

Factors That Affect the Academic Performance of Indigenous People High School Students in The District of Candoni

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Abstract

This study was conducted to investigate the factors that affect the Academic Performance of Indigenous People (IP) High School Students in the district of Candoni and to determine the relationship between students' performance and the different factors namely: individual, instructional, classroom management and evaluation factors. The fifty three (53) Indigenous People high school students from six (6) different public and private schools in the district of Candoni, Negros Occidental were the respondents of the study. The descriptive-correlational design was utilized. Data were subjected to statistical analyses using Pearson Product Moment Correlation coefficient to determine the extent of relationship of the variables and multiple regression. It was found out that among fifty three (53) respondents, majority of them are twelve to fourteen (12-14) years old. The female respondents are greater in number compared with male respondents and most of them are grade seven (7) students. Most of the respondents lived at a distance of zero to one 0-1 kilometer away from school. The family monthly income of the respondents is in the average level of one thousand to five thousand (Php 1,000 – Php 5,000) pesos. It was found out that the identified factors can affect the student's academic performance. On the other hand, the academic performance of the respondents is competent. The factors affecting students' academic performance has nothing to do with the profile of the respondents. There is significant difference on the factors affecting the students' academic performance. This implied that the identified factors have something to do with the Indigenous People high school students' academic performance.

Keywords: Factors, Academic Performance, Indigenous People High School Students

INTRODUCTION

Indigenous education is a complex global book; those who don't read it cover to cover will simply love the cover and eventually fall victim to ignorance and poverty.

Education is a direct ticket to the future because leaders who prepare for it now will own it in the future. According to Ali et al. (2014), students in any educational institution are considered the most valuable resource. If there are no students, schools are worthless.

Student academic achievement is intimately related to the economic and social growth of a nation. The academic success of the students is crucial to producing the best possible graduates who will govern and populate a certain nation, ultimately being in charge of that nation's social and economic development. Naturally, many educators view student performance as a crucial factor. The government, educators,

parents, and society at large have long taken a keen interest in how Young minds do in any academic activity. It has been demonstrated that teachers have a significant impact on their learners academic success (Andaya, 2014).

According to records, Indigenous Peoples perform relatively poorly in school since it is challenging for them to integrate into society because there is no specific design. Before going to college, Indigenous People sought an education that included other modern sciences, but they wanted to learn them in the context of their own culture and using their own cultural teaching and learning methods. Since education is essential for the growth of both their cultural community and their individuality, they seek the right to an education. The improvement of this ethnic group's or people's existence has been a concern of the educational system. According to the National Commission on Indigenous Peoples (2012),

One way to improve the condition of Indigenous People is to provide them with a solid educational foundation. One of the Indigenous Cultural Communities in the province is the municipality of Candoni, which has a responsibility to ensure the future of the Indigenous People and their community by offering them high-quality education to advance their race. Education increases students' abilities to exercise their social and cultural rights by serving as both a prerequisite and a tool for doing so. According to the Municipal Social Welfare and Development Office (2018), education for Indigenous Peoples must therefore be based on acknowledgment and understanding, as well as the promotion of education in the community.

In order to provide meaningful experiences toward the accomplishment of a quality life and self-realization, this study is therefore done to identify the factors that influence the academic performance of indigenous high school students in the District of Candoni.

Research Questions

This study is conducted primarily to determine the Factors that Affect the Academic Performance of High School Indigenous People Students.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents when grouped according to:
 - a. Grade Level;
 - b. Sex;
 - c. Family Monthly Income; and
 - d. Distance from Home to School?
2. What extent does the following factors that affect academic performance of respondents when they grouped according to:
 - a. Individual factors;
 - b. Instructional factors;
 - c. Classroom management factors; and
 - d. Assessment factors?
3. What is the academic performance of the respondents in their high school grade Point average (HS-GPA)?
4. Is there a significant difference between the factors affecting students academic performance when grouped according to profile?
5. Is there significant difference on the academic performance of High School Indigenous People Students in terms of profile?

