

LAKBAY PISARA: ITS INFLUENCE ON THE SCHOOL PERFORMANCE OF INDIGENOUS PEOPLES EDUCATION (IPEd) LEARNERS

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Abstract

This is developmental action research that supports the innovation conducted by the school during the pandemic period, when children could not go to school since distance learning using self-learning modules (SLMs) was used as a modality. The researchers used a descriptive survey using self-made questionnaires. It also utilized the results of the Phil-IRI and the mean percentage scores of the school for the third quarter and fourth quarter of SY 2021–2022. The study revealed that there was an extremely significant difference between the academic performance of the IP learners and their reading performance when the innovation program Lakbay Pisara was implemented. The mean difference of the third quarter minus the fourth quarter equals -3.2078, which is a 95% confidence interval for this difference, from -4.7612 to -1.6544. This implies that there was a significant difference in the school's academic performance when the Lakbay Pisara Program was implemented. With the obtained t-test of 4.3776 with a degree of freedom of 16 and a standard error of difference of 0.733, reject the null hypothesis, which stated there is no significant difference in the school's academic performance when the Lakbay Pisara Program is implemented. Moreover, the reading level of IP learners showed that independent learners increased by up to 32.4% and frustration decreased by up to 30.99%, meaning there is a really significant influence of the implementation of the program on the reading level of IP learners. It is highly recommended to continuously continue the program, and the support of stakeholders should be sought.

Keywords: Academic Performance, Distance Learning, Influence, Innovation. IP Learners, Reading Level

1. Introduction

Our 1987 Constitution states that the government shall recognize, respect, and protect the rights of indigenous cultural communities to preserve and develop their culture, traditions, and institutions.

Since the COVID-19 pandemic, our educational system in the country has been deeply affected. Amid the crisis, schools are closing, and children's learning is significantly impacted, including IP learners. Department of Education, aside from finding solutions to how education can be redesigned, there is a further need to look at how it could be made inclusive for the many marginalized IP learners.

In Pukay Elementary School, sixty percent of the learners are Indigenous People, and most of them stay in the fur-flung areas. Based on the assessment, 32 of the IP learners belong to frustration in the Phil-IRI and struggling learners, and much more of these learners have low performance academically.

As a response to the need to continue education amid the restrictions posed by the COVID-19 crisis, guided by the crafted BE-LCP in conformity with the ZN BE-LCP and focusing on its principles and objectives, which focus on the IPEd learners, Pukay Elementary School formally launched the "LakbayPisara Program for the Pukay ES IP learners.

Thus, this study is conducted to determine if the LakbayPisara Program, an innovation of the school, had a significant influence or effect on the academic performance of the IP learners at Pukay Elementary School, Salug III District, where distance learning is adopted as a modality using self-learning modules (SLMs).

2. Framework

The COVID-19 pandemic did change our lives. It affected all sectors of our community due to government restrictions to contain the spread of the virus. One of the sectors that was severely affected was the education system. According to Tarka (2020), the closing of schools, colleges, and universities disrupts both internal and

external examinations for qualifications as well as the learning of students. To continue the delivery of basic education to the learners, the Department of Education shifted to distance learning under the guidance of Department Order 18 of the 2020 Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan. As modular learning began, problems arose that affected the school performance of the pupils. According to Dargo and Dimas (2021), their study revealed that, with the adoption of modular distance learning, learners' general weighted average decreased by 2.25 percent, which indicates a considerable decrease in their academic performance. This may be a result of limited interaction between the teachers and the students.

Indigenous people had also been affected by the COVID-19 pandemic. A publication by Nurs et al. (2020) indicates that, because of the tremendous forces of social and cultural determinants of health and a lack of political power, Indigenous people experience greater infection rates, more severe symptoms, and death during pandemics than the general population. This would mean that indigenous peoples are one of the most vulnerable groups of people during pandemics. The pandemic also had a great impact on the education of their children because indigenous parents are compelled to obtain the modules for their children in schools and deliver them after completing the learning tasks. These scenarios brought many obstacles for indigenous parents who are not highly educated, suited to aid with the educational demands and requirements of their children (Bayod et al., 2021).

In order to ease the challenges facing the indigenous people, the administration of Pukay Elementary School launches a program entitled "LabayPisara" or in English, "The Traveling Chalkboard". The program aims to help the indigenous people's learners cope with their lessons by visiting teachers in their agreed-upon clustered locations. This study aims to evaluate how the program influences the school performance of IPEd learners.



