



STUDY HABITS AND LEARNING PERFORMANCE OF GRADE 6 INDIGENOUS LEARNERS IN A DISTRICT

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Abstract: Indigenous students faced various challenges that could hinder their academic success. The Indigenous Peoples' Rights Act (IPRA), the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Indigenous Peoples' Education (IPED) Policy and Framework (DepEd Order No. 32, s. 2015) all contributed to strengthening the indigenous rights movement. The research sought the influence of study habits on the academic achievement of Grade 6 indigenous students in the District of San Marcelino. The goal was to create a plan and improve the quality of education through effective classroom instruction. The research investigated the correlation between study habits and the academic achievement of Grade 6 IPED students in the school year 2022-2023. Two factors were considered: first, individual factors such as age, gender, birth order, mother's highest educational attainment, and father's highest educational attainment; second, instructional factors such as interest and study habits. The research was done in San Marcelino District Schools, Division of Zambales. The participants were randomly selected from eight out of the twenty-one public elementary schools in the district. The main instrument of the data was a survey questionnaire. The collected data were analyzed using simple statistical tools, including frequency count, mean, standard deviation, and inferential statistics. The hypothesis was tested using the F-test or ANOVA and Pearson's R Correlation at a significance level of 0.05. The findings indicated that the participants had a diverse mix in age, gender, birth order, and their parents' education. Most participants were between 11 and 12 years old, with an almost equal number of males and females. The distribution of birth order varied, with a majority being either the first-born or fifth-born or above. Furthermore, the parents' educational background ranged from elementary education to college. The study found a correlation between the academic performance of Grade 6 IPED learners and their study habits. This correlation was moderate in strength and statistically significant, indicating that IPED learners with good study habits had a higher likelihood of achieving higher grades.

Keywords: Teaching and Learning, Indigenous Learners, Learning Performance, Study Habits, Descriptive Correlation, Olongapo City, Philippines

INTRODUCTION

United Nations' report on the state of education for the indigenous peoples, titled "State of the World's Indigenous Peoples III" (2017), noted that the 2030 Agenda for Sustainable Development specifically addressed the concerns of indigenous peoples, with a focus on education. The fourth Sustainable Development Goal aimed to guarantee that everyone has access to inclusive, high-quality education, as well as opportunities for lifelong learning. The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), in its breadth, relevance, and/or influence on national legislation on Indigenous rights, has brought new life to the study of Indigenous Peoples' scholarship (Mansell, 2011; Newcomb, 2011; Wiessner, 2008). In the Philippines, efforts were made to actively promote and safeguard the right to education for Indigenous Cultural Communities (ICCs) and Indigenous Peoples (IPs). Several policies, regulations, and/or guidelines have been put in place to ensure that disadvantaged communities, such as IPs, can obtain an education. Dator (2018) claim that Indigenous tribes in the Philippines, like the Badjao, Mangyan, T'boli, Bagobo, Manobo, and Agta, are known for their shyness, conservatism, and/or wariness.

This research aimed to establish a correlation between the study habits and learning outcomes of Grade 6 Indigenous students in the District of San Marcelino. Additionally, the study sought to identify effective strategies that could enhance the quality of education through improved classroom instruction. This study reveals that Indigenous students' study habits had a significant impact on their academic performance.



FRAMEWORK

The Indigenous Education Accord, which promotes indigenous identities, cultures, languages, values, ways of knowing, and knowledge systems, bolstered the findings. The Accord establishes several goals, including encouraging inclusive and respectful learning environments, implementing culturally responsive teaching strategies, appreciating and advancing indigenous perspectives in the classroom, utilizing culturally sensitive assessment techniques, revitalizing and affirming indigenous languages, introducing indigenous leadership into the classroom, and recognizing indigenous research (Archibald, 2010).

This study focused on Grade 6 pupils in the District of San Marcelino, Division of Zambales, and sought to establish a link between their study habits and learning performance. The demographic profile encompasses the input phase, which is the initial section of the study. The profile included age, gender, birth order, mother's highest level of education, father's educational attainment, and the Grade Point Average (GPA) for the academic year.

This data served as an essential foundation for the research analysis. Other variables included under input were the determining factors of study habits that may affect learning performance, such as individual and instructional factors. Personal characteristics include interest, study habits, academic self-concept, and confidence in academic life.

