation to child's education. Mwirichia (2013) revealed that parent's involvement in educational activities at school includes parent's visitation to schools to find out their children's academic progress, attending PTA meetings, sport days and family days and other school related activities was found to have indirect influence on academic performance, while involvement in educational activities at home such as guidance on their homework, reading together, playing math had direct influence of pre-school learners.

However, Farooq, Chaudhry, Shafiq, and Berhanu (2011) revealed that socio-economic (SES) and parents' education have a significant effect on students' over-all academic achievement.

Gelardo(2017) in his study Ethnographic Participatory Research of Cabatuanan Elementary School (EPAR) revealed that Bukidnon-Magahat parents

have lower level of educational attainment and lower income rates of about 100 500 pesos per week. Garcia (2018) affirmed that low income levels of parents are unable to provide learning resources which can enhance learning. It is thought-provoking that parents' education means more than their occupation in relation to their children's academic performance in school. Njok and Endinyang (2014) stressed that educated parents are able to identify school learning experiences of their children and therefore capable of supporting the necessary assistance to them. On the other hand, uneducated parents lack the capacity to assist in the supervision of school assignments or proper counseling of their children in going to school (cited in Colclough, Al-Samarai, Rose, and Tembron,2003).

Indigenous communities. This is composed of a native community such as elders/culture bearers and life activities. Culture bearers and elders are any individual who carry cultural values and traits between societies who are skilled and knowledgeable in their cultural life activities (Collins Dictionary of Sociology, nd). Just like the schools of living traditions, culture-bearers play an important role in the preservation of their culture (Bagayao, 2011).

The Ethnographic Participatory Research of Cabatuanan Elementary School revealed that culture bearers like elders take a counter part on the transfer of knowledge on the integration of their Indigenous Knowledge Systems and Practices (IKSP's) in the community and in the classroom, cultural practices like planting rituals like "padugo, talking to the elements found in the community, "pagbaba og bata" in planting banana and "believing in the use eggshell" in planting sweet potato in order to have fruitful harvest, sharing indigenous polite expressions and indigenous languages, honoring their tribal songs and dances, recognizing their

indigenous costumes and using their native materials "papa-an" a wood made grinder, bamboo bolo for cooking rice and many others. Furthermore, teaching indigenous learners life activities for survivals, like panguling, "pakusad" way of catching fish, and pangani are part of their cultural activities in the community. Thus, their hope in preserving their cultural practices in the community manifested their strong determination through knowledge transfer from one generation to another (Gelardo, 2017).

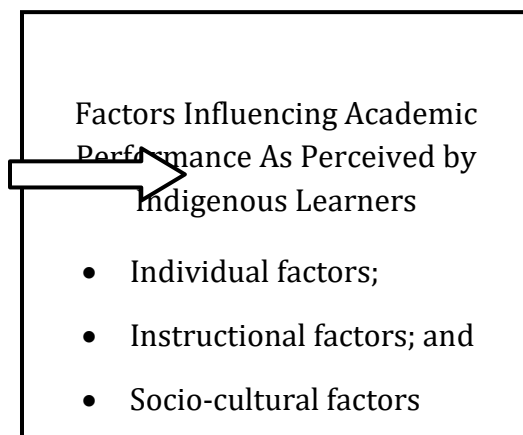
Conceptual Background of the Study

Figure 2 illustrates the schematic diagram of the conceptual framework of the study. The present study delineates independent and dependent variables. The relationship between variables is depicted through arrows.

The primary independent variable taken in this study is the extent of factors influencing the academic performance of indigenous learners which includes individual, instructional, and socio-cultural factors. Meanwhile, the dependent variable is the academic performance of indigenous learners.

Figure 2 is presented below for visual representation of the flow of the study.

Independent Variable



Dependent Variable

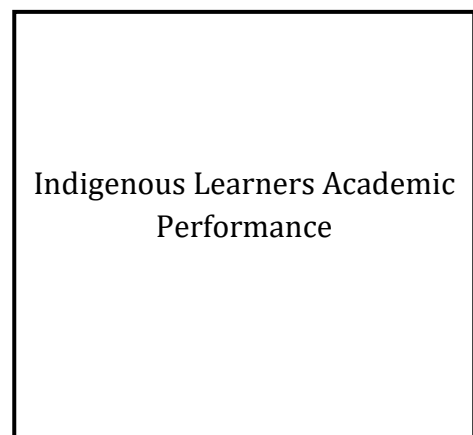


Figure 2. Diagram of the Conceptual Framework of the Study

Statement of the Problem

The purpose of this study was to examine the factors influencing the academic performance of intermediate indigenous learners in elementary schools in the Division of Bayawan City.

Specifically, it sought to answer the following questions:

1. To what extent do the following factors influence indigenous learners:
 - 1.1 individual factors;
 - 1.2 instructional factors; and
 - 1.3 socio-cultural factors?
2. What is the academic performance of indigenous learners for the first and second quarters of the core subjects, namely: English, Science, and Mathematics in school year 2018-2019?
3. Is there a significant relationship between the enumerated factors (a) individual factors (b) instructional factors (c) socio-cultural factors and indigenous learners' academic performance?

Significance of the Study

The purpose of this study is to examine the factors influencing the academic performance of intermediate indigenous learners in elementary schools in the Division of Bayawan City. This is expected to benefit the following people:

Indigenous learners. They are the end beneficiaries of the study. If the factors influencing their academic performance are properly addressed, teaching

and learning conditions in the classroom will improve and will result to an increased academic performance.

Teachers. The teachers will be guided by the findings of the study to become open minded and show willingness to take a step to make some innovations, be creative and resourceful in handling indigenous learners and will take into account the nature and factors that influence indigenous learners' academic performance to better improve learning outcomes.

School Heads. Results of this study would serve as a guide for school heads in their attempts to strengthen instructional support to indigenous learners, guidance to teachers on the full implementation of Indigenous Peoples Education Program that will make learning more responsive to indigenous learners.

Parents. Through this study, the parents would realize their vital roles in successful implementation of Indigenous Peoples Education (IPED) program and the account they need to consider in alleviating the academic performance of their children.

IPed focal person. Through this study, IPed focal person would know the factors that influence the academic performance of the indigenous learners, and with the results, he/she can initiate program and activities that will help and support the betterment of indigenous learners and can allocate budget such as having community engagement activities to make learning more engaging.

Researcher. The result of the study would serve as a guide and a basis to the researcher on the factors that influence the academic performance of indigenous learners. It will enable the researcher to find interventions to become more resourceful in the usage of learning resources, incorporation of teaching strategies

that suits to the demand of indigenous learners. It will also widen the perspective to be more engaged on the proper implementation of Indigenous Peoples Education (IPed).

Future researchers. The findings of this study can be used as basis for future related studies and other similar investigations.

Scope and Limitations of the Study

Scope of the study. This study considered some limitations so as to address the issues of reliability and validity. This study focused in determining the factors that influence the academic performance of Grades 4-6 indigenous learners in elementary schools in the Schools Division of Bayawan City. Specifically, the indigenous learners of Bukidnon-Magahat tribes in Cabatuanan Elementary School and Napo Elementary School as identified Indigenous People (IP) school in the Division of Bayawan City, Bayawan City, Negros Oriental.

Limitations of the study. The study was conducted to the IPED implementing schools in the Schools Division of Bayawan City. The respondents were the 79 Grades 4-6 indigenous learners of Cabatuanan Elementary School and 60 Grades 4-6 indigenous learners of Napo Elementary School.

The researcher prepared a self-made questionnaire that was handed directly to the respondents in order to have an ease on the retrieval and was considered one of the limiting factors of the study was indigenous learner's honesty in answering the questionnaires. Since the study was perceptual in nature, the researcher was highly dependent on the honesty and truthfulness of the respondents.

It also involved a self-rating tool, therefore, the researcher was dependent on the fairness of the respondents as to the objectivity of the assessment made by them.

Research Methodology

Research design. The researcher utilized the Descriptive-correlational method that uses statistics to measure the relationship between two or more items. It is Descriptive in the sense that it describes indigenous learners perception on individual, instructional, and socio-cultural factors. On the other hand, it is correlational in nature because the perceived factors of indigenous learners were correlated to their academic performance.

Research environment. The study was conducted to schools serving indigenous learners in the Schools Division of Bayawan City. The identified IP schools are Cabatuanan Elementary School of District 1, Basay, Negros Oriental, and Napo Elementary School of District 3, Bayawan City, Negros Oriental. Cabatuanan Elementary School is one of the farthest schools from Basay, Negros Oriental, approximately 20 kilometers from the municipality. The school's location is in a highland/mountainous area of Barangay Cabatuanan, Basay, Negros Oriental. Because of this, there is insufficient water supply in the school. It has seven constructed building as an avenue for education and where learning takes place. Nowadays, it has electrical connection and some computer related facilities but no internet connection. In addition, there are a few mathematical tools and some science apparatus used to aid in the teaching-learning process.

