

Problems Met Of The Indigenous Peoples (Ips) In The Completion Of Tertiary Education In The Philippines

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Abstract: The study aimed to assess the problems affecting the completion of tertiary education of Indigenous Peoples (IPs) in Zambales, Philippines. As the IPs pursue college life, their physical, moral, spiritual, and financial readiness is put to test. They encounter difficulties balancing their traditions with contemporary culture. The study used descriptive survey method. Three Hundred Forty-three (343) IPs college students served as respondents. The respondents were chosen using the convenience sampling method. The 5-point Likert scale was also used.

Results showed that the respondents are most frequently challenged by technology and media. This is attributed to new technology and multimedia, as most Aeta respondents live in remote areas that are yet to be reached by electricity and internet connection. Despite the knowledge of most IPs on the vitality of education to their lives, limited technology would perhaps bring undesirable effect on their studies in tertiary education.

Keywords: Aeta, Challenges, Indigenous Peoples, Tertiary Education

Introduction

Millions of people are deprived from their right to education. Indigenous peoples, being classified as the “poorest of the poor” (World Bank, 2021) are seriously the disadvantage group in areas such as education. Indigenous communities face many challenges in education. But as they strived for development, they still believed that education is the key that will lift them from poverty. In spite the fact that the government has been very active on promoting education on Indigenous and non-indigenous counterparts; the quality in education for social, cultural and economic rights reflect on entirely on their education.

Gaining knowledge and becoming aware of what is happening is important in living. One cannot survive in this harsh world without learning and understanding. Learning is a part of our life ever since we were born. From infancy to childhood, children’s parent and family are considered as their only source of

learning. The minute a child open his/her eyes, the moment he/she uttered his/her first word and the time he/she finally learned how to walk, there is learning. Yet it is insufficient to acquire knowledge through our mere experiences. That is why education is imperative. Education is a formal learning that takes place in schools or institutions. Because as a child grows older, the transmission of values in the society, environment and the individuals they interact with become the source of their knowledge and parents around them act as their teacher.

Education is for all. This implies that everybody is welcome to attend formal schooling regardless of age, sex, status and ethnicity in life. IP’s as one of the well-known ethnic groups in the Philippines are identified as one of the marginalized groups in the society. (UNESCO 2020) emphasized that this group are identified as one of the poorest groups in the Philippines. IP’s faces financial instability and

other issues affecting them yet institutions are providing education for the indigenous people or also known as natives. Since indigenous peoples' often faced threats to their sovereignty and economic well-being, political rights have been set for them regarding their culture, language, health and education. Protected by the UN Declarations on the Rights of Indigenous people, Article 14 states that "Indigenous people have the right to establish and control their educational system and institutions providing education".

The Department of Education (DepEd) is mandated to provide quality basic education for all Filipinos. DepEd continues to strengthen its engagement with the indigenous people communities especially in the contextualization of the K to 12 basic education curriculums. Various seminars for teachers are widely conducted. Besides, DepEd is promoting the cultured-based teaching and ensuring that the education programs are truly inclusive, culture sensitive and relevant to the aspirations of the IP community. Our government is indeed serious in boosting IP education. But it is not only the school's and government's responsibility to push forward the attainment of proper education to indigenous people students. Teachers act as second parent of the pupils in the class. To safeguard and protect the rights and privileges of IPs to ensure that they complete tertiary education, the Philippine Government has enacted the following laws and provisions: (1) section 1 of Article XIV of the 1987 Philippine Constitution points out that the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all; (2). Rule 1, sec. 3 of

the RA 8371 or the Indigenous Peoples Reform Act Law (IPRA) states that, the state recognizes the inherent dignity and equal and inalienable rights of all members of Philippine society as the foundation of freedom, justice and peace. The rights of Indigenous Cultural Communities (ICCs) /IPs are universal, indivisible, interdependent and interrelated. It is, therefore, the policy of the state to recognize and promote all individual and collective rights of ICCs within the framework of national unity and development in accordance with the Constitution and applicable norms and principles. The fundamental law of the Philippines highly supported the advancement and improvement of the Indigenous Peoples' privileges and rights.

Because of these laws, local government units in the province of Zambales provide free tuition and other school fees to IPs students in tertiary education. Despite the efforts exerted by the Philippine Government, college IPs are still confronted with barriers towards finishing tertiary education.

Methodology

Research Design

The study used descriptive survey method of research. It was conducted the province of Zambales, Philippines. The respondents were chosen using the convenience sampling method. The researcher-made questionnaire was the main data gathering. The respondents were the students who belong to the different ethno-linguistic groups (Table 1) of Aetas in four Municipalities in the province of Zambales, Philippines.

