



LIVED EXPERIENCES OF INDIGENOUS PEOPLE (IP) LEARNERS IN PREDOMINANTLY NON-IP SCHOOLS IN SOUTHERN PALAWAN

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Article history:	Abstract:
Received: 26 th June 2021	The study was conducted to determine the lived experiences of indigenous peoples (IP) learners in predominantly non-IP schools in Southern Palawan. The data were analyzed through descriptive measures such as mean, frequency counts, percentage and t-test. The results revealed that parents lived experiences in terms of Socioeconomic situation, language and understanding, Distance, Location, and safety and bullying and discrimination was rated as occasionally. It is also revealed that socioeconomic situation, Bullying and Discrimination, language and understanding was rated as frequently by the IP Learners. While the teachers' rated Bullying and Discrimination, School Location, Distance and Safety as occasionally. There is no significant difference on the lived experiences of IP learners, Parents and Teachers.
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BACKGROUND OF THE STUDY

Education is a fundamental according to the right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits, every individual, irrespective of race, gender, nationality, ethnic or social origin, religion or political preference, age, or disability, is entitled to free elementary education

Also, the right to education is one of the most essential principles in becoming a rights-respecting school. Education is a critical social and cultural right and plays a crucial role in reducing poverty and child labor. Education promotes democracy, peace, tolerance, development, and economic growth (UNICEF, 2018).

Education is one of the six directed areas of the United Nations Permanent Forum in Indigenous Issues and an area on which we care. We lived in an increasingly multicultural world, and the traditional understanding of the content of curricula and ways of teaching, even for those states that are organized on the assumption that they are culturally homogenous (The United Nations Permanent Forum on Indigenous Issues).

In the process of educating the child, it is necessary to determine the possible challenges and barriers that may hinder good school performance.

In line with the commitment of the country to achieve (DepEd 2011) Education for All (EFA) targets and the Millennium Development Goals (MDGs), and in pursuit of the Basic Education Sector Reform Agenda (BESRA), the Department of Education (DepEd) adapted the National Indigenous People (IP) Education Policy Framework. The Policy framework recognized education as a necessary means to realize other human rights and fundamental freedom. To strengthen this policy framework DepEd develop an IP education program that is subscribed to the right-based approach, which gives primary importance to the principles of participation, inclusion, and empowerment (DO 62, s. 2011).

IP communities are growing. According to national data as of the school year 2018 – 2019, 2.6 million IP learners are enrolled in 31 000 schools in the country (DepEd, 2019). Although indigenous peoples' right to education is provided in the 1987 Philippine Constitution and United States (UN) Declaration on the Rights of Indigenous Peoples (2007), many of them are still don't have access to decent basic social services. Lack of access to culture-sensitive basic education is said to be a major contributing factor to their disadvantaged position in society.

Galindo (2018) has stressed out that for countless years, indigenous peoples (IP) were constantly marginalized due to their different ways of living, practices, and beliefs. They were discriminated against due to pre-existing stereotypes towards them as uneducated and uncivilized.

This study focuses on the experiences and challenges faced by IP learners in most non-IP schools in Southern Palawan. Majority of learners are not yet aware of this right; many of them were discriminated against at school due to their identities, language orientation, and socioeconomic status. Their opportunity to access quality basic education was taken away from them. Learners are not oriented on what culture-sensitive school is. Because of these reasons, many IP learners no longer believed that school is a fun and friendly place for learning.

The purpose of this study is to examine educators' and parents' perceptions of IP education in a predominantly non-IP learners, as well as the experiences and challenges that limit and encourage IP learners to perform well in school.

OBJECTIVES OF THE STUDY

1. Determine the lived experiences of the IP Learners, Parents and their Teachers in terms of:
 - a. Socioeconomic situation;
 - b. Bullying and discrimination;
 - c. Language and understanding;
 - d. School location, distance, and safety.
2. Determine if there is significant difference between the IP parents, learners, and teachers on their lived experiences?

