

DIFFICULTIES AFFECTING ACADEMIC PERFORMANCE OF INDIGENOUS LEARNERS DURING COVID-19 PANDEMIC: BASES FOR AN ACTION PLAN

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ABSTRACT

This study determined the difficulties affecting academic performance of indigenous learners as perceived by the 90 parents during COVID-19 pandemic in San Marcelino, Zambales for School Year 2020-2021 geared towards the implementation of action plan in addressing the difficulties in learning and improving the academic performance of the indigenous learners during COVID-19 pandemic. The researcher made use of descriptive-correlational method of research wherein data were gathered through the use of researcher-made questionnaire. Most of the parent-respondents were aged 20 to 29 years old, a majority were females, most of them had two (2) children, and elementary graduates. The difficulties in learning during COVID-19 pandemic as perceived by parent-respondents was considered less difficult in terms of capability of learning facilitators, time spent in teaching, contents of the modules, and health condition of the family. The academic performance of the indigenous learners was satisfactory in terms of written works, performance tasks, and average grade for the quarter. There was negatively modest non-significant correlation between the profile of the parent-respondents by age and difficulties in learning of indigenous learners during COVID-19 pandemic. The computed r value was less than the critical r value, not significant at 5% level; thus, the null hypothesis was accepted. However, there was positively strong significant correlation between the profile of parent-respondents by highest educational attainment; and had negatively modest significant correlation by number of children and difficulties in learning of indigenous learners during COVID-19 pandemic. The computed r values were greater than the critical r value,

significant at 5% level; thus, the null hypothesis was rejected. There was negatively weak non-significant correlation between the academic performance of indigenous learners by written works, performance tasks, and average grade for the quarter and their difficulties in learning during COVID- 19 pandemic. The computed r values were less than the critical r value, not significant at 5% level; thus, the null hypothesis was accepted. Hence, there is a need to implement the proposed action plan in addressing the difficulties in learning and improving the academic performance of the indigenous learners during COVID-19 pandemic.

Keywords: Difficulties in Learning, Academic Performance, Indigenous Learners, COVID-19 Pandemic, Learning Modules.

INTRODUCTION

Education has been especially hard hit by billions of out-of-school learners, and most of the country's school closures have impacted almost 90% of the world's total enrolled learners as a result of the major disruption of access to education caused by the coronavirus disease 2019 (COVID-19) pandemic. This is the image of the world's education system as the immediate adverse effects of the COVID-19 pandemic.

In the Philippines, the Department of Education (DepEd) looks at the positive side of it (Save the Children, 2020) and ensures that education continues amidst the country's health (Hernando-Malipot, 2020). But according to President Duterte, face-to-face learning is prohibited (Montemayor, 2020) until such time as there is already a vaccine for COVID-19 (Favila, 2020). So, DepEd come-up with distance learning delivery methods (Casal, 2020) that ensure the safety of learners when they are studying (De Leon, 2020). Surveys are performed to evaluate the preferred learning strategies (Magsambol, 2020) for parents to provide to their children (Mocon-Ciriaco, 2020). Many parents choose a modular distance learning solution (Mateo, 2020) because they cannot afford to provide internet access (Bernardo, 2020) for their children's online learning (Dong, et. al., 2020).

DepEd immediately prepares the modules for the learners (Hernando-Malipot,2020). They also referred to the skills of the teacher-writers (Magsambol, 2020) who are in charge of planning the contents of the modules (McCombes, 2020). DepEd also allocates extra funds for the printing of modules (Mercado, 2020). The support and assistance of the Local Government Units (LGUs) (Daicog, 2020) is required in order to increase the needs (Esguerra, 2020) of the school in the printing of modules (Hernando- Malipot, 2020). As an immediate response, the majority of municipalities allocate funds (De Vera, 2020) for the materials and equipment needed (De Guzman, 2020) to print the modules (Chavez, 2020).

School administrators ensure that the school (Luz, 2020) is able to open classes at the time of COVID-19 (Moreno and Gortazar, 2020). They buy COVID-19 response products (Thompson, 2020) to ensure that they are protected from COVID-19 transmission (Garcia and Weiss, 2020). Likewise, the entire school grounds are sanitized (Canonizado, 2020). Most of their time is spent in their preparation (Bernardo, 2020) for the delivery and retrieval of modules (Magsambol, 2020). They set up a structure to follow (Amoo, 2018) from the gate until the parents have already obtained the modules for their children (Melnick, et. al., 2020). The framework is consistent with the COVID- 19 health and safety protocols (McCallum, 2020) in line with the

most recent statements of the local Inter-Agency Task Force (IATF) (Mateo and Romero, 2020).

Parents and learners (Hernando-Malipot, 2020) are both equipped with a modular distance learning orientation (Baccay, 2020). Parents are told of their vital role in the era of the COVID-19 pandemic (Janssen, et. al., 2020), as they are supposed to play the role of their own children's teachers (Morin, 2020). In the same way, learners are told (Nicholls, 2020) that their education is taking place at home (Kern, 2020). This is the approach to ensure the protection (Huang, et. al., 2020) and security of learners at the time of COVID-19 (Mateo, 2020). Modules are also given (Ornedo, 2020) as their key learning materials for their weekly lessons (Bernardo, 2020).

Learning crises (Saavedra, 2020) are often in place before the start of school (Alexander, 2020). The most affected learners belong to the Indigenous Peoples Community (Bernardo, 2020) because of the following reasons: (1) they have trouble transporting copies of the learning modules (Dela Fuente, 2020), (2) they do not have enough school supplies and facilities for the learners (Ingle, 2020), (3) their parents do not understand the contents of the module because of a low level of educational attainment (Thomson, 2018), and (4) their parents should not have the capacity and desire to teach their own children (Mocon-Ciriaco, 2020). These are the challenges that school leaders are looking at (Cudis, 2019) to help indigenous learners, deal with the current normal education environment (Casas, 2017).

In view of the learning crisis that they are facing in the introduction of the new normal education system (Aspinwall, 2020), schools cannot escape seeing a group of indigenous people returning modules and other learning materials to school (Adonis, 2020) because they do not understand the content and cannot teach these materials to their children (Choi, 2017). What they want to do is get someone (Reilly, 2020) in charge of providing the need information of the lesson (Lynch, 2019). They want other people to take their place as learning facilitators for their children (Beteille, 2020).

The academic performance of indigenous learners (Mahdy, 2020) is also affected by the country's health situation (Gonzalez, et. al., 2020). Under the prevailing situation, the priority of parents is not about grades (Gandhi, 2017), but their children to learn from their lessons (Jason, 2017). Grades are considered worthless (Nebel, 2020) if the learners do not understand the lessons (Flaherty, 2020). Teachers and parents are now working closely (Morin, 2020) to resolve the difficulties in learning of indigenous learners (Dhawan, 2020). They are more focused (Delhi, 2020) on how to help these indigenous learners learn lessons for the week (Sheridan, 2018).