Moreover, Cabatuanan Elementary School has a total enrollment of 174 indigenous learners for school year 2018-2019. There are 11 teaching staff

including the school head, one teacher aide and two subject teachers from the school. Each grade level has one teacher one section ratio practicing a mono-grade type of classroom setting. Furthermore, the tribe has 1 mini native museum made up of bamboo materials and cogon where some of their indigenous materials were stored. The tribe has their Binuki language as their vernacular and still practicing their cultural beliefs and traditions in the community.

On the other hand, Napo Elementary School is located in Sitio Napo of Barangay Tayawan approximately 30 kilometers from Bayawan City. Their primary source of income are sugarcane, and root crop farming. It is also situated in the mountainous area in the vicinity of ancestral domain claim in the locality of Bayawan City. The school is surrounded by huge tress, low water supply and has no electricity.

Furthermore, the school has a total enrollment rate of 120 in school year 2018-2019. It has two make shift classrooms and 5 functional classrooms. There are 7 regular teachers including the Head Teacher. Like the Bukidnons in Cabatuanan, Napo is also honoring their cultural practices in the community.

Research respondents The respondents of the study were the Grades 4-6 Bukidnon-Magahat learners, 79 respondents of Cabatuanan Elemenatry School and 60 from Napo Elementary School of Bayawan City Division.

The distribution of the respondents.

Schools

Grade Level	Cabatuanan Elementary School	Napo Elementary School	Total
4	29	21	50
5	24	17	41
6	26	22	49
Total	79	60	139

Research instruments. The major tool used in this study was the questionnaire. The questionnaire was a researcher-made tool. It was in English and was translated into Hiligaynon after it was referred to a native expert from Bukidnon-Magahat community. The self-made questionnaire is designed in such a way that identifies the factors that influence the academic performance of indigenous learners. The secondary data on indigenous learners' academic performance on the core subjects English, Science, and Mathematics of first and second quarter in school year 2018-2019 was gathered based on their grades in form 137. The first part of the questionnaire is composed of the indigenous learners' profile in terms age, gender, grade level and their academic performance on the core subjects: English, Science, and Mathematics during first and second quarters in school year 2018-2019.

The second part is comprised of the extent of perceived factors that might influence the academic performance of indigenous learners which include individual factors, instructional factors and socio-cultural factors. Prior to the preparation of the instrument, the researcher also read books, articles and other related materials relevant to the study.

To guarantee the reliability of the questionnaire, the researcher consulted a panel of experts and sought suggestions to the tribal council of elders on the content that was considered in the questionnaire. A dry run was conducted to 30 indigenous learners who were not part of the actual respondents and content was translated into community's mother tongue which is "Hiligaynon" for better understanding. To test the reliability of the tool, Cronbach's alpha test was used to find out if the items were valid. This test was regarded as the most suitable type for survey research where items were not scored right or wrong and where each item could have different answers. The dry run result indicated the following; individual factors 0.701 and some items were revised 0.702, instructional 0.805, and socio-cultural 0.702.

After the results, some indicators were suggested to be simplified like the individual factors on self-identity and academic achievement, socio-cultural especially items on parental support and indigenous communities. The researcher simplified the detected indicators and consulted her adviser and the statistician for the reliability of the content.

Research procedure. After the design hearing, the researcher incorporated the corrections and suggestions of the panel members. A letter request was sent to the office of the Schools Division Superintendent of Bayawan City requesting permission to allow the researcher to conduct the study on the targeted schools in the elementary level in the Division of Bayawan City. Upon the approval of the request, a copy of the approved letter was given to the teacher-in-charge/head teacher/school principal of the participating school to allow the researcher to administer the questionnaire to the indigenous learners of Cabatuanan Elementary

official records.

On the day of the distribution of questionnaires, the researcher explained the purpose of the study and translated each indicator of the questionnaire to community's mother tongue which is "Hiligaynon" for better understanding (See appendix). The researcher assured the respondents of the confidentiality of their responses. Right after, all the questionnaires were retrieved, the result was tabulated and tallied using MS Excel, was analyzed and was then interpreted.

Statistical Treatment of the Data

The tools that were used in analyzing and interpreting the data were the following:

Mean. This was used in getting the academic performance of indigenous learners on the core subjects English, Science, and Mathematics for first and second quarter in school year 2018-2019.

Weighted mean. This was used in getting the extent of indigenous learners' as perceived by the following factors (a) individual factors (b) instructional factors (c) socio-cultural factors. The responses were on 5-point scale (ordinal scale), hence, weighted mean was applied.

5-Point Likert's Scale

Scale	Verbal Description	Equivalent	Explanation
5	Always	Very High	The activity/feeling is done/felt 81-100% of the time
4	Often	High	The activity/feeling is done/felt 61-80% of the time

2	Seldom	Low	The activity/feeling is done/felt 21-40% of the time
1	Never	Very Low	The activity/feeling is done/felt 1-20% of the time

Spearman rank correlation coefficient (r_s). This was utilized to determine the degree of relationship between the enumerated factors (a) individual factors (b) instructional factors (c) socio-cultural factors and indigenous learners' academic performance.

To identify the degree of relationship between two variables, the researcher applied the following descriptions (Statistical Correlation, 2009):

	Value of r	Strength of Relationship
Between	± 0.50 to ± 1.00	± strong relationship
Between	± 0.30 to ± 0.49	± moderate relationship
Between	± 0.10 to ± 0.29	± weak relationship
Between	± 0.01 to ± 0.09	± very weak relationship

Operational Definition of Terms

The following terms were defined to facilitate clear understanding of their meaning as they were used in the study:

Academic performance. This refers to the grade point average of the indigenous learners on the core subjects, English, Science and Mathematics during the first and second quarter for school year 2018-2019

Culture bearers. This refers to the elders of the indigenous community who are assigned to impart their knowledge in the classroom setting on their cultural practices and traditions

Indigenous community. This refers to the members of Bukidnon-Magahats' community which includes bukidnon parents, elders, tribal council of elders, and indigenous/ aboriginal learners sharing common beliefs, tradition and culture.

Indigenous language. This refers to "Binuki" language used and spoken by bukidnon-magahat community.

Indigenous Learners. This refers to the pupils who are members of Bukidnon-Magahats. They are also the aboriginal learners sharing common traditions and culture.

Individual factors. This refers to indigenous learners' identities, interests, study habits, academic self-concept, and indigenous learners confidence in academic life.

Instructional factors. This refers to teaching strategies, instructional materials/devices and school programs/activities.

Parental involvement. This refers to parents' participation, guidance and support in the academic life of indigenous learners.

Socio-cultural factors. This refers to indigenous communities such as community members, elders, culture bearers, and parent's support system that guide and facilitate indigenous learners in the educational context in terms of learning their life traditions and culture preservation.

Chapter II

Presentation, Analysis, and Interpretation of Data

This chapter presents, analyzes and interprets the results of the study. The results are presented in tabular form to facilitate better understanding. The tables are systematically arranged according to the sequence of the problems.

Table 1

Extent of Perception of the Indigenous Learners on the Individual Factors in Terms of Identity

I am...	μ_w	Verbal Description	Extent of Perception
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1. preserving the cultural practices in our community (eg. Honoring traditions such as being hospitable and respectful to elders (aki/baye), following rituals to have good harvest, believing in babaylan as element healer and etc.).	4.27	Always	Very High
2. expressing myself freely as indigenous learner in individual and group discussion.	4.04	Often	High
3. honoring my cultural identity as bukidnon through performing tribal dances such as kinalasag, binanog and puntino during school activities like buwan ng wika or indigenous peoples day.	3.86	Often	High
4. wearing indigenous costumes like bahag/patadyong in the conduct of school activities or division celebrations.	3.15	Sometimes	Moderate
5. using indigenous language in communicating with my classmates and school mates.	2.65	Sometimes	Moderate
Composite	3.59	Often	High

Legend: Scale	Verbal Description	Extent of Perception
4.21 – 5.00	Always	Very High
3.41 – 4.20	Often	High
2.61 – 3.40	Sometimes	Moderate
1.81 – 2.60	Seldom	Low
1.00 – 1.80	Never	Very Low

It can be seen in Table 1 that the extent of perception of indigenous learners on individual factors in terms of their identity obtains an overall composite mean of 3.59 which denotes a verbal description of “high extent.” It is found out that indigenous learner’s perception in preserving the cultural practices in their community (eg. Honoring traditions such as being hospitable and respectful to elders, aki/baye), following rituals to have good harvest, believing in babaylan as element healer and etc.have a “Very High” extent as shown in the first indicator. This implies that indigenous learners believe that they have preserved their identity by preserving their beliefs and cultural practices.

On the other hand, the items which obtain the next highest ratings are indicators, they freely express themselves and honor their cultural dances.

Moreover, they are on “moderate” extent on wearing their tribal costumes during school celebrations and the use of their own language in communicating with their classmates and schoolmates.