METHODOLOGY

Locale of the Study

The study was conducted in selected public elementary schools in Southern Palawan. These schools were chosen for knowing the small number of IP learners is enrolled in for the past four years.

Research Design

This study employed qualitative and quantitative research design. The qualitative method was used to describe the challenges and barriers of IP learners in predominantly non-IP schools in Southern Part of Palawan.

Respondents of the Study

Participants in the study were selected, and each learner was given consent to the survey and discussion procedures. The researcher considered the teachers, IP parents, and learners in non-IP schools as respondents of the study.

The population of the Study

The target population was the grade school learners from the selected non-IP schools. To ensure fair representation of the answers' target population and authenticity, the selection of participation from non-IP schools was done using both purposive sampling and convenience sampling. The respondents were adequately selected from the target population to participate in the study.

Sampling Procedure

The researcher chose the respondents based on two criteria: (1) is a full-blood indigenous learner and; (2) belongs in an ethnolinguistic group.

Purposive sampling was used to determine the selection of IP parents and learners and teachers as research participants.

Instrumentation

The researcher provides survey questionnaires and used them in the study. The researcher used three (3) sets of survey questionnaires; one is for the indigenous parents, the other one is for the IP learners, and lastly, for the teachers.

The survey questionnaires was focused on the lived experiences of indigenous parents, learners, and teachers; and the challenges encountered by the respondents.

Data Collection Procedure

Data was utilized through primary data sources such as survey questionnaires where both first and second parts were pre-tested among IP learners and parents who are not part of the study. Before the distribution, validation and analysis were made to determine the reliability of the questions provided in the questionnaires.

The survey questionnaire was administered to the selected parents and learners who belong to indigenous groups and assigned public school grade teachers.

Treatment of Data

The data were analyzed through descriptive measures such as mean, frequency counts, percentage and t-test.

To assess and describe the respondents' lived experiences, challenges, and barriers, the frequency and mean were computed. T-test was used to test the significant relationship. The Analysis of Variance will compare the differences between the lived experiences of teachers, IP – learners, and parents.

RESULTS AND DISCUSSION

Lived Experiences of IP Parents in terms of Socioeconomic Situation

The study shows that in terms of socioeconomic situation, the statement "I prepare a breakfast for my children" had the highest rating with a mean of 4.7, described as always, while the least was the statement "I give my child money to buy snacks" with a mean of 1.7, described as seldom, the grand mean is 3.4 which is defined as

occasionally.

This implies that indigenous parents prepared breakfast for their children before going to school. They let their children bring food for their lunch and gave money to buy snacks during breaktime. At home, they make sure that enough and nutritious food is placed on the table. They support their children even though there are limited resources.

Table 4.1 Lived Experiences of IP Parents in terms of Socioeconomic Situation.

Statement Description	Mean	
1. Prepare breakfast for my children.	4.7	Always
2. Let my child bring food for lunch.	4.2	Frequently
3. Give my child money to buy snacks.	4.0	Frequently
4. Fell starve in school.	1.9	Seldom
5. Give my child money for recess.	1.7	Seldom
6. Provide my child the right and enough food.	4.2	Frequently
7. Support my child financially.	4.1	Frequently
8. Earn enough money for my child's needs.	2.8	Occasionally
Grand Mean	3.4	Occasionally

Lived Experiences of IP Parents in terms of Bullying and Discrimination factor

It can be seen that parents disagreed with their children and gave their highest rating on the statement "My child *plays with his/her classmates*" with a mean rating of 4.3, describes as *frequently* and gave their lowest rating on the statement "My child *gets embarrassed by his/her teacher in class*" with a mean rating of 1.2 described as *never* and had a grand mean of 2.2 that described as *seldom*.

This implies that those IP learners and their classmates played in school, but their classmates bullied and discriminated against them once in a while. Their classmates bullied them because they wear old clothes and called them bad names.