It was in this context that the researcher was motivated in undertaking this study. He wanted to contribute something in changing the lives of the indigenous learners for the better. It was of great honor and pride on the researcher's part to contribute some worthy information and knowledge to the group of indigenous people in San Marcelino, Zambales by undertaking this study about difficulties affecting academic performance of indigenous learners during COVID-19 pandemic.

This study was conducted in multigrade and indigenous peoples (IP) schools in San Marcelo, Zambales. The schools are under the supervision of the school heads. These are the schools classified as multigrade and at the same time, have 100% indigenous learners. These schools offer Kindergarten to Grade VI classes.

These schools have sufficient infrastructure such as academic building, wash area, and school stage. These schools have School Maintenance and Other Operating Expenses (MOOE) budget for the annual expenses of the school. These schools cater all the indigenous learners around the area of Barangay Sta. Fe, San Marcelino, Zambales.

These schools have functional vegetable garden and functional school library. These have Level I School-Based Management Level of Practices.

OBJECTIVES OF THE STUDY

This main purpose of this study is to determine the difficulties affecting academic performance of indigenous learners during COVID-19 pandemic in San Marcelino, Zambales for School Year 2020-2021.

Specifically, the study aimed to comprehensively examine how may the profile of the parent-respondents be described in terms of age, gender, number of children, and highest educational attainment, how may the difficulties in learning during COVID-19 pandemic be described in terms of capability of learning facilitators, time spent in teaching, contents of the modules, and health condition of the family, how may the academic performance of indigenous learners be described in terms of written works, performance tasks and average grade for the quarter, is there a significant correlation between the profile of the parent-respondents and the difficulties in learning during COVID-19 pandemic, is there a significant correlation between the difficulties in learning during COVID-19 pandemic and their academic performance and lastly what action plan can be proposed to address the difficulties in learning and to improve the

academic performance of the indigenous learners during COVID-19 pandemic.

METHODOLOGY

This study employed the descriptive-correlational method of research. It was descriptive because it described the profile of the parent-respondents, the difficulties in learning of the indigenous learning during COVID-19 pandemic, and the academic performance of the indigenous learners. It was correlational because it tested the correlation between the profile of the parent-respondents and the difficulties in learning of indigenous learners during COVID-19 pandemic, and the difficulties in learning and academic performance of indigenous learners during COVID-19 pandemic. Since the study was concerned with the difficulties affecting academic performance of indigenous learners during COVID-19 pandemic in San Marcelino, Zambales wherein data were collected, classified, summarized, and presented in percentages, averages, and with the entire population as the total number of respondents, the descriptive-correlational method of research was the most appropriate method used. The respondents of the study were the 90 parents of multi-grade and IP schools in San Marcelino, Zambales for School Year 2020-2021.

In this study, survey questionnaire was the primary research tool in the data collection. Prior to the preparation of the questionnaire, dialogues were conducted to the teachers who were also parents to public elementary school learners. They were asked regarding the difficulties affecting academic performance of indigenous learners during COVID-19 pandemic. Furthermore, the General Parents Teachers Association (GPTA) officers were also consulted regarding this study to know their personal insights regarding the difficulties affecting academic performance of indigenous learners during COVID-19 pandemic. The questionnaire was composed of three (3) parts. Part I dealt with the profile of the parent-respondents in terms of age, gender, number of children, and highest educational attainment. Part II covered the difficulties in learning of indigenous learners during COVID-19 pandemic such as capability of learning facilitators, time spent in teaching, contents of the modules, and health condition of the family. Part III focused on the academic performance of indigenous learners in terms of written works, performance tasks, and average grade for the quarter.

A pilot test was conducted involving 4 teachers from Mabato Elementary School, a multi-grade and IP school in San Narciso, Zambales. Teachers went through the drafted questionnaire carefully to ascertain the appropriateness and adequacy of the instrument. to ensure the clarity and comprehensibility of the items, identify areas needing additional items, and recognize any

reluctance to respond to certain questions. The researcher obtained permission from the schools division superintendent of DepEd-Zambales, the public schools district supervisor of DepEd-San Marcelino District, and the school heads of public elementary schools. The school heads facilitated the distribution and collection of questionnaires, and ensured informed consent from the participating teachers.

The statistical tools utilized in the interpretation of the data and testing of the hypotheses included frequency count and percentage distribution, mean, and Pearson’s product moment correlation coefficient. The Likert Scale below was employed in determining the challenges and opportunities of teacher-respondents in modular distance teaching.

RESULTS AND DISCUSSION

Table 1 presents the distribution of respondents by school. As can be seen from the table, there were 90 parents representing 100% of the registered parents of Baliwet Elementary School and United Nation Women Aeta School, San Marcelino, Zambales. They were involved in this study as respondents.

Table 1

Distribution of Parent-Respondents by School

Grade Level	Number of Parents	Percentage
Baliwet Elementary School	47	52.22
United Nation Women Aeta School	43	47.78
Total	90	100.00

Scoring

The Likert Scale below was used in describing the difficulties in learning of the indigenous learners during COVID-19 pandemic:

Table 2

Likert Scale in Describing the Difficulties in Learning of Indigenous Learners During COVID-19 Pandemic

Score	Limits	Descriptive Rating
4	3.25 – 4.00	Very Difficult
3	2.50 – 3.24	Difficult
2	1.75 – 2.49	Less Difficult
1	1.00 – 1.74	Not Difficult

Likewise, the academic performance of the indigenous learners was described below:

Table 3

Scale in Describing the Academic Performance of Indigenous Learners

Grading Scale	Limits	Descriptive Rating
90 and above	89.50 and above	Outstanding
85 to 89	84.50 – 89.49	Very Satisfactory
80 to 84	79.50 – 84.49	Satisfactory

Finally, the correlation between the profile of the parent-respondents, difficulties in learning, and academic performance of the learners were interpreted by using the scale below:

Table 4

Scale in Determining the Correlation between the Profile of the Parent-Respondents, Difficulties in Learning, and Academic Performance of Indigenous Learners

r Value	Descriptive Rating
± 1.00	Positive/Negative Perfect Correlation
± 0.81 to ± 0.99	Positive/Negative Very Strong Correlation
± 0.51 to ± 0.80	Positive/Negative Strong Correlation
± 0.31 to ± 0.50	Positive/Negative Moderate Correlation
± 0.11 to ± 0.30	Positive/Negative Modest Correlation
± 0.01 to ± 0.10	Positive/Negative Weak Correlation
0.00	No Correlation

Results

This part of the research focuses on the results of the study which consisted of several parts: profile of the parent-respondents in terms of age, gender, number of children, and highest educational attainment; difficulties in learning during COVID-19 pandemic in terms of capability of learning facilitators, time spent in teaching, contents of the modules, and health condition of the family; and the academic performance of the indigenous learners in terms of written works, performance tasks, and average grade for the quarter. The computed mean and interpretations are likewise cited

Profile of the Parent-Respondents

Table 5 shows the frequency and percentage distribution of the profile of parent-respondents by age. The table shows that of the observed number of parent-respondents, 25 or 27.78 were aged 20 to 29 years old, 23 or 25.56% were aged 30 to 39 years old, 21 or 23.33% were aged 40 to 49 years old, 14 or 15.56% were aged 50 to 59 years old, and seven (7) or 7.78% were aged 60 years old and above. The mean age of the parent-respondents was 39.50 or 40 years old.