Figure 1:Conceptual Model

3. Objective of the Study

This study aims to find out the influence of the Lakbay Pisara Program on the school performance of IPEd learners at Pukay Elementary School. To determine the influence of the latter, the researchers formulated these objectives: (1) present the socio-economic profile of the respondents in terms of sex, religious affiliation, and ethnicity. (2) Determine the impacts of the learning performance of the learners on the Lakbay Pisara Program in terms of reading level and mean percentage score. (3) Determine the level of impact on the learning performance they might encounter on the Lakbay Pisara Program. (4) Determine if there is a significant difference in the school's academic performance when the Lakbay Pisara Program is implemented.

4. Methodology

4.1. Participants and/or other Sources of Data and Information

The researcher did not apply any sampling method since the entire IPEd learners of Pukay Elementary School who are enrolled in the school year 2021-2022 were utilized in the study. There were 35 male and 36 female participants in this research. The data that was collected would be confidential, and the value of anonymity is observed.

4.2. Data Gathering Methods

A survey questionnaire is a tool for gathering data to find the level of impact of learning performance they might encounter on the LakbayPisara Program. To ensure the trustworthiness of the findings, the tools underwent validation and reliability testing by the research committee. In collecting the data, the researcher asked for the help of advisers at all grade levels to distribute the questionnaire. Before the respondents answered the questionnaires, they signed an informed consent form contesting their willingness to join the study. The study was conducted during the third and fourth quarters of SY 2021–2022.

4.3. Data Analysis

The researcher employed a descriptive research design with questionnaires in this study to evaluate the school performance of IPEd learners in the LakbayPisara Program. In presenting the demographic profile, frequency counts and percentages will be used. On the Likert scale, each statement will be computed as a weighted mean, and it will be assigned a verbal description. The overall mean was emphasized in the presentation of results as it gave the final interpretation of the study based on its final calculative computation. In comparing the pretest and post-test on the implantation of LakbayPisara, a two-tailed T test is employed to determine if there is a significant difference between the two variables.

5. Results and Discussion

Objective 1: Present the socio-economic profile of the respondents in terms of sex, religious affiliation, and ethnicity.

Table 1 shows the socio-demographic profile in terms of gender. From the survey conducted, 50.70% were female and 49.29% were male. Overall, there were more female than male respondents. According to Rouse and Austin (2002), their study provides the conclusions of three independent investigations into the connections between motivation and GPA, gender, and ethnic group. Their results show notable variances between groups that also varied based on ethnicity.

Table 1: Socio-Demographic Profile in Terms of Sex

Gender	Frequency (f)	(Percentage)%
Male	35	49.29
Female	36	50.70
Total	71	99.99

Table 2 below shows that most of the IP learners are alliance (56.33% of the total respondents), and KMHDK (2.81%) is the lowest. According to the study of Khalid et al. (2020), the results of their study show that academic performance is significantly influenced by learner engagement and motivation. Additionally, it has been discovered that religiosity does not increase learning engagement for Muslims or non-Muslims, but Muslim students have demonstrated superior academic achievement.

Table 2: Socio-Demographic Profile in Terms of Religion

Religion	Frequency (f)	(Percentage)%
Alliance	40	56.33
Roman Catholic	16	22.53
Born Again	9	12.67
KMHDK	2	2.81
Total	71	94.34

Table 3 shows that most of the IP learners are Subanen which is 95.77% of the total population.

Table 3: Socio-Demographic Profile in Terms of Ethnicity

Ethnicity	Frequency (f)	(Percentage)%
Subanen	68	95.77
Muslim	3	4.22
Total	71	99.99

Table 4 showed that independent learners increased by up to 32.4% and frustration decreased by up to 30.99%. A study entitled "The Effect of English Proficiency and Ethnicity on Academic Performance and Progress" by Green (2014) reveals that English proficiency remained independently and additively predictive even if acculturation and ethnicity were greater predictors. This implies that while cultural differences should not be undervalued, specific assistance techniques for students with lesser English language competence are still crucial.

Table 4: The Reading Level of IP Learners

	Pre-Test Frequency	Percentage	Post-test Frequency	Percentage
Frustration	32	45.07	10	14.08
Instruction	21	29.58	26	36.62
Independent	18	25.35	35	49.30
Total	71	100	71	100

Table 5 below shows that the mean percentage score for the fourth quarter increased. A similar study by Bastida et al. (2022) states that IPED teachers frequently battled with increasing students' visual and digital literacy, reading and writing comprehension, contextualizing courses, adhering to a spiral development in language, and teaching grammar and spelling.