Table 1. Distribution of the Respondents as to Ethno-linguistic Group

Ethno Linguistic Group	Municipality	Frequency	Percent
Aeta Abellen	Cabangan, Zambales	8	2.33
Aeta Ambala	Subic, Zambales	5	1.46
Aeta Sambal	Botolan, Zambales	319	93.00

Aeta Mag-Indi	San Marcelino, Zambales	11	3.21
Total		343	100.00

Out of 343 IP student respondents in Zambales, 8 or 2.33% are Ayta Abellen; 5 or 1.46% are Ayta Ambala; 319 or 93.00% are Ayta Sambal and 11 or 3.21% are Ayta-Mag-Indi. Figures from Table 7 revealed that an overwhelming majority of the respondents who are presently pursuing in tertiary education are Ayta Sambal (319 or 93.00%). The data for the year 2019 from the National Commission of Indigenous People (NCIP) and 2019 from National Commission of Culture and the Arts (NCCA) indicated that ethno linguistic group Ayta Sambal constitutes the highest population of Ayta in the Province of Zambales. Variations of Ayta in Zambales includes the Ayta Abellen, Ayta Ambala and Ayta Mag-Indi.

Data Collection

The method of distribution was done in a direct way. The researcher sought the permission/approval of the head of the NCIP Zambales, first to provide the researcher the list of tertiary IP students in the different Colleges and University of Zambales and the administration of the questionnaire to the identified respondents.

The next approval was sought from the Presidents/Heads of Institution of Higher Learning (RMTU and five Local Government Colleges) in Zambales were the IP student-respondents are presently studying. The

retrieval of the instrument was after a week. The confidentiality of the respondents' responses was emphasized.

Analysis of Data

The data was gathered, classified and tabulated in order to facilitate the statistical treatment and interpretation. Data was analyzed the Statistical Package for Social Sciences (SPSS). ANOVA was used in significance level $p \leq 0.05$ for statistical analysis. In addition, descriptive statistics including percentage and means were provided.

Percentage – Percentage was used to determine the proportion of the respondents that will fall under the demographic variables indicated in statement of the problem

Weighted Mean- It was computed in order to determine the reports on the determinants and problems met for the completion of tertiary education which were indicated in statement of the problems number 2 and 3.

For the interpretations of the scores in the challenges met in the completion of tertiary education, the following 5-point scale was used.

Likert Scale for Respondent's Assessment on the Level of Agreement on the Problems Met in the Completion of Tertiary Education of IPs in Region III

Point	Weight	Status	Description
5	4.20 – 5.00	Always a Problem	Condition or provision is very extensive, highly agreeable
4	3.40 – 4.19	Often a Problem	Condition or provision is extensive and well agreeable
3	2.60 – 3.39	Sometimes a Problem	Condition or provision is adequate and fairly agreeable

2	1.80 – 2.59	Seldom a Problem	Condition or provision is limited and little agreeable
1	1.0-1.79	Never a Problem	Provision shows highly no agreeable

Analysis of Variance (ANOVA) - This was utilized to test the significance of difference in the perceptions of the challenges met by the respondents. It was computed using the software SPSS version 16.

Decision Rule 1: If the computed significant value is greater than ($>$) 0.05 alpha level of

significance, accept the null hypothesis and reject the alternative.

Decision Rule 2: If the computed significant value is less than ($<$) 0.05 alpha level of significance, reject the null hypothesis. There is significant difference

Findings/Results

Table 2. Frequency and Percentage Distribution of the Respondents as to Age

Age	Frequency	Percent
37 – 40	2	0.58
33 – 36	4	1.17
29 – 32	9	2.62
25 – 28	6	1.75
21 – 24	89	25.95
17 -20	233	67.93
Total	343	100.00
Mean Age	20.29 or 20 years old	

Out of 343, majority of the respondents 233 or 67.93% belong to group age from 17–20 years old; 89 or 25.95% are 21–24 years old; 6 or 1.75% are 25–28 years old; 9 or 2.62% are 29–32 years old; 4 or 1.17% are 33–36 years old and 2 or 0.58% are 37–40 years old. The mean age is 20.29 or 20 years old.

Table 2 showed that the IP student respondents in Zambales belong to the age bracket of 17 to 20 years old. The mean age of 20 years old indicated that they are in their early adulthood. This finding is consistent result of age profile. According to Erikson as cited by Cherry (2020), this age group extends from 15-20 years

old. This stage covers the period of early adulthood when people are exploring personal relationships. Munsey (2021) describes this stage as emerging adulthood as the time from the end of adolescence to the young-adult responsibilities of a stable job, marriage and parenthood.

Moreover, the result of the present study is consistent with Escalante, Muega, Nacin, Mission & Canosa (2019) and Eblacas, Ruanto, Barro & Reyes (2020) that majority of the student-respondents were at the age bracket of 16-20 years old.