Table 5

Frequency and Percentage Distribution of the Profile of Parent-Respondents by Age

Age	Frequency	Percentage
60 years old and above	7	7.78
50 – 59 years old	14	15.56
40 – 49 years old	21	23.33
30 – 39 years old	23	25.56
20 – 29 years old	25	27.78
Total	90	100.00
Mean Age	39.50	

Table 6 shows the frequency and percentage distribution of the profile of parent- respondents by gender. The table shows that of the observed number of parent- respondents, a majority or 70% were females, and 27 or 30% were males.

Table 6

Frequency and Percentage Distribution of the Profile of Parent-Respondents by Gender

Gender	Frequency	Percentage
Male	27	30.00
Female	63	70.00
Total	90	100.00

Table 7 shows the frequency and percentage distribution of the profile of parent- respondents by number of children. The table shows that of the observed number of parent-respondents, 25 or 27.78% had two (2) children, 19 or 21.11% had three (3)children, 17 or 18.89% had four (4)

children, 14 or 15.56% had one (1) child, 10 or 11.11% had five (5) children, and five (5) or 5.56% had six (6) children.

Table 7

Frequency and Percentage Distribution of the Profile of Parent-Respondents by Number of Children

Number of Children	Frequency	Percentage
6 children	5	5.56
5 children	10	11.11
4 children	17	18.89
3 children	19	21.11
2 children	25	27.78
1 child	14	15.56
Total	90	100.00

Table 8 shows the frequency and percentage distribution of the profile of parent-respondents by highest educational attainment. The table shows that of the observed number of parent-respondents, 43 or 47.78% were elementary graduates, 33 or 36.67% were high school graduates, nine (9) or 10% finished their vocational course, and five (5) or 5.56% were college graduates.

Table 8

Frequency and Percentage Distribution of the Profile of Parent-Respondents by Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
College Graduate	5	5.56
Vocational Course	9	10.00
High School Graduate	33	36.67
Elementary Graduate	43	47.78
Total	90	100.00

Difficulties in Learning During COVID-19 Pandemic

Table 9 shows the mean rating and interpretations of the difficulties in learning during COVID-19 pandemic by capability of learning facilitators. As can be seen from the table, the parent-respondents considered *less difficult* when they read ($\mu = 2.16$), they wrote ($\mu = 2.04$), they computed ($\mu = 2.14$), they drew ($\mu = 2.07$), they sang ($\mu = 1.87$), they understood what they read ($\mu = 2.11$), they wrote a paragraph ($\mu = 2.29$), they solved mathematical numbers ($\mu = 1.92$), and they did artworks ($\mu = 1.92$). However, they considered *difficult* when they read stories ($\mu = 2.90$). In terms of capability of learning facilitators, the general mean rating of the difficulties in learning during COVID-19 pandemic was 2.14, and it was interpreted as *less difficult*.

Table 9

Mean Rating and Interpretations of the Difficulties in Learning During COVID-19 Pandemic by Capability of Learning Facilitators

Item	Descriptor	Mean Rating	Interpretation
1	I can read.	2.16	Less Difficult
2	I can write.	2.04	Less Difficult
3	I can compute.	2.14	Less Difficult
4	I can draw.	2.07	Less Difficult
5	I can sing.	1.87	Less Difficult
6	I understand what I read.	2.11	Less Difficult
7	I can write a paragraph.	2.29	Less Difficult
8	I can solve mathematical numbers.	1.92	Less Difficult
9	I can do artworks.	1.92	Less Difficult
10	I can read musical notes.	2.90	Difficult
General Mean Rating		2.14	Less Difficult

Table 10 shows the mean rating and interpretations of the difficulties in learning during COVID-19 pandemic by time spent in teaching. As can be seen from the table, the parent-respondents considered *less difficult* when they spent time in teaching their children ($\mu = 1.96$), they spent time in explaining the lesson ($\mu = 2.04$), they spent time in providing other examples ($\mu = 2.13$), they spent time in answering the questions of their children ($\mu = 2.10$), they spent time in checking the answers of their children ($\mu = 2.21$), they spent time to explain the errors of their children ($\mu = 2.31$), they spent time to help their children in reading ($\mu = 2.23$), they spent time to help their children in writing ($\mu = 2.08$), and they spent time to help their children in working with numbers ($\mu = 2.09$). However, they considered *difficult* when they spent time to record the scores of their children. In terms of time spent in teaching, the general mean rating of the difficulties in learning during COVID-19 pandemic was 2.17, and it was interpreted as *less difficult*.

Table 10

*Mean Rating and Interpretations of the Difficulties in Learning During COVID-19
 Pandemic by Time Spent in Teaching*

Item	Descriptor	Mean Rating	Interpretation
1	I spend time in teaching my child.	1.96	Less Difficult
2	I spend time in explaining the lesson.	2.04	Less Difficult
3	I spend time in providing other examples.	2.13	Less Difficult
4	I spend time in answering the questions of my child.	2.10	Less Difficult
5	I spend time in checking the answers of my child.	2.21	Less Difficult
6	I spend time to record the scores of my child.	2.57	Difficult
7	I spend time to explain the errors of my child.	2.31	Less Difficult
8	I spend time to help my child in reading.	2.23	Less Difficult
9	I spend time to help my child in writing.	2.08	Less Difficult
10	I spend time to help my child in working with numbers.	2.09	Less Difficult
General Mean Rating		2.17	Less Difficult

Table 11 shows the mean rating and interpretations of the difficulties in learning during COVID-19 pandemic by contents of the modules. As can be seen from the table, the parent-respondents considered *not difficult* when the contents of the modules were readable ($\mu = 1.61$). However, they considered *less difficult* when the contents of the modules had enough size ($\mu = 1.83$), the contents of the modules were easy to understand ($\mu = 1.78$), the contents of the modules used simple words ($\mu = 1.83$), the contents of the modules had clear directions ($\mu = 1.83$), the contents of the modules were within the levels of their children ($\mu = 2.02$), the contents of the modules were aligned to the interests of their children ($\mu = 1.97$), the contents of the modules were based on real-life situations ($\mu = 2.03$), the contents of the modules were applicable to the condition of their children ($\mu = 2.02$), and the contents of the modules were free from errors ($\mu = 1.94$). In terms of contents of the modules, the general mean rating of the difficulties in learning during COVID-19 pandemic was 1.89, and it was interpreted as *less difficult*.

