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## Research Article

### 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 improve the quality of education through effective classroom instruction. The research investigated the correlation between study habits and academic achievement in Grade 6 IPED students in the 2022-2023 school year. Two factors were considered: individual factors such as age, gender, birth order, mother's highest educational attainment, and father's highest educational attainment, as well as 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 F-Test or ANOVA and Pearson 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

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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), stated that the 2030 Agenda on Sustainable Development explicitly addressed the needs of indigenous peoples, with a particular emphasis on education. Sustainable Development Goal 4 aimed to ensure that everyone had access to inclusive and high-quality education, also lifelong learning opportunities. 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 rules, regulations and/or guidelines had been put in place to guarantee, that disadvantaged populations, such as IPs, could access education. Dator (2018) and Quiri (2019) claim that shyness, conservatism and/or wariness are common characteristics among some indigenous tribes in the Philippines like the Badjao, Mangyan, T'boli, Bagobo, Manobo, and Agta. Such characteristics were observed within these communities.

Indigenous kids encounter obstacles that can prevent them from succeeding academically. Racist preconceptions (Milne et al., 2020), low participation or interest (Edwards, 2017), lack of self-awareness (Sani and Idris, 2017), being forbidden from speaking their native tongue (Allemann, 2019), and a restricted receptive vocabulary were some of these difficulties (Pearce et al., 2019). Indigenous students typically leave academic institutions because of these challenges. Students must so look for

methods that will enable them to get beyond these obstacles. Furthermore, Han (2022) said that to support Indigenous Australian kids in their academic endeavors, educators and other teachers must be aware of the most effective teaching practices for this population.

The Philippine Constitution, through its mandate, has protected the Indigenous People's right to education, as stated in Article XIV, Sec. 1, which states, "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 available to all." The Indigenous Peoples' Rights Act (IPRA), the UN Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Indigenous Peoples' Education (IPEd) Policy and Framework (DepEd Order No. 32, s. 2015) have all contributed to strengthening the indigenous rights movement. These legal measures promote learner-centered, contextually relevant, and culturally sensitive education for indigenous learners (Luistro, 2011).

Indigenous people who are also referred to as first, aboriginal, and native people, were considered minorities with their languages, cultural traditions, personality traits, ancestral land territories, and a strong sense of self-identity as indigenous individuals (Cobo, 2004).

Hogarth (2018) conducts a critical analysis of the National Aboriginal AND Torres Strait Islander Education Strategy 2015, focusing on the rights of Indigenous peoples in education as stated in the Coolangatta Statement. The study focuses on how the strategy's attempts to improve the academic attainment of Indigenous primary and secondary students, addresses the educational rights of Aboriginal and Torres Strait Islander peoples.

Dutta (2018) highlighted that indigenous communities face challenges due to geographical isolation and low literacy rates.

Additionally, the long-standing issue of teacher shortages in the Philippines influences the decision-making processes of the Ips (Alegado, 2018; Lopez and Irene, 2017; Mohammad, 2016; Pacana, et al., 2019; Ulla, 2019). These factors contribute to the unique circumstances and decision-making challenges of the indigenous communities in the Philippines.

The National Commission on Indigenous Peoples (NCIP) is undertaking a dual approach to advance the indigenization agenda within the education system. This approach involves working within the formal education system and partnering with agencies and organizations to implement alternative learning programs. The NCIP is actively promoting the acknowledgment and preservation of indigenous learning systems within the community of indigenous cultural communities and indigenous peoples (ICCs/IPs). This advocacy aimed to ensure the long-term sustainability of these systems. The NCIP's focuses on supporting and empowering ICCs/IPs in their cultural practices and knowledge transmission.

The NCIP puts strong emphasis on supporting IP community-based schools and on implementing educational interventions that are sensitive to their culture. They focus on providing basic literacy programs with a gradual progression scheme to the most vulnerable IP groups. Initiatives for the Basic Education of Indigenous Peoples were initiated in collaboration with the Department of Education and local partners. These initiatives had been developed through workshops and dialogues with IPs and were continuously validated and refined on the ground (Buasen Jr., 2010).

The academic performance of students is a matter of great significance for educators. The government, educators, parents, and society have consistently shown significant interest on this matter. Extensive research show that teachers are crucial in shaping students' academic achievements (Andaya, 2014). According to a study by Abrahamsen and Drange (2015), ethnic minorities have higher job aspirations compared to non-ethnic minority students.

The study conducted by Napil (2020) found that the levels of belief in acquiring the Filipino

language, as well as the direct and indirect strategies used in learning it, were high among indigenous students. However, student's academic performance was determined to be average. Interestingly, the findings also revealed positive correlations between gender and beliefs in language learning and strategies, between the course and ethnic background, beliefs in language learning, strategies, and academic performance. These findings suggested that sex plays a role in influencing the beliefs and strategies of indigenous students when it comes to acquiring the Filipino language, as well as their overall academic performance.

As per Cornelio and de Castro (2026), the Philippines was the first country in Asia to pass laws acknowledging the unique requirements of native populations concerning the availability of primary healthcare and education. According to Perez et al. (2020), indigenous peoples want their kids to finish school so they can have better economic opportunities. It is interesting to note that parents and kids work together to choose careers. However, Alangu (2017) noted that government records have shown relatively low proportions of indigenous students successfully finishing their studies, despite the favorable influence on indigenous education.

Barcenas, JM (2022) stated that study habits are essential factors in sustaining student's academic performance. These factors are commonly referred to as typical behaviors or habitual practices that individuals adopted to study and learn effectively. Study habits were crucial in facilitating students' comprehension and ensuring a comfortable and enjoyable learning experience. Developing good study habits is important for students to enhance their academic learning and skills. On the other hand, students with ineffective and inefficient study habits may encounter learning difficulties and become frustrated.

Numan and Hasan (2017) proposed that study patterns play a significant role in test anxiety and academic achievement. Their findings suggest that pupils with good study habits typically perform better than their peers with bad study habits. This means that effective study habits are crucial for academic success.

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 research suggests that Indigenous learners' study habits had a substantial impact on their academic achievement.

### **Framework of the Study**

The attention of scholars and educational agencies has been focused on the study habits of students and its impact on learning performance. Enhancing learners' academic performance is a vital objective of the Department of Education (DepEd), as it is crucial for achieving the institution's vision, mission, goals, and objectives.

Academically gifted kids also have more career options, greater incomes, higher levels of confidence and self-esteem, lower levels of anxiety and depression, and a decreased likelihood of drug addiction. A good academic performance will give the child a sense of accomplishment. Academic achievement can help a child get into a good college. Academic success can lead to better job opportunities. Academic success can help a child develop essential life skills. Academic achievement can help children feel satisfied and accomplished. Academic achievement can boost a child's self-confidence (Bona, 2018)

Developing strong study habits is crucial for achieving personal and academic goals. A basic, tiny alteration in study habits can significantly improve goal planning and life organization. Individuals' success depends on their study habits. Education manifests the perfection that already exists in man. Study habits have a key role in this expression (Lawrence, 2014).

According to Fagbemi (2001), a child's level of learning is determined by how much time they actively participate in learning. Studying helps pupils remember information and improve their performance on tests and exams. This study examines the link between undergraduates' study habits and academic accomplishment.

Academic achievement might be measured in several ways, such as scores on standardized tests, grades, or exam performance; however, such achievement sometimes does not result in a student's actual understanding (Calderone et al., 2018).

Educational psychologists and researchers have argued that there are many determinants of academic performance (Chamorro-Permuzic & Furnham, 2003). Danskin and Burnett (1952) found that student getting higher marks had more effective study habits as compared to students who had ineffective study habits and this lagged behind in studies.

Rabia et al. (2017) conducted a study named "A Study on Study Habits and Academic Performance of Students" and found a substantial correlation between study habits and academic performance of the students. According to this study, one's study habits impact their ability to learn effectively. The study found a strong correlation between students' study habits and academic success.

Additionally, The study Ozsoy, Memis, & Temur (2017) shows that the fifth-grade students in Turkey who got low and medium achievements could not develop excellent study habits, proving a significant relationship for students who earned high academic achievements.

Also, J.P. Fouche (2017) observed healthy research tendencies, such as

task, class attendance, time control, and still concentration and hard work has strong correlation with academic success. In general, it implies an appropriate study patterns and behaviors can aid pupils improve their academic success to be more effective. Assimilationist practices in the past, especially those involving public schools and residential schools, have had a long-lasting effect on indigenous populations. The IPs are unable to get an education that would meet their specific needs and foster both their academic and personal success because of these significant obstacles. The harms they have inflicted have transcended generations, as children who received such education could not actively participate in community life and experienced alienation from their communities, values, languages, and cultures (Graham and Zyl-Chavarro, 2016). The local laws and

practices also damaged the confidence, self-esteem, and self-respect of indigenous, which also weakened the cultural linkages and references within indigenous groups (Nesterova, 2019). This refers to verbal and written modes of communication and visual representations derived from indigenous traditions (Risku and Harding, 2013; Morcom, 2017). It serves as a conduit for transmitting culture, providing speakers with physical, spiritual, and emotional nourishment. Furthermore, it establishes a connection to the past, imparting meanings that shape the present. Learning using indigenous languages has a direct impact on academic success, leading to increased attendance and graduation rates, also improved self-esteem and cultural pride (Fenelon and LeBeau, 2006; Morcom, 2017).

According to Gabriel and Mangahas (2017), McLean (2010) found that the Philippines was one of the first countries in Asia to recognize the existence and distinctiveness of indigenous peoples (IPs). Recognizing indigenous peoples' rights in the Philippines has evolved. Initially, the 1935 and 1973 Constitutions introduced this through an "integration" approach. However, with the ratification of the 1987 Philippine Constitution, the approach shifted towards "recognition." The 1987 Constitution emphasizes the state's responsibility to promote social justice and safeguard the well-being and economic security of the people. Similarly, the 1973 Philippine Constitution also acknowledged the interests of cultural minorities in state policies (McLean, 2010).

Presidential Decree No. 1414 safeguards indigenous peoples (IPs) who aspire to assimilate into mainstream Philippine society while also respecting the desire of those who wish to preserve their unique culture and traditions. This decree aims to balance between integration and maintaining a separate identity for IPs.

The observation made by Dupere (2016) is accurate in pointing out that Indigenous children globally face five educational challenges, including the devaluation of Indigenous teachings and low graduation and enrollment rates.

The recognition of education's significance to Indigenous Peoples (IPs) and Indigenous Cultural Communities (ICCs) is of utmost importance. As Atleo (2012) correctly states, education is the key to unlocking the potential of

Aboriginal communities. Education plays a crucial role in enhancing the social and economic well-being of Indigenous Peoples (IPs). It also establishes vital connections to important factors like governing capacity and sustainable economic development. By increasing the education levels of IPs, they can effectively govern their communities by implementing systems that preserve their unique culture and traditions while achieving economic growth.

While the mainstream postcolonial educational philosophy in the Philippines fails to provide enfranchisement and self-determination, education can promote, protect, and maintain the Indigenous culture of the Igorot people (Romero, 2020; Adonis & Couch, 2017).

On the other hand, contextualization plays a crucial role in students' academic performance by making learning more engaging, relevant, and motivating. This boosts their confidence and interest in learning (Lorbis, 2019). To promote contextualization in teaching and learning, particularly for Indigenous Peoples (IP) learners, to provide them with equitable and compassionate education, the Philippines implemented various initiatives. It is the state's responsibility to ensure that all students receive a quality, equitable, culture-based, and comprehensive primary education (RA 10533, 2013). To achieve universal and equitable access to education for IP learners, the Department of Education (DepEd) issued Order No. 62 s. 2011, which emphasizes the need to develop and implement a policy framework responsive to the learners' needs, cognitive abilities, and cultural background.

In their study, Eduardo & Gabriel (2021) highlighted the Dumagat villages in the Philippine provinces of Aurora and Nueva Ecija. As analytical lenses, they employed a qualitative research approach, critical pedagogy, Indigenous research methods, and a straightforward binary quantitative tool. The study's conclusions were as follows: (a) The Indigenous Peoples' Rights Act (IPRA) of 1997, which outlines Philippine laws on the right to education, may be viewed as little more than a token gesture. (b) The main obstacle preventing Indigenous Peoples from exercising their entitlement to education was poverty (IPs). (c) Most of the IP curric-

ulum maintained English as the primary language of instruction. (d) IPs fall short on policy aspirations as they are not well-versed in the specific provisions of IPRA on access to culture and education.

According to the research conducted by Andaya in 2016, instructional factors have a significant impact on academic performance. Teachers have a pivotal role in the academic success of students. The quality and effectiveness of teachers are significant factors in this regard. The study emphasized that for students to learn effectively, teachers should offer meaningful and authentic learning activities. These activities enable students to construct their knowledge in the subject area. Consequently, the academic performance of indigenous learners is connected to instructional factors.

Montaner (2020) conducted a study investigating the implementation of the IPed Program in the Indigenous School of Bangkal, Abucay, Bataan. The researcher interviewed students and DepEd personnel. They were given questionnaires specifically designed to assess the program's content, pedagogy, and assessment methods. Additionally, to ensure data's reliability they did classroom observations.

Villaplaza (2021) suggested that the Department of Education should enhance the involvement of various stakeholders in the design and development of instructional materials. It is essential for the curriculum design and framework to be rooted from the local community life of Indigenous Peoples/Indigenous Cultural Communities (IPs/ICCs). Furthermore, teachers should familiarize themselves with the Indigenous Peoples Education (IPed) policy to align their instructional methods with the cultural backgrounds and indigenous learning systems of IPs/ICCs.

Moreover, studies by Maximo in 2015 also revealed that teachers are essential in the teaching and learning process. Teachers should utilize the best methods to facilitate learning and promote student success.

Regarding socio-cultural factors, parental involvement has a moderately positive correlation with academic performance. Faircloth and Tippeconnic (2010) also supported this finding, stating that parental involvement in school

is moderately related to the academic performance of indigenous learners. Parents, who frequently visit the school, demonstrate their concern for their children's academic progress.

Nevertheless, the academic performance of learners is not directly influenced by their perception of the participation of the indigenous community. A comprehensive educational system requires the active participation of stakeholders to achieve the desired objectives and outcomes for individual schools (Stone et al., 2017). However, if stakeholders would not provide the necessary support and assistance in school activities and program implementation, goal achievement may not be realized (Grauwe, 2014). It is crucial for school programs to involve all stakeholders in the decision-making process to ensure success, (Bartle, 2017). The involvement of stakeholders in school programs and academic discussions is becoming increasingly important (Jowi, 2013).

The National Indigenous Peoples Education Policy Framework was created in cooperation with members of Indigenous Peoples' communities, civil society and other government organizations, as stated in DepEd Order No. 22, s. 2016. The government, the communities of Indigenous Peoples, civil society and other stakeholders in education can work together to advance shared responsibility, ongoing communication, participation, and collaboration by using this framework. It also acknowledges that achieving other essential freedoms and human rights requires education.

DepEd highlights the necessity of creating an Indigenous Peoples Education Program and fortifying its policy for the education of Indigenous Peoples. It is imperative to assess whether the program's implementation with the cooperation of stakeholders can foster an atmosphere favorable to school improvement (Adrienne, 2018). Stakeholder support significantly affects students' academic performance (Lumapenet, 2017).

The Indigenous Education Accord, which supports indigenous identities, cultures, languages, values, methods of knowing, and knowledge systems, further supported the findings. The Accord establishes several goals, such as encouraging inclusive and respectful

learning environments, putting culturally responsive teaching strategies into practice, appreciating and advancing indigenous perspectives in the classroom, using culturally sensitive assessment techniques, reviving and affirming indigenous languages, introducing indigenous leadership into the classroom, and recognizing indigenous research (Archibald, 2010).

This study specifically revolved around Grade 6 students in the District of San Marcelino, Division of Zambales, aiming to establish the correlation between their study habits and learning performance. Figure 1 presents

the process analysis in this study. 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. Individual factors, includes interest, study habits, academic self-concept, and confidence in academic life.