Table 3. Frequency and Percentage Distribution of the Respondents as to Sex

Sex	Frequency	Percent
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Male	98	28.57
Female	245	71.43
Total	343	100.00

Out of 343 respondents, 245 or 71.43% are female and 98 or 28.57% are male. Figures from Table 3 showed that an overwhelming percentage (71%) of the IP student respondents in Zambales are female. There are only 28.57% who are male. According to Morell (2020) there are more women drawn in this profession because women tend to be more nurturing, patient, and enjoy being around children. They also tend to be more "right brained," so the

creative/expressive aspect of the job is more appealing to women than it is to most men but it doesn't mean that women are better. Moreover, the result is consistent with the data obtained by Escalante, et al. (2021) and Eblacas, et al. (2020) on sex profile variables. Their findings revealed that majority of the respondents enrolled in the Teacher Education are female.

Table 4. Frequency and Percentage Distribution of the Respondents as to Civil Status

Civil Status	Frequency	Percent
Single	319	93.00
Married	24	7.00
Total	343	100.00

Out of 343 respondents, 319 or 93.00% are single and 24 or 7.00% are married. Gleaned from Table 4 that an overwhelming majority

(93%) of the IP student respondents in Zambales are still single only 75 are married.

Table 5. Problems Met in the Completion of Tertiary Education as to Religious and other Beliefs

	Religious and Cultural Beliefs	WEIGHTED MEAN	QUALITATIVE INTERPRETATION	RANK
1	Devotion of much time to religious ceremonies and conviction to religious beliefs than going to school	3.24	Sometimes a Problem	3
2	Devotion of much time on prayers for the 'anito' and performance of ritual dances	3.12	Sometimes a Problem	4
3	Deity will help provide everything and the needs of the indigenous people	2.63	Sometimes a Problem	10
4	Strong belief in learning more in doing real life activities than what can be learned at school	3.35	Sometimes a Problem	2
5	Firm belief that it is more important to establish a family	3.52	Often a Problem	1

	at a young age rather than pursue education			
6	Preparation in ICC rites and rituals demand time from IP students even in school days	2.80	Sometimes a Problem	7
7	Participation in all tribal rites and ritual affects attendance in classes as advised by the ICC elders	2.71	Sometimes a Problem	8
8	Engaging actively in rituals during planting and harvest season	2.81	Sometimes a Problem	6
9	The conduct of the rites and rituals require individual participation from the youngest to the eldest members of the ICC	2.83	Sometimes a Problem	5
10	Singing and playing the instrument to accompany the conduct of rites and rituals ask/demand time to learn and to master	2.66	Sometimes a Problem	9
Overall Weighted Mean		2.97	Sometimes a Problem	

Table 5 shows the problems met in the completion of tertiary education of the respondents as to religious and other beliefs. Indicator 5, “Firm belief that it is more important to establish a family at a young age rather than pursue education” obtained a rating of 3.52 perceived as Often a Problem and ranked 1. The IP student respondents have considered this indicator as first of the frequently encountered problems. Indicator 4, “Strong belief in learning more in doing real life activities than what can be learned at school” (3.25) and indicator 1, “Devotion of much time to religious ceremonies and conviction to religious beliefs than going to school” (3.24) obtained the second and the third highest rating among the indicators with descriptive equivalent of sometimes a problem respectively. Establishing a family at a young age than pursuing education first is a cultural practice which was perceived often a problem

which may hinder the completion of tertiary education by the IP respondents.

In parallel to this result Rich (2019) concluded that many religious beliefs prioritize the establishing and nurturing a family than formal schooling, hence affects how they view education in their lives. Bourke, Burden & Moore (2020) found in their study that marriage customs and practices can be linked to religious convictions, socio-economic status, family structure and education of siblings.

Other perceived concerns were the strong belief in learning more in doing real life activities, devotion of much time to religious ceremonies and religious faith, hence education may be second priority. In the study of Buckingham (2019), affiliation to a certain religion, religious beliefs and views certainly could influence and control many aspects in individual or group’s life. These can also influence parental

relationship, parents and siblings and with other groups. Sparkes (2019) have found that devotion and dedication to religion and deities can be linked to diversities of beliefs in different phases, aspects, rituals, and orientations of life. Reyes (2019) on the other hand revealed that some identified beliefs and practices of the Ifugao impede their economic and educational development.