Table 11

Mean Rating and Interpretations of the Difficulties in Learning During COVID-19 Pandemic by Contents of the Modules

Item	Descriptor	Mean Rating	Interpretation
1	The contents of the modules are readable.	1.61	Not Difficult
2	The contents of the modules have enough size.	1.83	Less Difficult
3	The contents of the modules are easy to understand.	1.78	Less Difficult
4	The contents of the modules use simple words.	1.83	Less Difficult
5	The contents of the modules have clear directions.	1.83	Less Difficult

6	The contents of the modules are within the level of my child.	2.02	Less Difficult
7	The contents of the modules are aligned to the interest of my child.	1.97	Less Difficult
8	The contents of the modules are based on real-life situations.	2.03	Less Difficult
9	The contents of the modules are applicable to the condition of my child.	2.02	Less Difficult
10	The contents of the modules are free from errors.	1.94	Less Difficult
GENERAL MEAN		1.89	Less Difficult

Table 12 shows the mean rating and interpretations of the difficulties in learning during COVID-19 pandemic by health condition of the family. As can be seen from the table, the parent-respondents considered *less difficult* when their families had helpful food for breakfast ($\mu = 1.98$), their families had helpful food for lunch ($\mu = 2.07$), their families had helpful food for dinner ($\mu = 2.08$), their families eat three times a day ($\mu = 2.14$), their families had snacks in between ($\mu = 2.26$), their families eat complete meal a day ($\mu = 2.00$), their children were healthy ($\mu = 1.99$), their children were free from sickness ($\mu = 2.01$), their children preferred to stay at home ($\mu = 2.06$), and their children abode the health and safety protocols ($\mu = 2.02$). In terms of health condition of the family, the general mean rating of the difficulties in learning during COVID-19 pandemic was 2.06, and it was interpreted as *less difficult*.

Table 12

Mean Rating and Interpretations of the Difficulties in Learning During COVID-19 Pandemic by Health Condition of the Family

Item	Descriptor	Mean Rating	Interpretation
1	My family has helpful food for breakfast.	1.98	Less Difficult
2	My family has helpful food for lunch.	2.07	Less Difficult
3	My family has helpful food for dinner.	2.08	Less Difficult
4	My family eats three times a day.	2.14	Less Difficult
5	My family has snacks in between.	2.26	Less Difficult
6	My family eats complete meal a day.	2.00	Less Difficult
7	My children are healthy.	1.99	Less Difficult
8	My children are free from sickness.	2.01	Less Difficult
9	My children prefer to stay at home.	2.06	Less Difficult
10	My children abide the health and safety protocols.	2.02	Less Difficult
General Mean Rating		2.06	Less Difficult

Academic Performance of Indigenous Learners

Table 13 shows the frequency and percentage distribution of the academic performance of indigenous learners by written works. The table shows that of the observed number of indigenous learners, 36 or 40% had 80 to 84 rating, 33 or 36.67% had 75 to 79 rating, 15 or 16.67% had 85 to 89 rating, five (5) or 5.56% had 90 and above rating, and one (1) or 1.11% had 74 and below rating. The overall mean rating was 81.44 or 81, and it was interpreted as *satisfactory*.

Table 13

Frequency and Percentage Distribution of the Academic Performance of Indigenous Learners by Written Works

Academic Performance	Frequency	Percentage
rating of 90 and above	5	5.56
rating of 85 – 89	15	16.67
rating of 80 – 84	36	40.00
rating of 75 – 79	33	36.67
rating of 74 and below	1	1.11
Total	90	100.00
Overall Mean Rating	81.44	
Description	Satisfactory	

Table 14 shows the frequency and percentage distribution of the academic performance of indigenous learners by performance tasks. The table shows that of the observed number of indigenous learners, 30 or 33.33% had 85 to 89 rating, 29 or 32.22% had 80 to 84 rating, 20 or 22.22% had 75 to 79 rating, 10 or 11.11% had 90 and above rating, and one (1) or 1.11% had 74 and below rating. The overall mean rating was 83.56 or 84, and it was interpreted as *satisfactory*.

Table 14

Frequency and Percentage Distribution of the Academic Performance of Indigenous Learners by Performance Tasks

Academic Performance	Frequency	Percentage
rating of 90 and above	10	11.11
rating of 85 – 89	30	33.33
rating of 80 – 84	29	32.22
rating of 75 – 79	20	22.22
rating of 74 and below	1	1.11
Total	90	100.00
Overall Mean Rating	83.56	
Description	Satisfactory	

Table 15 shows the frequency and percentage distribution of the academic performance of indigenous learners by average grade for the quarter. The table shows that of the observed number of indigenous learners, 33 or 36.67% had 80 to 84 rating, 26 or 28.89% had 75 to 79 rating, 24 or 26.67% had 85 to 89 rating, six (6) or 6.67% had 90 and above rating, and one (1) or 1.11% had 74 and below rating. The overall mean rating was 82.44 or 82, and it was interpreted as *satisfactory*.

Table 15

Frequency and Percentage Distribution of the Academic Performance of Indigenous Learners by Average Grade for the Quarter

Academic Performance	Frequency	Percentage
rating of 90 and above	6	6.67
rating of 85 – 89	24	26.67
rating of 80 – 84	33	36.67
rating of 75 – 79	26	28.89
rating of 74 and below	1	1.11
Total	90	100.00
Overall Mean Rating	82.44	
Description	Satisfactory	

Correlation between the Profile of Parent-Respondents and Difficulties in Learning of Indigenous Learners During COVID-19 Pandemic

Table 16 shows the correlation between the profile of parent-respondents by age and difficulties in learning of indigenous learners during COVID-19 pandemic by using Pearson’s Product Moment Correlation Coefficient. It showed that the profile of the parent-respondents by age has *negatively weak non-significant correlation* with difficulties in learning of indigenous learners during COVID-19 pandemic in terms of contents of modules and health condition of the family; and had *negatively modest non-significant correlation* in terms of capability of learning facilitators. The computed r values of -0.051, -0.078, and -0.143, respectively are *not significant* at 5% level; thus, the null hypothesis is *accepted*. However, the profile of the parent-respondents by age has *negatively modest significant correlation* with difficulties in learning of indigenous learners during COVID- 19 pandemic in terms of time spent in teaching. The computed r value of -0.220 is *significant* at 5% level; thus, the null hypothesis is *rejected*.