OBJECTIVES OF THE STUDY

The purpose of this study was to identify a substantial relationship between study habits and academic achievement to build evidence-based management methods and instructional interventions for Grade 6 Indigenous Learners in the San Marcelino District for the 2022-2023 academic year. The study covers a wide range of topics, including demographic profiles, study habit characterization, academic performance evaluation, the relationship between study habits and academic success, and how the findings can be used to develop effective school management plans.

METHODOLOGY

Research Design

This study used a descriptive correlational research approach to evaluate the association between two or more variables without assigning causal factors. It entails collecting and assessing data on at least two variables to see if there is a relationship between them.

Approval was obtained for data collection, which involved basic statistical techniques like frequency counts, means, standard deviations, and inferential statistics. Hypotheses were tested using the F-test or ANOVA and Pearson's R Correlation at a significance level of 0.05 to ensure accurate results. Following data analysis, a management plan was developed, presented to DepEd personnel for review, and revised based on feedback received.

This study aimed to provide insights into the relationship between study habits and academic performance among IPed learners, contributing valuable information for educational planning and improvement initiatives.

Research Site

The study participants were Grade 6 IPed learners from eight out of twenty-one public elementary schools in the District of San Marcelino, Division of Zambales. These schools included



Baliwet Elementary School, Dalanawan Elementary School, United Nations Women Aeta School, Lawin Elementary School, Buhawen Elementary School, Sta. Fe Elementary School, Judd Hendricks Memorial Aeta Integrated School, and Chiang Chio Te Memorial Aeta School.

Participants

The respondents in this study were the fifty-two (52) Grade 6 IPed learners in the District of San Marcelino during the school year 2022-2023.

Instrumentation

The researcher utilized a survey questionnaire to gather information. Creswell (2016) stated that the survey can investigate the associated characteristics of the respondents.

The research study employed a self-administered questionnaire consisting of two parts. The first part, created by the researcher, gathered information about the respondents' characteristics, such as age, gender, birth order, indigenous status, and parents' educational attainment.

Additionally, it included the respondents' grade point average from previous quarters. The second part focused on study habits and used the work of Nova Joy R. Alcueres (2020), entitled "Bukidnon-Magahat Learners Plight: Factors Affecting Learning". This section looked at numerous elements that could affect the learning performance of Grade 6 IPed students, including individual and instructional aspects.

Data Collection

Before beginning data collection, the researcher got official authorization from the Division Superintendent of Zambales, the District Supervisor of San Marcelino, and the principals of all eight schools. This approach was required due to the engagement of Grade 6 IPed Learners.

The researcher individually distributed questionnaires to each of the 52 respondents during the period specified by the class advisers and the school principal. The researcher reminded the participants at the beginning of the questionnaire, when they reached the informed consent section, to carefully read and tick the designated box to express their agreement.

This step was essential to ensure that participants were fully aware of the research objectives and voluntarily consented to participate. Respondents could discontinue the questionnaire if they did not wish to participate in the study.

The researcher waited for the respondents to finish answering the questionnaire and personally retrieved the instrument.

Statistical Techniques

The statistical treatment in the study encompassed the following key components: (1) Frequency analysis for the respondents' profile, (2) Utilization of Weighted Mean as a statistical tool to determine the average score of factors influencing study habits and academic performance of Grade 6 IPed learners, and (3) Application of Pearson Correlation to assess the relationship between individual and instructional factors impacting study habits based on demographic profiles.

The research employed a 5-point Likert Scale for accurate descriptions and interpretations of the measured variables.

RESULTS AND DISCUSSION

Profile of the Respondents



The study included 52 participants aged 11 to 13, with the majority being 11 or 12 years old. Females slightly outnumbered males, constituting 51.92% and 48.08% of the sample, respectively. Among the participants, third-born children formed the largest group at 19.23%, followed by second-born at 17.31%.

In terms of parental education, most mothers and fathers had an elementary undergraduate education, with 50% and 46.15% respectively. This data offers a detailed insight into the age, gender, birth order, and parental educational background of the participants, facilitating a better understanding of the sample composition.

Study Habits of the Grade 6 Indigenous People

Individual factors

1.1.1 Interest

It was evident that the individual demonstrated a high level of engagement and participation in their educational environment.