This result is supported by the study of Purdie, Tripcony, Boulton-Lewis, Fanshawe, and Gunstone (2000). They found out that an indigenous child thinks about his or her cultural identity and exhibits pride in saying “I am black”, or “I am aboriginal,” “I honored my traditions and cultures as indigenous,” and this pride is derived mostly from family and indigenous community influences rather than from influences within the school or broader Australian community. However, it does not appear that most indigenous young people dwell on their identities; in some respects they do not perceive themselves to be different from non-Indigenous people—they listen to the same music, eat KFC, barrack for this football team or that, have future aspirations, and so on.

Table 2
Extent of Perception of the Indigenous Learners on the Individual Factors in Terms of Interest

Indicators	μ_w	Verbal Description	Extent of Perception
1. I listen attentively to the discussion of my teacher.	4.01	Often	High
2. I am prepared during test, quizzes, and examinations.	3.93	Often	High
3. I want to develop my skills and abilities in a culturally responsive classroom environment.	3.93	Often	High

4. I participate actively in the discussion , answer exercises and or clarify things I do not understand.	3.55	Often	High
5. I participate actively in school's extra-curricular activities.	3.46	Often	High
Composite	3.77	Often	High

Legend: Scale	Verbal Description	Extent of Effect
4.21 – 5.00	Always	Very High
3.41 – 4.20	Often	High
2.61 – 3.40	Sometimes	Moderate
1.81 – 2.60	Seldom	Low
1.00 – 1.80	Never	Very Low

Table 2 presents respondents' extent of perception in terms of interest. It garners an overall composite mean of 3.77 which denotes a verbal description rating of "high extent." Data reveal that indigenous learners have "high" extent on their perception in terms of their interest as indicated in all items. It means that respondents "often" listen attentively to the discussion of their teacher, prepare tediously to examinations, willingly develop their skills, and actively participate in extra-curricular activities. This implies that indigenous learners are actively engaged in classroom activities, thus their interest is on high extent.

This finding negates to the study of Reid (2008) wherein he found that most of the indigenous students in Australia have a very low interest in going to school due to the following reasons; (a) Parents and carers: parental-condoned absenteeism, parents failing to accept their legal responsibilities, and poor parental/carer attitudes towards schools. (b). Society: insufficiently valuing education and inadequate welfare support practices, especially in the early years of schooling. (c). Schools: poor teaching, inconsistent approach to absenteeism between, and within schools. (d). Students:bullying, peer pressure, 'cool' to skip school, lack of career aspirations, and low self-esteem.

Table 3
Extent of Perception of the Indigenous Learners on the Individual Factors in Terms of Study Habits

Indicators	μ_w	Verbal Description	Extent of Perception
1. I study harder to improve my performance when I get low grades.	4.01	Often	High
2. I study and prepare for quizzes and tests ahead.	3.85	Often	High
3. I prefer finishing my studies and my assignments first before playing or watching television shows.	3.65	Often	High
4. I spend my vacant time in doing assignments or studying my lessons.	3.56	Often	High
5. I have specific place of study at home which I keep clean and orderly.	3.36	Sometimes	Moderate
Composite	3.69	Often	High
Legend: Scale		Verbal Description	Extent of Effect
4.21 – 5.00		Always	Very High
3.41 – 4.20		Often	High
2.61 – 3.40		Sometimes	Moderate
1.81 – 2.60		Seldom	Low
1.00 – 1.80		Never	Very Low

The data in Table 3 show that the respondents often perceive that they have practiced the set of indicators in study habits with a composite mean of 3.69. As reflected, the respondents improve their performance whenever they get low scores and by giving themselves enough time to study. This implies that they have established their study habits.

Furthermore, they prefer to prioritize their school work than watching television at home. On the other hand, it can be gleaned that it is only sometimes when they have a study area at home.

Behrendt and McCausland (2008) advocate an evidence- based approach to increase the numbers of indigenous children attending and remaining at school. They found that the teachers' varied strategies help the indigenous learners to

perform very well in the class. They further noticed that indigenous learners who are motivated by their teachers and parents had shown high extent on their study habits through active participation in class activities, submitted school projects on time, and willingness to learn is clearly depicted through their attendance and behavior inside the class.

Table 4
Extent of Perception of the Indigenous Learners on the Individual Factors in Terms of Academic Self-Concept

I am...	μ_w	Verbal Description	Extent of Perception
1. determined enough to cope with school work.	3.96	Often	High
2. feeling good about my school work.	3.72	Often	High
3. proud of my performance in school.	3.68	Often	High
4. able to get the results I would like in school.	3.35	Sometimes	Moderate
5. capable of obtaining good grades.	3.15	Sometimes	Moderate
Composite	3.57	Often	High

Legend: Scale	Verbal Description	Extent of Effect
4.21 - 5.00	Always	Very High
3.41 - 4.20	Often	High
2.61 - 3.40	Sometimes	Moderate
1.81 - 2.60	Seldom	Low
1.00 - 1.80	Never	Very Low

The data in Table 5 reveal indigenous learners' extent of perception with regard to their academic self concept. It has an overall composite mean of 3.57 with a verbal description rating of "high extent." It is reflected that respondents highly perceive that they can cope with school work, feel good and proud with their school achievements. However, it is only sometimes when they get their their desired grades and results in school. This implies that learners still need to work on their desires to get good grades. Teachers and parents must challenge these learners to aim higher academic performance.

The result negates the study of Arens, Bodkin-Andrews, Gawaian, Rhonda Yeung, and Alexander (2014) as they found that self-beliefs and school self-concepts of aboriginal students in Australia is at low level because they don't value much education and absenteeism is at high extent.

Table 5
Extent of Perception of the Indigenous Learners on the Individual Factors in Terms of Confidence in Academic Life

I am...	μ_w	Verbal Description	Extent of Perception
1. having a good relationship with my teacher.	4.29	Always	Very High
2. very sure of myself before an exam.	3.48	Often	High
3. comfortable with extra work or activities.	3.43	Often	High
4. capable to compete with other learners in district and division activities.	3.18	Sometimes	Moderate
5. comfortable leading in academic group.	3.17	Sometimes	Moderate
Composite	3.51	Often	High
Legend: Scale	Verbal Description	Extent of Effect	
4.21 – 5.00	Always	Very High	
3.41 – 4.20	Often	High	
2.61 – 3.40	Sometimes	Moderate	

The data in Table 5 show that the overall composite mean of the respondents in terms of confidence in their academic life is 3.51 which is described as "high." Data reveal that indigenous learners are having a very good relationship with their teachers as shown in the first indicator. This implies that respondents are comfortable with their teacher and are confident in communicating or responding to them. Furthermore, they have "high" level of self-confidence in examinations and with extra school works. However, sometimes they compete with other learners and lead in an academic group. This clearly means that teachers still need to develop the competitiveness and leadership skills of the learners.

The same finding was noted by Pidgeon (2008) wherein he showed that success for aboriginal peoples in postsecondary education also includes the "ability to maintain cultural integrity," "finding their gifts," and "responsibility of reciprocity," resulting to a high level of self-confidence in academic. Specifically, "maintaining cultural integrity," involves "having a sense of oneself and keeping hold of one's Indigenous understandings." An Aboriginal student's ability to "find their gifts" was defined as the capacity to do whatever a person envisions for himself or herself (Pidgeon, 2008a). The "responsibility of reciprocity" is the ability to give back to larger Indigenous communities (Pidgeon, 2008a). As such, for many aboriginal students' higher education is recognized as an important tool for capacity building and assisting their communities to achieve their goals of self-determination and self-government (Pidgeon, 2008).

Table 6
Extent of Perception of the Indigenous Learners on the Instructional Factors in Terms of Teaching Strategies

My Teacher...	μ_w	Verbal Description	Extent of Perception
1. translates popular stories using local languages that I would like to listen.	4.12	Often	High
2. uses local facts as examples for lessons such as plants, animals, persons, and practices found in the community.	4.05	Often	High
3. engages us to outdoor activities where we can see and manipulate real objects found in the community	3.82	Often	High
4. imposes group works/tasks in the class.	3.64	Often	High
5. uses technology aided instruction.	3.61	Often	High
Composite	3.85	Often	High

Legend: Scale	Verbal Description	Extent of Effect
4.21 – 5.00	Always	Very High
3.41 – 4.20	Often	High
2.61 – 3.40	Sometimes	Moderate
1.81 – 2.60	Seldom	Low
1.00 – 1.80	Never	Very Low

It is manifested in Table 6 that the respondents highly perceive the instructional factors in terms of teaching strategies amongst teachers with an overall composite mean of 3.85. Obviously, all indicators prove that teachers “often” translate stories using local languages, use local facts in lesson presentations, impose outdoor activities, generate group works and technology aided instructions in the classroom context. In general, teachers’ usage of varied teaching strategies is highly perceived by the indigenous learners. It can be inferred from this finding that incorporating different teaching strategies must be considered to cater the needs of the learners.