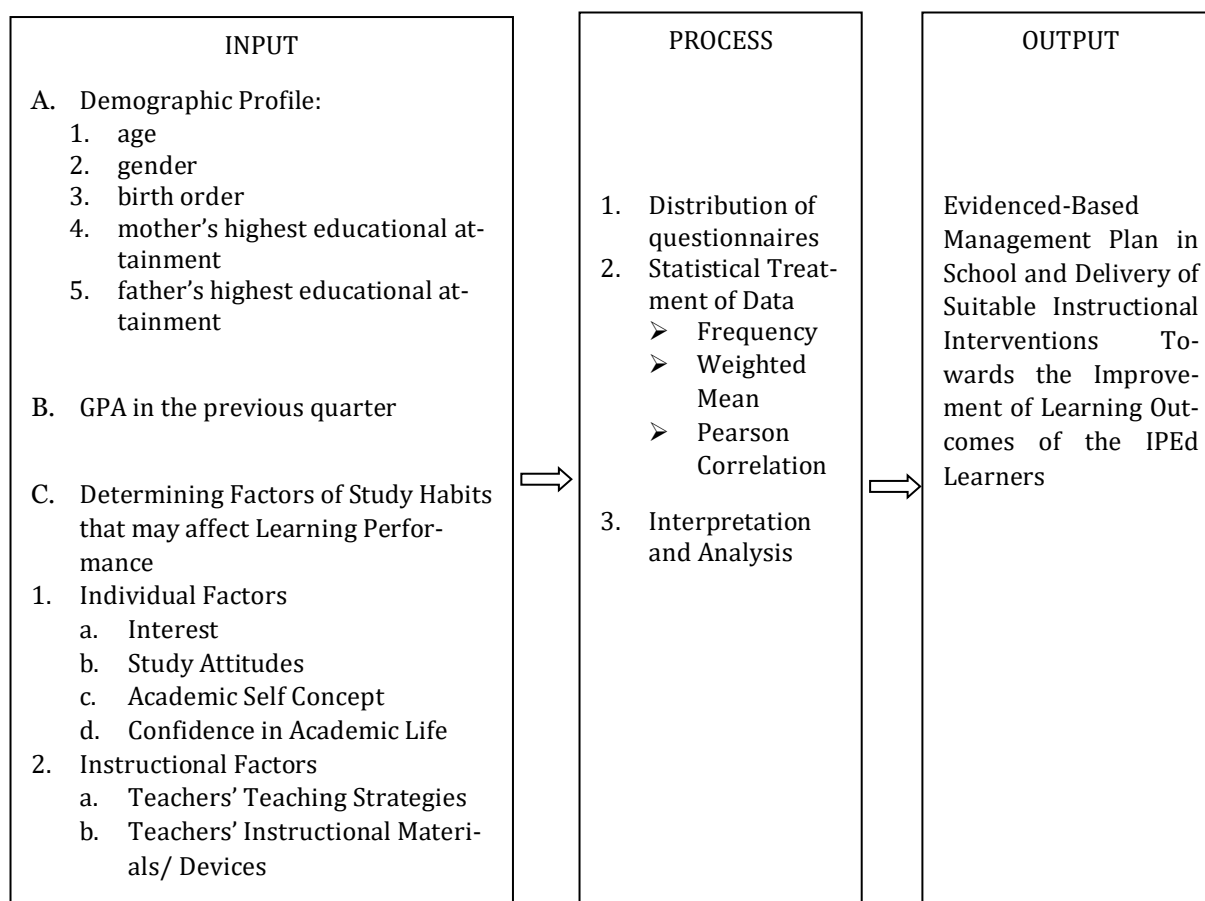


Figure 1. Framework of the Study

On the other hand, instructional factors encompassed teachers' teaching strategies and the materials and devices they utilized in their instruction. The research methodology employed involved the administration of questionnaires, followed by statistical data analysis and interpretation. The primary aim was to

develop management plans supported by evidence and implement instructional interventions to improve the academic performance of Grade 6 IPED learners in the District of San Marcelino, Division of Zambales, for the academic year 2022-2023. This research aims to address

the specific needs of these learners and contribute to their educational development. The focus was designing effective strategies and interventions to enhance their learning outcomes.

### Statement of the Problem

The purpose of this research is to identify significant relationship between study habits and learning performance. This would be the basis for formulating an evidence-based management plan in schools and delivering suitable instructional interventions to improve the learning outcomes of Grade 6 Indigenous Learners in the District of San Marcelino for the academic year 2022-2023.

The research specifically sought to answer the following questions:

1. What was the demographic profile of Grade 6 learners in the IPED program regarding age, gender, birth order, mother's highest educational attainment, and father's highest educational attainment?
  - 1.1 age;
  - 1.2 gender;
  - 1.3 birth order;
  - 1.4 mother's highest educational attainment
  - 1.5 father's highest educational attainment
2. How could we characterize the study habits of the respondents in relation to:
  - 2.1. individual factors;
    - 2.1.1 Interest
    - 2.1.2 Study Habits
    - 2.1.3 Academic self-concept; and
    - 2.1.4 Confidence in academic life;
  - 2.2. instructional factors
3. What was the Grade Point Average (GPA) academic performance of Grade 6 IPED learners for the previous quarters in the school year 2022-2023?
4. Is there a significant correlation between the factors influencing study habits (both individual and instructional factors) and the academic performance of Grade 6 IPED learners?
5. How can the study findings be utilized to create an evidence-based management plan in schools?

### Hypothesis

Based on the preceding discussion, the hypothesis is that there is no significant correlation observed between the individual and instructional factors of study habits and the academic achievement of Grade 6 IPED learners.

### Scope and Delimitation

The research aims to examine the relationship between study habits and academic achievement among Grade 6 IPED learners during the academic year 2022-2023. This study sought to investigate how study habits impact the academic performance of these learners. The research focused on two key factors: individual factors such as age, gender, birth order, and the highest educational attainment of both the mother and father, and instructional factors such as interest and study techniques. The focus of research is in the District of San Marcelino, located within the Schools Division of Zambales. The study used random selection of participants from seven out of the twenty-one public elementary schools in the district. Before participating, the respondents attended a comprehensive orientation about the study's objectives, potential risks, and benefits. The researcher informed the participants that their involvement was entirely voluntary.

### Significance of the Study

The study aimed to employ quantitative research methods to examine and provide access to the factors that impact the academic performance of Grade 6 IPED learners in the District of San Marcelino, Schools Division of Zambales. The intention is to cater to professionals professionally, as this meant for research content purposes. The study finding would be beneficial to the following individuals:

**Indigenous learners.** The final beneficiaries of the study were the IPED learners, who could assist in providing a better and more suitable learning environment and instructional interventions, in improving their learning outcomes.

**Teachers.** The study results will serve as a basis and guide for preparing for teaching, making innovations, and considering the nature and factors that influence IPED learners to improve learning outcomes.



**School Heads.** Relevant information acquired in this study would give insights to the school heads in improving programs for school advancements, enhance teaching capability, and boost instructional techniques and innovation for indigenous learners.

**Parents.** Through this study, parents could realize their vital roles in successful implementation of the Indigenous Peoples Education (IPEd) program and identification of factors needed to consider in improving the learner's academic performance.

**Researcher.** The results of this study can serve as valuable resources and a foundation for further progress in enhancing the learning outcomes of IPEd learners. Professionals can utilize the study's findings to improve the performance and educational experience of students in the field.

### Definition of Terms

To facilitate a comprehensive comprehension of this study, we had established operational definitions for the following terms.

**Academic Performance.** The grade point average of indigenous students across the eight learning areas in the previous quarters of the academic year 2022-2023.

**Academic Self-Concept.** How students perceive their abilities and habits when it comes to learning. This perception may affect students approach and strategies they employ to acquire and retain information.

**Age.** The period that has passed from an individual's birth until a particular point in time, typically when data was collected, is commonly defined as age. According to Navarro, Rubio, and Olivares (2015), age is used by most school organizations to group students based on their date of birth. This grouping helps assess their academic performance and organize appropriate instructions according to the student's age level and needs.

**Confidence in Academic Life.** In education, academic confidence is the term used to describe a student's belief in their ability to succeed in their studies. Specifically, when it comes to study habits, academic confidence refers to a student's belief in their capacity to study effectively and achieve their desired outcomes.

**Indigenous Learners.** Grade 6 pupils studying in IPEd schools in the District of San Marcelino.

**Learner's Performance.** The term "learner's performance" could encompass various aspects, including students' test scores (Ferguson and DeFelice, 2010; Ekwunife-Orakwe and Teng, 2014; Law and Geng, 2019) and their satisfaction with their learning experience (Ekwunife-Orakwe and Teng, 2014; Yuan et al., 2020).

**Individual Factors.** The identities, interests, study attitudes, academic self-concept, and confidence of indigenous learners in academics.

**Instructional Factors.** The teaching strategies, instructional materials/devices, and school programs/activities.

**Interest.** The level of motivation, curiosity, and enthusiasm that students have when it comes to developing study strategies that are effective and efficient in their study habits.

**Study Habits.** The regular and habitual actions that students take to facilitate the learning process. These actions includes reading, taking notes, and participating in study groups. The purpose behind these study habits was to acquire knowledge effectively.

### Methodology

This chapter provides an in-depth overview of the research methodology employed in this study. It includes a detailed explanation of the research design, comprehensive description of the participants and setting description in which the study took place. Additionally, it addresses the instrument used, its validation and reliability level, ethical considerations, procedures for data collection, and techniques applied in data analysis.

### Research Design

This study employed a descriptive correlational research design and investigated the relationship between two or more variables without assigning any causal factors. It involves gathering and analyzing data on at least two variables to determine if there is a connection between them.

In this study, the researcher will try to identify if there is a relationship between the IPEd

learners study habits and their academic performance, in terms of their interests and study attitude. The participant's study habits will be analyzed in terms of their confidence in academic life, confidence in academic life, and instructional factors.

The participants' study habits will also be analyzed in terms of various profile variables such as their age, gender, birth order, mother's highest educational attainment.

Professionals in the field commonly use this type of research to understand the associations between different variables without making any claims about cause and effect. This study used descriptive correlational design to provide static snapshots of situations and establish relationships between different variables (McBurney & White, 2009). In correlational research, two variables, such as an individual's height and weight, are examined to determine their relationship. This design allows researchers to observe and analyze how changes in one variable may correspond to changes. It offers valuable insights into the connections and associations between different factors, enabling professionals gain a deeper understanding of complex phenomena. Researchers were able to benefit from the strengths of both methodologies, providing a more comprehensive understanding of the research problem (Plano et al., 2016).

This study used quantitative methods, which involved collecting and analyzing numerical data to identify patterns, relationships, or trends (Bryman, 2016). Descriptive quantitative research describes characteristics and phenomena within a study population (Pattern & Newhart, 2017).

The research design encompasses the strategic plans and methodologies employed by a researcher, including collection and analysis of data (Creswell, 2009). In essence, it serves as the framework that guides the selection of research methods and techniques. It used descriptive correlational design in research studies to provide static pictures of situations and establish the relationship between different variables (McBurney & White, 2009). In correlational research, two variables are studied to establish their relationship.

Various methods have been studied and devised to facilitate data gathering. Each of these methods applies to a specific research study, which highly depends on the scope and purpose of the study. In this research, the method used was the descriptive method. The use of the questionnaire reflects the descriptive nature of the method.

According to Calderon (2012), a descriptive survey is a method used to ascertain the facts concerning the present status of events, prevailing beliefs, and ongoing processes and relate them to current standards.

Calmorin (2016) further defines descriptive research study as being concerned with assessing attitudes, perceptions, demographic data, happening events, and trends. Use of questionnaires, interviews, and observations collects data for empirical conclusion.

In this study, the researcher employed descriptive research using survey questionnaire. This research design was particularly suitable to gather information to describe a phenomenon, situation, or population systematically. In addition, it involved collecting data to answer questions concerning the status of the subject of the study. It was typically collected through a closed-ended survey questionnaire or interviews within a specified time (Jotform, 2019). Semi-structured interviews are a frequently employed method for gathering insights into individuals' viewpoints, comprehension, and interpretations of the events and encounters in their lives (Trigueros, Juan, Sandoval, & Francisco, 2017).

The survey questionnaire served as the principal means of obtaining data in this study to gather information, analyze findings, and draw conclusions. To ensure proper data collection, we obtained a letter of approval from the office of the principal and the school's division superintendent. The collected data was analyzed using basic statistical techniques, including frequency counts, means, standard deviations, and inferential statistics. To test all hypotheses, we employed the F-Test or ANOVA, and Pearson R Correlation, with a significance level of 0.05. These methods ensures accurate and reliable results for our research.

After analyzing the data, the researcher created a management plan, which was then presented, along with the findings, to higher DepEd personnel for review and revisions. Comments and suggestions were noted and incorporated into the final revision of the management plan.

### Setting and Participants

The study participants were Grade 6 IPED learners from eight out of twenty-one public el-

ementary schools in the District of San Marcelino, Division of Zambales. These schools include 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. Respondent were to read and sign an informed consent form before participating.

Table 1. The participants of the study

| Participants<br>(Name of School)               | Frequency | Percentage  |
|--|-----------|-------------|
| Baliwet Elementary School                      | 5         | 9.62        |
| Dalanawan Elementary School                    | 4         | 7.69        |
| United Nation Women Aeta School                | 1         | 1.92        |
| Lawin Elementary School                        | 5         | 9.62        |
| Buhawen Elementary School                      | 10        | 19.23       |
| Sta Fe Elementary School                       | 7         | 13.46       |
| Judd Hendricks Memorial Aeta Integrated School | 10        | 19.23       |
| Chiang Chio Te Memorial Aeta School            | 10        | 19.23       |
| <b>Total</b>                                   | <b>52</b> | <b>100%</b> |

### Instrumentation

#### Construction and Development

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 parent's 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 part explored various factors that could impact the learning performance of Grade 6 IPED learners, including individual and instructional factors.

#### Validation and Reliability

To establish the reliability of the questionnaire, the researcher sought input from a panel

of experts and consulted with the tribal council of elders to gather feedback on its content. Individuals who were not part of the actual group of respondents did a trial run. This meticulous process aimed to enhance the accuracy and validity of the research.

### Ethical Considerations

After obtaining approval for the Thesis Proposal, a formal letter was sent to the School's Division Superintendent requesting permission to distribute the questionnaire. The permit outlined the data collection process to preempt any potential issues during the study.

Prior to the research proper, the researcher informed the parents and seek their approval of the participation of their child in the said study. Furthermore, the respondents were adequately informed about their entitlements, the objectives, the procedures employed, and the possible risks and advantages associated with it. The researcher followed the principles of privacy, anonymity, and confidentiality to ensure the safety of identity and data gathered from and about those participating in the study.

The researcher sent a copy of results and findings to the Department of Education and the schools as well.

### Data Gathering Procedures

Prior to commencing data collection, the researcher obtained written authorization from the Division Superintendent of Zambales, the District Supervisor of San Marcelino, and the principals of all eight schools. This process was necessary due to the involvement of Grade 6 IPed Learners. The researcher personally distributed the questionnaires to each of the 52 respondents on the time set by the class advisers and their school head. At the beginning of the questionnaire, where the participants encountered the informed consent section, the researcher reminded them to carefully read and check the designated box to indicate 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.

### Data Analysis Technique

The statistical treatment included the following:

- (1) Frequency for the respondents' profile
- (2) Weighted Mean was a statistical method utilized to calculate the average score of various determining factors in study habits, including individual factors and instructional factors, as well as the academic performance of Grade 6 IPed learners.
- (3) Pearson Correlation was employed to examine the statistical significance of the relationship between the identified factors that influence study habits, namely individual and instructional factors when grouped based on their demographic profile.

This research used a 5-point Likert Scale and to accurately facilitate the descriptions and interpretations of the measured variables, the researcher used the following values:

| Scale | Verbal Description | Equivalent         |
|-------|--------------------|--------------------|
| 5     | Always             | Significantly High |
| 4     | Often              | High               |
| 3     | Sometimes          | Moderate           |
| 2     | Seldom             | Low                |
| 1     | Never              | Significantly Low  |

### Results and Discussions

This chapter provides an in-depth analysis of the results and discussions derived from the study's findings. The presentations follow a structured approach that aligns with the statement of the specific problems.

#### Profile of the participants

This analysis focuses on providing a detailed description of the participants' characteristics, including their age, gender, birth order, and their parents' educational background. It obtained the data from 52 participants for this analysis.