6. Is there significant relationship between the identifies factors and indigenous students' academic performance?

LITERATURE REVIEW

This part contains the various literatures of both foreign and local literature and studies of Factors that Affect the Academic Performance of Indigenous People High School Student.

Academic Performance

Noble (2016) discovered an indirect relationship between students' academic activities, perceptions of their coping mechanisms, and background characteristics (such as family income, parental guidance, the number of unfavorable circumstances in the home, and parents' educational level) and their compound scores during academic achievement in secondary school. The performance of students is expanded by effective communication abilities (Abdullah, 2015). According to William and Burden (2016), the use of specific language in the classroom fosters students' confidence to communicate, discuss, experiment with new methods of expressing meaning, and learn from both errors and achievements. Studies often find a positive indirect and direct relationship between test results and academic success. According to several studies, high school effort results in higher educational values, which in turn have a direct impact on students' performance.

According to a study by Bagley (2010), parents who have pursued higher education or degrees tend to produce kids who exhibit better performance and achievement over time. The academic success of a child is directly tied to the emphasis that parents place on the value of education. Additionally, the academic success of a certain set of students suggests that learning success has been generally established and is directly related to the brightness index. The association between academic achievement and other characteristics is determined by general studies and research. One of the issues that must be considered intellectually when educating a child is the student's financial situation, which may have an impact on both his or her academic achievement and social involvement. The influence of educational changes on social context, roles and behaviors, individual needs and habits, and similar elements tends to influence and facilitate the transformation of the individual learner (Sunglo, 2010). According to several studies (Applegate and Daly, 2016; Hedjazi and Omid, 2017; Ramadan; Al-Rofo, 2010; Hijaz and Naqvi, 2016; Naser and Abdullah, 2010), students' academic performance has been investigated. The Grade Point Average (GPA) was used as a common indication of student performance in all of these investigations. According to Kochhar (2014), effective advice is required to assist students with issues such as a lack of a relationship between talent and achievement, poor study habits, and ineffective teaching strategies. Studies have shown that a variety of factors, including learning environments, age, and gender inequalities, have an impact on students' performance.

The most important component that has a beneficial impact on students' success is their English-language proficiency. Barry (2015) came to the conclusion that a child from a well-educated, high-socioeconomic-status household is more likely to perform better than a child from a low-socioeconomic-status family. This is so that a child from an educated home can greatly benefit from things like a respectable and comfortable lifestyle. Higher-income parents may give their kids access to more educational resources, which would ultimately help them get better grades. As a result, pupils from various

socioeconomic backgrounds have diverse attitudes and academic achievements. On student achievement, teachers have a significant impact. The efficacy of the school is greatly influenced by the caliber of the teachers; therefore, good accomplishment is the result of quality instruction. (2014) Andaya.

According to Magbanua (2012), the quality of learning is correlated with the teacher's effectiveness as a teacher. There are two components to the educational process: teaching and learning. A competent teacher is expected to significantly contribute to the success of pupils in their academic tasks since a teacher who is unable to comprehend the fundamental principles of teaching and the nature of learners will find that his or her instruction is ineffective and the child's learning is hindered. Student achievement is also found to be influenced by demographic factors such as gender, parental educational level, and socioeconomic background. Math success has been demonstrated to be significantly influenced by parents' educational backgrounds (Mangaliman, 2014).

Other important elements in teaching and learning include the curriculum, instructional methods, instructors' qualifications, the educational environment of the school, and resources. Learning may be facilitated for students, and academic progress can be supported by designing lessons based on a curriculum that is in line with instructional design. Students' performance is greatly influenced by the teacher's tactics and effective teaching. According to reports, other factors that may affect student achievement include school security and amenities, classroom temperature, classroom building characteristics, and school crowding. These findings attempt to suggest that, in order to improve students' academic performance, consideration should be paid to the environment and resources of the school (Andaya, 2014).