Likewise, Lewthwaite and Renaud (2009); Lewthwaite and McMillan (2010); Lewthwaite, Owen, Doiron, McMillan and Renaud (2013); and Lewthwaite et al., (2014) have identified pedagogical actions that influence effective teaching and learning and classrooms practices that have reduced the rupture between home culture and school for Indigenous students. The researchers along with community members participating in the research process refer to this practice as a ‘pedagogy

of consequence (Lewthwaite et al., 2014). The researchers were able to identify through statistical methods the influences of these adjusted teacher behaviors on Indigenous students' learning. Some of these behaviors include (1) explicit attention to supporting students in navigating the literacy and numeracy nuance of 'schooling'; (2) adjusting teacher communication patterns to 'undertalk' rather than 'overtalk'; (3) communicating caring to students through actions such as high expectations, encouragement, challenge, and time spent with each student; (4) ensuring learning in classrooms that is not just centered on a teacher's contribution; and (5) connecting learning to student's lives, with special emphasis on those cultural/community elements that affirm local culture/community (2014).

Bishop and Berryman(2012) have identified a variety of practices that contribute to both positive learning environments and student success in learning practices. By doing so, they have developed an 'Effective Teaching Profile' for teachers of Maori students based on operationalizing interaction and pedagogical practices that students believe address and promote their educational achievement.

Both researches mentioned above are similar because they determine from the extent of perceptions of Indigenous students the teaching practices that contribute to their success as learners. These researchers then use students' 'voice in identifying teachers' extent of instructional factors in terms of pedagogy and teaching strategy.

Table 7

Extent of Perception of the Indigenous Learners on the Instructional Factors in Terms of Instructional Materials/Devices

My Teacher...	μ_w	Verbal Description	Extent of Perception
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1. uses local resources as materials for instructional aides (eg. local plant dye for paints, parts of local plants to enhance posters and manipulatives, actual plants, soil, dry leaves, twigs or tree barks for art subjects and etc.).	4.15	Often	High
2. uses instructional materials in the class that we are familiar with.	3.99	Often	High
3. uses workbooks/textbook.	3.96	Often	High
4. encourages us to use indigenous materials in making our project/outputs.	3.65	Often	High
5. uses localized materials in presenting the lesson.	3.63	Often	High
Composite	3.88	Often	High

Legend: Scale	Verbal Description	Extent of Effect
4.21 – 5.00	Always	Very High
3.41 – 4.20	Often	High
2.61 – 3.40	Sometimes	Moderate
1.81 – 2.60	Seldom	Low
1.00 – 1.80	Never	Very Low

Table 7 depicts that respondents show a “high extent” of perception on instructional factors specifically on instructional materials/devices with a composite mean of 3.88. The data reveal that indigenous learners has “high extent” of perception on teachers’ usage of local resources, textbooks, and indigenous materials for instructional aides as indicated in all items. This implies that indigenous learners are familiar with the instructional materials used by their teacher and it can be inferred that these materials are are found in their community.

Similar result was noted by Fien (2010), he concluded that the use of localized and indigenous teaching materials help lead students become more participative in class. This is due to opportunity to integrate their culture and tradition. This also aids them in attaining awareness of the different indigenous groups. Students will be proud of their heritage and reverent to the heritage of others. This implies that there is a need to find ways on how indigenous knowledge

may be integrated into education that will bring the benefits of helping society to sustain indigenous knowledge and to gain respect for local culture. Preparing and developing a localized indigenized instructional materials in teaching indigenous students will help them perform better in school.

Table 8
Extent of Perception of the Indigenous Learners on the Instructional Factors in Terms of School Program/Activities

I can...	μ_w	Verbal Description	Extent of Perception
1. participate in school activities because I can sense belongingness with my classmates, school mates and my community.	4.05	Often	High
2. observe engaged community members and parents during school programs.	3.90	Often	High
3. learn indigenous knowledge, for our school allows culture bearers to impart knowledge in the classroom setting.	3.63	Often	High
4. collaborate with the community members for school activities.	3.58	Often	High
5. perform our traditional songs like idyuk and dinaklap during school activities such as buwan ng wika, indigenous peoples day and etc.	3.20	Sometimes	Moderate
Composite	3.67	Often	High
Legend:	Scale	Verbal Description	Extent of Effect
	4.21 – 5.00	Always	Very High
	3.41 – 4.20	Often	High
	2.61 – 3.40	Sometimes	Moderate
	1.81 – 2.60	Seldom	Low
	1.00 – 1.80	Never	Very Low

Table 8 indicates the respondents' extent of perception on instructional factors specifically in terms of school programs/activities. As noted, indigenous learners exhibit "high extent" on this area as reflected in the composite mean of 3.67. As reflected, they often participate in school activities, learn indigenous knowledge, collaborate with the community, and in observe community members during school programs. On the other hand, they display "moderate" extent of perception in performing their tribal songs during school activities. This implies that school initiated activities that involve community members where indigenous learners can collaborate with in terms of school programs and educational instructions are often participate by indigenous learners.

One approach in engaging with indigenous students has been used to events or programs that have a focus on building cultural identity and pride in that identity, as well as a focus on promoting education, training and vocational pathways.

The Key Indicators 2009 report (SCRGSP 2009) presented the community festivals for Education Engagement program as an example of what works in increasing attendance for indigenous children at school in this way. The Community Festivals program (an Australian Government initiative) targets events that encourage students, particularly indigenous students, to attend school and lead healthy lifestyles. In 2008, five organizations were responsible for 15 festivals around Australia, including those held in remote locations. Students participate in concerts and cultural activities that endorse education, health, culture and potential vocational pathways (SCRGSP 2009).

Table 9

Extent of Perception of the Indigenous Learners on the Socio-Cultural Factors in Terms of Parental Support and Involvement

My Parents...	μ_w	Verbal Description	Extent of Perception
1. support my needs in schools.	4.02	Often	High
2. educational attainment has influenced me in my studies.	3.99	Often	High
3. participation in school activities/meetings has guided me in my academic performance.	3.95	Often	High
4. are identified as culture bearers influencing me in terms of preserving our culture through teachings of indigenous terms/languages, sharing our tribal stories, beliefs and traditions.	3.76	Often	High
5. find time to follow up me in doing my assignments at home.	3.22	Sometimes	Moderate
Composite	3.79	Often	High

Legend:	Scale	Verbal Description	Extent of Effect
	4.21 – 5.00	Always	Very High
	3.41 – 4.20	Often	High
	2.61 – 3.40	Sometimes	Moderate
	1.81 – 2.60	Seldom	Low
	1.00 – 1.80	Never	Very Low

As reflected in Table 9, indigenous learners have “high extent” of perception on socio-cultural factors in terms of parental support and involvement with an overall composite mean of 3.79. As shown on the four items, respondents have “high” level of perception on their parents’ support, participation, educational attainment influences on their progress and in preserving their culture. However, parents’ follow-up activities on their children at home appeared to be “moderate.” This suggests that parents have high level of influence in terms of their participation and support on their children's academic achievements in school. It can be inferred that the higher involvement they have the better performance they will attain.

This finding negates to the study of Reid (2008) wherein he found that parent and carers of indigenous children condoned absenteeism, parents failing to accept their legal responsibilities, and poor parental/carers attitudes towards schools.

Furthermore, Frecker (2001) found that aboriginal students agree that schools are making an effort to encourage aboriginal parental involvement in the

education process but that parental involvement at schools is still limited. However, many school staff believed that aboriginal families do not value or support the education process at home, while aboriginal parents expressed their value of education and reported involvement to varying degrees, in their children's learning at home.

Additionally, she found that both school staff and parents value parental involvement at school. However, school staff value parental involvement that engages parents as agents of the school, while parents value involvement that allows them to monitor the safety and performance of their children at school (2010).

Table 10
Extent of Perception of the Indigenous Learners on the Socio-Cultural Factors in Terms of Indigenous Communities

Community's...	μ_w	Verbal Description	Extent of Perception
1. elders perform tribal dances like kinalasag, binanog, and puntino in the conduct of school-based Indigenous Peoples' Day.	3.94	Often	High
2. elders and other stakeholders participate in community engagement activities like making of indigenous dictionaries, grammar, and stories.	3.81	Often	High
3. council of elders coordinate with teachers on Indigenous Peoples Education (IPed) implementation in the school through conferences and meetings.	3.56	Often	High
4. barangay officials cooperate during school activities like brigada eskwela.	3.55	Often	High
5. culture-bearers find time to share their knowledge on Bukidnons's Indigenous Knowledge Systems and Practices (IKSP's) such as pakusad, pa-pa-an, planting rituals, indigenous polite expressions and tribal beliefs in the classroom setting.	3.16	Sometimes	Moderate
Composite	3.60	Often	High
Legend:	Scale	Verbal Description	Extent of Effect
	4.21 – 5.00	Always	Very High
	3.41 – 4.20	Often	High
	2.61 – 3.40	Sometimes	Moderate
	1.81 – 2.60	Seldom	Low

Table 10 presents the extent of perception of indigenous learners on socio-cultural factors in terms of indigenous communities. It can be noted that the composite mean is 3.60 denoting a “high extent.” It reveals that respondents have “high” level of perception on community members participation like elders who are performing tribal dances, making indigenous dictionaries and stories, involving them on meetings and conferences, and engaging barangay officials during school activities. However, culture bearers are on “moderate” level in terms of imparting their cultural beliefs and practices in the classroom setting. It can be implied from the findings that indigenous communities have high level of participation and involvement in schools activities in the hope of revitalizing and preserving their cultural practices through knowledge transmission to indigenous learners.