#### Age:

The age distribution of the participants was as follows: 9.62% were ten years old, 40.38% were 11 years old, 32.69% were 12 years old, and 17.31% were 13 years old. This distribution indicates most of the participants are either 11 or 12 years old.

#### Gender:

Regarding gender, the participants were almost evenly split, with 48.08% being male and 51.92% being female. This data indicate a balanced representation of both genders in the sample.

#### Birth Order:

Regarding birth order, the distribution of participants are as follows: 32.69% are firstborn, 17.31% are second-born, 19.23% are third-born, 9.62% are fourth-born, and 21.15% are fifth-born or above. This distribution suggests a diverse representation of birth order among the participants.

#### Mother's Highest Educational Attainment:

Regarding the participants' mother's educational attainment, the data showed that 7.69% are college undergraduate degree,

11.54% had graduated from secondary school, 19.23% had completed some secondary education, 11.54% had finished elementary school, and 50% had some elementary education. This distribution indicates a varied range of educational attainment among the participants' mothers.

#### **Father's Highest Educational Attainment:**

Based on the educational background of the fathers, the data presented significant findings:

1.92% have a college undergraduate degree, 17.31% have graduated from secondary school, 19.23% have completed some secondary education, 15.38% have finished elementary school, and 46.15% have some elementary education. This distribution suggests a similar range of educational attainment among the participants' fathers, as seen with the mothers.

*Table 2. Profile of the participants*

| <b>Age</b>                                     | <b>Frequency<br/>(n = 52)</b> | <b>Percentage<br/>(%)</b> |
|--|-------------------------------|---------------------------|
| 11   | 21                            | 40.38                     |
| 12   | 17                            | 32.69                     |
| 13   | 14                            | 26.93                     |
| <b>Gender</b>                                  |                               |                           |
| Male   | 25                            | 48.08                     |
| Female   | 27                            | 51.92                     |
| <b>Birth Order</b>                             |                               |                           |
| First  | 17                            | 32.69                     |
| Second   | 9                             | 17.31                     |
| Third  | 10                            | 19.23                     |
| Fourth   | 5                             | 9.62                      |
| Fifth and above                                | 11                            | 21.15                     |
| <b>Mother's Highest Educational Attainment</b> |                               |                           |
| College Undergraduate                          | 4                             | 7.69                      |
| Secondary Graduate                             | 6                             | 11.54                     |
| Secondary Undergraduate                        | 10                            | 19.23                     |
| Elementary Graduate                            | 6                             | 11.54                     |
| Elementary Undergraduate                       | 26                            | 50.00                     |
| <b>Father's Highest Educational Attainment</b> |                               |                           |
| College Undergraduate                          | 1                             | 1.92                      |
| Secondary Graduate                             | 9                             | 17.31                     |
| Secondary Undergraduate                        | 10                            | 19.23                     |
| Elementary Graduate                            | 8                             | 15.38                     |
| Elementary Undergraduate                       | 24                            | 46.15                     |

The table above provides a descriptive analysis of the participants in a study. The study consisted of 52 participants, ages 11 to 13. Most of the participants were 11 or 12 years old, making up 40.38% and 32.69% of the sample, respectively. Regarding gender, there were slightly more females (51.92%) than males (48.08%). Regarding birth order, the largest group was third-born children (19.23%),

followed by second-born (17.31%). The highest educational attainment of the participants' mothers varied, with the majority having an elementary undergraduate education (50%). In contrast, fathers had a similar distribution, with the highest percentage having an elementary undergraduate education (46.15%). This profile provides a comprehensive overview of the participants' age, gender, birth order, and

parental educational attainment, allowing a better understanding of the sample composition.

The presence of a supportive family has significant impact on student's academic performance, as noted by Roksa and Kinsley in their 2019 study.

According to a study by Kaur and Pathania (2017), age, family income, and education significantly influence the study habits of college students. The research findings highlight a strong connection between academic success and study patterns. This finding suggests that factors such as age, family wealth, and educational background play a crucial role in shaping

students' learning behaviors, ultimately impacting their academic achievements.

## Study Habits of the Grade 6 Indigenous People

### 1.1 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 teacher talks and explains things.   | 4.33        | Always       |
| 2. Joining in the conversation, respond to questions, and ask for help when not understanding something.  | 4.08        | Often        |
| 3. When having tests, quizzes, or exams, making 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 different 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        |
| <b>Composite Mean</b>   | <b>4.12</b> | <b>Often</b> |

Additionally, the students actively participated in the school's extracurricular activities, which demonstrates a comprehensive approach to their education. They were ranked second with a weighted mean of 4.17. Moreover, respondents placed a strong emphasis on understanding and appreciating different cultures and traditions, ranking third with a weighted mean of 4.15.

The composite means of their responses indicated a consistent pattern of active involvement in the classroom, with an average rating of 4.12. This descriptive analysis highlights the individuals' commitment to their educational journey, showcasing their dedication to developing their skills and abilities in a culturally responsive classroom environment.

Study habits refer to the techniques and approaches students employ in their studying

process. These habits vary from systematic and efficient to inefficient (Ayodele & Adebisi, 2013). The adoption of effective study techniques is linked to favorable academic outcomes, however, the utilization of ineffective study practices can result to academic underachievement.

### 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*

| <b>Study Attitudes</b> |   | <b>WX</b>   | <b>DR</b>    |
|------------------------|---|-------------|--------------|
| 1.                     | When having free time, liking to work on assignments or learn more about school subjects.                           | 4.15        | Often        |
| 2.                     | Understanding that it's important 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 brains work better and makes it easier to learn new things. | 4.19        | Often        |
| <b>Composite Mean</b>  |   | <b>4.17</b> | <b>Often</b> |

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. Professional 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*

| <b>Academic Self-Concept</b> |  | <b>WX</b>   | <b>DR</b>    |
|------------------------------|--|-------------|--------------|
| 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        |
| <b>Composite Mean</b>        |  | <b>4.10</b> | <b>Often</b> |

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 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.

Quantifying knowledge and estimating the level of learning is a highly effective approach to getting better school performance, as highlighted by Price (2018). This method holds significant value in research, particularly for professionals seeking to gauge the extent of acquired knowledge.

Recent research indicated that the impact of self-esteem on academic performance may not be as substantial as previously accounted, especially when considering the relationship between self-esteem, study habits, and student achievement. These findings suggest that other factors, such as study habits, play a more significant role in determining academic success. However, it is worth noting that study habits play a role in academic success (Alva, 2017).

Based on a 2013 study, a significant correlation was found between student's self-esteem and academic achievement. This dependency relationship suggests that self-esteem directly impacts a student's ability to succeed academically (Nicho, 2013).

### 1.1.3 Confidence in academic life

Table 6. Study habits in terms of confidence in academic life as an individual factor

| <b>Confidence in Academic Life</b> |  | <b>WX</b>   | <b>DR</b>    |
|------------------------------------|--|-------------|--------------|
| 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 teacher                                    | 4.19        | Often        |
| 4.                                 | Comfortable leading in academic group.                                     | 3.35        | Sometimes    |
| 5.                                 | Participate and do well in competitions with other students in one's area. | 3.75        | Often        |
| <b>Composite Mean</b>              |  | <b>3.84</b> | <b>Often</b> |

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 levels 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 reported often 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 in overall, the participants reported feeling confident in various aspects of their academic life.

The participants' responses to schoolwork showed their knowledge. As cited by Bishop et al. (2021), the achievement of indigenous students in academic 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.

Inadequate study habits negatively impacted student's academic performance. This fact is a significant factor in inefficiency and poor academic outcomes among learners today. Lack of effective study techniques affects the learner's ability to perform at their full potential (Gardner, 2015).

In one study, indigenous students from Benguet, specifically the "Igorots," faced discrimination and bullying when they integrate into the dominant population. They were labeled "Uplanders/Highlanders" due to their dark skin, thick lips, and kinky hair. As a result, the Igorots had to adapt their traditional learning methods to conform to mainstream



approaches, which made them feel inferior about their identity. This led to a lack of confidence and a higher likelihood of not attending school (Adonis and Couch, 2017).

Evidence suggests that Aboriginal students experienced an enhanced sense of self-worth and confidence when their cultural identity was valued. This evidence was closely linked to the efforts of teachers in establishing community networks and their role in successfully

implementing Aboriginal studies (Board of Studies NSW, 2008).

## 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.                                 | Teacher takes well-known stories and translates them into the languages spoken in the area.  | 4.77        | Always        |
| 2.                                 | Teacher takes 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.                                 | Teacher uses things from the community, like plants, animals, people, and things done locally, to help in learning.  | 4.67        | Always        |
| 4.                                 | Teacher asks learners to work together in groups during class.   | 4.69        | Always        |
| 5.                                 | Teacher uses technology to help learning in class.   | 4.63        | Always        |
| 6.                                 | 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.                                 | Teacher uses localized materials that are made specifically for the class when teaching.   | 4.65        | Always        |
| 8.                                 | 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.                                | Teacher uses group activities and collaborative works  | 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        |
| <b>Composite Mean</b>              |  | <b>4.63</b> | <b>Always</b> |

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.

Educators recognize the significance of aligning their classroom strategies, methods, and techniques with the learning styles of their students. Teachers needed to possess the ability to adapt and employ effective instructional techniques that promotes their students' academic growth (Liu et al., 2006).

According to Amar (2019), instructional materials and learning resources play a crucial role in the development of learners. These materials should be created and utilized in alignment with the indigenized curriculum content and teaching-learning process to ensure their effectiveness. This approach is essential for promoting optimal educational growth and success.

Additionally, Maffea (2020) stated that the diverse array of educational tools plays a crucial role in stimulating learners' curiosity and maintaining their engagement. Reedy (2019) highlighted the issue of limited access to technology persistently hindering educational opportunities for Aboriginal and Torres Strait Islander people. This challenge is particularly prevalent in remote areas. However, it is worth noting that Islander people showed willingness to embrace digital technologies in various educational set ups.

According to Peng-Shei (2012), inappropriate language learning strategies can result in poor language acquisition due to misunderstandings. Similarly, Gani et al. (2015) and Yalianti (2018) argue that the improper use of metacognitive and communication strategies leads to failure. As Filipino language teachers, the researchers believe that studying the beliefs and learning strategies of indigenous students could shed light on their academic success. Investigating and recommending relevant strategies for dealing with indigenous students challenged the researchers. This study was necessary because indigenous people comprise nine percent or 8.1 million of the Philippine population, with a significant concentration in the Northern and Southern Mindanao regions (Belinzario et al., 2011; Filmore, 2014). Unfortunately, indigenous people often face poverty and marginalization (Garscon and McIntyre-

Mills, 2018). The Filipino language posed challenges for IP students, yet their motivation to learn it stemmed from its distinctive nature compared to other subjects. These findings align with the research conducted by Chang and Shen (2010), Fielden-Burns and Rico-Garcia (2017), and Mohseni et al. (2017), who emphasize the crucial role of motivation in language acquisition. According to McConville (2019), second language learners often face challenges expressing themselves effectively if they have not fully mastered the language. This could impede their ability to learn and may result in mental stress.

In a recent study conducted by Bandara et al. (2020), they found that indigenous students struggle academically due to language barrier. This barrier affects their ability to perform well in their studies.

Additionally, Bontuyan et al. (2013) found that the cultural background and psychological experiences of indigenous students impacts their ability to learn a new language. The researchers also noted that a complex relationship between the learners and their upbringing. These findings highlight the importance of considering cultural and psychological factors when designing language learning interventions for indigenous students.

Vashishta, Ahuja, and Sharma (2017) conducted a study to examine the impact of Facebook Addiction Disorder (FAD) on the study habits and academic performance of adolescents. The study involved a sample of 200 adolescents to determine the findings. In other words, if the addiction to Facebook persists and continues to grow, it will lead to poor study habits and, consequently, poor academic performance. Although it was undeniable that diligent studying was the most effective method for personal growth and academic achievement, it was a challenging task that required careful prioritization. This challenge was particularly evident in the current era, when numerous distractions such as the internet, television, cellphones, and even social interactions can impede progress (Mapua, 2016).

There are identified practices that contribute to creating positive learning environments and promoting student success. Teachers of Maori learners developed an 'Effective

Teaching Profile', which focuses on implementing interaction and pedagogical practices that students believe enhance their educational achievement (Bishop and Berryman, 2012).

According to a 2016 study conducted by Liftoff, students exhibited improved study performance when they adopted a positive mindset and fully engaged their minds.

## 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                 |
| <b>General Average</b>                      | <b>78.31</b> | <b>Fairly Satisfactory</b>          |

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.

According to Wright (2013), receiving a disappointing grade can trigger negative emotions, causing some students to avoid discussing their poor performance due to dread and worry.

Charkhabi et al. (2013) identified a challenge among learners called academic burnout. He defined it as a three-dimensional syndrome characterized by reduced self-achievement, depersonalization, and emotional exhaustion. Participant 8 mentioned that when they feel tired from studying, they take a break to rest before continuing their work.

To make studying more enjoyable, participants often engage in socializations and conversations with their peers while exploring their campus, as highlighted in Tisza's (2021) study. Fun is an essential component of the learning process.

## 3. Significant differences in the participant's 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 Factors    | F=7.832           | 0.000   | Reject Ho (Significant)     |
|   | Instructional Factors | F=10.331          | 0.000   | Reject Ho (Significant)     |
| Gender                                  | Individual Factors    | t=0.983           | 0.129   | Accept Ho (Not Significant) |
|   | Instructional Factors | t=2.040           | 0.088   | Accept Ho (Not Significant) |
| Birth Order                             | Individual Factors    | F=0.912           | 0.135   | Accept Ho (Not Significant) |
|   | Instructional Factors | F=0.765           | 0.329   | Accept Ho (Not Significant) |
| Mother's Highest Educational Attainment | Individual Factors    | F=7.348           | 0.000   | Reject Ho (Significant)     |
|   | Instructional Factors | F=0.594           | 0.432   | Accept 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 individual's study habits.

The research titled "Relationship between Study Habits and Secondary School Students' Academic Performance in Eti-Osa Local Government Area of Lagos State" found no significant difference in study habit scores between male and female students. Additionally, the report highlighted a noteworthy connection between student's study patterns and their academic success (Onabamiro & Odunlami, 2017).

According to the hypothesis put forth by Alade and Kuku (2017), gender does not play a role in the development and enhancement of study habits or in students' performance in mathematics. This finding suggests that factors other than gender are more influential in determining these aspects.

These findings align with the research conducted by Dyer et al. (2017) and Vizeshfar and Torabizadeh (2018), which also concluded that gender does not have a significant impact on academic achievement. However, these results contradict the findings of Schluter et al. (2018), who identified personality and gender as prominent factors influencing academic success.

In addition, Thiyaagu (2013) conducted a study to examine the impact of study habits on students' academic achievement concerning their gender, locality, and residency. Participants used a standardized tool to assess their study habits. The research findings indicate no significant relationship between study habits and academic performance regarding gender, locality, and residency. This research provides valuable insights into the potential factors influencing academic achievement among students.

#### 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 significant 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

|                                       | <b>Pearson <i>r</i>-value</b>  | <b><i>p</i>-value</b>  | <b>Decision at 5% alpha</b> |
|---------------------------------------|--------------------------------|------------------------|-----------------------------|
| Study Habits and Academic Performance | + 0.561<br>(Moderate Positive) | 0.017<br>(Significant) | Reject Ho                   |

A study conducted by Sakirudeen, A and Sanni, K. (2017) revealed a noteworthy correlation between the practice of note-taking, the utilization of library resources by students, and the allocation of study time with the learner's overall academic performance.

The research conducted by Tus, J., et al. (2020) revealed that the participant's study habits were moderately satisfactory. The analysis found no significant association between study habits and academic performance.

Furthermore, the findings indicated that the students' study habits were average.

Establishing effective study habits is imperative for attaining academic success. These habits encompass a range of activities, including reading, note-taking, and participating in study groups, in which students should consistently and frequently engage to accomplish their learning objectives. The effectiveness of these habits can be determined by whether they truly benefit the student. Therefore, study habits

involve dedicating uninterrupted time to immerse oneself in a learning process (Rabia, Mu-barak, Tallat, Nasir, 2017). These habits significantly impact a student's performance in school. Academic performance pertains to the level of achievement a student attains in their academic pursuits, reflecting their dedication and diligence in their studies. This accomplishment resulted from their hard work and unwavering commitment to learning. Enhancing academic performance is a primary objective for educational institutions (Alimohamadi, Dehghani, Paymard & Khalili, 2018).