Table 4.2 Lived Experiences of IP Parents in terms of Bullying and Discrimination.

Statement Description	Mean	
1. My child is bullied by his/her classmates because of his/her skin color.	1.5	Never
2. My child is bullied by his/her classmates because of his/her speech ability.	1.3	Never
3. My child is beaten by his/her classmates in school.	1.4	Never
4. My child plays with his/her classmates.	4.3	Frequently
5. My child get embarrassed by his/her teacher in class.	1.2	Never
6. My child was bullied for wearing old clothes.	3.8	Frequently
7. My child bullied by his/her classmates by calling her bad names.	1.6	Seldom
8. Teacher advises the learners not to bully others.	2.7	Occasionally
Grand Mean	2.2	Seldom

Lived Experiences of IP Parents in terms of Language and Understanding factor

The results show that in terms of language and understanding factor, the statement "My child *understands the lesson explained by their teacher*" had the highest mean rating of 3.8, described as *frequently*, while the statement "My child *participates and recites in class discussion*" was the least with a mean rating of 3.1 described as *occasionally*. The grand mean was 3.5, described as *occasionally*.

This implies that parents have less participation in their children's studies because the majority of them were not able to read and write. Their understanding of language needs to be improved.

Table 4.3 Lived Experiences of IP Parents in terms of Language and Understanding.

Statement	Mean	Description
1. My child understands the lesson explained by their teacher.	3.8	Frequently
2. My child is helping by his/her teacher	3.7	Frequently

	understands the lesson.		
3.	My child participates and recites in class discussion.	3.1	Occasionally
4.	My child's questions are answered by his/her teacher.	3.4	Occasionally
5.	My child is doing his/her assignment at home.	3.7	Frequently
6.	My child gets a high score on the quiz.	3.4	Occasionally
7.	My child reads his/her books at home.	3.7	Frequently
8.	My child uses Filipino and English languages at home.	3.5	Occasionally
Grand Mean		3.5	Occasionally

Lived Experiences of IP Parents in terms of Distance, Location, and Safety

As perceived by IP parents in terms of distance, location, and safety factor, the statement "My child attends school" had the highest rating with a mean of 4.8, described as *always*; while the least was the statement "I drop and fetch my child to school" with a mean of 1.8, described as *seldom*, the grand mean is 3.3 which is described as *occasionally*.

This implies that despite poverty and difficulty in providing for their children's needs, IP parents are still able to send their children to school. IP learners can go to school even without their parents' presence for as long as they wear a raincoat and use an umbrella.

Table 4.4 Lived Experiences of IP Parents in terms of Distance, Location, and Safety.

Statement Description	Mean	
1. My child attends school.	4.8	Always
2. My child attends flag ceremony in the morning.	4.0	Frequently
3. My child participates in school activities.	4.5	Frequently
4. My child attends school even if there is a storm.	2.7	Occasionally
5. I drop and fetch my child to school.	1.8	Seldom
6. My child wears a raincoat when there is a storm.	3.0	Occasionally
7. My child uses an umbrella when it is raining.	2.0	Seldom
Grand Mean	3.3	Occasionally

Lived Experiences of IP Learners in terms of Socioeconomic Situation

It showed that IP learners gave the highest rating on the statement: "I eat breakfast before I go to school" with a mean rating of 4.6, described as *always*, while the least statement: "I skip classes when I don't have money for recess" with a mean rating of 2.2, described as *seldom* and with a grand mean of 3.6, described as *frequently*.

The result implies that parents can provide for the needs of their children. Their parents always make sure that they eat breakfast before they can go to school and provide financial support for their studies, although there was scarcity with the resources and limited income

Table 4.5 Lived Experiences of IP Learners in terms of Socioeconomic Situation.

