

**CHALLENGES AND COPING MECHANISMS OF INDIGENOUS LEARNERS
(IL) IN INTERMEDIATE CLASSES OF SELECTED SCHOOLS
IN OCAMPO DISTRICT**

LEDELYN O. AVILA

Submitted in partial fulfillment of the requirements for the degree

Master of Arts in Education

Major in

Instructional Management

in the

School of Graduate Studies

Partido State University

Goa, Camarines Sur

March 2017

ABSTRACT

The study investigated the challenges and coping mechanisms of Indigenous Learners (ILs) in the Intermediate Classes of the six respondent-schools in Ocampo District. The respondents of the study are the one hundred fifty (150) out of 278 identified ILs. The study was conducted to answer the following problems: 1) What is the academic performance level of the Indigenous Learners in the Intermediate Classes of Ocampo District? 2) What are the challenges met by ILs along: a) educational materials; b) social aspect; c) educational support; and d) financial status? 3) What are the coping mechanisms employed by ILs in response to perceived challenges? and 4) How do respondents perceive classroom learning?

The study used the Descriptive Survey Design. The instruments used were survey questionnaire, unstructured interview and Focused Group Discussion. The data were tallied, tabulated and analyzed using frequency count, weighted mean, percentage technique and ranking.

The following findings were revealed after gathering, analyzing and interpreting the data gathered as to the academic performance level of ILs, the general average for first and second grading of six respondent-schools is satisfactory. With regards to the needs and challenges along educational materials, a high number of the respondents said that they have available learning materials at home. Along social aspect, ILs sometimes experience verbal and physical bullying and they no longer experience being discriminated to the extreme. Furthermore, ILs employ various coping mechanisms in order to deal with perceived challenges, be it social or educational. The findings on the perceptions of respondents on learning suggested that they have deeper understanding and regard of how important education is.

The following are highly recommended: 1) to increase the Performance Level (PL) of ILs in school, teachers may give more attention to subjects wherein the ILs have low ratings. Likewise, teachers must be encouraged to be innovative in teaching. They may implement new knowledge gained from trainings and workshops attended that would address the needs of learners; 2) There is a need for schools to tap GOs, NGOs and philanthropists who may provide learning materials and other educational resources for learners. In addition, schools may adapt the Community of Practice (COP) to enhance ILs' skills using media-technology and improvised learning aids; 3) School Administrators and teachers must strengthen the widest dissemination and implementation of the Child Protection Policy mandated by DepEd. Teachers ought to integrate the value of respect on the dignity of individuals at all times in the different learning areas. In addition, school officials must set a linkage between the school and the community where parents should be oriented of projects and programs and let them be part of it. Finally, it is recommended that the school may upgrade teachers' competence in meeting rapid changes and global demands by sending them to seminars and conferences specifically along indigenous learning and innovative strategies.