The studies conducted by Lawrence (2014) and Torabi (2014) did not establish a significant statistical correlation between study habits and academic performance. However, the adoption of practical study skills and habits can have a positive impact on students' academic performance. In addition, Okado, Kida, and Sakai (2018) established a strong correlation between students' study habits and their academic performance, highlighting the pivotal role of study habits in academic achievement. Their research findings emphasize the significance of fostering effective study habits to enhance academic outcomes.

According to a study titled "Metacognition, Study Habits, and Attitudes", there is no notable connection between metacognition and study habits among students with low and medium academic performance (Ozsoy, Memis, & Temur, 2017). The research findings indicate that fifth-grade students in Turkey who achieved low and medium grades could not develop effective study habits.

Arrieta, Gementiza, and Saco (2017) emphasized the significant role that study habits play in a student's life. The study habits of students heavily influenced their academic performance. Some argue that studying is a skill that requires practice and dedication. Ability, intelligence, and proactive approach to education determines students' success. Thus, numerous effective study habits can help students improve. Fouche (2017) cited a study that describes good study habits as doing homework, actively participating in class, managing time, staying focused, and working hard. Hence, students must cultivate effective study habits as they serve as valuable strategies for learning.

Without developing these habits, students may perform less effectively and may not improve their academic performance (Ebele & Olofu, 2017).

Furthermore, Sikhwari (2016) stated that considered predictors of academic success are cognitive factors, such as intellectual ability. Llavore, Duran, and Dungan's (2015) study shows that the success of a student in education is determined by their study habits. This research emphasizes the significance of study habits in achieving academic success. The findings consistently indicate that study habits are crucial in enhancing learners' academic performance.

However, these methods did not contribute positively to students' academic performance, as there was a weak and negative relationship (Silverrajoo & Hassan, 2018). The results suggest that improving study habits is crucial for enhancing performance. Interestingly, the study also revealed less effort from both teachers and students in developing effective study habits (Julius & Evans, 2015).

Amuda and Ali (2018) conducted a study examining the correlation between student's study habits and academic performance. However, it was still necessary for students to acquire and develop effective study habits. The academic performance of students reflects the quality of education they receive, which, in turn, is influenced by their study habits and attitudes (Priya & Dairiti, 2015).

## **5. Action Plan in School and Delivery of Suitable Instructional Interventions towards the Improvement of Learning Outcomes of the IPED Learners**

An action plan in schools involves using research and data to inform decision-making and improve learning outcomes. The plan provides a step-by-step approach to implementing suitable instructional interventions that enhance the learning outcomes of IPED learners. By following this evidence-based management plan, schools can improve the learning outcomes of IPED learners by using interventions and strategies that have been proven effective through research and data analysis.

The plan focuses on developing effective study strategies, time management, and self-

discipline as crucial factors for IPED learners to comprehend concepts and apply knowledge successfully in tests and exams. The strategies include creating a structured study timetable, utilizing active learning strategies, breaking down study materials into manageable sections, employing mnemonic devices, practicing past exams or sample questions, taking regular breaks, creating a conducive study environment, seeking support from study groups or study buddies, and prioritizing overall well-being.

Implementing these strategies will help IPED learners enhance their study habits,

manage their time effectively, and improve their learning outcomes. By utilizing evidence-based interventions, schools can ensure that students receive the necessary support and guidance to succeed academically.

Overall, this action plan provides a comprehensive approach to improving learning outcomes for IPED learners by incorporating proven strategies and interventions. By implementing these strategies, schools can create an environment that fosters academic success and supports students in achieving their full potential.

### **ACTION PLAN IN SCHOOL AND DELIVERY OF SUITABLE INSTRUCTIONAL INTERVENTIONS TOWARDS THE IMPROVEMENT OF LEARNING OUTCOMES OF THE IPED LEARNERS**

An action plan in school involves the use of research and data to inform decision-making and improve the overall learning outcomes of students. Here is a step-by-step plan for implementing suitable instructional interventions for the improvement of learning outcomes of the IPED learners. By following this evidenced-based management plan, schools can improve the learning outcomes of IPED learners by using interventions and strategies that have been proven effective through research and data analysis.

| Areas   | Objectives   | Strategies/ Activities  | Persons Involved              | Time Frame        |
|---|--|---|-------------------------------|-------------------|
| Study Habits in Terms of Interest as an Individual Factor | Develop effective study strategies, time management, and self-discipline is crucial for IPED learners to fully comprehend the concepts, lessons, and apply knowledge successfully in tests, quizzes, and examinations. | <ul style="list-style-type: none"> <li>• Develop a structured study timetable to effectively manage learning sessions.</li> <li>• Utilize active learning strategies, such as summarizing information in own words, creating flashcards, or teaching the material to someone else.</li> <li>• Break down the study materials into smaller, more manageable sections to facilitate understanding and retention.</li> <li>• Employ mnemonic devices to aid in remembering important information.</li> </ul> | Teachers<br><br>IPED learners | School Year Round |

| Areas   | Objectives                        | Strategies/ Activities   | Persons Involved                     | Time Frame        |
|---|-----------------------------------|--|--------------------------------------|-------------------|
|   |                                   | <ul style="list-style-type: none"> <li>Enhance your exam preparation by practicing past exams or sample questions to familiarize yourself with the format and types of questions you may encounter.</li> <li>Take regular breaks during study sessions to allow brain to rest and maintain focus.</li> <li>Create a conducive early environment for studying to optimize your learning experience.</li> <li>Seek support and collaboration by joining study groups or finding a study buddy to discuss and review the material together.</li> <li>Prioritize your overall well-being to ensure optimal performance in your studies.</li> </ul> |                                      |                   |
| Study Habits in Terms of Study Attitudes as Individual Factor | Develop a sense of responsibility | <ul style="list-style-type: none"> <li>By completing their schoolwork and homework before engaging in leisure activities, students learn to prioritize their academic responsibilities. This helps them develop a mindset focused on goals and fosters a positive attitude towards learning.</li> </ul>  | Teachers<br>Parents<br>IPED learners | School Year Round |
|   | Improve time management skills    | <ul style="list-style-type: none"> <li>Establishing study habits that prioritize the completion of schoolwork and homework can make IPED learners more efficient in managing their time.</li> </ul>  | Teachers<br>Parents<br>IPED learners | School Year Round |

| Areas   | Objectives  | Strategies/ Activities   | Persons Involved   | Time Frame        |
|---|---|--|--|-------------------|
|   | Promote discipline over immediate gratification                                     | <ul style="list-style-type: none"> <li>Prioritizing academic responsibilities over immediate gratification can help IPED students develop a habit of planning ahead.</li> </ul>    | Teachers<br>Parents<br>IPED learners                               | School Year Round |
|   | Instill a sense of accomplishment and satisfaction to increase academic performance | <ul style="list-style-type: none"> <li>Consistently completing schoolwork and homework fosters a sense of accomplishment and satisfaction for students.</li> </ul>                 | Teachers<br>Parents<br>IPED learners                               | School Year Round |
|   | Cultivate a positive attitude towards learning                                      | <ul style="list-style-type: none"> <li>Adhering to study habits that prioritize the completion of schoolwork and homework fosters a positive attitude towards learning.</li> </ul> | Teachers<br>Parents<br>IPED learners                               | School Year Round |
| Study Habits in Terms of Academic Self-Concept as Individual Factor | Build confidence in academic abilities  | <ul style="list-style-type: none"> <li>Enhance students' confidence in their academic abilities to succeed in school by fostering a positive academic self-concept.</li> </ul>     | Principal/ Head of the School<br><br>Teachers<br><br>IPED learners | School Year Round |
|   | Enhance motivation and goal-setting   | <ul style="list-style-type: none"> <li>By consistently practicing effective study habits, students gain a sense of control over their learning process.</li> </ul>                 | Principal/ Head of the School<br><br>Teachers<br><br>IPED learners | School Year Round |
|   | Improve academic performance  | <ul style="list-style-type: none"> <li>Students reinforce their belief in their academic abilities as they observe tangible evidence of progress and accomplishments.</li> </ul>   | Principal/ Head of the School<br><br>Teachers<br><br>IPED learners | School Year Round |



| Areas  | Objectives   | Strategies/ Activities   | Persons Involved  | Time Frame        |
|--|--|--|---|-------------------|
|  | Cultivate a sense of competence                        | <ul style="list-style-type: none"> <li>Developing effective study habits helps students recognize their strengths and weaknesses.</li> </ul>   | Principal/<br>Head of the School<br><br>Teachers<br><br>IPED learners | School Year Round |
|  | Enhance self-efficacy                                  | <ul style="list-style-type: none"> <li>Foster students' belief in their capability to successfully complete specific academic tasks.</li> </ul>  | Principal/<br>Head of the School<br><br>Teachers<br><br>IPED learners | School Year Round |
|  | Improve self-regulation                                | <ul style="list-style-type: none"> <li>Developing effective study habits requires self-regulation skills such as goal setting, time management, and progress monitoring.</li> </ul>                              | Principal/<br>Head of the School<br><br>Teachers<br><br>IPED learners | School Year Round |
|  | Reduce academic stress and anxiety                     | <ul style="list-style-type: none"> <li>Mastering effective study habits can help professionals minimize academic stress and anxiety in the field of IPED (Interactive Professional Education).</li> </ul>        | Principal/<br>Head of the School<br><br>Teachers<br><br>IPED learners | School Year Round |
| Study Habits in Terms of Confidence in Academic Life as an Individual Factor | Increase comfort and ease in academic group discussion | <ul style="list-style-type: none"> <li>Developing effective study habits can enhance confidence in academic settings, allowing professionals to actively and comfortably engage in group discussions.</li> </ul> | Teachers<br><br>IPED learners   | School Year Round |

| Areas  | Objectives   | Strategies/ Activities  | Persons Involved              | Time Frame        |
|--|--|---|-------------------------------|-------------------|
|  | Enhance academic communications                        | <ul style="list-style-type: none"> <li>Practice effective better communication skills both orally and writing</li> </ul>  | Teachers<br><br>IPED learners | School Year Round |
|  | Improve preparation and readiness for group activities | <ul style="list-style-type: none"> <li>Actively participate in class discussions, presentations, or collaboration projects</li> <li>Build trust and credibility within academic group</li> </ul>  | Teachers<br><br>IPED learners | School Year Round |
| Study Habits in Terms of Instructional Factors | Utilize hands-on learning opportunities                | <ul style="list-style-type: none"> <li>Actively engage in hands-on activities</li> <li>Take through notes and observations</li> <li>Ask questions and seek clarification if there is something they don't understand during outside activities</li> <li>Utilize multimedia resources, such as photographs, videos or online materials to further explore and understand concepts related to the outside world</li> <li>Appreciate the value of experiential learning</li> </ul> | Teachers<br><br>IPED learners | School Year Round |

## SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter presents a concise summary of the issue on student's academic success and study habits, along with the findings and suggestions.

### Summary of Problem

This study aims to examine the correlation between study habits and the academic performance of Grade 6 IPED learners during the academic year 2022-2023. The analysis considered two primary factors: individual factors (such as age, gender, birth order, mother's highest educational attainment, and father's

highest educational attainment) and instructional factors (including interest and study methods). The research focused in San Marcelino District, part of the School's Division of Zambales. The researcher did random sampling from a total of seven public elementary schools out of the twenty-one in the district, to identify participants in this study. To gather research data, the researcher administered a survey questionnaire to the participants, and the findings were determined based on their responses. The researcher ensured data validity by obtaining approval from the school head's office and the school's division superintendent. To analyze the collected data, the researcher used simple statistical tools such as frequency

counts, mean, standard deviation, and inferential statistics. The researcher tested the hypothesis using F-Test or ANOVA and Pearson R Correlation, with a significance level of 0.05.

The participants' profiles had diverse representation regarding age, gender, birth order, and parents' educational attainment. They displayed positive study habits, such as attentiveness, active participation, and assessments preparedness. Their study attitudes also demonstrated a solid commitment to studying and a recognition of the importance of a conducive learning environment. These findings underscore the significance of fostering effective study habits among students.

According to a 2017 study conducted by Foronda and Marisol, there is no significant correlation between study behaviors, attitudes, and the level of preparation among the participants. The research revealed that students emphasized the amount of practice rather than adhering to specific study habits. Additionally, Oriogu and Subair (2017) emphasized the critical role of academic success for students.

The study found that certain factors have a positive impact on student's study habits and academic confidence. The participants achieved a satisfactory Grade Point Average (GPA) in the 8 Learning Areas in a year. Specifically, their average GPA for the first, second, third, and fourth quarters were 77.83, 78.06, 78.44, and 78.92, respectively. The overall average GPA for the participants was 78.31, considered satisfactory according to the DepEd standard.

The study also analyzed the variations in study habits among IPED learners based on age and the mother's highest educational attainment. The results revealed significant differences in the learner's study habits when categorized by age, also by individual and instructional factors. However, gender, birth order, the father's highest educational attainment did not have significant impact on learner's study habits.

Furthermore, the research study found a positive 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.

## Conclusion

The findings confirmed that the participants' profiles showed a diverse mix regarding 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 was also 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 undergraduate degrees, indicating a wide range of educational levels.

The study habits of the participants, as measured by their interest level, indicated that they generally displayed positive habits such as attentiveness, active participation, preparation for assessments, skill development in a culturally responsive environment, and engagement in extracurricular activities. These findings highlight the importance of individual interest in shaping study habits.

Positive study habits among the participants included effective time management, a strong understanding of the importance of studying, motivation to improve, prioritization of studies, and recognition of the importance of a conducive learning environment. These findings suggest that the participants possess a proactive and disciplined approach to their studies, which could contribute to their academic success.

When it came to leading in academic groups, participants reported a lower level of comfort, indicating that this was an area where they may feel less confident. The confidence in academic life indicated that participants generally feel confident in their academic abilities and are comfortable taking on extra work or activities.

The study examined students' perceptions of their teachers' instructional practices and their impact on study habits. The results showed that students highly value instructional factors such as the use of local languages, engagement in outdoor activities, and incorporating local facts and resources into lessons.

Teachers who implemented group work, technology-aided instruction, and various strategies also received positive feedback. Fair and objective assessment, collaborative activities, and gender-sensitive classroom routines are also considered necessary. Overall, students express confidence in their academic life.

The investigation found that age played a significant role in the variables, while insignificant factors includes gender, birth order, and the highest level of education attained by the mother and father.

Furthermore, the study established a statistically significant and moderately positive correlation between study habits and academic performance among Grade 6 IPED learners.

### **Recommendations**

According to the study findings, there can be several recommendations to support and enhance the study habits of the participants. Firstly, it is important to continue fostering a culturally responsive environment that values diversity and incorporates local languages, facts, and resources into lessons. This idea can help engage and motivate students, also create a sense of belonging and relevance in their studies. Additionally, teachers should consider implementing group work and outdoor activities to further enhance student engagement and collaboration.

Furthermore, it is crucial to provide support and guidance to participants in developing their leadership skills in academic groups. These skills can be achieved through mentorship programs, workshops, and opportunities for students to take on leadership roles within their academic communities. Participants can become more proactive and confident in their academic abilities with their confidence and skills in leading academic groups.

Lastly, it is essential to continue promoting the importance of study habits such as effective time management, prioritization of studies, and recognition of the importance of a conducive learning environment. This idea can be done through regular communication with students and their parents, providing resources and guidance on study techniques, and creating a supportive and structured learning environment.

Finally, the study highlights the importance of individual interest, cultural relevance, and effective instructional practices in shaping study habits. By implementing the recommended strategies, educators and stakeholders can further support and enhance the study habits of participants, which can ultimately contribute to their academic success.

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## Appendix A

### Initial Draft of the Survey Questionnaire

#### **SURVEY-QUESTIONNAIRE** **STUDY HABITS AND LEARNING PERFORMANCE OF GRADE 6** **INDIGENOUS LEARNERS IN DISTRICT OF SAN MARCELINO**

Name: \_\_\_\_\_

School: \_\_\_\_\_

#### **I. Demographic Profile:**

Direction: Please put a check (✓) mark on the space provided for your answer.