Statement	Mean	Description
1. I eat breakfast before I go to school	4.6	Always
2. I attend school even without food for lunch.	3.8	Frequently
3. My parents give me money for snacks.	4.0	Frequently
4. I feel starve inside the classroom.	2.3	Seldom
5. I skip classes when I don't have money for recess.	2.2	Seldom
6. My parents provide right and enough food.	4.4	Frequently
7. My parents provide financial support for my study.	4.2	Frequently
8. My parents earn enough money for my educational needs.	3.2	Occasionally
Grand Mean	3.6	Frequently

Lived Experiences of IP Learners in terms of Bullying and Discrimination factor

The result shows that in terms of bullying and discrimination factor, the IP learners gave the highest rating on

the statement: "My classmates bully me due to my speech ability" with a mean rating of 4.3, described as *frequently*, while statement: "My classmates bully me for wearing old cloths" was the least with a mean rating of 3.1 represented as *occasionally* and a grand mean of 3.8 which described as *frequently*.

This implies that learners have limited knowledge and understanding about cultural identities and there are less importance and acceptance of discriminated against in their community.

Table 4.6 Lived Experiences of IP Learners in terms of Bullying and Discrimination.

1. My classmates bully me due to my skin color.	4.0	Frequently
2. My classmates bully me due to my speech ability.	4.3	Frequently
3. My classmates beat me in class.	3.5	Occasionally
4. I play with my classmates.	4.1	Frequently
5. My teacher embarrassed me in class.	4.1	Frequently
6. My classmates bully me when I am wearing old clothes.	3.1	Occasionally
7. My classmates are calling me with bad names.	3.2	Occasionally
8. My teacher advises my classmates not to bully others.	3.9	Frequently
Grand Mean	3.8	Frequently

Lived Experiences of IP Parents and Learners in terms of Language and Understanding factor

The study shows that when it comes to language and understanding factor, IP learners gave the highest rating on the statement: "My teacher helps me understand the lesson" with a mean of 4.3, described as *frequently* and showed the least rating on the statement: "I get high scores in my quizzes" with a mean of 3.1 described as *occasionally* and had a grand mean of 3.8 described as *frequently*.

This implies that teachers helped learners understand the school lesson but parents should also follow up with their children.

Table 4.7 Lived Experiences of IP Learners in terms of Language and Understanding.

Statement Description	Mean	
1. I understand the lesson explained by my teacher.	4.0	Frequently
2. My teacher helps me understand the lesson.	4.3	Frequently
3. I participate and recite in class discussion.	3.5	Occasionally
4. My teacher answers my question about the lesson.	4.1	Frequently
5. I do my assignment at home.	4.1	Frequently
6. I get high scores on my quizzes.	3.1	Occasionally
7. I read my books at home.	3.2	Occasionally
8. I used Filipino and English language at home.	3.9	Frequently
Grand Mean	3.8	Frequently

Lived Experiences of IP Learners in terms of Distance, Location, and Safety

As perceived by IP learners in terms of Distance, location, and safety factor, the statement "I attend school" had the highest mean rating of 4.7, described as *always*. They also agreed on the statement "My parents drop and fetch me to school" with the least mean rating of 1.7, described as *seldom*, the grand mean is 3.2, described as *occasionally*.

This implies that learners were motivated to go to school and continue their studies. The majority of them lived near the school, so they can attend flag ceremonies in the morning and participate in the school activities.

Table 4.8 Lived Experiences of IP Learners in terms of Distance, Location, and Safety.

Statement	Mean	Description
1. I attend school	4.7	Always
2. I attend the flag ceremony in the morning.	4.0	Frequently
3. I participate in school activities.	4.0	Frequently

4. I attend school even if there is a storm	2.9	Occasionally
5. My parents drop and fetch me to school.	1.7	Seldom
6. I wear my raincoat when there is a storm.	2.5	Seldom
7. When it is raining, I wear my umbrella to school.	2.6	Occasionally

Grand Mean	3.2	Occasionally
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Lived Experiences of teachers in terms of Socioeconomic Situation

Table 4.9 shows that in terms of socioeconomic situation factor, the grades VI teachers gave the highest rating on the statement: “*IP learners eat breakfast before going to school*” with a mean rating of 3.9, described as frequently, while the least statement was “*IP learners receive financial needs from their parents*” with a mean of 2.3, described as seldom. The grand mean is 3.2, which is described as occasionally.