Indicator 3 stated as “Deity will help provide everything and the needs of the indigenous people” obtained a weighted mean of 2.63 and ranked 10th. The computed weighted mean of indicator 10 obtained a descriptive equivalent of Sometimes a Problem (SP). These particular findings could also mean that the IP students show respect, devotion and commitment on their religious beliefs and cultural practices but are some extent and instances that manifesting

and showing those would bring some consequences that may affect their studies. This finding is consistent with Reyes (2019). Reyes’ study concluded that the Ifugaos’ ‘unquestioning obedience to their beliefs and practices affect their attitude toward education. UNESCO (2019) discovered that groups’ cultural rites and rituals, activities and ceremonies were among the cited factors that stimulate traditional, national and ethnic appreciation. World Bank (2009) found that the perception of the value of education was another factor hindering girls of ethnic minorities in accessing higher education, and it was associated with cultural practices (rites and rituals), and expectations of educational outcomes. The computed overall weighted mean of their assessment was (2.97) interpreted as Sometimes a Problem (SP).

Table 6. Problem Met in the Completion of Tertiary Education as to Customary Laws and Practices

	Customary Rules and Practices	WEIGHTED MEAN	QUALITATIVE INTERPRETATION	RANK
1	The belief that having children is a priority among IPs	2.45	Seldom a Problem	10
2	Hold on to the belief that obligations to children and husband/wife are more important than studying	2.73	Sometimes a Problem	8
3	Getting married at a young age (12 years old and above) is allowed in the community	2.87	Sometimes a Problem	5
4	Participation of IP students in the festivities during school days are not marked excused from classes	2.91	Sometimes a Problem	2
5	Long week of celebration as thanksgiving to deity affects attendance in different class sessions	2.89	Sometimes a Problem	3
6	Long days of practice and preparation on cultural dances and presentations affects attendance in class activities	2.87	Sometimes a Problem	5

7	Participation and involvement in the activities and festivities is a must for the ICC members	2.76	Sometimes a Problem	7
8	The practice of having two or more wives even if the head of the family has to send their children to school, hence the right to acquire education is sacrificed	2.60	Sometimes a Problem	9
9	College education is optional among the indigenous people	2.89	Sometimes a Problem	3
10	The wearing tribal attire/costume is sometimes an avenue for teasing and mocking	3.02	Sometimes a Problem	1
Overall Weighted Mean		2.80	Sometimes a Problem	

Table 6 shows the problems met in the completion of tertiary education as to customary laws and practices. Indicator 10 stated as “The wearing tribal attire/costume is sometimes an avenue for teasing and mocking” obtained a weighted mean of 3.02 and ranked 1st. As perceived by the IP student respondents of Zambales, the sometimes-encountered customary rules and practices problems were the wearing of tribal attire/costume which becomes an avenue for teasing and the participation in their festivals during school days were not marked excused. Rich (2019) argued that feelings and insights of their young members and children such as apprehensions of wearing the traditional dress/attire, reactions and discriminatory lines and ridicules of their classmates and other people on their tribal clothes can somehow influence their young learners’ eagerness to go to school and attend classes. In the study of Wigfield, Wigfield, Eccles, Schiefele, Roeser, & Davis-Kean (2020), they pointed out that traditional attire, costumes, and clothes are artifacts of an institution, of a group, village or community. These are given high regard and taken with great pride by the people owning it, hence the

use of these in different gatherings and occasions outside their territory have great effect on groups’ esteem and pride. These artifacts are products of group’s beliefs, values, and goals. Atweh & Bland (2020) stressed that cultural practices are considered nonsystemic barriers to access to college/university. They highlighted that festivals/festivities are special conditions and events that IPs must join and perform. The non-performance and non-cooperation of deep cultural rites, rituals and ceremonies are unacceptable in the village/community and most especially the leaders.

Moreover, the practice of getting married at an early age, and the belief that having children is a priority and consequences to children’s education were also considered by the IP respondents as sometimes a problem. Reyes (2019) stated that cultural beliefs and practices may pose a great challenge to education particularly in its role in social transformation. The computed overall weighted mean of their assessment was (2.80) interpreted as Sometimes a Problem (SP).

Table 7. Challenges Met in the Completion of Tertiary Education as to Financial Assistance and Socio-Economic Status

	Financial Assistance/Economic Status	WEIGHTED MEAN	QUALITATIVE INTERPRETATION	RANK
1	The scholarship grant/aid requirements are too difficult to produce and most of the time are unavailable	3.13	Sometimes a Problem	6
2	The time of waiting for the approval of the scholarship grant/aid takes time	3.18	Sometimes a Problem	5
3	Financial grants in the local level are categorized as financial aids not scholarship	2.96	Sometimes a Problem	7
4	Lack of comprehensive mechanism in monitoring the needs of the IPs at school	2.85	Sometimes a Problem	9
5	The financial aid/program of the school lack comprehensive procedure to go about the IP needs.	2.81	Sometimes a Problem	10
6	Majority of ICC members are famers and belong to marginalized sector.	2.95	Sometimes a Problem	8
7	The income available is just enough to satisfy the household's basic needs	3.57	Often a Problem	3
8	The parents' work and/or livelihood is seasonal making the income irregular	3.82	Often a Problem	2
9	The inadequate financial resource to pay the initial payments for enrolment	3.84	Often a Problem	1
10	The ICC is far from the school premises	3.31	Sometimes a Problem	4
	Overall Weighted Mean	3.24	Sometimes a Problem	

Table 7 shows the problems met in the completion of tertiary education of the respondents in terms of financial assistance and socio – economic status. Indicator 9 stated as “The inadequate financial resource to pay the initial payments for enrolment” obtained a weighted mean of 3.84 (rank 1) obtained a descriptive equivalent of Often a Problem (OP).