**1. Age:**

\_\_\_\_\_ 10      \_\_\_\_\_ 11      \_\_\_\_\_ 12      \_\_\_\_\_ 13 and above

**2. Gender**

\_\_\_\_\_ Male      \_\_\_\_\_ Female

**3. Birth Order**

\_\_\_\_\_ 1<sup>st</sup>  
\_\_\_\_\_ 2<sup>nd</sup>  
\_\_\_\_\_ 3<sup>rd</sup>  
\_\_\_\_\_ 4<sup>th</sup>  
\_\_\_\_\_ 5<sup>th</sup> and above

**4. Mother's Highest Educational Attainment**

\_\_\_\_\_ Elementary Undergraduate  
\_\_\_\_\_ Elementary Graduate  
\_\_\_\_\_ Secondary Undergraduate  
\_\_\_\_\_ Secondary Graduate  
\_\_\_\_\_ College Undergraduate  
\_\_\_\_\_ College Graduate  
\_\_\_\_\_ with Master's Degree  
\_\_\_\_\_ with Doctorate Degree

**5. Father's Highest Educational Attainment**

\_\_\_\_\_ Elementary Undergraduate  
\_\_\_\_\_ Elementary Graduate  
\_\_\_\_\_ Secondary Undergraduate  
\_\_\_\_\_ Secondary Graduate





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37

- \_\_\_\_\_ College Undergraduate
- \_\_\_\_\_ College Graduate
- \_\_\_\_\_ with Master's Degree
- \_\_\_\_\_ with Doctorate Degree

6. Grade Point Average of the 8 learning areas SY 2022-2023: (class advisers will provide this part)

- \_\_\_\_\_ First Quarter
- \_\_\_\_\_ Second Quarter
- \_\_\_\_\_ Third Quarter

**II. Determining Factors of Study Habits that may Affect Learning Performance**

Direction:

Put a check (✓) on the appropriate column on a scale from one to five, that would best describe the extent of each determining factor (as expressed in each of the statement) had affect you. Each response option on the scale is rated as in the following:

| Scale | Verbal Description | Equivalent |
|-------|--------------------|------------|
| 5     | Always             | Very High  |
| 4     | Often              | High       |
| 3     | Sometimes          | Moderate   |
| 2     | Seldom             | Low        |
| 1     | Never              | Very Low   |



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38

| INDIVIDUAL FACTORS   | SCALE<br>INTERPRETATION |   |   |   |   |
|--|-------------------------|---|---|---|---|
|  | 5                       | 4 | 3 | 2 | 1 |
| <b>A. Identity:</b>  |                         |   |   |   |   |
| 1. I am expressing freely as indigenous learner in individual and group discussion.  |                         |   |   |   |   |
| 2. I am wearing indigenous costumes like bahag in the conduct of school programs or division celebration during the IPEd month celebration                       |                         |   |   |   |   |
| 3. I am using indigenous language in communicating with my classmates and school mates   |                         |   |   |   |   |
| 4. I am honoring my cultural identity as aeta through performing tribal dances such as Talipi Dance during school activities on IPEd month celebration.          |                         |   |   |   |   |
| 5. I am preserving the cultural practices in our community (e.g. Honoring traditions such as being hospitable and respectful to elders, following rituals, etc.) |                         |   |   |   |   |
| <b>B. Interest:</b>  |                         |   |   |   |   |
| 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 extracurricular activities   |                         |   |   |   |   |
| <b>C. Study Attitudes:</b>   |                         |   |   |   |   |
| 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  |                         |   |   |   |   |





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39

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 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.                              |  |  |  |  |  |
| <b>D. Academic Self-Concept</b>  |  |  |  |  |  |
| 1. I can obtain good grades.   |  |  |  |  |  |
| 2. I am determined enough to cope with schoolwork.   |  |  |  |  |  |
| 3. I am proud of my performance in school.   |  |  |  |  |  |
| 4. I am feeling good about my schoolwork.  |  |  |  |  |  |
| 5. I can get the results I would like in school.   |  |  |  |  |  |
| <b>E. Confidence in Academic Life</b>  |  |  |  |  |  |
| 1. I am comfortable with extra work or activities  |  |  |  |  |  |
| 2. I am very sure of myself before an exam.  |  |  |  |  |  |
| 3. I am having a good relationship with my teacher   |  |  |  |  |  |
| 4. I am comfortable leading in academic group.   |  |  |  |  |  |
| 5. I am capable to compete with other learners in district and division activities.                    |  |  |  |  |  |

| INSTRUCTIONAL FACTORS   | SCALE INTERPRETATION |   |   |   |   |
|---|----------------------|---|---|---|---|
|   | 5                    | 4 | 3 | 2 | 1 |
| <b>A. Teaching Strategies:</b> <i>am more motivated to do it</i>  |                      |   |   |   |   |
| 1. My teacher translates popular stories using local languages that I would like to listen                          |                      |   |   |   |   |
| 2. My teacher engages us to outdoor activities where we can see and manipulate real objects found in the community. |                      |   |   |   |   |
| 3. My teacher uses local facts as examples  |                      |   |   |   |   |



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40

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|---|--|--|--|--|--|
| for lessons such as plants, animals, persons, and practices found in the community.   |  |  |  |  |  |
| 4. My teacher imposes group works/ tasks in the class   |  |  |  |  |  |
| 5. My teacher uses technology aided instruction.  |  |  |  |  |  |
| <b>B. Instructional Materials/ Devices</b>  |  |  |  |  |  |
| 1. My teacher uses local resources as materials for instructional aides (e.g. local plant dye for paints. Parts of local plants to enhance posters and manipulatives, actual plants, soil, dry leaves, twigs or tree barks) |  |  |  |  |  |
| 2. My teacher uses localized materials in presenting the lesson.  |  |  |  |  |  |
| 3. My teacher uses instructional materials in the class that we are familiar with.  |  |  |  |  |  |
| 4. My teacher engages us to use indigenous materials in making our project/ outputs.  |  |  |  |  |  |
| 5. My teacher uses workbooks/ textbooks.  |  |  |  |  |  |

## Appendix B

### SURVEY QUESTIONNAIRE VALIDATION LETTER

#### SURVEY INSTRUMENT VALIDATION RATING SCALE

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best judgement.

1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree

Criteria

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| The items in the instrument are relevant to answer the objectives of the study                                     | 1 | 2 | 3 | 4 | 5 |
| The items in the instrument can obtain depth to construct being measured   | 1 | 2 | 3 | 4 | 5 |
| The instrument has an appropriate sample of the items for the construct being measured                             | 1 | 2 | 3 | 4 | 5 |
| The items and their alternatives are neither too narrow nor limited in its content                                 | 1 | 2 | 3 | 4 | 5 |
| The items in the instrument are stated clearly   | 1 | 2 | 3 | 4 | 5 |
| The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.       | 1 | 2 | 3 | 4 | 5 |
| The terms adapted in the scale are culturally appropriate  | 1 | 2 | 3 | 4 | 5 |
| The layout or format of the instrument is technically sound  | 1 | 2 | 3 | 4 | 5 |
| The responses on the scale show a reasonable range of variation  | 1 | 2 | 3 | 4 | 5 |
| The instrument is not too short or long enough that the participants will be able to answer it within a given time | 1 | 2 | 3 | 4 | 5 |
| The instrument is interesting such that the participants will be induced to respond to it and accomplish fully     | 1 | 2 | 3 | 4 | 5 |
| The instrument as a whole could answer the basic purpose for which it is designed.                                 | 1 | 2 | 3 | 4 | 5 |
| The instrument is culturally acceptable when administered in the local setting.                                    | 1 | 2 | 3 | 4 | 5 |

Comments and Suggestions:

Ensure clarity in item statements for accurate responses. Aim for stable, consistent responses by refining item wording. Ensure cultural appropriateness for diverse populations. Focus on technical soundness for usability. Adjust instrument length for participant engagement.

**ELYSSA F. VILLAR, EdD**  
Principal III/ Asinan ES

## Appendix C

### SURVEY QUESTIONNAIRE RELIABILITY TEST RESULT



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36

#### Appendix L

##### SURVEY-QUESTIONNAIRE STUDY HABITS AND LEARNING PERFORMANCE OF GRADE 6 INDIGENOUS LEARNERS IN DISTRICT OF SAN MARCELINO

Name: \_\_\_\_\_  
School: \_\_\_\_\_

#### I. Demographic Profile:

Direction: Please put a check (✓) mark on the space provided for your answer.

- ✓ 1. Age:      \_\_\_\_\_ 10      \_\_\_\_\_ 11      \_\_\_\_\_ 12      \_\_\_\_\_ 13 and above
- ✓ 2. Gender      \_\_\_\_\_ Male      \_\_\_\_\_ Female
- ✓ 3. Birth Order  
     \_\_\_\_\_ 1<sup>st</sup>  
     \_\_\_\_\_ 2<sup>nd</sup>  
     \_\_\_\_\_ 3<sup>rd</sup>  
     \_\_\_\_\_ 4<sup>th</sup>  
     \_\_\_\_\_ 5<sup>th</sup> and above
- ✓ 4. Mother's Highest Educational Attainment  
     \_\_\_\_\_ Elementary Undergraduate  
     \_\_\_\_\_ Elementary Graduate  
     \_\_\_\_\_ Secondary Undergraduate  
     \_\_\_\_\_ Secondary Graduate  
     \_\_\_\_\_ College Undergraduate  
     \_\_\_\_\_ College Graduate  
     \_\_\_\_\_ with Master's Degree  
     \_\_\_\_\_ with Doctorate Degree
- ✓ 5. Father's Highest Educational Attainment  
     \_\_\_\_\_ Elementary Undergraduate  
     \_\_\_\_\_ Elementary Graduate  
     \_\_\_\_\_ Secondary Undergraduate  
     \_\_\_\_\_ Secondary Graduate





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37

- ☐ College Undergraduate
- ☐ College Graduate
- ☐ with Master's Degree
- ☐ with Doctorate Degree

6. Grade Point Average of the 8 learning areas SY 2022-2023: (class advisers will provide this part)

- ☐ First Quarter
- ☐ Second Quarter
- ☐ Third Quarter

**II. Determining Factors of Study Habits that may Affect Learning Performance**

Direction:

Put a check (✓) on the appropriate column on a scale from one to five, that would best describe the extent of each determining factor (as expressed in each of the statement) had affect you. Each response option on the scale is rated as in the following:

| Scale | Verbal Description | Equivalent |
|-------|--------------------|------------|
| 5     | Always             | Very High  |
| 4     | Often              | High       |
| 3     | Sometimes          | Moderate   |
| 2     | Seldom             | Low        |
| 1     | Never              | Very Low   |

| INDIVIDUAL FACTORS   | SCALE INTERPRETATION |   |   |   |   |
|--|----------------------|---|---|---|---|
|  | 5                    | 4 | 3 | 2 | 1 |
| <b>A. Identity: Interest</b>   |                      |   |   |   |   |
| 1. I am expressing freely as indigenous learner in individual and group discussion.  | ①                    |   |   |   |   |
| 2. I am wearing indigenous costumes like bahag in the conduct of school programs or division celebration during the IPED month celebration   | ①                    |   |   |   |   |
| 3. I am using indigenous language in communicating with my classmates and school mates   | ⑤                    |   |   |   |   |
| 4. I am honoring my cultural identity as aeta through performing tribal dances such as Talipi Dance during school activities on IPED month celebration.  | ④                    |   |   |   |   |
| 5. I am preserving the cultural practices in our community (e.g. Honoring traditions such as being hospitable and respectful to elders, following rituals, etc.)   |                      |   |   |   |   |
| <b>B. Interest:</b>  |                      |   |   |   |   |
| 1. I listen attentively to the discussion of my teacher.   | ①                    |   |   |   |   |
| 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 extracurricular activities   |                      |   |   |   |   |
| <b>C. Study Attitudes:</b>   |                      |   |   |   |   |
| 1. I spend my vacant time in doing assignments or studying my lessons.   | ①                    |   |   |   |   |
| 2. I study and prepare for quizzes and tests ahead.  | ②                    |   |   |   |   |
| 3. I study harder to improve my  |                      |   |   |   |   |
| <p>③ I try even harder when I get low grades to do better in my studies.</p> <p>④ I like to complete my schoolwork and homework before I have fun playing or watching TV shows.</p> <p>⑤ When our learning game is neat and organized, it helps our brain work better and makes it easier.</p> |                      |   |   |   |   |



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39

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 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.                              |  |  |  |  |  |
| <b>D. Academic Self-Concept</b>  |  |  |  |  |  |
| 1. I can obtain good grades.   |  |  |  |  |  |
| 2. I am determined enough to cope with schoolwork.   |  |  |  |  |  |
| 3. I am proud of my performance in school.   |  |  |  |  |  |
| 4. I am feeling good about my schoolwork.  |  |  |  |  |  |
| 5. I can get the results I would like in school.   |  |  |  |  |  |
| <b>E. Confidence in Academic Life</b>  |  |  |  |  |  |
| 1. I am comfortable with extra work or activities  |  |  |  |  |  |
| 2. I am very sure of myself before an exam.  |  |  |  |  |  |
| 3. I am having a good relationship with my teacher   |  |  |  |  |  |
| 4. I am comfortable leading in academic group.   |  |  |  |  |  |
| 5. I am capable to compete with better learners in district and division activities.                   |  |  |  |  |  |

| INSTRUCTIONAL FACTORS   | SCALE INTERPRETATION |   |   |   |   |
|---|----------------------|---|---|---|---|
|   | 5                    | 4 | 3 | 2 | 1 |
| <b>A. Teaching Strategies:</b> <i>I am motivated to study if:</i>   |                      |   |   |   |   |
| 1. My teacher translates popular stories using local languages that I would like to listen                          |                      |   |   |   |   |
| 2. My teacher engages us to outdoor activities where we can see and manipulate real objects found in the community. |                      |   |   |   |   |
| 3. My teacher uses local facts as examples  |                      |   |   |   |   |

*Things from our community, like plants, animals, people, and things we do, to help us learn.*

*My teacher takes well-known stories and translates them into the languages spoken in our area.*

*My teacher takes us outside to do some activities where we get to play w/ real things from our neighborhood. It helps our teacher in a hands-on way.*





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40

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| for lessons such as plants, animals, persons, and practices found in the community.   |   |  |  |  |  |  |  |
| 4. My teacher imposes group works/tasks in the class  | My teacher asks us to work together in groups during class.   |  |  |  |  |  |  |
| 5. My teacher uses technology aided instruction.  | My teacher uses technology to help us learn in class.   |  |  |  |  |  |  |
| <b>B. Instructional Materials/ Devices</b>  |   |  |  |  |  |  |  |
| 1. My teacher uses local resources as materials for instructional aides (e.g. local plant dye for paints. Parts of local plants to enhance posters and manipulatives, actual plants, soil, dry leaves, twigs or tree barks) | 6. My teacher uses things from our home area to help us learn in class. For example, she uses local plant dye for paints. |  |  |  |  |  |  |
| 2. My teacher uses localized materials in presenting the lesson.  | 7. My teacher localized materials that are made specifically for our class when teaching us.                              |  |  |  |  |  |  |
| 3. My teacher uses instructional materials in the class that we are familiar with.  | 8. My teacher uses things in class that we know about.  |  |  |  |  |  |  |
| 4. My teacher engages us to use indigenous materials in making our project/ outputs.  | 9. My teacher engages us in using indigenous materials in making our project / outputs.                                   |  |  |  |  |  |  |
| 5. My teacher uses workbooks/ textbooks.  |   |  |  |  |  |  |  |
| 10. My teacher uses workbooks/ textbooks  |   |  |  |  |  |  |  |
| 11. My teacher uses a variety of strategies and classroom activities  |   |  |  |  |  |  |  |
| 12. My teacher assesses learners fairly and objectively   |   |  |  |  |  |  |  |
| 13. My teacher uses group activities and collaborative works.   |   |  |  |  |  |  |  |
| 14. My teacher challenges us to work individually and in groups   |   |  |  |  |  |  |  |
| 15. My teacher practices classroom routines and positive discipline w/ gender sensitivity.  |   |  |  |  |  |  |  |



## ppendix D

### FINAL COPY OF THE SURVEY INSTRUMENT

#### SURVEY-QUESTIONNAIRE STUDY HABITS AND LEARNING PERFORMANCE OF GRADE 6 INDIGENOUS LEARNERS IN A DISTRICT

Name: \_\_\_\_\_  
School: \_\_\_\_\_

#### I. Demographic Profile:

Direction: Please put a check (✓) mark on the space provided for your answer.