Table 16

Correlation between the Profile of Parent-Respondents by Age and Difficulties in Learning of Indigenous Learners During COVID-19 Pandemic

Difficulties in Learning	Computed r Value	Degree of Correlation	Interpretation
Capability of Learning Facilitators	-0.143	Negative Modest Correlation	Not Significant
Time Spent in Teaching	-0.220	Negative Modest Correlation	Significant
Contents of Modules	-0.051	Negative Weak Correlation	Not Significant
Health Condition of the Family	-0.078	Negative Weak Correlation	Not Significant
General Mean	-0.143	Negative Modest Correlation	Not Significant

The critical r value at .05 level of significance and df = 89 is 0.2061

Table 17 shows the correlation between the profile of parent-respondents by number of children and difficulties in learning of indigenous learners during COVID-19 pandemic by using Pearson’s Product Moment Correlation Coefficient. It showed that the profile of parent-respondents by number of children has *negatively weak non-significant correlation* with difficulties in learning of indigenous learners during COVID-19 pandemic in terms of contents of modules; and has *negatively modest non-significant correlation* in terms of health condition of the family. The computed r values of -0.098 and -0.183, respectively are *not significant* at 5% level; thus, the null hypothesis is *accepted*. However, the profile of parent-respondents by number of children has *negatively modest significant correlation* with difficulties in learning of indigenous learners during COVID-19 pandemic in terms of capability of learning facilitators; and has *negatively moderate significant correlation* in terms of time spent in

teaching. The computed r values of -0.239 and -0.325, respectively are *significant* at 5% level; thus, the null hypothesis is *rejected*.

Table 17

Correlation between the Profile of Parent-Respondents by Number of Children and Difficulties in Learning of Indigenous Learners During COVID-19 Pandemic

Difficulties in Learning	Computed r Value	Degree of Correlation	Interpretation
Capability of Learning Facilitators	-0.239	Negative Modest Correlation	Significant
Time Spent in Teaching	-0.325	Negative Moderate Correlation	Significant
Contents of Modules	-0.098	Negative Weak Correlation	Not Significant
Health Condition of the Family	-0.183	Negative Modest Correlation	Not Significant
General Mean	-0.246	Negative Modest Correlation	Significant

The critical r value at .05 level of significance and df = 89 is 0.2061

Table 18 shows the correlation between the profile of parent-respondents by highest educational attainment and difficulties in learning of indigenous learners during COVID-19 pandemic by using Pearson’s Product Moment Correlation Coefficient.

It showed that the profile of parent-respondent by highest educational attainment has *positively strong significant correlation* with difficulties in learning of indigenous learners during COVID-19 pandemic in terms of capability of learning facilitators and health condition of the family; has *positively moderate significant correlation* in terms of time spent in teaching; and has *positively modest significant correlation* in terms of contents of

modules. The computed r values of 0.595, 0.518, 0.457, and 0.289, respectively are *significant* at 5% level; thus, the null hypothesis is *rejected*.

Table 18

Correlation between the Profile of Parent-Respondents by Highest Educational Attainment and Difficulties in Learning of Indigenous Learners During COVID-19 Pandemic

Difficulties in Learning	Computed r Value	Degree of Correlation	Interpretation
Capability of Learning Facilitators	0.595	Positive Strong Correlation	Significant
Time Spent in Teaching	0.457	Positive Moderate Correlation	Significant
Contents of Modules	0.289	Positive Modest Correlation	Significant
Health Condition of the Family	0.518	Positive Strong Correlation	Significant
General Mean	0.544	Positive Strong Correlation	Significant

The critical r value at .05 level of significance and df = 89 is 0.2061

Correlation between the Academic Performance of Indigenous Learners and their Difficulties in Learning During COVID-19 Pandemic

Table 19 shows the correlation between the academic performance of indigenous learners by written works and their difficulties in learning during COVID-19 pandemic by using Pearson’s Product Moment Correlation Coefficient.

It showed that the academic performance of indigenous learners by written works has *positively weak non-significant correlation* with their difficulties in learning during COVID-19 pandemic in terms of contents of modules; has *negative weak non-significant*

correlation in terms of health condition of the family; and has *negatively modest non-significant correlation* in terms of capability of learning facilitators. The computed *r* values of 0.100, -0.042, and -0.136, respectively are *not significant* at 5% level; thus, the null hypothesis is *accepted*.

However, the academic performance of indigenous learners by written works has *negatively modest significant correlation* with their difficulties in learning during COVID-19 pandemic. The computed *r* value of -0.224 is *significant* at 5% level; thus, the null hypothesis is *rejected*.

Table 19

Correlation between the Academic Performance of Indigenous Learners by Written Works and their Difficulties in Learning During COVID-19 Pandemic

	Computed r Value	Degree of Correlation	Interpretation
Capability of Learning Facilitators	-0.136	Negative Modest Correlation	Not Significant
Time Spent in Teaching	-0.224	Negative Modest Correlation	Significant
Contents of Modules	0.100	Positive Weak Correlation	Not Significant
Health Condition of the Family	-0.042	Negative Weak Correlation	Not Significant
General Mean	-0.091	Negative Weak Correlation	Not Significant

The critical r value at .05 level of significance and df = 89 is 0.2061

Table 20 shows the correlation between the academic performance of indigenous learners by performance tasks and their difficulties in learning during COVID-19 pandemic by using Pearson's Product Moment Correlation Coefficient.

It showed that the academic performance of indigenous learners by performance tasks has *positively weak non-significant correlation* with their difficulties in learning during COVID-19 pandemic in terms of contents of modules; has *negative weak non-significant correlation* in terms of health condition of the family; and has *negatively modest non-significant correlation* in terms of capability of learning facilitators. The computed r values of 0.102, -0.034, and -0.138, respectively are *not significant* at 5% level; thus, the null hypothesis is *accepted*.

However, the academic performance of indigenous learners by performance tasks has *negatively modest significant correlation* with their difficulties in learning during COVID-19 pandemic. The computed r value of -0.230 is *significant* at 5% level; thus, the null hypothesis is *rejected*.

Table 20

Correlation between the Academic Performance of Indigenous Learners by Performance Tasks and their Difficulties in Learning

Difficulties in Learning	Computed r Value	Degree of Correlation	Interpretation
Capability of Learning Facilitators	-0.138	Negative Modest Correlation	Not Significant
Time Spent in Teaching	-0.230	Negative Modest Correlation	Significant
Contents of Modules	0.102	Positive Weak Correlation	Not Significant
Health Condition of the Family	-0.034	Negative Weak Correlation	Not Significant
General Mean	-0.094	Negative Weak Correlation	Not Significant

The critical r value at .05 level of significance and df = 89 is 0.2061

Table 21 shows the correlation between the academic performance of indigenous learners by average grade for the quarter and their difficulties in learning during COVID- 19 pandemic by using Pearson’s Product Moment Correlation Coefficient.

It showed that the academic performance of indigenous learners by average grade for the quarter has *positively weak non-significant correlation* with their difficulties in learning during COVID-19 pandemic in terms of contents of modules; has *negative weak non-significant correlation* in terms of health condition of the family; and has *negatively modest non-significant correlation* in terms of capability of learning facilitators. The computed r values of 0.101, -0.038, and -0.137, respectively are *not significant* at 5% level; thus, the null hypothesis is *accepted*. However, the academic performance of indigenous learners by average grade for the quarter has *negatively modest significant correlation* with their difficulties in learning during COVID-19 pandemic. The computed r value of -0.228 is *significant* at 5% level; thus, the null hypothesis is *rejected*.