The IP student respondents of Zambales perceived that inadequate financial resource to pay the initial payments for enrolment was ranked first among the financial assistance/economic status problems often met that could hinder the completion of tertiary education. This result implies that the IP student respondents are experiencing financial difficulties and constraints. Their family should use their limited income properly to have extra

money or saving for their children's education. The study of Indigenous Higher Education Advisory Council (2020) revealed that financial hardship remains on the top of the list as the main barrier to Indigenous educational achievement. Reduction or removal of financial barriers to participation in higher education has been deemed crucial to widening Indigenous participation. De Vera (2019) revealed that most of the Indigenous Peoples in the country depend on traditional agriculture utilizing available upland areas. However, most of these traditional cultivation sites and fallow areas have now been degraded and are further threatened by the influx of migrant farmers. Furthermore, most Indigenous Communities do not have legal recognition over their traditional lands, thus limiting their ability to freely conduct their livelihood activities and are

denied access to other natural resources in their communities. Rich (2019) have found that parent who have lower levels of income are less likely to be in the labour force, children from these families are likely to have lower educational performance. According to De Vera (2019), Indigenous Peoples (IP) in the Philippines remain as the most marginalized sector of society. This status continues despite the tremendous inroads achieved by communities, partners and advocates through years of struggle but with the Indigenous Peoples Rights Act (IPRA) the rights of the IPs are protected. In education aspect, access to this will be more open and assured.

Indicator 5 stated as “The financial aid/program of the school lack comprehensive procedure to go about the IP needs” with a weighted mean of 2.81 (rank 10) and obtained a descriptive equivalent of Sometimes a Problem (SP). The IP student respondents of Zambales perceived that the location of the school which is far from their residence, their livelihood (farming), the lack of scheme to monitor their needs as IP students, the schools’ financial aid/program, the

difficult requirements on scholarship grant/aid were the financial assistance/economic status problems they sometimes encountered which could affect their college education. These conditions could also mean that economic status of the family of IP students as well as the financial scholarship/aid being offered in the province, the scheme and the manner of availing these were perceived to be occasionally experienced and observed as problem. The Indigenous Higher Education Advisory Council (2020) have reported that although the situation varies between universities, and despite a growing number of Indigenous-specific scholarships, bursaries and grants designed to relieve financial burdens of Indigenous students, a worryingly large number of scholarships remain untaken. King & Schielmann (2018) argued that the conflicting deadlines and modes of distribution of various sources of funding and dissonance between the scholarships and actual students’ needs are among explanations of this discrepancy. The computed overall weighted mean of their assessment was (2.80) interpreted as Sometimes a Problem (SP).

Table 8. Challenges Met in the Completion of Tertiary Education as to Technology and Media

	Technology and Media	WEIGHTED MEAN	QUALITATIVE INTERPRETATION	RANK
1	Electricity services in ICC is limited	2.69	Sometimes a Problem	10
2	Electronic gadget is used most of time for gaming	2.75	Sometimes a Problem	9
3	Electronic gadget appropriate for classroom use are lacking or are limited	2.84	Sometimes a Problem	8
4	Electronic gadget like smartphones and tablets are too costly for the IPs	3.21	Sometimes a Problem	7
5	Computer unit or laptop and Wi-Fi that can help IP student to conduct online researcher is difficult to access and/or unavailable	3.59	Often a Problem	4
6	Computer unit and printer that can help prepare and accomplish	3.85	Often a Challenge	3

	requirements for a certain subject is limited and/or unavailable			
7	The location of the ICC is weak for internet connection	3.37	Sometimes a Problem	6
8	The location of the ICC is dead spot for internet connection	3.53	Often a Problem	5
9	Access and manipulation of new technology for educational purposes is limited and inadequate	4.10	Often a Problem	1
10	Promotion and awareness campaigns by mass media of the distinct/unique culture and rights of IPs are minimal	4.05	Often a Problem	2
	Overall Weighted Mean	3.40	Often a Problem	