1. Age:        \_\_\_\_\_ 10        \_\_\_\_\_ 11        \_\_\_\_\_ 12        \_\_\_\_\_ 13 and above

2. Gender  
      \_\_\_\_\_ Male        \_\_\_\_\_ Female

3. Birth Order  
      \_\_\_\_\_ 1<sup>st</sup>  
      \_\_\_\_\_ 2<sup>nd</sup>  
      \_\_\_\_\_ 3<sup>rd</sup>  
      \_\_\_\_\_ 4<sup>th</sup>  
      \_\_\_\_\_ 5<sup>th</sup> and above

4. Mother's Highest Educational Attainment  
      \_\_\_\_\_ Elementary Undergraduate  
      \_\_\_\_\_ Elementary Graduate  
      \_\_\_\_\_ Secondary Undergraduate  
      \_\_\_\_\_ Secondary Graduate  
      \_\_\_\_\_ College Undergraduate  
      \_\_\_\_\_ College Graduate  
      \_\_\_\_\_ with Master's Degree  
      \_\_\_\_\_ with Doctorate Degree

5. Father's Highest Educational Attainment  
      \_\_\_\_\_ Elementary Undergraduate  
      \_\_\_\_\_ Elementary Graduate  
      \_\_\_\_\_ Secondary Undergraduate  
      \_\_\_\_\_ Secondary Graduate

\_\_\_\_\_ College Undergraduate  
 \_\_\_\_\_ College Graduate  
 \_\_\_\_\_ with [Master's Degree](#)  
 \_\_\_\_\_ with Doctorate Degree

1. Grade Point Average of the 8 learning areas SY 2022-2023: (class advisers will provide this part)

\_\_\_\_\_ First Quarter  
 \_\_\_\_\_ Second Quarter  
 \_\_\_\_\_ Third Quarter

### I. Determining Factors of Study Habits that may Affect Learning Performance

Direction:

Put a check (✓) on the appropriate column on a scale from one to five, that would best describe the extent of each determining factor (as expressed in each of the statement) had affect you. Each response option on the scale is rated as in the following:

| Scale | Verbal Description | Equivalent |
|-------|--------------------|------------|
| 5     | Always             | Very High  |
| 4     | Often              | High       |
| 3     | Sometimes          | Moderate   |
| 2     | Seldom             | Low        |
| 1     | Never              | Very Low   |

| INDIVIDUAL FACTORS  | SCALE<br>INTERPRETATION |   |   |   |   |
|---|-------------------------|---|---|---|---|
|   | 5                       | 4 | 3 | 2 | 1 |
| <b>A. Interest:</b>   |                         |   |   |   |   |
| 1. I pay close attention when my teacher talks and explains things.   |                         |   |   |   |   |
| 2. I join in the conversation, respond to questions, and ask for help when I don't understand something.  |                         |   |   |   |   |
| 3. When I have tests, quizzes, or exams, I make sure I am ready for them.   |                         |   |   |   |   |
| 4. In a special classroom, I learn new things and get better at them. This classroom is special because it includes different cultures and ways of doing things. It helps me understand and appreciate different people and their traditions. |                         |   |   |   |   |
| 5. I like to join in the fun activities that happen outside of regular school time. These activities can include things like sports, clubs, or special events. It's a way for me to get involved and have fun with my friends at school.      |                         |   |   |   |   |
| <b>B. Study Attitudes:</b>  |                         |   |   |   |   |
| 1. When I have free time, I like to work on my assignments or learn more about my school subjects.  |                         |   |   |   |   |
| 2. I understand that it's <u>really important</u> to study and get ready for quizzes and tests beforehand.  |                         |   |   |   |   |
| 3. I try even harder when I get low grades to do better in my studies.  |                         |   |   |   |   |
| 4. I like to complete my schoolwork and homework before I have fun playing or watching TV shows.  |                         |   |   |   |   |
| 5. When our learning space is neat and organized, it helps our brains work better and makes it easier for us to learn new things.   |                         |   |   |   |   |
| <b>C. Academic Self-Concept</b>   |                         |   |   |   |   |
| 1. I can obtain good grades.  |                         |   |   |   |   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 2. I am determined enough to cope with schoolwork. |  |  |  |  |  |
| 3. I am proud of my performance in school.         |  |  |  |  |  |
| 4. I am feeling good about my schoolwork.          |  |  |  |  |  |
| 5. I can get the results I would like in school.   |  |  |  |  |  |
| <b>D. Confidence in Academic Life</b>              |  |  |  |  |  |
| 1. I am comfortable with extra work or activities  |  |  |  |  |  |
| 2. I am very sure of myself before an exam.        |  |  |  |  |  |
| 3. I am having a good relationship with my teacher |  |  |  |  |  |
| 4. I am comfortable leading in academic group.     |  |  |  |  |  |
| 5. I can participate and do well in                |  |  |  |  |  |
|  |  |  |  |  |  |

| INSTRUCTIONAL FACTORS   | SCALE INTERPRETATION |   |   |   |   |
|---|----------------------|---|---|---|---|
|   | 5                    | 4 | 3 | 2 | 1 |
| <b>I am motivated to study if:</b>  |                      |   |   |   |   |
| 1. My teacher takes well-known stories and translates them into the languages spoken in our area.   |                      |   |   |   |   |
| 2. My teacher takes us outside to do fun activities where we get to play with real things from our neighborhood. It helps us learn in a hands-on way! |                      |   |   |   |   |
| 3. My teacher uses things from our community, like plants, animals, people, and things we do, to help us learn.                                       |                      |   |   |   |   |
| 4. My teacher asks us to work together in groups during class.  |                      |   |   |   |   |
| 5. My teacher uses technology to help us learn in class.  |                      |   |   |   |   |
| 6. My teacher uses things from our local area to help us learn in class. For example, she uses  |                      |   |   |   |   |

|   |  |  |
|---|--|--|
| 7. My teacher uses localized materials that are made specifically for our class when teaching us. |  |  |
| 8. My teacher uses things in class that we know about.  |  |  |
| 9. My teacher engages us in using indigenous materials in making our project/ outputs.            |  |  |
| 10. My teacher uses workbooks/ textbooks.   |  |  |
| 11. My teacher uses a variety of strategies and classroom activities.                             |  |  |
| 12. My teacher assesses learners fairly and objectively   |  |  |
| 13. My teacher uses group activities and collaborative works                                      |  |  |
| 14. My teacher challenges us to work individually and in groups.                                  |  |  |
| 15. My teacher practices classroom routines and positive discipline with gender sensitivity.      |  |  |
| <b>Composite Mean</b>   |  |  |

## Appendix E

### LETTER OF THE INSTITUTIONAL RESEARCH ETHICS BOARD (IREB)



GRADUATE SCHOOL FOR PROFESSIONAL ADVANCEMENT  
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Columban College, Inc.  
Olongapo City

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**DR. REY E. ENCISO**

Institutional Research Ethics Board  
Chairperson

Dear Dr. Enciso,

I am seeking clearance from the Institutional Research Ethics Board (IREB) for my proposed research study titled **STUDY HABITS AND LEARNING PERFORMANCE OF GRADE 6 INDIGENOUS LEARNERS IN A DISTRICT**. I am a Master of Arts in Education (MAED) student, and this is a part of my research.

The objective of my study is to determine the relationship of the study habits and learning performance of Grade 6 Indigenous learners in the District of San Marcelino as effective and efficient steps to improve the quality of education through effective classroom instruction. By conducting this research, I hope to contribute to the existing knowledge in school administration and leadership and provide practical recommendations for teachers and school heads, and supervisors of Division of Zambales.

To achieve my research objectives, I will employ the following research methods: descriptive correlational and survey questionnaire. The data collected will be analyzed using percentages and frequency, mean, weighted mean, standard deviation, Pearson r, and ANOVA to draw meaningful conclusions and insights.

In seeking clearance from IREB Institutional Research Ethics Board, I assure you that my study will adhere to the highest ethical standards. I commit to the following principles:

1. **Informed Consent:** Participants will be fully informed about the study's purpose, procedures, and potential risks and benefits. All participants will obtain written consent before their inclusion in the study. I will ensure that participants have the opportunity to ask questions and clarify any concerns they may have.
2. **Privacy and Confidentiality:** Strict measures will be taken to protect the privacy and confidentiality of participant's information. Any identifying data collected will be kept separate from research data and will not be disclosed without explicit consent. Participant identities will be anonymized, and data will be presented in aggregate form to ensure confidentiality.
3. **Voluntary Participation:** Participation in the study will be entirely voluntary. Participants will have the right to withdraw from the study without consequences or penalties. I will emphasize the voluntary nature of participation in all communication materials and informed consent forms.

4. Data Handling and Storage: All data collected will be securely stored and accessed only by authorized researchers and committee members. Data will be stored for the designated period required by our institution's data retention policy and securely disposed of afterward. I will ensure that data is stored in compliance with relevant data protection regulations.

Attached to this letter is the research proposal letter of instrument/s validation and reliability results, informed consent forms, survey/questionnaire, interview guides, and any other supporting documents that provide detailed information about the study's design, procedures, and ethical considerations.

I request the Institutional Research Ethics Board's clearance for this study. Your guidance and approval are invaluable in ensuring that this research is conducted ethically and in line with the highest standards of research integrity. I am available to provide additional information or address any questions or concerns the Board may have regarding this research.

Thank you for your attention to this matter. I look forward to receiving your clearance for this study.

Best regards,

  
**ROLANDO B. FREDELUCES - Zambales**  
Researcher



## Appendix F

### CLEARANCE CERTIFICATE FROM THE INSTITUTIONAL ETHICS BOARD

## Appendix G



GRADUATE SCHOOL FOR PROFESSIONAL ADVANCEMENT  
AND CONTINUING EDUCATION (G-SPACE)  
Columban College, Inc.  
Olongapo City

#### TO WHOM IT MAY CONCERN:

This is to certify that the research project titled **"STUDY HABITS AND LEARNING PERFORMANCE OF GRADE 6 INDIGENOUS LEARNERS IN A DISTRICT"**, to be conducted by **ROLANDO B. FREDELUCES**, MAED Student, has been approved by the Institutional Research Ethics Board (IREB) after a thorough review of the research proposal and associated ethical considerations.

This study aims to determine the relationship of the study habits and learning performance of Grade 6 Indigenous learners in the District of San Marcelino as effective and efficient steps to improve the quality of education through effective classroom instruction. The researcher has demonstrated a comprehensive understanding of the ethical principles outlined in the Institutional Research Ethics Board (IREB) guidelines and has taken appropriate measures to protect the rights, confidentiality, and well-being of the research participants.

The research protocol, informed consent forms, data collection tools/questionnaires, and other supporting materials have been evaluated and found to comply with the ethical standards set by the Institutional Research Ethics Board (IREB). The researcher has provided informed consent to the participants and has ensured that any identifiable information will be treated with strict confidentiality, following proper data anonymization or de-identification procedures.

Based on the review conducted by the Institutional Research Ethics Board (IREB), we now grant clearance for the research project to proceed as planned, with the understanding that the researcher will continue to adhere to the approved research protocol and ethical guidelines throughout the study.

This clearance certificate indicates that the research project has been reviewed and approved by the Institutional Research Ethics Board. It acknowledges that the research has met the necessary ethical requirements and is authorized to proceed.

Should you have any further queries or require additional information regarding this clearance certificate, please do not hesitate to contact the Institutional Research Ethics Board.

Sincerely,

**DR. REY E. ENCISO**  
Chairperson  
Institutional Research Ethics Board (IREB)  
Columban College, Inc.  
Olongapo City, Zambales  
Philippines



## ACCOMPLISHED ASSESSMENT CHECKLIST BEFORE ORAL DEFENSE FORM



GRADUATE SCHOOL FOR PROFESSIONAL ADVANCEMENT  
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COLUMBAN COLLEGE, INC.  
1 First St., New Asinan, Olongapo City

### Action Research Criteria: Assessment Checklist After Oral Defense (For Final Revision)

Dear Researcher:

Since action research is a vital part of the graduate program, it would be a disappointment if formal deficiencies spoiled the fruits of your hard labor. Thus, I require you to accomplish the checklist below as part of the final revision process. All fields must be carefully assessed! Please note that specific standards are included in the assessment criteria, and failure to meet them means the non-acceptance of the manuscript as a final requirement.

| PAGE # | FORMAL CRITERIA  | YES | NO |
|--------|--|-----|----|
|        | <b>PRELIMINARY PAGES</b>   |     |    |
| 1      | The manuscript has the required <b>TITLE PAGE</b> .  | /   |    |
| 2      | The manuscript has the required and signed <b>APPROVAL SHEET</b> .   | /   |    |
| 3      | The manuscript has the required <b>ABSTRACT</b> .  | /   |    |
|        | ✓ The <b>abstract</b> is constructed as one paragraph (not indented), about 300 to 350 words in length, italicized, single-spaced, and in Georgia font style, 11-point.  | /   |    |
|        | ✓ The <b>abstract</b> concisely informs the reader of five vital information: <i>introduction of the topic (one to two sentences), the general objective of the study, methodology (one complex sentence), significant findings, and conclusions.</i>  | /   |    |
|        | ✓ The <b>abstract</b> may contain recommendations for a universal or broader application.  | /   |    |
|        | ✓ <b>Keywords</b> (in four parts): <i>The discipline of the study, topic (major concepts/variables), research design, Place, and Geography/ Locale. It must be set in sentence case and italicized.</i>  | /   |    |
| 4-5    | The manuscript has the required <b>TABLE OF CONTENTS</b> .   | /   |    |
|        | <b>Chapter 1</b><br><b>THE PROBLEM AND ITS BACKGROUND</b><br><i>See pages 6-29 of the thesis/ dissertation guide</i>   |     |    |
| 6-12   | <b>Introduction</b>  |     |    |
|        | ✓ The <b>1<sup>st</sup> paragraph</b> exposes a global situational analysis of the problem that grabs the reader's attention, supported by the literature and studies from different continents, with at least <b>15</b> in-text citations. <i>(Establishing a territory)</i>  | /   |    |
|        | ✓ The <b>2<sup>nd</sup> paragraph</b> presents an ASEAN situational analysis of the problem with at least <b>15</b> in-text citations. <i>(Establishing a territory)</i>   | /   |    |
|        | ✓ The <b>3<sup>rd</sup> paragraph</b> compares/ contrasts the global and ASEAN literature vis-à-vis at least <b>10</b> local related literature/ studies. It presents a gap analysis between and among the literature/ studies previously presented in the 1st and second paragraphs. It also indicates and discusses the controversies in the literature that the current study will address. <i>(Establishing a niche)</i> | /   |    |
|        | ✓ The <b>4<sup>th</sup> paragraph</b> explicitly states why the research was done (including the main objective, the scope, possible key results, solutions, implications based on the analysis of the reviewed literature), my study motivation, and possible significant contributions and advantages of my work. <i>(Occupying niche)</i>   | /   |    |
| 12-21  | <b>Framework of the Study</b>  |     |    |
|        | ✓ The <b>1st paragraph</b> presents and discusses the most related theory in a textual form ( with at least <b>one</b> in-text citation). The study is anchored with a full explanation of its importance to the present study.  | /   |    |
|        | ✓ The <b>2nd paragraph</b> presents a synthesis of the essential explication of the meaning of the study variables in the form of in-text citations of literature  | /   |    |