Table 21

Correlation between the Academic Performance of Indigenous Learners by Average Grade for the Quarter and their Difficulties in Learning

Difficulties in Learning	Computed r Value	Degree of Correlation	Interpretation
Capability of Learning Facilitators	-0.137	Negative Modest Correlation	Not Significant
Time Spent in Teaching	-0.228	Negative Modest Correlation	Significant
Contents of Modules	0.101	Positive Weak Correlation	Not Significant
Health Condition of the Family	-0.038	Negative Weak Correlation	Not Significant
General Mean	-0.093	Negative Weak Correlation	Not Significant

The critical r value at .05 level of significance and df = 89 is 0.2061

DISCUSSION

This part of the research presents discussions on the findings and the summary of the findings based on the gathered data relative to the problem stated. The conclusions made and the recommendations based in the conclusions are also included for the usefulness of this study to its reader, benefactors, and other researchers.

Parents prefer to have two (2) children in the family. It is important for them to ensure that their children have their siblings (Beckerman, 2019). Having a small number of children in the family is important now-a-day. It is important to consider the financial status of the family to provide the needs of the family (Beaujouan and Solaz, 2019). Parents are now educated on the advantages of having two (2) children in the family. They are aware that it is easy to handle or manage a family with lesser number of children (Bialik, 2018).

Parents finished their elementary schooling. This is common to the indigenous families (Garcia and Weiss, 2017). They prioritize more to earn for their living. It is important for them to have food to eat rather than finishing their college education (Sporston, et. al., 2017). This thinking of indigenous families must be changed by providing them their needs. They need to be redirected to give priority to the education of their children (Watson and Vogel, 2017).

Difficulties in Learning During COVID-19 Pandemic

Capability of Learning Facilitators. The results revealed that the difficulties in learning during COVID-19 pandemic as perceived by parent-respondents was considered *less difficult* in terms of capability of learning facilitators. The general mean rating was 2.14. It showed that the parent-respondents considered *less difficult* when they read, wrote, computed, drew, and sang, understood what they read, wrote a paragraph, solved mathematical numbers, did artworks, and read notes.

There are difficulties in terms of the capabilities of the learning facilitators. They are not really prepared in performing their assigned role to their children (Schueler and Roesken-Winter, 2018). Learning facilitators must be given orientation on how to carry out their assigned role. It is important to let them internalize their roles to help the indigenous learners in their studies (Bye, 2017). Likewise, they must be provided with learning guides and instructions from time-to-time. This serves as their guides on how to explain the contents of the lessons of their

indigenous learners (Bodsworth and Goodyear, 2017).

Time Spent in Teaching. The results revealed that the difficulties in learning during COVID-19 pandemic as perceived by parent-respondents was considered *less difficult* in terms of time spent in teaching. The general mean rating was 2.17. It showed that the parent-respondents considered *less difficult* when they spent time in teaching their children, explained the lesson, provided other examples, answered the questions of their children, checked the answers of their children, recorded the scores of their children, explained the errors of their children, and helped their children in reading, writing, and working with numbers.

There are difficulties in terms of time spent in teaching. Indigenous parents are busy individuals (Heverin, 2017). They prioritize their work rather than anything else. They need to ensure that they earn for a living (Milyutin, 2019). As a result, they lack time to support their children in their studies. This is the reason why learners failed to submit the required outputs for the week (Gooblar, 2017).

Contents of the Modules. The results revealed that the difficulties in learning during COVID-19 pandemic as perceived by parent-respondents was considered *less difficult* in terms of contents of the modules. The general mean rating was 1.89. It showed that the parent-respondents considered *less difficult* when the contents of the modules were readable, had enough size, easy to understand, used simple words, had clear directions, within the level of their children, aligned to the interests of their children, based on real-life situations, applicable to the condition of their children, and free from errors.

There are difficulties in terms of the contents of the modules. There are instances that parents do not understand the words used in the modules (Ali Hadi and Shyaa, 2017). It is important that these materials must be localized and contextualized for the benefit of the indigenous learners. It is important to consider their level of understanding to ensure that they can help their children in their studies (Walker, 2017). The contents of the modules play important factor in the studies of the indigenous learners. It is important to have a simple wordings to ensure that they understand the lessons attached to it (Adonis, 2020).

Health Condition of the Family. The results revealed that the difficulties in learning during COVID-19 pandemic as perceived by parent-respondents was considered *less difficult* in terms of health condition of the family. The general mean rating was 2.06. It showed that the parent-respondents considered *less difficult* when their families had helpful food for breakfast, lunch,

and dinner, eat three times a day, had snacks in between, eat complete meal a day, their children were healthy, free from sickness, preferred to stay at home, and abode the health and safety protocols.

There are difficulties in terms of the health condition of the family of indigenous learners. Because of COVID-19 pandemic, they do not have the opportunity to work (Umberson and Thomeer, 2020). They rely mostly on the food packs given by the local government officials and private donors. It is hard for them to have complete meal in day (Thomas, et. al., 2017). This is the reason why they indulge themselves in planting vegetables and fruits in their area. They consume these vegetables and fruits as their food (Holland, 2017).

ACADEMIC PERFORMANCE OF INDIGENOUS LEARNERS

Written Works. The results revealed that the academic performance of the indigenous learners was *satisfactory* in terms of written works. The overall mean rating was 81.44 or 81.

Satisfactory performance means that the indigenous learners are in their average level of understanding their lessons. There are instances that they do not understand the contents of their written works (Gbollie and Keamu, 2017). It is important for the teachers to consider the level of understanding of the learners in the preparation of their written works. Likewise, they must be familiar on how to arrive with the answers (Kassarnig, et. al., 2018). Written works must have clear directions or instructions.

Likewise, the contents must be within the level of the learners (Polirstok, 2017).

Performance Tasks. The results revealed that the academic performance of the indigenous learners was *satisfactory* in terms of performance tasks. The overall mean rating was 83.56 or 84.

The indigenous learners have satisfactory performance in terms of their performance tasks. This simply means that they can perform the given activities provided to them (Cavilla, 2017). Their performances reach the satisfactory remarks. This is an indication that they need to improve more on certain aspects to obtain higher scores (Bonsaksen, et. al., 2017). Performance tasks require the indigenous learners to demonstrate what they understand on the lessons given to them. They need to execute activities that reflect their level of proficiency

on the given topic (Makore and Shukuru, 2017).

Average Grade for the Quarter. The results revealed that the academic performance of the indigenous learners was *satisfactory* in terms of average grade for the quarter. The overall mean rating was 82.44 or 82.