This connotes that most of the teachers directly observed that IP learners were experiencing difficulty in having their primary needs and not concentrating on their studies. Although they eat breakfast, their parents can't regularly provide for their needs, which is why there is a delay on learners' side. They were not motivated to learn because they feel starving in school, and they don't have money to buy snacks during break time.

Table 4.9 Lived Experiences of teachers in terms of Socioeconomic Situation.

Statement Description	Mean	
1. IP learners eat breakfast before they go to your class	3.9	Frequently
2. IP learners attend school even without food for lunch	3.7	Frequently
3. IP learners have money/allowance to buy snack during break time	3.4	Occasionally
4. IP learners feel starve in class	3.0	Occasionally
5. IP learners are absent when they don't have allowance and food	3.3	Occasionally
6. IP learners take the right amount and right food?	2.9	Occasionally
7. IP learners receive financial needs from their parents	3.0	Occasionally
8. IP parents earn enough money to provide the educational needs of their children?	2.3	Seldom
Grand Mean	3.2	Occasionally

Lived Experiences of Grade school teachers in terms of Bullying and Discrimination

Table 4.10 reveals that teachers agreed with the statement “*Defend IP learners when they are bullied by their classmates*” with the highest mean rating of 4.7, which is described as always. At the same time, the statement “*Embarrassed the IP learners in class*” with the lowest mean of 1.0, described as never. The grand mean is 2.8, which is described as occasionally.

This denotes that IP learners were still experiencing bullying and discrimination in the classroom once in a while. Although the teachers were there to defend and protect them, they were not with them all the time to see and hear everything.

Table 4.10 Lived Experiences of teachers in terms of Bullying and Discrimination.

Statement Description	Mean	
1. Have you seen or heard other learners bully the IP learners because of their skin color?	2.8	Occasionally
2. Have you seen or heard other learners bully the IP learners because of the way they say or pronounce a word?	3.3	Occasionally
3. Have seen others beat the IP learners?	3.0	Occasionally
4. Have you seen IP learners played with their classmates?	3.0	Occasionally
5. Have you tried to embarrass the IP learners in class?	1.0	Never

6. Have you seen or heard others bully the IP learners because they wear old clothes?	2.4	Seldom
7. Have you heard others called IP learners with bad names?	2.2	Seldom
8. Do you defend the IP learners when others bully them?	4.7	Always
Grand Mean	2.8	Occasionally

Lived Experiences of teachers in terms of Language and Understanding

As perceived by the teachers in terms of Language and Understanding, the statement “Give answers to IP learners’ questions” had the highest mean rating of 4.7, which was described as always. They also agreed on the statement “IP learners used Filipino and English languages” with the least mean rating of 2.6, described as occasionally. The grand mean is 3.4, which is described as occasionally.

This implies that the teachers help IP learners understand the lesson. They encouraged them to participate and recite in class to express their thoughts and ideas. Teachers help them to be better in school.

Table 4.11 Lived Experiences of teachers in terms of Language and Understanding.