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|              |  |   |  |
|--------------|--|---|--|
|              | reviews (at least <b>15</b> Global Literature/ studies, <b>15</b> empirical studies from ASEAN contexts, and <b>10</b> from the Philippines).  |   |  |
|              | ✓ The <b>3rd paragraph</b> discusses the limitations/ gaps/ controversies identified in the previous research.   | / |  |
|              | ✓ The <b>4th paragraph</b> connects the facts and information with the present study's variables towards identifying potential problems needing further exploration, as well as possible relationships/ differences between or among the variables, with Figure 1 (APA 7 <sup>th</sup> Edn.) to illustrate the possible interactions of the variables fully. | / |  |
| <b>21-22</b> | <b>Statement of the Problem</b>  |   |  |
|              | ✓The <b>first paragraph</b> states and spells out the general objective of the study.  | / |  |
|              | ✓The <b>2<sup>nd</sup> paragraph</b> provides the specific statement of the problem (enumerated and numbered) in question form that possesses SMART characteristics.   | / |  |
| <b>23</b>    | <b>Hypothesis</b>  |   |  |
|              | ✓The <b>first sentence</b> contains an introductory statement toward a more profound study analysis.   | / |  |
|              | ✓The <b>hypothesis</b> is stated in a null form, enumerated (if more than one), and numbered (if more than one).   | / |  |
| <b>23</b>    | <b>Scope and Delimitation</b>  |   |  |
|              | ✓The <b>1st paragraph</b> presents the scope of the study based on the title and the general objective.  | / |  |
|              | ✓The <b>2nd paragraph</b> presents the delimitation of the study, which includes the variables covered based on the specific statement of the problem (SOP).   | / |  |
|              | ✓The <b>3rd paragraph</b> discusses the research design, instrument, and statistical tools used.   | / |  |
| <b>24-25</b> | <b>Significance of the Study</b>   |   |  |
|              | ✓The <b>significance</b> of the study convinces the reader that the study has significant contributions to solving the educational problem, business operations, bringing a knowledge gap, improving social, economic, and health conditions, enriching research instruments and methods, government thrusts, etc.   | / |  |
|              | ✓The study's <b>significance comprehensively discusses</b> the importance/ significance to stakeholder/s, in paragraph format and unnumbered.  | / |  |
| <b>25-27</b> | <b>Definition of Terms</b>   |   |  |
|              | ✓The <b>first sentence</b> provides an introductory statement.   | / |  |
|              | ✓The critical <b>terms</b> based on the title and variables in the SOP are conceptually (with in-text citation) or operationally (based on the instrument's construct) defined.  | / |  |
|              | ✓All the essential <b>terms</b> in the study are in bold (highlighted), alphabetical order, and unnumbered.  | / |  |
|              | <b>Chapter 2<br/>METHODOLOGY</b><br><i>See pages 22-29 of the thesis/ dissertation guide</i>   |   |  |
| <b>28-31</b> | <b>Research Design</b>   |   |  |
|              | ✓The discussion of the research design is in <b>one complex paragraph</b> only.  | / |  |
|              | ✓The <b>first sentence</b> spells out an appropriate and specific research design, and <b>subsequent sentences</b> explain the use of such a design in detail, with in-text citations of at least <b>five</b> references.  | / |  |





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|       |  |   |  |
|-------|--|---|--|
| 31-32 | <b>Setting and Participants</b>  |   |  |
|       | ✓The <b>first paragraph</b> describes the setting, including some significant characteristics of the research locale.  | / |  |
|       | ✓The <b>second paragraph</b> describes the participants (how the population/ participants/ samples and sampling techniques are taken) with a corresponding Table 1 properly labeled using APA 7 <sup>th</sup> Edn format and style.                                  | / |  |
| 32-33 | <b>Instrumentation</b>   |   |  |
|       | ✓The <b>first paragraph</b> (indented <b>construction and development</b> ) describes the survey-questionnaire/s/instrument/s, whether modified or researcher-made, with a complete discussion of the parts, contents, and scales used.                              | / |  |
|       | ✓The <b>second paragraph</b> (indented <b>validation and reliability</b> ) describes how the instrument was validated with its corresponding reliability test results, even if modified from previous research (in-text citation) or a researcher-made instrument.   | / |  |
| 33-34 | <b>Ethical Considerations</b>  |   |  |
|       | ✓The <b>first paragraph</b> presents the ethical principles and soundness of the research.   | / |  |
|       | ✓The <b>second paragraph</b> describes the ethical considerations, including the adherence to the Data Protection Act, Data Privacy Notice ( if via Google Form), Informed Consent (for adult participants), and Assent Form (for minor participants).               | / |  |
| 34    | <b>Data-Gathering Procedures</b>   |   |  |
|       | ✓The discussion presents the administrative procedures, approval from authorities, and the actual data collection process, permission, and approval from the head of the institution/ agency where the research data/ participants are connected.                    | / |  |
| 35-36 | <b>Data Analysis Technique</b>   |   |  |
|       | ✓The discussion presents the data analysis technique (for quantitative, no need to present the formula of the statistical tools, and for the qualitative study, describe in reasonable detail if coding procedures are used) in a paragraph format.                  | / |  |
| 37-62 | <p style="text-align: center;"><b>Chapter 3</b><br/><b>RESULTS AND DISCUSSIONS</b><br/><i>See pages 30-44 of the thesis/ dissertation guide</i></p>  |   |  |
|       | ✓The presentation <b>follows the order of the SOP</b> with the appropriate number, heading/title in a sentence case without a period.  |   |  |
|       | ✓The <b>Tables</b> are correctly numbered and titled (following the APA 7 <sup>th</sup> Edition) and properly implemented with no horizontal (between variable entries) and vertical lines.  | / |  |
|       | ✓The presentation of each variable indicates the <b>interesting facts</b> (textual format) found in the study included in the discussion.  | / |  |
|       | ✓The discussion presents the <b>interpretation and explanation of each result</b> , answers the research question, justifies the approach, and critically evaluates the study.   | / |  |
|       | ✓The discussion presents a <b>review of findings</b> in the context of the literature/studies and the existing knowledge about each variable/result (at least 5 in-text citations of intercontinental literature/ studies for each variable).                        | / |  |
|       | ✓The discussion of the result of hypothesis testing presents and integrates <b>validation of the theory/ies used and provides a critique of the design/method used</b> in the last paragraph of every significant variable/ finding ( at least 5 in-text citations). | / |  |



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|                |  |   |  |
|----------------|--|---|--|
|                | ✓The discussion demonstrates the <b>study's limitations and potential weaknesses</b> in interpreting the result.   | / |  |
|                | ✓The discussion presents the implications of the findings for policy and practice.   | / |  |
| <b>63-68</b>   | <b>Chapter 4<br/>SUMMARY, CONCLUSION, AND RECOMMENDATION</b><br><i>See pages 45-50 of the thesis/ dissertation guide</i>   |   |  |
|                | <b>Summary</b>   |   |  |
|                | ✓The <b>first paragraph</b> summarizes the problem (general objective and the specific objectives or the SOP, in paragraph format and unnumbered.  | / |  |
|                | ✓The <b>second paragraph</b> summarizes the research methodology used (research design, setting and participants, instrumentation, ethical considerations, data gathering procedures, and data analysis techniques).   | / |  |
|                | <b>Conclusion</b>  |   |  |
|                | ✓The <b>first paragraph</b> introduces the goal and objectives of the study.   | / |  |
|                | ✓The <b>second paragraph</b> states the study's significant results/findings/points.   | / |  |
|                | ✓The <b>third paragraph</b> presents a judgment of the results obtained, highlighting discovery (if any) that the researcher obtained only after completing the study, something (not found in the literature) which contributes to new knowledge.   | / |  |
|                | ✓The <b>fourth paragraph</b> discusses how the research work contributes to the overall field of study and the significance of the research/practical implications.  | / |  |
|                | ✓The <b>fifth paragraph</b> points out any flaws/limitations regarding the research, including assumptions that have been made.  | / |  |
|                | <b>Recommendation</b>  |   |  |
|                | ✓The <b>first paragraph</b> provides an introductory statement.  | / |  |
|                | ✓The <b>second paragraph</b> contains practical/theoretical recommendations based on the limitations/weaknesses found.   | / |  |
|                | ✓The <b>third paragraph</b> suggests topics for further research (usually with critical points and a strong take-home message), raises some open questions and explains to readers what else could be done in the next steps.  | / |  |
| <b>70-85</b>   | The manuscript has the required <b>REFERENCES</b> (APA 7 <sup>th</sup> Edition Format) automatically generated using the <b>Mendeley software</b> , a credible and coherent management system of referencing. <b>ONLY TRACEABLE/GOOLEABLE/ONLINE SOURCES</b> are adequately referred to and used in Chapters 1 to 3. | / |  |
| <b>86-88</b>   | The manuscript has an <b>ACKNOWLEDGEMENTS</b> section ( <i>optional</i> ).   | / |  |
| <b>89-114</b>  | The manuscript has the required <b>APPENDICES</b> section ((scanned from the original copies of letters, informed consent, assent form, data privacy notice, survey questionnaire, interview guide, consultation forms, Grammarly and Turnitin results, a recommendation for defense form, etc.).                    | / |  |
| <b>115-117</b> | The manuscript has the required part, <b>ABOUT THE AUTHOR</b> (one page, single-spaced), and not a CV.   | / |  |
| <b>118-136</b> | The manuscript has the required part, <b>THE RESEARCH ARTICLE</b> (a publishable format of the paper using the prescribed format).   | / |  |
|                | The prescribed font style and size from Chapter 1 to Chapter 4 ( <b>Georgia font style; 12 points; two spaces</b> ) are observed and used.   | / |  |
|                | The <b>Grammarly software</b> (for correct American English and spellchecker) is used.   | / |  |
|                | The correct, proper tenses and indentations (from Chapter 1 to Chapter 4) are observed.  | / |  |
|                | The <b>Turnitin or PlagScan software</b> (for similarity checking) is used.  | / |  |
|                | The revised version of the manuscript (word doc. and PDF files) is submitted to <a href="mailto:imrad2019@gmail.com">imrad2019@gmail.com</a> <b>two weeks</b> after the oral defense.  | / |  |



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1 First St., New Asinan, Olongapo City**

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

Researcher's Name: ROLANDO B. FREDELUCES

Signature: \_\_\_\_\_

Mentor's Name: DR. ERIC C. MATRIANO

Signature: \_\_\_\_\_

\_\_\_\_\_  
Date

**DR. DAVID CABABARO BUENO**  
Dean



## Appendix H

### RESEARCH ETHICS REVIEW CLEARANCE FORM

**Name of Researcher: Rolando B. Fredeluces**

Degree Program: Master of Arts in Education

Expected Date of Completion: January, 2024

**Research Title:**

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

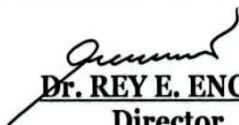
To the best of my knowledge, the ethical issues and principles have been addressed in this research. I confirm that the student-researcher can conduct this research safely and ethically.

  
**ERIC A. MATRIANO, PhD**

**Signature of Adviser**

Date:

Based on the review committee's recommendation, I certify that the student-researcher's ethical issues and principles have complied with this research. Thus, this research ethics review clearance form is granted.

  
**Dr. REY E. ENCISO**

**Director**

Research, Innovation and Knowledge Development Office (RIKDO)

## Appendix I

### LETTER TO THE HEAD OF THE AGENCY



GRADUATE SCHOOL FOR PROFESSIONAL ADVANCEMENT  
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Columban College, Inc.  
Olongapo City

---

September 11, 2023

**JESSIE D. FERRER, CESO V**  
Schools Division Superintendent

**RE: Application for the Permission to Conduct Research Study**

Sir:

Greetings!

The undersigned is currently writing his thesis entitled "**Study Habits and Learning Performance of Grade 6 Indigenous Learners in a District**", as final requirement leading to the degree of Master of Arts in Education Major in Educational Administration at Columban College, Olongapo City.


In line with this, the researcher would like to humbly seek permission from your good office to allow the conduct of the above stated research study in District of San Marcelino in the Division of Zambales namely: Baliwet Elementary School, Dalanawan Elementary School, United Nation 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.

Rest assured that all responses which will be gathered from this survey will solely be used for research purposes and will be treated with utmost anonymity and confidentiality.

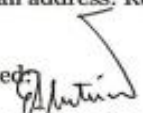
Attached herewith is the copy of the survey questionnaire for your perusal.

Thank you so much.

Respectfully,

  
**ROLANDO B. FREDELUCES**  
Head Teacher III/ Researcher  
CP No: 09989795127  
Email address: Rolando.fredeluces@deped.gov.ph

Noted:

  
**ERIC C. MATRIANO**  
VPFAS/ Thesis Adviser



**GRADUATE SCHOOL FOR PROFESSIONAL ADVANCEMENT  
AND CONTINUING EDUCATION (G-SPACE)**

**Columban College, Inc.**  
Olongapo City

August 25, 2023

**The Principal**  
Lawin Elementary School

Sir:

I have the honor to request permission to conduct a study on the **"Study Habits and Learning Performance of Grade 6 Indigenous Learners in a District"** in partial fulfillment of the requirements leading to the degree Master of Arts in Education Major in Educational Administration at Columban College, Olongapo City.

The respondents of this study include all Grade 6 IPed Learners in the said district.

I hope for favorable consideration and approval on the above-mentioned request.

Very truly yours,

(Sgd) **ROLANDO B. FREDELUCES**  
Researcher

Approved:

(Sgd) **JUDY L. LABIO**  
Head Teacher III





GRADUATE SCHOOL FOR PROFESSIONAL ADVANCEMENT  
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Columban College, Inc.  
Olongapo City

August 25 , 2023

**The Principal**  
Sta Fe Elementary School

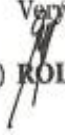
Madam:

I have the honor to request permission to conduct a study on the **"Study Habits and Learning Performance of Grade 6 Indigenous Learners in a District"** in partial fulfillment of the requirements leading to the degree Master of Arts in Education Major in Educational Administration at Columban College, Olongapo City.


The respondents of this study include all Grade 6 IPed Learners in the said district.

I hope for favorable consideration and approval on the above-mentioned request.

Very truly yours,

(Sgd)  **ROLANDO B. FREDELUCES**  
Researcher

Approved:

  
(Sgd) **MARY JEAN F. ARQUERO**  
MASTER TEACHER I/TIC



GRADUATE SCHOOL FOR PROFESSIONAL ADVANCEMENT  
AND CONTINUING EDUCATION (G-SPACE)  
Columban College, Inc.  
Olongapo City

file copy

August 25, 2023

**The Principal**

Judd Hendricks Memorial Aeta Integrated School


Sir:

I have the honor to request permission to conduct a study on the **"Study Habits and Learning Performance of Grade 6 Indigenous Learners in a District"** in partial fulfillment of the requirements leading to the degree Master of Arts in Education Major in Educational Administration at Columban College, Olongapo City.

The respondents of this study include all Grade 6 IPed Learners in the said district.

I hope for favorable consideration and approval on the above-mentioned request.

Very truly yours,

(Sgd)  **ROLANDO B. FREDELUCES**  
Researcher

Approved:

  
(Sgd) **DONATO P. RAMIREZ**  
Teacher III/TIC



GRADUATE SCHOOL FOR PROFESSIONAL ADVANCEMENT  
AND CONTINUING EDUCATION (G-SPACE)  
Columban College, Inc.

AUGUST 25, 2023

**The Principal**  
Dalanawan Elementary School

Sir:

I have the honor to request permission to conduct a study on the **"Study Habits and Learning Performance of Grade 6 Indigenous Learners in a District"** in partial fulfillment of the requirements leading to the degree Master of Arts in Education Major in Educational Administration at Columban College, Olongapo City.

The respondents of this study include all Grade 6 IPed Learners in the said district.

I hope for favorable consideration and approval on the above-mentioned request.

Very truly yours,

(Sgd) **ROLANDO B. FREDELUCES**  
Researcher

Approved:

(Sgd) **ROMMEL C. PAJE**  
Head Teacher III



**GRADUATE SCHOOL FOR PROFESSIONAL ADVANCEMENT  
AND CONTINUING EDUCATION (G-SPACE)**  
Columban College, Inc.  
Olongapo City

August 25, 2023

**The Principal**  
Chiang Chio Te Memorial Aeta School

Sir:

I have the honor to request permission to conduct a study on the "**Study Habits and Learning Performance of Grade 6 Indigenous Learners in a District**" in partial fulfillment of the requirements leading to the degree Master of Arts in Education Major in Educational Administration at Columban College, Olongapo City.


The respondents of this study include all Grade 6 IPed Learners in the said district.

I hope for favorable consideration and approval on the above-mentioned request.