Table 8 shows the problems met in the completion of tertiary education of the respondents in terms of technology and media. Indicator 9 stated as access and manipulation of new technology for educational purposes is limited and inadequate” obtained a weighted mean of 4.10 (rank 1) with a descriptive rating of Often a Problem (OP). The IP student respondents of Zambales perceived that limited access and manipulation of new technology for educational purposes ranked first that could hinder the completion of tertiary education. Providing the students to use those tools in their education aside from using those for entertainment or social activities, may have positive or negative impact on education. The finding of the study of Greenhow & Burton (2019) confirmed that students’ usage of technology and media resources, keeps creating a vision of continual technology integration in their classrooms but adequacy and availability are issues to be considered and addressed. As stated by Davidson (2020) there is no doubt that the technology inside the classroom has an effect on the study habits and practices of students today. According to Zepke & Leach (2020) Indigenous tertiary students are more likely to be disadvantaged by low economic status which limits their access to materials, gadgets, internet and technology for educational purposes. Dar (2019) argued that more students use technology, internet

connection and media to gain information for academic facilitation.

Indicator 1 stated as “Electricity services in ICC is limited” obtained a weighted mean of 2.69 (rank 10). The computed weighted mean of indicators 7, 4, 3, 2 and 1 obtained a descriptive equivalent of Sometimes a Problem (SP) respectively. The computed overall weighted mean of their assessment was (3.40) interpreted as Often a Problem (OP). The IP student respondents of Zambales perceived that weak internet connection, costly electrical gadgets and are lacking when needed for educational purpose and if there is, this was used mostly for gaming and limited electric services were perceived as problems they sometimes encountered which could hinder their objective to pursue college education. This also implies that the IP student respondents are aware and believe that these technologies (electronic gadgets and internet) are vital in their studies, lacking or limiting these would probably bring undesirable effect on their studies in college. In the study of Bourke, Burden, & Moore (2020), financial factors were found to be an issue for students concerns about their ability to satisfy and accomplish school requirements. According to the study of Jean (2019) low socio-economic status and having parents who may not have regular income may further hinder student’ opportunity to succeed in

academia due to the lack of funds to avail necessary tools, devices and gadgets to deal with subject requirements. Tarantino, McDonough & Hua (2019) on the other hand have found that students who use information

technology for academics have a higher likelihood of contributing and participating in active, academic collaboration with other students.

Table 9. Analysis of Variance on Problems Met in the Completion of Tertiary Education of the Respondents in terms of Religious and other Beliefs when Grouped According to Profile Variables

Source of Variations		Df	F	Sig.	Decision/ Interpretation
Age	Between Groups	5	0.93	0.46	Accept Ho Not Significant
	Within Groups	337			
	Total	342			
Sex	Between Groups	1	2.17	0.14	Accept Ho Not Significant
	Within Groups	341			
	Total	342			
Civil Status	Between Groups	1	0.25	0.62	Accept Ho Not Significant
	Within Groups	341			
	Total	342			
Course	Between Groups	14	1.91	0.02	Reject Ho Significant
	Within Groups	328			
	Total	342			
Highest Educational Attainment	Between Groups	4	1.26	0.28	Accept Ho Not Significant
	Within Groups	338			
	Total	342			
Ethno linguistic Group	Between Groups	3	0.90	0.44	Accept Ho Not Significant
	Within Groups	339			
	Total	342			

Table 9 shows the analysis of variance on problems met in the completion of tertiary education of the respondents in terms of religious and other beliefs when grouped according to profile variables.

The computed significant values for age (0.93); sex (0.14); civil status (0.62); highest educational attainment (0.28) and ethno linguistic group (0.44) were all greater than 0.05 Alpha Level of Significance. The null hypothesis is accepted. There was no significant difference on the perception of the IP student respondents on challenges met in the completion of tertiary education in terms of religious and other beliefs when grouped according to age, sex, civil status, highest

educational attainment and ethno linguistic group profile variables. There exists manifestation of no significant difference of perception on the religious practices and other beliefs that may impede the completion of tertiary education. The respondents have similar understanding and consideration of what aspects from their religious practices and other beliefs could hinder the completion of their studies in college even they vary on age, sex, civil status, highest educational attainment and affiliated ethno linguistic group.

The computed significant value for course (0.02) was less than 0.05 Alpha Level of Significance. The null hypothesis is rejected. There was significant difference on the perception of the IP student respondents on

challenges met in the completion of tertiary education in terms of religious and other beliefs when grouped according to course profile variable. There was significant difference of perception of the IP student respondents as regard to religious and other beliefs issues encountered while in the process of completing their tertiary education. The significant difference was attributed on the different courses the respondents are enrolled into. The IP student respondents who are enrolled in

different courses have dissimilar experienced issues pertaining to their religious practices as well as beliefs and how these may hamper the course they pursued. According to Asian Council for Peoples Culture (2019), indigenous and non-indigenous students vary in their priorities, in their activities at school and purpose of schooling. These reasons and arguments contribute to different opinions and beliefs as to what could make studying difficult and challenging.