Classroom Management

Meyer and Turner (2016) contend that in order to establish a happy learning environment, educational researchers need to be familiar with key elements. As an effective method of learning in the classroom, it is said that understanding how to improve yourself is helpful. Both the teachers' and the students' feelings influence the atmosphere in the classroom. Negative feelings can ruin the learning environment, while positive feelings can improve it. As a result, it is claimed that the motivation in the classroom inspired the study of emotions in order to foster a learning environment. Several motivational theories, such as the goal theory and the risk-taking flow theory, make it simpler to understand the effects of emotions in the classroom. Building stronger bonds between teachers and students will encourage pupils to learn fundamental concepts and principles. This contact, as well as the relationship between teachers and students, will aid in the development of an open and honest environment free of inhibition. Such a statement can inspire both students and teachers. Emotion, motivation, and cognition must therefore be integrated in order to produce a learning environment that is successful and efficient.

Andaya (2014) found that teachers have a significant impact on students' achievement. She emphasized the importance of effective and high-quality instruction. According to the research, teachers must provide relevant and authentic learning activities so that students can build their subject-matter knowledge and successfully complete learning. Additionally, the research by Barry (2005) and Maximo (2015) showed that faculty and teachers are a crucial component of the system used to offer instruction. The best practices for fostering learning and students' achievement should be used by teachers

Individual Factors

It is a person's high dynamic strength that activates complex cognitive processes, including thinking, reasoning, seeking out alternate solutions to issues, and engaging in activities aimed at enhancing abilities and skills (Pintrich, 2016). Brophy (2010) connected focused learning, which involves comprehension and skill improvement, with motivation for learning. According to Costa, Jessor, and Turbin (2015), as well as Lai (2011), Mari (2011), Mari (2012)a, and Mari (2012)b, students' academic success and motivation for learning are crucial components of individual and social development, mental health, and psychological well-being. Many theories, including self-determination theory, attribution theory, self-efficacy theory, expectancy-value theory, accomplishment goal theory, etc., describe how many internal and external factors affect motivation for learning (Wentzel & Wigfield, 2013). These theories also contend that interactions between personal and social factors affect how motivated students are to learn, but they also place emphasis on different elements that are crucial to students' motivation.

Instructional Factors

Ames and Archer (2011) assert that students' views of goal orientation in the classroom have an effect on strategic learning. The behaviors and expectations of their teacher, as well as the nature and aim of classroom activities, are all continually being interpreted by the students. In schools that place a strong emphasis on task mastering objectives and comprehension, success is seen as requiring effort and strategic behaviors. The notion that success is mostly dependent on one's capacity for success is instilled into students in institutions that place a significant focus on ego, ability, and performance oriented.

Assessment Factors

The assessment phase of the educational process is crucial. The most prominent evaluations in schools are summative. Summative evaluations are used to evaluate what students have learned at the end of a unit, to promote students, to make sure they have met the requirements for obtaining a certificate of completion of high school or to enter a particular profession, or as a method of selecting students for admission to higher education. Summative evaluations and assessments may be used by ministries or departments of education to hold publicly funded institutions of higher learning accountable for delivering high-quality instruction.

International summative tests, like the Program for International Student Assessment (PISA) of the OECD, are becoming more crucial for contrasting national educational systems with global trends. But evaluation can also have a formative purpose. Formative assessment, used in schools to detect learning needs and modify instruction, refers to routine, interactive evaluations of student development and comprehension. Through differentiation and classroom adaptation to enhance student success levels and achieve a higher equality of their outcomes, teachers who use formative assessment methodologies and strategies are better equipped to address the requirements of various pupils. However, there are significant obstacles to expanding practice, including a lack of connection between systemic, school, and classroom approaches to assessment and evaluation (Michalos, 2016; Schuller & Watson, 2015) and perceived tensions between classroom-based formative assessments and highly visible summative tests to hold schools accountable for student achievement.