Very truly yours,

(Sgd) **ROLANDO B. FREDELUCES**  
Researcher

Approved:

  
**OSCAR Q. DULLON**  
Teacher I/TIC



GRADUATE SCHOOL FOR PROFESSIONAL ADVANCEMENT  
AND CONTINUING EDUCATION (G-SPACE)  
Columban College, Inc.  
Olongapo City

**The Principal**  
Baliwet Elementary School

Madam:

I have the honor to request permission to conduct a study on the **“Study Habits and Learning Performance of Grade 6 Indigenous Learners in a District”** in partial fulfillment of the requirements leading to the degree Master of Arts in Education Major in Educational Administration at Columban College, Olongapo City.

The respondents of this study include all Grade 6 IPed Learners in the said district.

I hope for favorable consideration and approval on the above-mentioned request.

Very truly yours,


(Sgd) **ROLANDO B. FREDELUCES**  
Researcher

Approved:


(Sgd) **ALMIRA V. MIRO**  
Head Teacher III

## Appendix J

### APPROVAL AND ENDORSEMENT FROM THE AGENCY



Dep Ed DIVISION OF ZAMBALES  
**RELEASED**  
SEP 25 2023  
By: \_\_\_\_\_



Republic of the Philippines  
**Department of Education**  
REGION III-CENTRAL LUZON  
SCHOOLS DIVISION OF ZAMBALES


---

**1st Endorsement**  
September 21, 2023




Respectfully returned to **ROLANDO B. FREDELUCES**, Master of Arts in Education Major in Educational Administration, Columban College, Inc., approving the herein request to float questionnaire to Grade 6 IP Learners of San Marcelino District IP Schools, indicated in the basic letter, re: "Study Habits and Learning Performance of Grade 6 Indigenous Learners in a District", provided that:

1. it shall be well coordinated with concerned office;
2. no government resources and stationeries shall be used in the conduct of the research;
3. no classes will be disrupted in the issuance and retrieval of questionnaires;
4. information gathered be used solely for research purposes;
5. ethical considerations shall be adhered to;
6. findings of the study shall be furnished to this Office for information in either hard or digital copy (send the digital copy to [research.zambales@deped.gov.ph](mailto:research.zambales@deped.gov.ph)); and
7. for questions and other clarifications, please coordinate with the Schools Division Research Committee through the Planning and Research Section.

For guidance and compliance.

  
**JESSIE D. FERRER, CESO V**  
Schools Division Superintendent

---



Address: Zone VI, Iba, Zambales  
Telephone No: (047) 2224008 / (047) 3071702  
Email Address: [zambales@deped.gov.ph](mailto:zambales@deped.gov.ph)

## **Appendix K**

### **LETTER TO THE PARTICIPANT**

**Dear Learners:**

Greetings!

The researcher is currently carrying out a study titled "Study Habits and Learning Performance of Grade 6 Indigenous Learners in a District" as part of the requirements for attaining a Master of Arts degree in Education, with a major in Educational Administration, at Columban College in Olongapo City.

We kindly request your cooperation in completing the attached survey questionnaire. Rest assured that your responses will be treated with utmost confidentiality. Your honest feedback will greatly contribute to enhancing the learning performance of Indigenous Peoples Education (IPED) learners.

Very truly yours,



**ROLANDO B. FREDELUCES**

Researcher

## Appendix L

### INFORMED CONSENT

My name is ROLANDO B. FREDELUCES, and I am a Masteral Degree student at Columban College. As a course requirement, I am studying the STUDY HABITS AND LEARNING PERFORMANCE OF GRADE 6 INDIGENOUS LEARNERS IN A DISTRICT. If you agree to participate, it would involve a survey questionnaire through Google form that would take about 10 minutes. There is no risk associated with the study. You are not required to participate; you may withdraw from the study anytime. You will not be penalized for not participating or for withdrawing. No information that identifies you personally will be collected. Your participation will be anonymous, and all information will be kept confidential. The researcher will erase the Google form's data at the end of the study to ensure your responses' confidentiality. If you have any questions or concerns about the survey, please contact the Graduate School Dean, Dr. Dave C. Bueno, at [ccirespub@gmail.com](mailto:ccirespub@gmail.com). If you are interested in the findings of this study, please feel free to contact the researcher.

-----

I agree to participate in this study, which has been explained to me. I have been allowed to ask questions about the study. I understand that any questions I answer will be anonymous and that my identity will not be disclosed at any point. I also understand that my participation is voluntary, and I may withdraw from the study at any time. I am 18 years old or over and legally can provide consent.

-----

Signature of participant & date

-----

Signature of participant & date



## Appendix M

### CERTIFICATION FROM THE STATISTICIAN



GRADUATE SCHOOL FOR PROFESSIONAL ADVANCEMENT  
AND CONTINUING EDUCATION (G-SPACE)  
Columban College, Inc.  
Olongapo City

#### CERTIFICATION FROM STATISTICIAN

This is to certify that the data gathered for the research entitled:  
*Study Habits and Learning Performance of Grade 6 Indigenous Learners  
in a District* by **Rolando B. Fredeluces** were statistically treated using  
SPSS v. 21 by the undersigned.

**Dr. Eric A. Agullana Matriano**  
Statistician

January 5, 2024  
Date

## Appendix N

### STATISTICAL COMPUTATIONS

T-Test (Document) - SPSS Results

File Edit View Insert Formulas Data Tools Developer Window Help

File

Home

Insert

Formulas

Data

Tools

Developer

Window

Help

SPSS

Data Editor

Data View

Data View

Data View

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T-Test

T-Test

Group Statistics

|          | Valid<br>Cases | N  | Mean   | Std. Deviation | Std. Error<br>Mean |
|----------|----------------|----|--------|----------------|--------------------|
| VAR00001 | 1              | 80 | 1.8875 | .28437         | .03175             |
|          | 2              | 80 | 1.7083 | .28859         | .03457             |
| VAR00002 | 1              | 84 | 1.7484 | .28445         | .04137             |
|          | 2              | 80 | 1.7489 | .28500         | .03660             |
| VAR00003 | 1              | 84 | 1.7383 | .28475         | .04034             |
|          | 2              | 80 | 1.7083 | .28760         | .03703             |

Independent Samples Test

|          |                             | Levene's Test for Equality of Variances |      | t-Test for Equality of Means |         |                |                 |                       |   |        |
|----------|-----------------------------|---|------|------------------------------|---------|----------------|-----------------|-----------------------|---|--------|
|          |                             | F                                       | Sig. | t                            | df      | Std. Deviation | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|          |                             |   |      |                              |         |                |                 |                       | Lower                                     | Upper  |
| VAR00001 | Equal variances assumed     | 0.038                                   | .864 | -.388                        | 158     | .127           | -.128           | .02240                | -.17324                                   | .01616 |
|          | Equal variances not assumed |   |      | -.388                        | 122.842 | .118           | -.12280         | .02274                | -.16833                                   | .01268 |
| VAR00002 | Equal variances assumed     | 2.628                                   | .108 | -1.785                       | 158     | .127           | -.077           | .02240                | -.12186                                   | .01738 |
|          | Equal variances not assumed |   |      | -1.785                       | 122.287 | .077           | -.07718         | .02276                | -.12284                                   | .01113 |
| VAR00003 | Equal variances assumed     | .884                                    | .344 | -1.883                       | 158     | .127           | -.180           | .02240                | -.22486                                   | .01138 |
|          | Equal variances not assumed |   |      | -1.883                       | 122.783 | .180           | -.18000         | .02276                | -.23076                                   | .01088 |

## Appendix O

### TURNITIN CERTIFICATE

|   |   |   |
|---|---|---|
|    | <b>COLUMBAN COLLEGE INC.</b><br>Olongapo City |  |
| <b>Research, Innovation, and Knowledge Development Office (RIKDO)</b>   |   |   |
| <h3>CERTIFICATION</h3>  |   |   |
| <p>This is to certify that the thesis titled <b>“STUDY HABITS AND LEARNING PERFORMANCE OF GRADE 6 INDIGENOUS LEARNERS IN A DISTRICT”</b> submitted by <b>ROLANDO B. FREDELUCES</b>, MASTER OF ARTS IN EDUCATION Major in Educational Administration, has passed the originality check percentage set by the institution with detected text-matching similarity of <b>10%</b> using the Turnitin software.</p>   |   |   |
| <p>Certified by:</p> <br><b>REY E. ENCISO, EdD</b><br>Director   |   |   |
| <p>Date Issued: <b>March 13, 2024</b></p>   |   |   |
| <p>Research, Innovation, and Knowledge Development Office (RIKDO)<br/>1 First Street, New Asinan 2200 Olongapo City, Philippines<br/>Tel. Nos. (047) 222-117; Tel Fax No. (047) 222-7782 /rikdo.cci@gmail.com<br/>Research, Innovation, and Knowledge Development Office (RIKDO) FB Page:<br/><a href="https://www.facebook.com/Research-Innovation-and-Knowledge-Development-Office-102463332062912">https://www.facebook.com/Research-Innovation-and-Knowledge-Development-Office-102463332062912</a></p>  |   |   |

## GRAMMARLY CERTIFICATE



**COLUMBAN COLLEGE INC.**  
Olongapo City  
**Research, Innovation, and Knowledge Development Office**  
(RIKDO)

**CERTIFICATION**

This is to certify that the thesis titled **“STUDY HABITS AND LEARNING PERFORMANCE OF GRADE 6 INDIGENOUS LEARNERS IN A DISTRICT”** submitted by **ROLANDO B. FREDELUCES**, MASTER OF ARTS IN EDUCATION Major in Educational Administration, has passed the comprehensive review and proofreading process with an overall score of 95 using the grammar checking software (Grammarly).

Certified by:



**REY E. ENCISO, EdD**  
Director

Date Issued: **March 13, 2024**

Research, Innovation, and Knowledge Development Office (RIKDO)  
1 First Street, New Asinan 2200 Olongapo City, Philippines  
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Research, Innovation, and Knowledge Development Office (RIKDO) FB Page:  
<https://www.facebook.com/Research-Innovation-and-Knowledge-Development-Office-102463332062912>



## Appendix Q

### FORMAT AND STYLE CERTIFICATION



GRADUATE SCHOOL FOR PROFESSIONAL ADVANCEMENT  
AND CONTINUING EDUCATION (G-SPACE)  
Columban College, Inc.  
Olongapo City

April 22, 2024

This is to certify that the manuscript titled **STUDY HABITS AND LEARNING PERFORMANCE OF GRADE 6 INDIGENOUS LEARNERS IN A DISTRICT** submitted by **ROLANDO B. FREDELUCES** has been meticulously formatted and adhere strictly to the prescribed format and style guidelines.

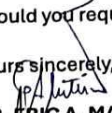
We have thoroughly reviewed the manuscript and confirm that the following formatting and style requirements have been carefully observed and followed:


1. The manuscript is presented per the specified structure, including the appropriate sections such as the title page, approval sheet, abstract, table of contents, references, appendices, bio note, and the research article.
2. The document adheres to the recommended font type, size, and line spacing.
3. Proper headings and subheadings have been used consistently throughout the manuscript.
4. In-text citations and references follow the prescribed citation style (APA 7<sup>th</sup> Edition) accurately.
5. The manuscript includes a correctly formatted reference list encompassing all cited sources.
6. Any additional formatting guidelines provided by the G-SPACE have been diligently followed.

We attest that significant effort has been dedicated to ensuring the manuscript meets the formatting and style requirements, contributing to its readability and professional presentation.

Should you require any further clarification or verification, please do not hesitate to contact us.

Yours sincerely,

  
**DR. ERIC A. MATRIANO**  
Adviser/Mentor



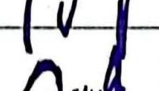







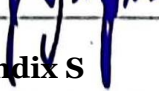
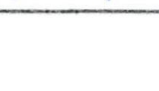

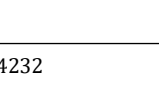
  
**DR. JEFFERSON SADERA**  
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**PROF. FEVVIE VON G. ASISTIO**  
Committee Member

  
**DR. MANOLITO B. BASILIO**  
Committee Chairperson  
MAED/EDD Program Chairperson







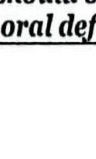




**Appendix R****\*CONSULTATION FORM 1\*****STUDENT'S RECORD OF MEETINGS/ TRANSACTIONS/ CONSULTATIONS WITH THE DEAN****Name of Student:** ROLANDO B. FREDELUCES**Program:** MAED- Educational Administration **School Year:** 2022-2023

| <b>Date</b> | <b>Transaction Mode of Transaction/ Advising (personal meeting, e-mail, call)</b> | <b>Duration- Indicate the Number of Hours/ Minutes</b> | <b>Dean's Signature</b>   | <b>Remarks (Indicate accomplishment or progress)</b>  |
|-------------|---|--|---|---|
| May 13      | Google meeting  | 2hrs   |    | Completion of Introduction  |
| May 20      | Google meeting  | 1hr  |    | Completion of the Framework of the Study/Statement/ Hypothesis                              |
| May 27      | Messenger   | 1 1/2hr  |   | Checking & Completion of Scope & Delimitation/Significance of the Study/Definition of Terms |
| June 3      | Google meeting  | 1hr  |  | Reviewing of Methodology  |
| June 10     | Google meeting  | 1hr  |  | Completion of Methodology   |
| June 17     | Google meeting  | 1hr  |  | Finalization of Methodology   |
| June 24     | Messenger   | 1hr  |  | Checking and Revising Survey-Questionnaire  |
| July 15     | Messenger   | 1hr  |  | Completion of the Survey-Questionnaire  |
| Aug. 14     | Google meeting  | 1hr  |  | Consultation of the Result and Discussion   |
| Aug. 18     | Face to face  | 2hrs   |  | Checking and completion of Result & Discussions   |
| Aug 21      | Face to Face  | 2hrs   |  | Checking and completion of summary, conclusion and recommendation                           |
| Aug. 24     | Messenger   | 1hr  |  | Checking of Action Plan   |
| Aug 23      | Messenger   | 1hr  |  | Checking and completion of appendices   |
| Aug 28      | Messenger   | 1hr  |  | Completion and finalization of Turnitin and Grammarly                                       |

**Appendix S**

**\*CONSULTATIONS FORM 2\*****STUDENT'S RECORD OF MEETINGS/ TRANSACTIONS/ CONSULTATIONS  
WITH THE MENTOR****Name of Student:** ROLANDO B. FREDELUCES**Program:** MAED- Educational Administration **School Year:** 2022-2023

| Date   | Transaction Mode of Transaction/ Advising (personal meeting, e-mail, call) | Duration- Indicate the Number of Hours/ Minutes | Mentor's Signature  | Remarks (Indicate accomplishment or progress)   |
|--|--|---|---|---|
| May 13   | Google meeting   | 2hrs  |    | Completion of Introduction  |
| May 20   | Google meeting   | 1hr   |    | Completion of the Framework of the Study/Statement/ Hypothesis                              |
| May 27   | Messenger  | 1 1/2hr   |   | Checking & Completion of Scope & Delimitation/Significance of the Study/Definition of Terms |
| June 3   | Google meeting   | 1hr   |  | Reviewing of Methodology  |
| June 10  | Google meeting   | 1hr   |  | Completion of Methodology   |
| June 17  | Google meeting   | 1hr   |  | Finalization of Methodology   |
| June 24  | Messenger  | 1hr   |  | Checking and Revising Survey-Questionnaire  |
| July 15  | Messenger  | 1hr   |  | Completion of the Survey-Questionnaire  |
| Aug. 14  | Google meeting   | 1hr   |  | Consultation of the Result and Discussion   |
| Aug. 18  | Face to face   | 2hrs  |  | Checking and completion of Result & Discussions   |
| Aug 21   | Face to Face   | 2hrs  |  | Checking and completion of summary, conclusion and recommendation                           |
| Aug. 24  | Messenger  | 1hr   |  | Checking of Action Plan   |
| Aug 23   | Messenger  | 1hr   |  | Checking and completion of appendices   |
| Aug 28   | Messenger  | 1hr   |  | Completion and finalization of Turnitin and Grammarly                                       |
| <b>(Note: Accomplished record of transactions should be presented by the student to the Dean as required during the scheduled final oral defense).</b> |  |   |   |   |