Aboriginal studies programs in schools have always had a major focus on the formation of positive relationships between the school and the aboriginal community, relationships that are based on mutual respect and understanding. This conform to Wray’s study (2006), in his study on the Aboriginal Studies course and the importance of Aboriginal community members actively engaged in Aboriginal Studies classes. It was revealed in his study that for both aboriginal students and community, there was an opportunity to reinforce the learning that had taken place in the classroom with those Elders or other Aboriginal community members who they came in contact with. It became, for the majority of the students, “better learning” as it was “real” and “hands-on.” Both groups could see this as of high importance in terms of authentic cultural experiences. In contrast, Aboriginal students felt more strongly about the connections made with the community, seeing it as a means of strengthening their cultural ties with the Aboriginal people in their

community. With many aboriginal students experiencing a loss of culture due most often to the breakdown in aboriginal families and communities and more importantly the loss of the teaching process passed on by Aboriginal Elders.

There was also an indication that for aboriginal students, their identity was valued in turn raising high self-esteem and confidence, providing high cultural affirmation and pride, this was linked to the teacher's efforts in establishing community networks and their role in the successful implementation of aboriginal studies (Board of Studies NSW, 2008).

This study was supported by Wa-Mbaleka and Safary (2013) found that there was a strong relationship between the school and the indigenous community. When parents take them to these schools, they must promise to feed their children three meals a day, and must provide clean clothes to them. Communities are also expected to lend their hand in some basic construction activities of the school. Teachers provide some workshops on better farming techniques. Additionally, they educate the Katutubo to reject any business deals (such as sale of land or goods) that take advantage of them. At times, when Katutubo communities run out of food, teachers sometimes feed them.

Lastly, Board of Studies NSW (2008) supported that, to enhance the learning experience of all students and promote reconciliation through better understanding, schools and the local Aboriginal community need to develop strong relationships that are maintained through a collaborative approach. To ensure that the relationship is meaningful, schools need to listen to the views of Aboriginal people and learn from the knowledges that are shared, showing respect through proper community protocols.

Table 11
Summary Table of the Extent of Perception of the Indigenous Learners

Factors	μ_w	Verbal Description	Extent of Perception
Individual Factors			
Identity	3.59	Often	High
Interest	3.77	Often	High
Study Habits	3.69	Often	High
Academic Self-Concept	3.57	Often	High
Confidence in Academic Life	3.51	Often	High
Instructional Factors			
Teaching Strategies	3.85	Often	High
Instructional Materials/Devices	3.88	Often	High
School Program/Activities	3.67	Often	High
Socio-Cultural Factors			
Parental Support and Involvement	3.79	Often	High
Indigenous Communities	3.60	Often	High
Legend:			
Scale		Verbal Description	Extent of Effect
4.21 – 5.00		Always	Very High
3.41 – 4.20		Often	High
2.61 – 3.40		Sometimes	Moderate
1.81 – 2.60		Seldom	Low
1.00 – 1.80		Never	Very Low

Table 11 presents the summary of indigenous learner’s perception on individual factors, instructional factors and socio-cultural factors. It reveals that all major indicators contain “high” level of extent as perceived by the indigenous learners. The individual factors and study habits rank high with a weighted mean of 3.69, while confidence in academic life rank least with a weighted mean of 3.51.

mean of 3.88, while school programs/activities rank least with a mean of 3.67.

Moreover, in socio-cultural factors, parental support and involvement ranked higher than indigenous communities. Thus, data reveal that indigenous learners showed a “High extent” on their individual, instructional, and socio-cultural perceived factors.

This is supported by Purdie, Tripcony, Boulton-Lewis, Fanshawe, and Gunstone, (2000). They noted that one of the most important contributors to the development of a positive sense of self as an indigenous person within the context of the school is the extent to which individual teachers exhibit an acceptance and valuing of Indigenous people and their culture. Aboriginal students in Queensland university perceived high extent on the individual factor such as positive self-concept, self identity, and interest in schooling. Furthermore, they noted that Aboriginal students wanted to come to school because it had good teachers, and a good program. This implies that they are interested to go to school and increase their academic self-concepts and confidence. Additionally, Fien (2010) noted that the use of localized and indigenous teaching materials help lead students become more participative in class.

Table 12
Academic Performance of Indigenous Learners in Core Subjects

Core Subjects	1 st Quarter		2 nd Quarter	
	μ	Verbal Description	μ	Verbal Description
English	79.00	Fairly Satisfactory	80.09	Satisfactory
Science	79.43	Fairly Satisfactory	80.24	Satisfactory
Mathematics	79.86	Satisfactory	80.29	Satisfactory

Mean	79.43	Fairly Satisfactory	80.21	Satisfactory
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Legend: Rating	Verbal Description
90% - 100%	Outstanding
85% - 89%	Very Satisfactory
80% - 85%	Satisfactory
75% - 79%	Fairly Satisfactory
Below 75%	Did Not Meet Expectations

Table 12 shows the data on indigenous learners’ academic performance on the core subjects, namely: English, science, and mathematics. It reveals that the academic grade of the respondents on first quarter contain a “fairly satisfactory” rate with an overall mean of 79.43. The core subjects, English and science are rated “fairly satisfactory” in the first quarter with the mean score of 79.00 and 79.43 respectively, while, mathematics is rated as “satisfactory” as it obtains a mean score of 79.86. On the other hand, respondents’ academic performance manifests an increasing grade in second quarter in all the core subjects as it is clearly rated as “Satisfactory” with the mean of 80.2. Meanwhile, of the core subjects, mathematics obtain the highest rating as shown in the table from first to second quarter.

This implies that learners have developed the fundamental knowledge and skills and core understandings, and with little guidance from the teacher and/ or with some assistance from peers, and can transfer these understandings through authentic performance tasks (The explanation is based on DepEd Order No. 73, s. 2012).

The result of the study is similar to the investigation conducted by Andaya (2016) where freshman students have satisfactory performance in their 4 core subjects such as Filipino, English, Math, and Science.

Table 13

Relationship between the Perception of the Indigenous Learners on the Different Factors and Their Academic Performance

factors	Computed r_s	Degree of Relationship
Individual Factors		
1. Identity	0.025	Very Weak
2. Interest	0.463	Moderate
3. Study Habits	0.534	Strong
4. Academic Self-Concept	0.542	Strong
5. Confidence in Academic Life	0.581	Strong
Instructional Factors		
1. Teaching Strategies	0.005	Very Weak
2. Instructional Materials/Devices	0.116	Weak
3. School Program/Activities	0.008	Very Weak
Socio-Cultural Factors		
1. Parental Support and Involvement	0.342	Moderate
2. Indigenous Communities	0.097	Very Weak
Legend:		
	Value of r	Strength of Relationship (Statistical Correlation, 2009)
	Between ± 0.50 to ± 1.00	\pm strong relationship
	Between ± 0.30 to ± 0.49	\pm moderate relationship
	Between ± 0.10 to ± 0.29	\pm weak relationship
	Between ± 0.01 to ± 0.09	\pm very weak relationship

Table 13 shows the data in identifying the relationship between the different factors that may influence indigenous learners' academic performance. In terms of individual factors, their interest ($r_s = 0.463$) is moderately related with their academic performance. Meanwhile, their study habits ($r_s = 0.534$), academic self-concept ($r_s = 0.542$) and confidence in academic life ($r_s = 0.581$) are strongly related to their academic performance. This further implies that the higher the perception of the learners on these variables, the better is their academic performance. Andaya (2016) found a different result, her study revealed that there is a low correlation between academic performance of Indigenous students and their individual factors such as interest and study habits.

On the other hand, learners' perception on their identity is not related to their academic performance. This means that whether they perceive high or low in their identity, their academic performance is more or less the same. The result is similar to Bagley, (2010) where high self identity is not significantly related to their academic performance.