According to Balili (2013), pupils learn—or perhaps a more precise term would be "learn"—in various ways. The straightforward truth demonstrates that while many teachers instruct various groups of pupils in the same way, student success varies. Learning style is a notion that is being researched for its significance in academic attainment generally and may provide insight into the differences in students' success.

RESEARCH METHODOLOGY

The descriptive-correlation method was employed in this study. Descriptive studies describe a given state of affairs as fully carefully as possible. Correlation research design involves studying relationship among variables within a single group and frequently suggests the possibility of cause and effect. The major characteristic of correlation research is seeking out associations among variables. Its main purpose is to clarify understanding of phenomena by identifying relationships among variables (Fraenkel & Hyun, 2012).

Participants

The respondents of the study were the entire Indigenous People students of both public and private Junior and Senior High School at Candoni, Negros Occidental from grade 7 to 10 for 1st and 2nd quarter and grade 11 and 12 for 1st semester, school year 2017-2018.

There are 53 Indigenous People students identified by the Indigenous Cultural Community (ICC) who are enrolled in different public and private high school in the municipality and 33 of which are enrolled at QGMMNHS-Main which includes 11 (20.75%) from grade 7, 6 (11.32%) grade 8, 1 (1.89%) grade 9, 2 (3.77%) grade 10, 7 (13.21%) grade 11 and 6 (11.32%) from grade 12. There are 6 from QGMMNHS-Salvador T. Resol Memorial High School which includes 3 (5.66) from grade 7, 2 (3.77) grade 8, 0 (0) grade 9 and 1 (1.89) from grade 10. CNHS-Main there are 2 (3.77) who are enrolled at grade 12. There are 9 from CNHS-Payauan Annex which includes 3 (5.66) from grade 7, 2 (3.77) grade 8, 1 (1.89) grade 9, 2 (3.77) grade 10 and 1 (1.89) from grade 11. CNHS-Banga Extension has 1 (1.89) who is enrolled at grade 11 and OLLHS, 1 (1.89) enrolled at grade 9 and 1 (1.89) at grade 12.

Instruments of the Study

To gather the needed data, the researcher used a self – made questionnaire. Part 1 is consisting of the profile of the respondents which includes the age, sex, grade level, parent's monthly income and distance from home to school and Part 2 is the twenty (20) items questions divided in four different factors that affect the academic performance of High School Indigenous People students which includes individual factor, assessment factor, instructional factor and classroom management factor.

The general weighted average on the 1st and 2nd quarter rating of Junior High School and the 1st semester of Senior High School IP Students is also used as secondary data.

Ethical Consideration

The confidentiality with regards to the name is handled with utmost care. The research questionnaires are not force nor oblige the participants to wright their names, hence, it is optional.

Second, the confidentiality of the data of the respondents with regards to their demographic profile is not be disclosed to the public.

Lastly, the research paper is fully acknowledged and properly cited all the references in the completion of the study.

RESULTS

This section presents the findings according to the study’s research questions. To compare the mean and find out the significance between variables, multiple linear regression was computed using IBM SPSS 26.0.

Table 1 Profile of Indigenous People High School students in terms of age, sex, grade level, distance from home to school and family monthly income.

PROFILE	FREQUENCY	PERCENTAGE
AGE		
12 – 14	23	43.40
15 – 17	19	35.85
18 – 20	9	16.38
21 & Above	2	3.77
TOTAL	53	
SEX		
Male	13	24.53
Female	40	75.47
TOTAL	53	
GRADE LEVEL		
Grade 7	18	33.96
Grade 8	11	20.75
Grade 9	4	7.55
Grade 10	7	13.21
Grade 11	3	5.66
Grade 12	10	18.87
TOTAL	53	
DISTANCE (km) HOME – SCHOOL		
0 – 1	20	37.74
2 – 3	11	20.75
3 – 5	10	18.87
6 – 7	10	18.87
8 – 9	2	3.77
10 & Above	0	0
TOTAL	53	
FAMILY MONTHLY INCOME		
Php 1000 - Php 5000	39	73.58
Php 6000 - Php 10000	8	15.09
Php 11000 - Php 15000	1	1.89