Most of the participants demonstrated a high level of attentiveness during the teacher's presentations and explanations, as indicated by a weighted mean of 4.33 and a descriptive rating of "Always."

Table 3

Study habits in terms of interest as an individual factor

Interest	WX	DR
1. Paying close attention when the teacher talks and explains things.	4.33	Always
2. Join in the conversation, respond to questions, and ask for help when you don't understand something.	4.08	Often
3. When having tests, quizzes, or exams, make sure of readiness for them.	3.88	Often
4. In a classroom, learning new things and getting better at them. This classroom is special because it includes different cultures and ways of doing things. This helps in understanding and appreciating other people and their traditions.	4.15	Often
5. Like joining in fun activities that happen outside of regular school time. These activities can include things like sports, clubs, or special events. It's a way of getting involved and having fun with friends at school.	4.17	Often
Composite Mean	4.12	Often

Furthermore, the kids enthusiastically participated in the school's extracurricular activities, indicating a comprehensive commitment to their education. They were rated second, with a weighted average of 4.17. Moreover, respondents put a high value on understanding and appreciating diverse cultures and customs, placing third with a weighted average of 4.15.

The composite means of their responses showed a constant pattern of active participation in the classroom, with an average rating of 4.12. This descriptive study emphasizes the individuals' commitment to their educational journey, demonstrating their desire to grow their skills and capacities in a culturally sensitive classroom setting.

Performance Rating of the Respondents during the School Year 2022-2023

The majority of respondents received exceptional performance ratings during the school year 2022-2023. The study's findings support the K-12 Reform (R.A. 10533), which changed the country's teacher qualification criteria in 2013.

Similar supportive efforts must be made to guarantee that the reform process generates high-quality teachers who are appropriately qualified to perform the tasks and obligations of K-12 educators. Despite the clear necessity for integrating 21st-century skills into educational frameworks, challenges remain. The Philippines faces a learning crisis, as highlighted by (Bautista & Aranas, 2023), where educational outcomes have not significantly improved despite reforms.

Study Attitudes

Based on the data collected, the participants acknowledge that studying and preparing for quizzes and tests in advance is of great importance. It was evident in the average score of 4.23, ranking it first with a descriptive rating of "Always." The participants clearly understood the significance of taking a proactive approach to their learning.

Additionally, they recognized the importance of having a clean, orderly, and organized learning environment, as indicated by the mean score of 4.19, ranking it second. This fact highlights their awareness of how their physical surroundings can impact their studying experience.

Furthermore, the participants frequently utilized their free time to complete assignments or review their academic material, with an average score of 4.15, placing it third with a descriptive rating of "Often." This result suggests that they prioritize academic tasks during their free time.

Table 4

Study habits in terms of study attitudes as individual factors

Study Attitudes	WX	DR
1. When having free time, I like to work on assignments or learn more about school subjects.	4.15	Often
2. Understanding that it's essential to study and get ready for quizzes and tests beforehand.	4.23	Always
3. Trying even harder when getting low grades to do better in studies.	4.13	Often

4. Liking to complete schoolwork and homework before having fun playing or watching TV shows.	4.12	Often
5. When learning space is neat and organized, it helps the brain work better and makes it easier to learn new things.	4.19	Often
Composite Mean	4.17	Often

Lastly, when faced with low grades, the participants often responded by studying harder to improve their performance, as indicated by a mean score of 4.13. This result demonstrates their motivation to overcome academic challenges. Moreover, the participants frequently preferred completing their studies and assignments before engaging in leisure activities such as playing or watching television shows, with a mean score of 4.12. This data implies that they prioritize their academic responsibilities.

Teachers could support students by creating instructional strategies that address the unique personalities of individuals (Honigsfeld & Dunn, 2003).

At the beginning of the academic year, school orientation programs must cover essential topics related to effective studying. These topics include creating a study schedule and fostering a positive mindset towards studying. Professionals must be aware of these strategies to optimize their learning experience (Canfield, 2015).