Table 10. Analysis of Variance on Problems met in the Completion of Tertiary Education of the Respondents in terms of Customary Laws and Practices when Grouped According to Profile Variables

Source of Variations		df	F	Sig.	Decision/ Interpretation
Age	Between Groups	5	0.12	0.99	Accept Ho Not Significant
	Within Groups	337			
	Total	342			
Sex	Between Groups	1	1.35	0.25	Accept Ho Not Significant
	Within Groups	341			
	Total	342			
Civil Status	Between Groups	1	0.36	0.55	Accept Ho Not Significant
	Within Groups	341			
	Total	342			
Course	Between Groups	14	1.34	0.18	Accept Ho Not Significant
	Within Groups	328			
	Total	342			
Highest Educational Attainment	Between Groups	4	2.55	0.04	Reject Ho Significant
	Within Groups	338			
	Total	342			
Ethno linguistic Group	Between Groups	3	1.72	0.16	Accept Ho Not Significant
	Within Groups	339			
	Total	342			

Table 10 shows the analysis of variance on problems met in the completion of tertiary education of the respondents in terms of customary laws and practices when grouped according to profile variables.

The computed significant values for age (0.99); sex (0.25); civil status (0.55); course (0.18) and ethno linguistic group (0.16) were all greater than 0.05 Alpha Level of Significance. The null hypothesis is accepted. There was no significant difference on the perception of the

IP student respondents on challenges met in the completion of tertiary education in terms of customary laws and practices when grouped according to age, sex, civil status, course and ethno- linguistic group profile variables. The respondents somewhat have similar knowledge, understanding and experienced customary laws and practices while studying which could possibly affect the completion of their studies in college.

The computed significant value for highest educational attainment (0.04) was less than 0.05 Alpha Level of Significance. The null hypothesis is rejected. There was significant difference on the perception of the IP student respondents on challenges met in the completion of tertiary education in terms of customary laws and practices when grouped according to highest educational attainment profile variable. The perception of the IP student respondents differs significantly specifically on the issues about customary laws and practices of the ICC which could potentially challenge the completion of tertiary education.

The significant difference was attributed on the different year level in college (highest educational attainment) the respondents belong. The IP student respondents who are enrolled in different year level have different perceived customary laws and practices issues that may impede the completion of tertiary education. Atweh & Bland (2020) stressed that cultural traits, practices and beliefs may impede indigenous students' motivation to pursue higher education. Students who prefer to pursue their academic ambition are those who are more open to changes, more aware of benefits of education and most likely are educated.

Table 11. Analysis of Variance on Problems met in the Completion of Tertiary Education of the Respondents in terms of Financial Assistance and Socio-Economic Status when Grouped According to Profile Variables

Source of Variations		Df	F	Sig.	Decision/ Interpretation
Age	Between Groups	5	0.97	0.44	Accept Ho Not Significant
	Within Groups	337			
	Total	342			
Sex	Between Groups	1	1.22	0.27	Accept Ho Not Significant
	Within Groups	341			
	Total	342			
Civil Status	Between Groups	1	0.95	0.33	Accept Ho Not Significant
	Within Groups	341			
	Total	342			
Course	Between Groups	14	3.40	0.00	Reject Ho Significant
	Within Groups	328			
	Total	342			
Highest Educational Attainment	Between Groups	3	5.59	0.00	Reject Ho Significant
	Within Groups	339			
	Total	342			
Ethno linguistic Group	Between Groups	4	4.18	0.00	Reject Ho Significant
	Within Groups	338			
	Total	342			

Table 11 shows the analysis of variance on problems met in the completion of tertiary education of the respondents in terms of financial assistance and socio – economic status when grouped according to profile variables.

The computed significant values for age (0.44); sex (0.27) and civil status (0.33) were all greater than 0.05 Alpha Level of Significance. The null hypothesis is accepted. There was no significant difference on the perception of the IP student respondents on challenges met in the

completion of tertiary education in terms of financial assistance and socio-economic status when grouped according to age, sex, and civil status profile variables. The perception of the IP student exists manifestation of no significant difference on the financial assistance and socio-economic status challenges met/encountered in the completion of tertiary education even the respondents are male or female, single or married and belong to different age brackets. The respondents have similar financial aid issues and socio-economic concerns while studying which could possibly hamper the completion of their studies.

The computed significant value for course (0.00), highest educational attainment (0.00) and ethno-linguistic group (0.00) was less than 0.01 Alpha Level of Significance. The null hypothesis is rejected. There was highly significant difference on the perception of the IP student respondents on challenges met in the completion of tertiary education in terms of financial assistance and socio-economic status

when grouped according to course, highest educational attainment and ethno-linguistic group profile variables. The perception of the IP student respondents manifests a high significant difference as regard to aspect financial assistance and socio-economic status challenges encountered while in the course of completing their tertiary education. The significant difference was attributed on the respondents' varying course, highest educational attainment and ethno-linguistic group associated. The IP student respondents who are enrolled in different courses, in different year level and belong to different Ayta ICC group may have dissimilar financial conditions as well as socio economic status and issues that may have the potential to hinder and/or obstruct the completion of tertiary education. Bagley (2019), argued that the financial condition of the indigenous students greatly influences their academic preference and most especially to cope with academic stresses, requirement and academic demands.