Objective 2: Determine the impacts of the learning performance of the learners on the LakbayPisara Program in terms of reading level and mean percentage score.

Table 5 below shows that statements 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, and 15 have the highest weighted mean of 5 with the description "always," while statement number 8 has the lowest weighted mean of 2.3 with the description "sometimes." This would mean that the LakbayPisara Program of the school had greatly influenced or impacted the learners.

Table 5: Level of Impact of Lakbay Pisara on the School's Academic Performance

Statement	Weighted Mean	Verbal Description
1. In the past weeks, I often feel like having LakbayPisara Program.	5	Always
2. I am comfortable with the LakbayPisara program?	5	Always
3. The conduct of the program in the IPED learning center is peaceful	5	Always
4. I am satisfied with the teaching conducted by the teachers.	5	Always
5. Face-to-face communication is important for me while learning the program.	5	Always
6. In the past week, I easily stay focused long enough to complete the module at home and with the LakbayPisara Program?	5	Always
7. Teachers often visit the learners.	5	Always
8. I was often helped in completing the Modules.	2.3	Sometimes
9. I completed at least 2 module per day	3.2	Sometimes
10. I learned so much during LakbayPisara than remote learning.	5	Always
11. The LakbayPisara Program implementation helped to maintain my interest.	5	Always
12. LakbayPisara Program is so beneficial.	5	Always
13. We could get in touch with the teacher when necessary.	5	Always
14. We were satisfied with the support provided by the teacher.	5	Always
15. We were satisfied with the support provided by the barangay and the	4.58	Always

BLGU.	Overall Weighted Mean	4.54	Always
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Note: 1-1.80- Never, 1.81-2.60- Rarely, 2.7-3.4- Sometimes, 3.5-4.2- Often, 4.3-5.0- Always

Objective 3: Determine the level of impact on the learning performance they might encounter on LakbayPisara Program.

Table 6: Overall weighted mean

	Weighted Mean	Verbal Description
Overall Weighted Mean	4.54	Always

With an overall mean of 4.54, it can be concluded that the LakbayPisara program has a big impact on the school’s academic performance. This would mean that the LakbayPisara had a greater impact on the IPEd learners and did help the IPEd learners in their academic endeavors, especially in distance learning.

Objective 4: Determine if there is a significant difference in the school’s academic performance when LakbayPisara Program is implemented.

Table 5 shows the MPS mean percentage score of the learners at Pukay Elementary School. It showed the MPS of the third and fourth quarters by subjects. The mean of the third quarter is 81.38%, and the fourth quarter implies 84.59%.

Table 7: The Mean Percentage Score (MPS) of Third and Fourth Quarter

SUBJECTS	THIRD QUARTER	FOURTH QUARTER
ENGLISH	79.21	82.71
MATH	79.00	83.74
SCIENCE	80.21	84.06
FILIPINO	80.71	83.96
ARPAN	84.61	84.89
MAPEH	82.00	84.46
MTB-MLE	81.48	85.45
EPP	82.00	85.00
ESP	83.21	87.04
Mean	81.38	84.59

The table 6 below showed that the two-tailed T test P value equals 0.0005. By conventional criteria, this difference is considered to be extremely statistically significant. The mean difference of the third quarter minus the fourth quarter equals -3.2078 which is a 95% confidence interval of this difference from -4.7612 to - 1.6544. This revealed that there was a significant difference in the school’s academic performance when the LakbayPisara program is implemented. With the obtained t-test 4.3776 with a degree of freedom of 16 and a standard error of difference of 0 .733, reject the null hypothesis which stated there is no. significant difference in the school’s academic performance when the LakbayPisara program is implemented.

Table 6: Comparative Result of MPS of Third and Fourth Quarter

	SD	Mean	Mean Difference	Computed T	Standard error of difference	p-value
Third Quarter	1.83	81.38				
Fourth Quarter	1.22	84.59	-3.2078	4.3776	0.733	.000*

*Significant, p<.05

Conclusion

In conclusion, the study proves that the LakbayPisara Program has higher impacts on the school performance level of the IP learner as well as the school performance. The result revealed an overall mean of 4.54, which translates to "always," and a mean difference of -3.20. This would indicate that there is a significant difference between the third and fourth quarter MPS scores of the learners. This would reveal that the program is effective and helpful in producing quality learners.

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