With regards to the three instructional factors, data reveal that the relationship with their academic performance is either weak or very weak. This connotes that whether they perceive high or low on these factors, their academic performance is more or less the same. Instructional factors show low correlation with academic performance. This result tries to indicate that instructional factors like medium of instruction, teachers' motivation, teacher's competence and the like has a little effect on their academic performance. Balili (2013) pointed out that student learns or perhaps more accurately prefers to learn in different ways. The simple facts that many teachers teach different groups in the same manner, but

students' success varies. One concept that may shed light on difference on students' success.

On the other hand, data gathered by Andaya (2016) negated this result, she found that instructional factors affect academic performance to a large extent, she further revealed that teachers have a major effect on student's achievement. She highlighted the role of teacher's quality and effectiveness. The findings revealed that for the students to accomplish learning, teachers should provide meaningful and authentic learning activities to enable students to construct their knowledge of the subject domain. Thus, instructional factors is significantly related to the academic performance of indigenous learners. Also, the study of Barry (2005) and Maximo (2015) revealed that teacher is the essential feature in the delivery system of teaching learning process. Teachers should apply best methods for producing learning and students' success.

As to socio-cultural factors, parental involvement is moderately related to their academic performance. This means that the higher the parental involvement, the higher also is the academic performance of the learners. This is also supported by Faircloth, and Tippeconnic (2010). They found that parental involvement in school is moderately related to the academic performance of the Indigenous learners. Parents who often visited school show that they are concerned with the academic status of their children.

However, the perception of the learners on the involvement of the indigenous community is not related to their academic performance. This signifies that that whether they perceive high or low on this factor, their academic performance is more or less the same. This implies that indigenous community does

(Maximo, 2015).

Chapter III

Summary of Findings, Conclusions, and Recommendations

This chapter presents the summary of the findings, conclusions and recommendations on the factors that influence the academic performance of indigenous learners.

Restatement of the Problem

The study aimed to determine the factors influencing the academic performance of indigenous learners in elementary schools in the Division of Bayawan City.

Specifically, the researcher sought to answer the following questions:

1. To what extent do the following factors influence indigenous learners' academic performance?
 - 1.1 individual factors;
 - 1.2 instructional factors; and
 - 1.3 socio-cultural factors?
2. What is the academic performance of indigenous learners for first and second quarter of the core subjects english, science, and mathematics in school year 2018-2019?
3. Is there a significant relationship between the enumerated factors and indigenous learners' academic performance?

Findings

Presented below are the findings based on the data gathered by the researcher:

1. Extent of Perception of Indigenous Learners as perceived by the 3 factors:

The data revealed the following results;

1.1. Individual Factors

1.1.1. Identity: $\mu_w = 3.59$ (high)

1.1.2. interest : $\mu_w = 3.77$ (high)

1.1.3. study habits: $\mu_w = 3.69$ (high)

1.1.4. Academic self-concept: $\mu_w = 3.57$ (high)

1.1.5. Confidence in academic life: $\mu_w = 3.51$ (high)

1.2. Instructional Factors

1.2.1. teaching strategies : $\mu_w = 3.85$ (high)

1.2.2. instructional materials/devices : $\mu_w = 3.88$ (high)

1.2.3. School program/activities : $\mu_w = 3.67$ (high)

1.3. Socio-cultural Factors

1.3.1. parental support and involvement: $\mu_w = 3.79$ (high)

1.3.2. indigenous communities: $\mu_w = 3.60$ (high)

2. Academic Performance of Indigenous Learners on the Core subjects English, science and mathematics for first and second quarter in school year 2018-2019.

The data revealed the following results;

2.1. First Quarter: $\mu = 79.43$ (Fairly Satisfactory)

2.2. Second Quarter $\mu = 80.21$ (Satisfactory)

3. Relationship between the Perception of the Indigenous Learners on the Different Factors and Their Academic Performance

The data revealed the following results;

3.1. Perceived Individual Factors relationship to academic performance

3.1.1. identity ($r_s = 0.542$) :not related

3.1.2. interest ($r_s = 0.463$) :moderately related

3.1.3. study habits($r_s = 0.534$) :strongly related

3.1.4.academic self-concept (r_s=0.81) :strongly related

3.1.5.confidence in academic life(r_s=0.581) strongly related .

3.2 Perceived Instructional Factors relationship to academic performance

3.2.1.teaching strategies (r_s0.005) : very weak relationship

3.2.2.instructional materials (r_s0.116) : weak relationship

3.2.4.school programs (r_s0.008) : very weak relationship

3.3. Perceived Socio-cultural Factors relationship to academic performance

3.1.1.parental support (r_s0.008) : moderately related

3.1.2 indigenous communities (r_s0.097) not related

Conclusions

Below are the conclusions generated based on the findings of the study:

1. Individual, instructional, and socio-cultural factors revealed to have a “high” influence on indigenous learners’ academic performance.
2. The academic performance of the respondents on the core subjects such as English, Science, and Mathematics is “Fairly Satisfactory” on the first quarter and satisfactory level during the second quarter.
3. The data revealed that there is a strong relationship between the individual factors like study habits, academic self-concept, and confidence in academic life on their academic performance. Meanwhile, they are on moderate relationship in their interest. A very weak relationship on instructional factors, and moderate extent on parental support.

Recommendations

In light of the findings and the conclusions drawn, the following recommendations are hereby suggested:

1. The parents are encouraged to constantly follow up the academic performance of their children by attending regular PTA meeting and making a follow up on their follow up on their children' progress at home.
2. Teachers may hone the talent and skills of Bukidnon-Magahat learners by including them in any school and division activities so that their academic self-concept, study habits, and confidence will improve.
3. During school activities, teachers may encourage their indigenous learners to present their cultural songs during Buwan ng Wika or Indigenous Peoples' day. This will increase the self confidence of the indigenous learners. Furthermore, teachers integrate Bukidnon-Magahat's Indigenous Knowledge Systems and Practices(IKSP's) in every subject area through contextualization and indigenization of lesson plans, learning resources and teaching strategies to improve indigenous learners academic performance.
4. Indigenous elders are encouraged to continue to share their practices and tradition in the school setting through scheduled class sessions, meetings and conferences.

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Appendices

Appendix A

Letter to the Schools Division Superintendent

MA. THERESA V. AVANZADO, CESE
OIC-Schools Division Superintendent
SDO-Bayawan City
Bayawan City, Negros Oriental

MADAME:

Greetings of honor and respect!

The undersigned is a graduate school student of Foundation University taking up Master of Arts in Education Major in Administration and Supervision.

Currently, I am undergoing a study entitled, "**FACTORS INFLUENCING ACADEMIC PERFORMANCE OF INDIGENOUS LEARNERS**". This is in partial fulfillment of the requirements for the degree of Master of Arts in Education Major in Administration and Supervision.

In this connection, I would like to ask permission from your good office to allow me to distribute questionnaires particularly to grades 4 to 6 IP learners of Cabatuanan Elementary School and Napo Elementary School in the Schools Division of Bayawan City, Bayawan City, Negros Oriental.

Rest assured that the documents and findings to be taken from the research respondents will be all kept confidential.

Thank you very much and I am hoping for your full support in this regard.

Very truly yours,

MA. NOVA JOY R. ALCUERES
Researcher, Foundation University
EST-I, Division of Bayawan City

Noted:

(sgd.) **CRISTINA C. CALISANG, ED.D**

(sgd.) JASPER ERIC C. CATAN, M.A.Ed
M.A.Ed. Program Chair

Appendix B

Letter to the Schools Heads

Date:

Principal/School Head

Sir/Madame:

The undersigned is presently conducting a study entitled “ Factors Influencing Academic Performance of Indigenous Learners” as partial fulfillment of the requirement for the degree of Master in Arts in Education major in Administration and Supervision at Foundation University, Dumaguete City.

In this connection, she would like to ask permission to administer her questionnaires to Grades 4 to 6 indigenous learners in your school.

In the same manner, she is also asking permission to get a copy of indigenous learners grades in first and second quarter in S.Y. 2018-2019. This will serve as the basis for the academic performance of the learners.

Attached is the copy of the approved Letter of Request of the School Division Superintendent.

Your kind approval to this request is highly appreciated. Thank you very much.

Respectfully yours,

MA. NOVA JOY R. ALCUERES
Researcher, Foundation University
EST-I, Division of Bayawan City

Noted:

(sgd.) CRISTINA C. CALISANG, ED.D

(sgd.) JASPER ERIC C. CATAN, M.A.Ed
M.A.Ed. Program Chair

Appendix C

Questionnaire(English Translation)

Factors Influencing Academic Performance of Indigenous Learners

This questionnaire aims to identify the “Factors that Influence the Academic Performance of Grade 4-6 Indigenous Learners”. Please fill up the questionnaire with the needed information and be objective with your responses. Rest assured that your responses will be held confidential. Thank you very much for your cooperation.

Instruction: Fill in the necessary information on the space provided for each item.