Table 12. Analysis of Variance on Problems met in the Completion of Tertiary Education of the Respondents in Terms of Technology and Media when Grouped According to Profile Variables

Source of Variations		Df	F	Sig.	Decision/ Interpretation
Age	Between Groups	5	0.57	0.72	Accept Ho Not Significant
	Within Groups	337			
	Total	342			
Sex	Between Groups	1	0.08	0.78	Accept Ho Not Significant
	Within Groups	341			
	Total	342			
Civil Status	Between Groups	1	0.97	0.33	Accept Ho Not Significant
	Within Groups	341			
	Total	342			
Course	Between Groups	14	4.58	0.00	Reject Ho Significant
	Within Groups	328			
	Total	342			
Highest Educational Attainment	Between Groups	4	5.84	0.00	Reject Ho Significant
	Within Groups	338			
	Total	342			
	Between Groups	3	0.91	0.44	Accept Ho Not Significant
	Within Groups	339			

Ethno linguistic Group	Total	342			
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Table 12 shows the analysis of variance on problems met in the completion of tertiary education of the respondents in terms of technology and media when grouped according to profile variables.

The computed significant values for age (0.72); sex (0.78) civil status (0.33) and ethno-linguistic group (0.44) were all greater than 0.05 Alpha Level of Significance. The null hypothesis is accepted. There was no significant difference on the perception of the IP student respondents on challenges met in the completion of tertiary education in terms of technology and media when grouped according to age, sex, civil status and ethno-linguistic group variables. Even the student IP respondents have dissimilarity as regard to age, sex, civil status and affiliated ethno-linguistic group, there exist manifestation of no significant difference of perception on the technology and media challenges encountered in the completion of tertiary education. The respondents have similar knowledge and experienced technology and media related challenges encountered while studying which could hinder the completion of their studies.

The computed significant value for course (0.00) and highest educational attainment (0.00) were less than 0.01 alpha level of significance. The null hypothesis is rejected. There was highly significant difference on the perception of the IP student respondents on challenges met in the completion of tertiary education in terms technology and media when grouped according to course and highest educational attainment profile variables. The perception of the IP student respondents has significant difference as regard to technology and media problems encountered while in the process of completing their tertiary education. The significant difference was attributed on the respondents' varying course and highest

educational attainment. Consistent to this finding was the claim of Reyes (2019). Accordingly, access to technology by the indigenous students vary as to specialization. They perceive differently to the benefits of technology when use for education purposes.

Conclusion

Problems met of Aeta students in pursuing tertiary education are the lack of access to technology and media. Since most of them are under privileged, Aeta cannot afford to purchase computer such as desktop, laptop, and cellphones to help them in doing researches and other related school activities. Aside from that, majority of the Aeta are leaving in far-flung areas where internet connection and electricity are not available. Some other problems that Aeta confronted in the completion of tertiary education were religious and cultural beliefs, customary laws and practices, and financial aid or scholarship program from public and private sector.

Recommendation

The following recommendations are based on the findings and conclusions of the study:

1. Local Government Units in Zambales, Philippines should address the problems of Aeta like: (a) providing electricity to remote areas where most of the Indigenous Peoples are residing; and (b) conduct livelihood trainings to IPs families to sustain their basic need
2. Concerned Agencies like National Commission on Indigenous Peoples (NCIP), Higher Educational Institutions (HEI's) and other agencies in the province may consider invest its resources in the following:
3. Formulation and dissemination of relevant and appropriate policies and

- guidelines in their scholarship program;
4. Formulation and dissemination of relevant and appropriate policies and guidelines in the provision of financial aid;
 5. Provision of free services such as internet, and wi-fi connection for research activities; and
 6. Provision of technical support services to facilitate self-starting initiatives by IPs and their communities in the field of education.
 7. It is suggested that other researchers may include other members of Indigenous Cultural Communities (ICCs) from other provinces of the Philippines to broaden the scope of the study.

Limitations

The study limitation has many aspects: First, to localized the respondents of the study. Only the four (4) ethno-linguistic group such as Aeta Abellen, Aeta Ambala, Aeta Mag-Indi and Aeta Sambal in the province of Zambales, Philippines are the respondents of the study; Second, due to the pandemic other local colleges and universities in nearby provinces do not accept the researchers to enter their premises, hence, limit the scope the study.

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