1.1.2 Academic self-concept

Table 5

Study habits in terms of academic self-concept as an individual factor

<i>Academic Self-Concept</i>	<i>WX</i>	<i>DR</i>
1. Can obtain good grades.	4.02	Often
2. Determined enough to cope with schoolwork.	4.17	Often
3. Proud of performance in school.	4.10	Often
4. Feeling good about schoolwork.	4.23	Always
5. Getting the results wanted in school.	4.00	Often
Composite Mean	4.10	Often

The individuals surveyed in this study demonstrated a generally positive academic self-concept. They felt pride in their performance and consistently felt good about their schoolwork, ranking it as their top priority with a weighted mean of 4.23. On average, participants reported a strong belief in their ability to handle schoolwork, ranking it second with a weighted mean of 4.17. Additionally, they expressed pride in their academic achievements, ranking it third with a weighted mean of 4.10. These findings suggest that the individuals surveyed have a high level of confidence and satisfaction in their academic abilities.

The composite mean score for the academic self-concept was 4.10, indicating that students often held positive beliefs about their abilities and achievements in school. This descriptive analysis

provides insight into the participants' perceptions of their academic capabilities and highlights the positive self-concept in relation to schoolwork.

1.1.3 Confidence in academic life

Table 6

Study habits in terms of confidence in academic life as an individual factor

<i>Confidence in Academic Life</i>	<i>WX</i>	<i>DR</i>
1. Comfortable with extra work or activities	4.10	Often
2. Sure of oneself before an exam.	3.81	Often
3. Having a good relationship with the teacher	4.19	Often
4. Comfortable leading in an academic group.	3.35	Sometimes
5. Participate and do well in competitions with other students in one's area.	3.75	Often
Composite Mean	3.84	Often

The data provided represents the self-reported levels of confidence in different aspects of academic life among the survey participants. The respondents ranked their relationship with their teacher as the highest, with a rating of 4.19. Comfort with additional work or activities was ranked second with a rating of 4.10, while confidence before exams ranked third with a weighted mean of 3.81.

On average, the participants indicated their ease in handling additional tasks or engagements. They frequently expressed high levels of confidence before exams and reported having a positive rapport with their instructor. However, they indicated that they were only sometimes comfortable leading academic groups. In terms of competition, they often reported feeling capable of competing with other learners in district and division activities.

The composite mean for confidence in academic life was 3.84, indicating that overall, the participants reported feeling confident in various aspects of their educational life.

The participants' responses to schoolwork showed their knowledge. As cited by Bishop et al. (2021), the achievement of indigenous students in academics involves pushing themselves and taking on challenges. In this regard, the quality of the schoolwork is crucial in shaping their perception of the school and their appreciation of the education they receive.

1.2 Instructional factors

The study investigated how different instructional factors influence students' confidence in their academic lives. The findings revealed that most students had positive experiences with their teachers' instructional practices.

Table 7

Study habits in terms of instructional factors

<i>Confidence in Academic Life</i>	<i>WX</i>	<i>DR</i>
1. The teacher takes well-known stories and translates them into the languages spoken in the area.	4.77	Always



2. The teacher takes the learners outside to do fun activities to play with real things from the neighborhood. It helps learning in a hands-on way!	4.35	Always
3. The teacher uses things from the community, like plants, animals, people, and things done locally, to help in learning.	4.67	Always
4. The teacher asks learners to work together in groups during class.	4.69	Always
5. The teacher uses technology to help learning in class.	4.63	Always
6. The teacher uses things from the local area to help learners learn in class. For example, she uses plants to make paint and adds parts of plants to the posters and objects that can be touched and played with. She even brings in real plants, soil, leaves, twigs, and tree bark for learners to explore.	4.54	Always
7. The teacher uses localized materials that are made specifically for the class when teaching.	4.65	Always
8. The teacher uses things in class that learners know about.	4.58	Always
9. Teacher engages learners in using indigenous materials in making their project/ outputs.	4.60	Always
10. Teacher uses workbooks/ textbooks.	4.73	Always
11. Teacher uses a variety of strategies and classroom activities.	4.63	Always
12. Teacher assesses learners fairly and objectively	4.67	Always
13. The teacher uses group activities and collaborative work	4.75	Always
14. Teacher challenges learners to work individually and in groups.	4.56	Always
15. Teacher practices classroom routines and positive discipline with gender sensitivity.	4.65	Always
Composite Mean	4.63	Always

The top-rated factor is using translated popular stories in local languages, which received a weighted mean of 4.77 and ranked first. Students highly valued teachers who encouraged group activities and collaborative work, giving it a weighted mean of 4.75 and ranking it second.