The average grade of the indigenous learners for the quarter was satisfactory. This means that their overall performance for the quarter satisfy the expectations of their teachers (Capuno, et. al., 2019). Having satisfactory academic performance means that teachers need to locate the weakest areas of the learners. They need to help the learners in improving their academic performance. They need to change the mindsets of the indigenous learners and direct them to value education (Peteros, et. al., 2020). It is important for the teachers to provide guidance and assistance to the studies of their learners. They need to provide remedial instruction activities to their learners. They need to present the advantages of finishing their schooling (Salcedo-Relucio, 2019).

CORRELATION BETWEEN THE PROFILE OF PARENT-RESPONDENTS AND DIFFICULTIES IN LEARNING OF INDIGENOUS LEARNERS DURING COVID-19 PANDEMIC

Age. There was *negatively modest non-significant correlation* between the profile of parent-respondents by age and difficulties in learning of indigenous learners during COVID-19 pandemic. The computed r value was less than the critical r value, *not significant*; thus, the null hypothesis was *accepted*.

The age of the parents does not contribute to the difficulties in learning of indigenous learners during COVID-19 pandemic. They need to find ways to help their children understand their lessons (Tarleton and Turney, 2019). It is important for the indigenous parents to find quality time for their children. Their presence is needed during the module time of their children (Watt, 2019). They need to spare some of their time to help their children in their studies. Likewise, they need to see the value of education in their life (Nation, 2019)

Number of Children. There was *negatively modest significant correlation* between the profile of parent-respondents by number of children and difficulties in learning of indigenous learners during COVID-19 pandemic. The computed r value was greater than the critical r value, *significant*; thus, the null hypothesis was *rejected*.

The number of children has bearing to the difficulties in learning of indigenous learners during COVID-19 pandemic. The more children, the more problems in providing them guidance and assistance (Yilmaz, 2017). Parents must be informed of the advantages and disadvantages of having limited number of children in the family. They need to be enlightened on the effects of having more children to their schooling (Salihu, et. al., 2018). Parents need to ensure that they can provide the needs of their children. The greater number of children, the more needs they need to provide (Vasudevan, 2017).

Highest Educational Attainment. There was *positively strong significant correlation* between the profile of parent-respondents by highest educational attainment and difficulties in learning of indigenous learners during COVID-19 pandemic. The computed r value was greater than the critical r value, *significant*; thus, the null hypothesis was *rejected*.

The highest educational attainment of the parents can affect the difficulties in learning of indigenous learners during COVID-19 pandemic. They must be enlightened on the significance of finishing higher level of their education (Massing and Schneider, 2017). The more years in the school, the more knowledge and skills they can acquire. These can help them in the execution of their assigned roles (Galiza, et. al., 2018). Education is important. Everyone must starve to finish their tertiary level of education (Vera-Toscano, et. al., 2017).

CORRELATION BETWEEN THE ACADEMIC PERFORMANCE OF INDIGENOUS LEARNERS AND THEIR DIFFICULTIES IN LEARNING DURING COVID-19 PANDEMIC

Written Works. There was *negatively weak non-significant correlation* between the academic performance of indigenous learners by written works and their difficulties in learning during COVID-19 pandemic. The computed r value was less than the critical r value, *not significant*; thus, the null hypothesis was *accepted*.

The academic performance of the learners in terms of written works does not contribute to their difficulties in learning during COVID-19 pandemic. The indigenous learners are not focusing more on the numerical rating they get (Ilcin, et. al., 2018). It is important for them to acquire the skills attached to their lessons. This is what they need to help them in their daily works (Delfino, 2019). In this time of pandemic, the focus of the school is to ensure that the indigenous learners understand the concept of the lessons. Likewise, they can apply these concepts in their real-life situations (Henriques and Madeira, 2017).

Performance Tasks. There was *negatively weak non-significant correlation* between the academic performance of indigenous learners by performance tasks and their difficulties in learning during COVID-19 pandemic. The computed r value was less than the critical r value, *not significant*; thus, the null hypothesis was *accepted*.

The academic performance of the learners in terms of performance tasks has no bearing to their difficulties in learning during COVID-19 pandemic. The indigenous learners rely more on performing their assigned tasks (Sahin and Ozturk, 2018). It is important for them to comply the required activities for the week to ensure that they obtain passing remarks. They are not after higher grades; they are after complying the learning outputs for the week (Double, et. al., 2019). In this time of pandemic, it is hard for them to understand fully the contents of their lessons. They still need the guidance and assistance of their teachers in studying their lessons (Ramos-Galarza, et. al., 2019).

Average Grade for the Quarter. There was *negatively weak non-significant correlation* between the academic performance of indigenous learners by average grade for the quarter and their difficulties in learning during COVID-19 pandemic. The computed r value was less than the critical r value, *not significant*; thus, the null hypothesis was *accepted*.

The academic performance of the indigenous learners in terms of average grade for the quarter does not influence their difficulties in learning during COVID-19 pandemic. They need someone who will help them in understanding their lessons (Lodge, et. al., 2018). In this time of pandemic, it is important that teachers come up with mechanisms in helping the learners understand their lessons. They can tap the support of the elders in the community who are willing to serve as learning facilitators (Pascoe, et. al., 2019). Collaboration is needed at this period of time. Indigenous learners need the presence of learning facilitators while they are studying their modules. It is important that they understand the contents of their modules (Okano, et. al., 2019).

From the given findings, the following conclusions were drawn:

1. Most of the parent-respondents were aged 20 to 29 years old, a majority were females, most of them had two (2) children, and elementary graduates.
2. The difficulties in learning during COVID-19 pandemic as perceived by parent-respondents was considered *less difficult* in terms of capability of learning facilitators, time spent in teaching, contents of the modules, and health condition of the family.

3. The academic performance of the indigenous learners was *satisfactory* in terms of written works, performance tasks, and average grade for the quarter.
4. There was *negatively modest non-significant correlation* between the profile of the parent-respondents by age and difficulties in learning of indigenous learners during COVID-19 pandemic. The computed r value was less than the critical r value, *not significant* at 5% level; thus, the null hypothesis was *accepted*. However, there was *positively strong significant correlation* between the profile of parent-respondents by highest educational attainment; and had *negatively modest significant correlation* by number of children and difficulties in learning of indigenous learners during COVID-19 pandemic. The computed r values were greater than the critical r value, *significant* at 5% level; thus, the null hypothesis was *rejected*.
5. There was *negatively weak non-significant correlation* between the academic performance of indigenous learners by written works, performance tasks, and average grade for the quarter and their difficulties in learning during COVID-19 pandemic. The computed r values were less than the critical r value, *not significant* at 5% level; thus, the null hypothesis was *accepted*.
6. The proposed action plan to address the difficulties in learning and to improve the academic performance of the indigenous learners during COVID-19 pandemic was developed.