Statement	Mean	Description
1. Do you think your IP learners understand your lesson?	3.4	Occasionally
2. Do you help IP learners understand the lesson?	4.7	Always
3. Do IP learners participate and recite in class?	3.1	Occasionally
4. Do you answer when IP learners ask questions?	4.8	Always
5. Do IP learners pass their assignments?	2.6	Occasionally
6. Do IP learners get high scores in quizzes?	3.2	Occasionally
7. Do you hear others called IP learners with bad names?	2.9	Occasionally
8. Do IP learners use Filipino and English language?	2.6	Occasionally
Grand Mean	3.4	Occasionally

Lived Experiences of teachers in terms of School location, Distance, and Safety

The result shows that in terms of school location, distance, and safety, the grade VI teachers gave the highest rating on the statement “Attend flag ceremony every Monday” with the mean of 3.9, which described as frequently. In contrast, the statement “Learners wear a raincoat during rainy days” had the least mean rating of 1.8, described as seldom. The grand mean is 3.1, which is defined as occasionally.

The result connotes that most of the IP learners attend flag ceremony which means they live near the schools. Most IP learners studying in the non-IP schools were living in low lands to access better education and other social services.

Table 4.12 Lived Experiences of teachers in terms of School location, Distance, and Safety.

Statement	Mean	Description
1. Do IP learners attend school from Monday to Friday?	3.3	Occasionally
2. Do IP learners attend flag ceremony every Monday?	3.9	Frequently
3. Do IP learners participate in school activities?	3.7	Frequently
4. Do IP learners attend school the weather is bad?	2.6	Occasionally
5. Do IP learners drop and fetch by their parents to school every day?	3.0	Occasionally
6. Do IP learners wear a raincoat when going to school?	1.8	Seldom
7. Do IP Learners use an umbrella when attending school?	3.2	Occasionally
Grand Mean	3.1	Occasionally

Difference between the Teachers, Learners, and Parents Lived Experiences

Table 10 shows the difference between the lived experiences of teachers, IP parents, and learners. The data revealed that the f-value of socioeconomic situation factor (0.046), language and understanding factor (0.802), and location, distance, and safety factor (0.062) were less than with their critical values except for bullying and discrimination factor, which had a greater f-value (5.25) than its critical value (3.47).

In terms of socioeconomic situation, language and understanding and location, distance and safety, teachers, IP parents, and learners perceived the same experiences. However, in terms of bullying and discrimination, they had different experiences.

Table 9. Difference between the Teachers, Learners, and Parents Lived Experiences.

Factor	F-value	Critical value	Decision
Socioeconomic Situation	0.046	3.47	Accept
Bullying and Discrimination	5.25	3.47	Reject
Language and Understanding	0.802	3.47	Accept
Location, Distance and Safety	0.062	3.55	Accept

CONCLUSION

Based on the findings, the following conclusions were drawn:

1. IP parents and learners have experienced difficulty in language and understanding. They struggled in helping their children with their lessons and assignments at home.
2. Learners experienced less support from their parents, and while the majority of them frequently encountered bullying and discrimination.
3. There is no significant difference between the factors of teachers' lived experiences, IP learners, and parents except their lived experiences in terms of bullying and discrimination.

RECOMMENDATION

1. Should focus and pursue their studies, strive hard in developing their school performance.
2. Should be resourceful in providing the educational needs of their children.
3. Should encourage and motivate their children to continue to show love and respect for their culture.
4. Should teach their children to preserve their culture and traditions for the future generation.
5. Should develop multilingual instructional materials for IP parents and learners.
6. Should provide diverse learning opportunities for all the learners regardless of their ethnicity.
7. Should promote a safe learning environment for fragile IP learners.
8. Should advocate a child-friendly and culture-sensitive school.
9. Should motivate their learners to improve and build their confidence and self-esteem.
10. Should assess and evaluate Indigenous People Education framework for Curriculum development.
11. Should craft a comprehensive education framework for Indigenous people.
12. Should reinforce and strengthen the implementation of "no to bullying" champagne of the department.
13. Should establish Indigenous People research center for innovation and educational advancement.
14. Should provide school supplies and financial assistance for the educational needs of the IP learners.
15. Should provide job opportunities and livelihood programs for IP parents to support their children's education.
16. Should help the department of education to the full implementation of the IPed program.

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