Php 16000 - Php 20000	0	0
Php 21000 and Above	5	9.43
TOTAL	53	

Table 2 Factors that Affect the Academic Performance of Indigenous People High School students

FACTORS	MEAN	INTERPRETATION
Instructional	3.94	High Extent
Assessment	3.39	Fair
Individual	3.03	Fair
Classroom Management	3.86	High Extent
Average Mean	3.55	High Extent

Table 3 Academic Performance of Indigenous People High School students

	MEAN	INTERPRETATION
Academic Performance	86.00	Very Satisfactory

Table 4.a. Significant Difference Analysis between Indigenous People High School student's Profile and the Identified Factors

	Age		Sex		Grade Level	
	f	p-value	f	p-value	f	p-value
Instruction	72.852	0.000	37.282	0.000	64.772	0.000
Assessment	81.338	0.000	39.018	0.000	81.731	0.000
Individual	74.222	0.000	37.044	0.000	87.630	0.000
Classroom Management	152.097	0.000	36.332	0.000	96.524	0.000

Table 4.b. Significant Difference Analysis between Indigenous People High School student's Profile and the Identified Factors

	Distance from home to school		Family monthly income	
	f	p-value	f	p-value
Instruction	55.146	0.000	48.267	0.000
Assessment	83.252	0.000	37.392	0.000
Individual	80.963	0.000	23.676	0.000
Classroom Management	89.132	0.000	31.633	0.000

Table 5

Significant Difference Analysis on Respondents Academic Performance when grouped according to Profile

	F	p-value	Decision	Interpretation
Academic Performance to Age	0.924	0.506	Failed to Reject the Ho	Not Significant
Academic Performance to Grade Level	1.942	0.105	Failed to Reject the Ho	Not Significant
Academic Performance to Sex	0.008	0.929	Failed to Reject the Ho	Not Significant
Academic Performance to Family Monthly Income	0.608	0.613	Failed to Reject the Ho	Not Significant
Academic Performance to Distance from Home to School	1.887	0.128	Failed to Reject the Ho	Not Significant

Table 6 Significant Relationship Analysis between Identified Factors and Academic Performance of IP students.

	Pearson	p-Value	Decision	Interpretation
Academic and Instructional Factor	-.101	0.473	Failed to Reject the Ho	Not Significant
Academic and Assessment Factor	-.087	0.537	Failed to Reject the Ho	Not Significant
Academic and Individual Factor	-.108	0.443	Failed to Reject the Ho	Not Significant
Academic and Classroom Management	-.078	0.579	Failed to Reject the Ho	Not Significant

DISCUSSION

The researcher principal goal is to determine that factors that affect the academic performance of Indigenous People High School Students in the District of Candoni.

Table 1 showed that the IP students' age is ranging from 12 to 20 and above. Specifically, 23 (43.40%) are 12 to 14 years old, 19 (35.85%) are in 15 to 17 years old, 9 (16.38%) are in the age range of 18 to 20 and only 2 (3.77%) are in 21 years old and above. This means that majority of the students are in the age range of 12 to 14 years old which is the school age for the high school level. It can also be seen on

the table that out of 53 respondents, 13 (24.53%) are male and 40 (75.47%) are female which showed that there are more female IP students than male. When it comes to grade level of IP students, the table showed that there are 18 (33.96%) Grade 7 which is the highest percentage, Grade 8 is the second highest with 11 (20.75%), followed by Grade 12 with 10 (18.87%), Grade 10 with 7 (13.21%), Grade 9 with 4 (7.55%) and the least is Grade 11 with 3 (5.66%). This implies that in the population of IP students as respondents, there are more Grade 7 than the other grade level. The table also showed that most of the IP students of which 20 (37.74%) are living nearby the respective school with 0 to 1 kilometer as distance. 11 (20.75%) of the respondents are living 2 to 3 kilometers away from the school. It can also be seen that 10 (18.87%) students are living 4 to 5 kilometers and 10 (18.87%) of IP students lived at a distance of 6 to 7 kilometers from school. The least but the farthest distance of 8 to 9 kilometers has 2 (3.77%) respondents. Within the population of high school students, the table also showed that the highest percentage (73.58%) of students' family income is ranging from P1000 to P5000 with 39 students, followed by P6000 to 10000 with 8 (15.09%), then P21000 and above with 5 (9.43%) students and the least is the 11000 to 15000 with 1 (1.89%).