In view of the conclusions drawn, the following recommendations are offered:

1. Parents must pursue their studies by enrolling in Alternative Learning System (ALS) that offer accreditation and equivalency for junior high school.
2. Parents must address the difficulties in learning of their indigenous learners such as capability of learning facilitators, time spent in teaching, contents of the modules, and health condition of the family.
3. Indigenous learners must improve their academic performance in terms of written works, performance tasks, and average grade for the quarter.
4. Parents must be informed that their number of children and highest educational attainment have bearing to the difficulties in learning of the indigenous learners.
5. Indigenous learners must be aware that their difficulties in learning do not affect their academic performance.
6. The proposed action plan to address the difficulties in learning and to improve the academic performance of the indigenous learners during COVID-19 pandemic must be implemented.

7. Teachers must adjust the negative connotation to the indigenous learners to meet the standard of education. They must learn to speak the mother tongue of the learners.
8. Further studies involving learners' engagement must be conducted to determine the difficulties affecting academic performance of indigenous learners during COVID-19 pandemic.
9. Other related studies must be conducted by other researchers to determine other variables and factors that can affect the difficulties and academic performance of indigenous learners during COVID-19 pandemic.

AN ACTION PLAN

Addressing the Difficulties in Learning and Improving the Academic Performance of the Indigenous Learners During COVID-19 Pandemic

Rationale

It is for the benefit of the indigenous learners that is why there is a need to address their difficulties in learning and to improve their academic performance during COVID-19 pandemic in San Marcelino District, Schools Division of Zambales. This action plan paves the way on the processes and actions that needs to be done to help the indigenous learners. School administrators need to enhance the capabilities of learning facilitators.

This can be done through conducting weekly orientation activities regarding the contents of the learning modules of the indigenous learners. They need to maxime the spent in teaching their children. In doing so, they need to follow their time schedule to ensure that they finished all the learning outputs required for the week. Teachers must proofread the contents of the modules. The School Quality Assurance Team (SQAT) must find time to check the contents of all the modules to ensure that these are aligned to the situations and conditions of the indigenous learners. They need to consider the levels of the indigenous learners in proofreading the contents of the modules. The school must establish a mechanism of checking the health condition of the family of learners. This can be done

during the distribution and retrieval of modules. By simply asking their family health condition, the school can prepare an activity or program that provide their family needs.

It is proper to provide guidance in the written works of the indigenous learners. Teacher can provide activity guides and instructions that use simple words or translated in their mother tongue to help the learners. They need to be supported in their performance tasks. Samples can be provided to them to have bases in the execution of the given activities. It is important that teachers and parents must focus their attention in improving the average grade for the quarter of the indigenous learners. This is the reflection of their learning achievements in all learning areas that connotes whether the indigenous learners attain the desired proficiency level in their lessons.

Objectives:

This action plan aims to:

1. enhance the capabilities of learning facilitators;
2. maximize the time spent in teaching;
3. proofread the contents of the modules;
4. check the health condition of the family;
5. provide guidance in the written works of the indigenous learners;
6. support the indigenous learners in their performance tasks; and
7. improve the average grade for the quarter of the indigenous learners.

Objectives	Activities / Strategies	Persons Involved	Time Frame	Success Indicator
Provide chances to teach the learners	<ul style="list-style-type: none"> • Preparing the plan on how to teach the learners • Create video lessons about the topics in the modules 	School Heads, Teachers, Parents, Community Leaders,	April 2022 to May 2024	Provided chances to teach the learners.

<p>Encourage parents to support the studies of their children by providing them guidance and assistance, explaining the contents of the lessons, and answering their queries</p>	<p>explain their important role in the studies of their children</p> <ul style="list-style-type: none"> • Sharing of best practices of parents in teaching their children • Provide guides and instructions in supporting the studies of the learners • Design school programs that can be done at home or virtually 	<p>School Heads, Teachers, Parents, Community Leaders, Learners</p>	<p>April 2022 to May 2024</p>	<p>Encouraged parents to support the studies of their children.</p>
<p>Implement school programs at home or virtually</p>	<ul style="list-style-type: none"> • Provide guidelines and instructions in the implementation of school program at home or virtually • Execution of school programs 	<p>School Heads, Teachers, Parents, Community Leaders, Learners</p>	<p>April 2022 to May 2024</p>	<p>Implemented school programs at home or virtually</p>

<p>Encourage administrators to support the teachers by providing them supplies, materials, and equipment</p>	<ul style="list-style-type: none"> • Prepare a narrative of the observations of the teachers • Present the advantages of supporting teachers in modular distance teaching 	<p>School Heads, Teachers, Parents, Community Leaders, Learners</p>	<p>April 2022 to May 2024</p>	<p>Encouraged administrators to support the teachers.</p>
<p>Learn the new approaches in teaching</p>	<ul style="list-style-type: none"> • Sharing of experiences of teachers • Administrator s provide supports to their teachers • Venture on the different approaches in modular distance 	<p>School Heads, Teachers, Parents, Community Leaders, Learners</p>	<p>April 2022 to May 2024</p>	<p>Learned the new approaches in teaching.</p>

<p>Perform the transfer of pedagogy</p>	<p>teaching</p> <ul style="list-style-type: none"> • Preparing the lesson plans for demo teaching • Conduct demonstration teaching <p>using the new approaches in modular distance teaching</p> <ul style="list-style-type: none"> • Identify the strengths and weaknesses of the learners in transferring pedagogy 	<p>School Heads, Teachers, Parents, Community Leaders, Learners</p>	<p>April 2022 to May 2024</p>	<p>Performed the transfer of pedagogy.</p>
<p>Gradually shift to blended learning</p>	<ul style="list-style-type: none"> • Inform the learners on the plans regarding the transfer of pedagogy • Provide guidance and assistance to the learners as they transfer to another pedagogy • Build the 	<p>School Heads, Teachers, Parents, Community Leaders, Learners</p>	<p>April 2022 to May 2024</p>	<p>Gradually shifted to blended learning.</p>

<p>Capacitate the parents as facilitators or learning</p>	<p>connection of modular distance teaching with other learning modality</p> <ul style="list-style-type: none"> • Identify the capacity of the parents and learners on blended learning • Gradually shift to blended learning • Plan the weekly activities of the parents in capacitating them regarding the contents of the modules 	<p>School Heads, Teachers, Parents, Community Leaders, Learners</p>	<p>April 2022 to May 2024</p>	<p>Capacitated the parents as facilitators of learning</p>
<p>Build teamwork with teachers</p>	<ul style="list-style-type: none"> • Prepare the learning guides and instructions • Conducting weekly activities with the parents • Know the 	<p>School Heads, Teachers, Parents, Community Leaders, Learners</p>	<p>April 2022 to May 2024</p>	<p>Built teamwork with teachers</p>

	teachers in the school <ul style="list-style-type: none"> • Learn to socialize with the teachers • Build teamwork with them • Work as a team player 			
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