Part I. Personal Profile:

Name: _____ Grade Level: _____
Sex: _____ Age: _____
Grade of the following core subjects in SY:2018-2019: (advisers will provide this part)

	English	Science	Mathematics
First Quarter :	_____	_____	_____
Second Quarter :	_____	_____	_____

Part II. Extent of the perceived factors that may have influence academic performance of indigenous learners

Instruction: On a scale from one to five, check (√) ONE answer that would best describe the extent of each factor (as expressed in each of the statement) had influenced you or still influencing you. Each response option on the scale is rated as in the following:

Scale	Verbal Description	Equivalent	Explanation
5	Always	Very High	The activity/feeling is done/felt 81-100% of the time
4	Often	High	The activity/feeling is done/felt 61-80% of the time
3	Sometimes	Moderate	The activity/feeling is done/felt 41-

2	Seldom	Low	The activity/feeling is done/felt 21-40% of the time
1	Never	Very Low	The activity/feeling is done/felt 1-20% of the time

Individual Factors	SCALE INTERPRETATION				
	Always (5)	Often (4)	Sometimes (3)	Seldom (2)	Never (1)
A. Identity I am...					
1. expressing myself freely as indigenous learner in individual and group discussion.					
2. wearing indigenous costumes like bahag/patadyong in the conduct of school activities or division celebrations.					
3. using indigenous language in communicating with my classmates and school mates.					
4. honoring my cultural identity as bukidnon through performing tribal dances such as kinalasag, binanog and puntino during school activities like buwan ng wika or indigenous peoples day.					
5. preserving the cultural practices in our community (eg. Honoring traditions such as being hospitable and respectful to elders (aki/baye), following rituals to have good harvest, believing in babaylan as element healer and etc.).					
B. Interest	Always (5)	Often (4)	Sometimes (3)	Seldom (2)	Never (1)
1. I listen attentively to the discussion of my teacher.					
2. I participate actively in the discussion , answer exercises and or clarify things I do not understand.					
3. I am prepared during test, quizzes, and examinations.					
4. I want to develop my skills and abilities in a culturally responsive classroom environment.					

5. I participate actively in school's extra curricular activities.					
C. Study Habits	Always (5)	Often (4)	Sometimes (3)	Seldom (2)	Never (1)
1. I spend my vacant time in doing assignments or studying my lessons.					
2. I study and prepare for quizzes and tests ahead.					
3. I study harder to improve my performance when I get low grades.					
4. I prefer finishing my studies and my assignments first before playing or watching television shows.					
5. I have specific place of study at home which I keep clean and orderly.					
D. Academic Self-Concept I am...	Always (5)	Often (4)	Sometimes (3)	Seldom (2)	Never (1)
1. capable of obtaining good grades.					
2. determined enough to cope with school work.					
3. proud of my performance in school.					
4. feeling good about my school work.					
5. able to get the results I would like in school.					
E. Confidence in Academic Life I am...	Always (5)	Often (4)	Sometimes (3)	Seldom (2)	Never (1)
1. comfortable with extra work or activities.					
2. very sure of myself before an exam.					
3. having a good relationship with my teacher.					
4. comfortable leading in academic group.					
5. capable to compete with other learners in district and division activities.					
Instructional Factors	Always (5)	Often (4)	Sometimes (3)	Seldom (2)	Never (1)
A. Teaching Strategies My Teacher...					

1. translates popular stories using local languages that I would like to listen.					
2. engages us to outdoor activities where we can see and manipulate real objects found in the community					
3. uses local facts as examples for lessons such as plants, animals, persons, and practices found in the community.					
4. imposes group works/tasks in the class.					
5. uses technology aided instruction.					
B. Instructional Materials/Devices My Teacher...	Always (5)	Often (4)	Sometimes (3)	Seldom (2)	Never (1)
1. uses local resources as materials for instructional aides (eg. local plant dye for paints, parts of local plants to enhance posters and manipulatives, actual plants, soil, dry leaves, twigs or tree barks for art subjects and etc.).					
2. uses localized materials in presenting the lesson.					
3. uses instructional materials in the class that we are familiar with.					
4. encourages us to use indigenous materials in making our project/outputs.					
5. uses workbooks/textbook.					
C. C. School Program/Activities I can...	Always (5)	Often (4)	Sometimes (3)	Seldom (2)	Never (1)
1. participate in school activities because I can sense belongingness with my classmates, school mates and my community.					
2. perform our traditional songs like idyuk and dinaklap during school activities such as buwan ng wika, indigenous peoples day and etc.					
3. learn indigenous knowledge, for our school allows culture bearers to impart knowledge in the classroom setting.					

4. collaborate with the community members for school activities.					
5. observe engaged community members and parents during school programs.					
Socio-cultural Factors	Always (5)	Often (4)	Sometimes (3)	Seldom (2)	Never (1)
A. Parental Support and Involvement My Parents...					
1. are identified as culture bearers influencing me in terms of preserving our culture through teachings of indigenous terms/languages, sharing our tribal stories, beliefs and traditions.					
2. educational attainment has influenced me in my studies.					
3. participation in school activities/meetings has guided me in my academic performance.					
4. find time to follow up me in doing my assignments at home.					
5. support my needs in schools					
B. Indigenous Communities Community's...	Always (5)	Often (4)	Sometimes (3)	Seldom (2)	Never (1)
1. elders and other stakeholders participate in community engagement activities like making of indigenous dictionaries, grammar, and stories.					
2. elders perform tribal dances like kinalasag, binanog, and puntino in the conduct of school-based Indigenous Peoples' Day.					
3. culture-bearers find time to share their knowledge on Bukidnons's Indigenous Knowledge Systems and Practices (IKSP's) such as pakusad, pa-pa-an, planting rituals, indigenous polite expressions and tribal beliefs in the classroom setting.					
4. council of elders coordinate with teachers on Indigenous Peoples Education (IPed) implementation in the school through conferences and meetings.					
5. barangay officials cooperate during school activities like brigada eskwela.					

Questionnaire(Hiligaynon Translation)

Mga Hinungdan nga Nakaapekto sa Grado sang mga Lumad nga Estudyante

Ang tumong aning mga pamangkot amo ang pagkilala sang mga nakaapekto sa grado sang mga lumad nga Bukidnon-Magahat nga estudyante. Palihog sabta sang klaro ang mga pamangkot nga gipangayo sa kada aytem. Ang inyo mga sabat gipasaligan importante kag waay iban nga makabalo. Madamo gid nga salamat.

Panudlo: Ibutang ang inyong saktong gisabat sa may blangko

Unang Bahin: Kaugalingong Impormasyon

Pangalan: _____

Grado/Seksyon: _____

Kasarian: _____

Edad: _____

Unang Marka Ikaduhang Marka (*ang magtutudlo magbutang sang grado*)

English

Agham/Science

Matematika

Grado sa tuig 2018-2019 sa mga subject nga:

	English	Science	Mathematics
Unang Marka :	_____	_____	_____
Ikaduhang Marka:	_____	_____	_____

Ikaduhang Bahin: Uban pang mga rason o hinungdan nga naka epekto sa grado sa mga lumad bukidnon

Panudlo: Sa ginhatag nga numero halin sa 1-5. Tseki ka isa kung pamatyag nimo amo ang pinaka hinungdan nga naka epekto sa imo nga grado.

Ang-ang	Pulong Panghulagway	Katapat	Eksplikar
5	Ginabuhat sa tanang panahon	Perte kataas	Ang buluhaton/balatyagon na himo/nabatyagan halin 81-100%
4	Kanunay	Taas	Ang buluhaton/balatyagon na obra/nabatyagan halin 61-80%
3	Panalagsa	Igo lang	Ang buluhaton/balatyagon na obra/nabatyagan halin 41-60%
2	Talagsa kaayo	Nubo	Ang buluhaton/balatyagon na obra/nabatyagan halin 21-40%
1	waay gid	Pinakanubo	Ang buluhaton/balatyagon na obra/nabatyagan halin 1-20%