Additionally, students appreciated technology-aided instruction, localized materials, and familiar instructional resources. Using indigenous materials in projects, workbooks, and textbooks also received positive feedback from students, with a weighted mean of 4.73 and ranking third.

Overall, the composite mean score for instructional factors is 4.63, indicating a consistently positive response from students. This descriptive analysis highlighted the importance of instructional practices that are engaging, culturally relevant, and inclusive, as they contribute to students' confidence in academic life.

2. Academic performance of the Grade 6 IPed learners for the previous quarters in SY 2022-2023



Table 8

GPA of the participants

Grade Point Average in the 8 Learning Areas	Average	Verbal Description (DepEd Standard)
First Quarter	77.83	Fairly Satisfactory
Second Quarter	78.06	Fairly Satisfactory
Third Quarter	78.44	Fairly Satisfactory
Fourth Quarter	78.92	Fairly Satisfactory
General Average	78.31	Fairly Satisfactory

The participants' Grade Point Average (GPA) in the eight learning areas was satisfactory throughout the academic year. In the first quarter, the average GPA was 77.83, which remained consistent in the second quarter with a GPA of 78.06. The GPA slightly increased in the third quarter to 78.44 and improved in the fourth quarter to 78.92. Overall, the participant's average GPA for the year was 78.31, indicating satisfactory performance across all learning areas.

3. Significant differences in the participants' study habits based on their profile variables.

Table 9

ANOVA/ t-test results

Grouping Variable		F-value / t-value	p-Value	Decision at 5% alpha
Age	Individual	F=7.832	0.000	Reject
	Factors			Ho (Significant)
Gender	Instructional	F=10.331	0.000	Reject
	Factors			Ho (Significant)
Birth Order	Individual	t=0.983	0.129	Accept
	Factors			Ho (Not Significant)
	Instructional	t=2.040	0.088	Accept
	Factors			Ho (Not Significant)
	Individual	F=0.912	0.135	Accept
	Factors			Ho (Not Significant)
	Instructional	F=0.765	0.329	Accept
	Factors			Ho (Not Significant)
Mother's Highest Educational Attainment	Individual	F=7.348	0.000	Reject
	Factors			Ho (Significant)
	Instructional	F=0.594	0.432	Accept
	Factors			Ho (Not Significant)



Father's Highest Educational Attainment	Individual Factors	F=0.769	0.327	Accept Ho (Not Significant)
	Instructional Factors	F=0.571	0.476	Accept Ho (Not Significant)

Table 9 demonstrated notable variations in the study habits of IPED learners based on their age groups. The computed F-values for the individual factors ($F = 7.832$) and instructional factors ($F = 10.331$) were statistically significant at a 5% level. As a result, we could reject the null hypothesis.

Moreover, when grouped by mother's highest educational attainment, there were significant variations in the study habits regarding individual factors, with an F-value of 7.348. The findings rejected the null hypothesis at a 5% alpha.

However, gender, birth order, or the highest educational attainment of their fathers do not influence an individual's study habits.

4. Correlation between Study Habits and Academic Performance of Grade 6 IPed Learners

Table 10 demonstrates a significant and moderate positive correlation between the study habits and the overall academic performance of Grade 6 IPed learners. The researcher rejects the null hypothesis at a substantial level of 5%. This finding suggests that IPed learners with good study habits have a higher probability of achieving better grades.

Table 10
Pearson r results

	Pearson r-value	p-value	Decision at 5% alpha
Study Habits and Academic Performance	+ 0.561 (Moderate Positive)	0.017 (Significant)	Reject Ho

CONCLUSION

A study revealed a diverse participant profile in terms of age, gender, birth order, and parents' education. Most participants were aged between 11 and 12, with an equal gender distribution. Birth order varied, with many being first-born or fifth-born or above. Parents' education ranged from elementary to college degrees. Positive study habits were noted, including attentiveness, active participation, and engagement in extracurricular activities. Participants showed effective time management, motivation to improve, and prioritization of studies. They demonstrated a proactive and disciplined approach to studying. Participants reported lower comfort levels in leading academic groups but generally felt confident in their academic abilities. Students valued instructional practices like using local languages and resources.



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