Table 2 showed that Individual and Assessment factors with 3.03 and 3.39 respectively are interpreted as Fair Extent of influence while Classroom Management with 3.86 and Instructional Factor which has 3.94 obtained a High Extent of influence. This implies that the type of assessment as well as the individual uniqueness of the student has Fair Extent on the degree of academic performance which a student can achieve. This means that according to their perception these factors only associate their learning performance in moderation. Meanwhile, factors such as instructional and classroom management has a High Extent of influence towards students learning performance. This denotes that students are perceiving these factors to effectively create an opportunity for them to learn better in school.

Table 3 showed the academic performance of the students with the average of 86.00 which is interpreted as Very Satisfactory. This implies that students in the research locale are performing more than the average performances required in the Department of Education. This also means that students are achieving the required academic competences that are highly acceptable and highly satisfactory.

Table 4 revealed that p-value on the comparison with the factors was .000 which is less than the significance value at 0.05, thus, the null hypothesis is rejected. The result shows that there is a significant difference on all factors affecting the students' academic performance. This implies that Instructional, Assessment, Individual and Classroom Management factors has something to do with the students' academic performance. Instructional approaches and strategies employed by the teachers matters when it comes to students' age and maturity level, sexual orientation and preferences for learning as well as length of stay in the school and grade levels at present. This means that different teacher strategies and approaches can provide a significant impact or association depending on the unique profile of the students. Similarly, assessment styles of the teacher, students' individual capacity and prior knowledge, and the type of overall classroom management employed are highly specific on a certain age, sex and grade level attended by the students. This means that students are unique in their way of perceiving how the specified factors associate to their academic learning.

The next table presented the test of significant difference result on the academic performance of the students in terms of their profile. The result showed that students age (0.506), sex (0.929), grade level

(0.105), distance from home to school (0.128), and their family income (0.613), obtained scores higher than the 5% level of significance interpreted as a non-significant result. This means that both young and old students are performing equally in their academic standing in school. The result is also consistent with the factor of grade level specifying that those belonging in the lower and higher-grade level tend to perform similarly regardless of the gender, family income and distance of home to school. The differences stated implies that a student can have better chance of acquiring good academic grades without merely focusing on the profile, available resources and proximity to school.

The table six presented the test of significant relationship between the identified factors and students' academic performance. Results showed that the identified factors such as instructional (0.473), assessment (0.537), individual (0.443) and classroom management (0.579) obtained scores higher than the 5% level of significance. This means that instructional strategies and approaches of the teacher employed to the students does not necessarily resulted to a better academic grade. Similarly, assessment tactics and evaluation methods of the teacher, his/her classroom management styles and even the individual preparation and competence of the students are not a guarantee in obtaining good standing academic performances. This implies further that students' academic performance in school are not measured by the factors specified in this study and are probably affected by other factors which are not included in this thesis.

CONCLUSION

Several factors can be identified to affect the academic performance of IP students but not all are proven effective. It is concluded that profile of the respondents must be taken consideration as to how a certain internal or external factor may affect the grades of the students. Age, sex, grade level, their proximity to the school and family income can be very specific as to how a certain factor may influence a student in school.

Though profile is an important element in the influence as to what factor will work among the students, these aspects are proven not significant towards the grades of the IP students in general. This denotes that students regardless of profile, can achieve higher grades. Finally, all the identified factors are ineffective and irrelevant in the increase or decrease of the grades of the students, hence the possibility of a certain student to perform better in a lot of factors and the factors work as a system more than a single effective factor.

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