Individual Factors	Esplikar sa kada ang-ang				
	Ginabuhat sa tanang panahon (5)	Kanunay (4)	Panalagsa talgsa (3)	Talagsa kaayo (2)	Waay gid (1)
A. Identidad Akon...					
1. Mapadayag ang akon kaugalingon isip isa ka Bukidnon-Magahat sa binagsa man o grupuhay nga diskusyon.					
2. Ginasukok ang amon panuot nga pang tribu parehas sang bahag/ patadyong sa eskwelahan o dibisyon nga palaguwaon.					
3. Ginagamit ang amon binuki nga linggwahe sa pakig estorya sa akon classmate o school mate					
4. Gipasidunggan ang amon kultura isip isa ka Bukidnon-Magahat pinaagi sang pagsaot sa amon tribu nga salauoton parehas sang kinalasag, binanog kag puntino sa panahon sang buwan ng wika o adlaw sang mga tribu.					
5. Tipigan ang amon tinun-an nga kultura sa amon kumunidad (sam asa; Pagtahod sa mga katigulangan (aki/baye), pagsunod sa mga panulundon, ritwal sa pagtanom, kag pagpati sa babaylan isip isa ka mga manugbulong, kag iban pa).					
B. Interes/Interest	Ginabuhat sa tanang panahon (5)	Kanunay (4)	Panalagsa talgsa (3)	Talagsa kaayo (2)	Waay gid (1)
1. Mamati gid ko sa leksyon sa amon maestra/maestro					
2. Aktibo gid ako nga mag- intra sa diskusyon, sa pagsabat sa mga pamangkot kag mamangkot gid ko kung may ara ko waay intiendehan.					
3. Akon gid ginaandaman ang amon mga "test/examination"					
4. Namian ko nga mahanas akon mga abilidad, sa eskwelahan nga ginaintra ang amon kultura					
5. Abtik ako nga gaintra sang bisan ano ngapalaguwaon sa eskwelahan					
C. Study Habits	Ginabuhat sa tanang panahon (5)	Kanunay (4)	Panalagsa talgsa (3)	Talagsa kaayo (2)	Waay gid (1)
1. Ga obra ko sang akon hilikuton kag gatuon sa akon bakante nga oras					
2. Nagatu-on gid ko kag nagaandam sa amon mga "test					
3. Nagatuon ako para mapalambo ang akon nga grado kon nubo akon grado					
4. Mas ginauna nakon ang pagtuon kag pag-obra sang amon hilikuton antis ko malantaw salida o mahampang					
5. May ara gid ko lugar tulun-an sa balay nga hapnay.					
D. Academic Self-Concept Akon...	Ginabuhat sa tanang panahon (5)	Kanunay (4)	Panalagsa talgsa (3)	Talagsa kaayo (2)	Waay gid (1)
1. Masarangan ko gid ang pagkuha sang maayo nga grado					
2. Gipaningkamutan ko gid nga maapas ang mga hilikuton sa eskwelahan					
3. Gipasaigarbo ko gid ang akon abilidad sa eskwelahan					
4. Pamatyagon kay maopya tungod sang akon inubrahan sa					

5. malabot ang resulta nga akon gipinsar sa eskwelahan					
E. Confidence in Academic Life	Ginabuhat sa tanang panahon (5)	Kanunay (4)	Panalagsa talgsa (3)	Talagsa kaayo (2)	Waay gid (1)
1. Komporme ako sa mga lain-lain nga ubra sa eskwelahan.					
2. Ginaandam ko permi angakon kaugalingon sa waay pa ang "test".					
3. Maayo ang amon sinapakay sa akon maestra o maestro					
4. Komporme ako nga mahimong pangulo sa ulubdahon sa eskwelahan					
5. Makasarang ko makipag bugno sa iban nga bata sa distrito o dibisyon nga aktibidades.					
Instructional Factors	Ginabuhat sa tanang panahon (5)	Kanunay (4)	Panalagsa talgsa (3)	Talagsa kaayo (2)	Waay gid (1)
A. Teaching Strategies Ang akon maestra/maestro...					
1. nagahubad sa estorya gamit ang amon nga hinambalan					
2. nagahatag sang kahigayunan sa amon nga makita, mahikap					
3. kag magamit ang mga butang nga makit-an sa amon kumunidad					
4. nagagamit sang mga butang isip impormasyon sa amon					
5. leksyon nga makita lang sa amon kumunidad, parehas sang mga tanom, mga tawo nga ara sa kumunidad					
6. nagahatag sang grupuhay nga ulubrahon sa eskwelahan.					
7. nagagamit sang teknolohiya sa pagpakita sa amon leksyon.					
B. Instructional Materials/Devices Ang akon maestra/maestro....	Ginabuhat sa tanang panahon (5)	Kanunay (4)	Panalagsa talgsa (3)	Talagsa kaayo (2)	Waay gid (1)
1. Nag gamit sang mga butang sa pagtudlo nga ara lang sa Komunidad parehas sang tinasa nga tanom para e pinta, parte mga tanom,duta , dahon nga magamit sa amon leksyon.					
2. Nag gamit sa lokal nga butang sa pagtudlo.					
3. Nag gamit sang mga butang pantudlo nga pamilyar sa amon					
4. Nag-awhag sa amon sa paggamit sang amon mga lumad nga butang sa paghimo sang amon proyekto.					
5. Nag gamit sang libro kag iban pa nga balasahon					
School Program/Activities Akon...	Ginabuhat sa tanang panahon (5)	Kanunay (4)	Panalagsa talgsa (3)	Talagsa kaayo (2)	Waay gid (1)
1. Maintrahan ang mga hilimuon sa eskwelahan kay nabatyagan nakon nga upod ako sa kabilugan					
2. Makanta kag mabayle ang amon binuki nga sulundon kon may ara kami hilimu-on sa eskwelahan parehas sang buwan ng wika, adlaw sang mga lumad(indigenous peoples day), kag iban pa.					
3. eskwelahan nagatugot sa mga katigulangan nga magtudlo sang amon mga panulundon sa sulod sa eskwelahan para kami makat-on					
4. Nakita nga nagka-isa ang opisyal sa barangay kag ang iban pa nga grupo sa kabilugan sa mga hilimuon sa eskwelahan					
5. Maobserbaran ang mga miyembro sa kumunidad nga naga intra sa kalihukan sa eskwelahan					

Socio-cultural Factors	Ginabuhat sa tanang panahon (5)	Kanunay (4)	Panalagsa talgsa (3)	Talagsa kaayo (2)	Waay gid (1)
A. Parental Support and Involvement					
1. Ang akon ginikanan naka apekto sa akon, sa pag preserbar sang amon kultura pinaagi sang pag tudlo sang binuki nga pinulong, kag pagtudlo sang amon nga mga panulundon sa komunidad					
2. Ang ineskwelahan sang akon ginikanan naka epekto sa akon pag-eskwela.					
3. Ang pag intra sang akon ginikanan sa mga kalihukan kag mga pagpulong-pulong sa eskwelahan naga giya sa akon grado.					
4. Nagahin sang oras sa pagbulig sa akon hilimu-on sa eskwelahan					
5. Nagata-o sang akon panginahanglanon sa eskwelahan					
B. Indigenous Communities Ang miyembro sang komunidad parehas sang mga...	Ginabuhat sa tanang panahon (5)	Kanunay (4)	Panalagsa talgsa (3)	Talagsa kaayo (2)	Waay gid (1)
1. katigulangan kag iban nga grupo naga intra sang olobrahon sa eskwelahan parehas sang pag obra sang diksyunaryo, pulungan kag mga estorya.					
2. katigulang naga bayle sang kinalasag, bananog, kag puntino kung ara programa sa eskwelahan parehas sang "Adlaw sang mga Lumad nga Bukidnon"					
3. Konseho sang tigulang nakiisa kag nagahatag sang oras sa pagkatudto sa eskwelahan para matuadlo an gang mga bukidnon ng kultura kag panulundon sama sang pakusad, pa-pa-an kag mga ritwal o hilikuton sang pagtanom, mga panultihon, kag mga gintuuhan.					
4. Konseho sang mga katigulangan abtik man pag intra pakigbahin sang pagtigum sa eskwelahan					
5. opisyaes sang barangay naga apil-apil man sa kalihukan sa eskwelahan					

Madamo gid nga salamat.

Curriculum Vitae

Personal Profile

Name: Ma. Nova Joy R. Alcueres
Date of Birth: November 6, 1992
Place of Birth: Bayawan City
Home Address: Malabugas, Bayawan City, Negros Oriental
Civil Status: Single
Age: 25 years old
Sex: Female
Citizenship: Filipino

Educational Background

Graduate Studies: Master of Arts in Education major
in Administration and Supervision
Foundation University, Dumaguete City
March 2019
Tertiary: Negros Oriental State University-Bayawan
Sta. Catalina Campus
Bachelor of Elementary Education
March 2014
Secondary: Bayawan National High School
Bayawan City, Negros Oriental
March 2009
Elementary: Telesforo Gargantiel Memorial Elementary School
Malabugas, Bayawan City, Negros Oriental
March 2005

Cabatuanan Elementary School

Cabatuanan, Basay, Negros Oriental

March 03, 2017 to Present

Substitute Teacher

Nangka Elementary School

Nangka, Bayawan City, Negros Oriental

January 11, 2017 – March 01, 2017

Substitute Teacher

Guisocon Elementary School

Guisocon, Bayawan City, Negros Oriental

November 7, 2016- January 5, 2017

Substitute Teacher

Hag-um Primary School

Tayawan, Bayawan City, Negros Oriental

August 4, 2016-September 30, 2016

Substitute Teacher

Cabatuanan Elementary School

Cabatuanan, Basay, Negros Oriental

January 4, 2016- March 3, 2016

Substitute Teacher

Telesforo Gargantiel Memorial Elementary
School

Malabugas, Bayawan City, Negros Oriental

Examinations Passed:

Licensure Examination for Teachers

Cebu City, Philippines

August 2014