

Determinants and Problems in the Completion of Tertiary Education of Indigenous Peoples in the Philippines

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ABSTRACT

The completion of tertiary education of the Indigenous Peoples (IPs) is constrained by many factors. The study aimed to identify and assess the determinants and problems affecting the completion of tertiary education of (IPs) in the Philippines. The 343 respondents were Aetas found in the province of Zambales, Philippines who were enrolled in different colleges and universities for second semester of the academic year 2016 to 2017.

Majority of the respondents belong to the ethno-linguistic group of Aeta Sambal. Results showed that the strongly agreed determinants perceived by the Aeta respondents were self and family, and the most frequently met problems were the access and utilization of technology and media.

The completion of tertiary education of the Aetas considering their personal and family's perception is an opportunity to show their cultural skills and talents. In addition, they believe that education will free them from ignorance and poverty. Non-completion of tertiary education of the Aetas is attributed to absence of access to new technology and multimedia since they live in far-flung areas where electricity and internet networks are absent. Despite the knowledge of most Aetas on the vitality of education to their lives, limited technology would perhaps bring undesirable effect on their studies in tertiary education. In addition, the differences in religious and cultural beliefs, availability of financial assistance and socio-economic status of the Aetas family limit completion for tertiary education.

KEYWORDS: Determinants, Problems, Tertiary Education, Indigenous People, Aeta

INTRODUCTION

Background of the Study

The Philippines comprises of more than 7, 601 islands. These islands are categorized into three main geographical divisions from north to south, namely Luzon, Visayas, and Mindanao. The three islands are blessed with several ethnic groups. According to United Nation Development Program (2010), Philippines is a culturally diverse country with an estimated 14-17 million Indigenous Peoples (IPs) belonging to 110 ethno-linguistic groups and mainly concentrated in Luzon. Aetas in the province of Zambales are among the IPs in Luzon. They are divided into four ethno-linguistic groups identified as Aeta Abellen, Aeta Ambala, Aeta Mag-Indi, and Aeta Sambal. Despite the Philippine governments' recognition to this diversity and mandates to promote and protect the welfare of IPs, Aeta remains the disadvantaged peoples in terms of finishing tertiary education. United Nation Development Program (2010) reported that IPs make up fully-one third of the world's poorest peoples, suffer disproportionately in areas like health and education. UNESCO (2014) noted that IPs faces multiple barriers to education and are being left behind in terms of educational development and transformation. World Conference on Indigenous Peoples (2014) conveyed that Indigenous learners tend to have less access to education, have to contend with poorer quality education, and do not enjoy the same benefits from education as non-indigenous learner.

Education is extremely important to indigenous children, youth and adults. Through education enables IPs to exercise and enjoy economic, social and cultural, and strengthens their ability to exercise civil right in order to influence political policy processes for improved protection of human rights.

Champagne (2009) stated that education is the primary means of ensuring indigenous peoples' individual and collective development. It is a precondition for indigenous people's ability to realize their rights to self-determination, including their right to pursue their own economic, social and cultural development. To Perso (2012), education is the primary means of IPs self-determination.

Records show that the academic performance of IPs are relatively low due to no specific design for Indigenous Peoples education (National Commission on Indigenous People, 2012). Student performance is naturally considered a critical aspect to education. To Andaya (2016), performance of students in any academic task has always been of special importance to the government, educators, parents and society at large. It has been the concern

of the educational system to improve the existence of this IPs. The provision of good foundation in education for the Indigenous Peoples is one of the means to uplift their status in life. Reyes (2014) stated that the government has always shown the concern and interest to elevate the quality of life of the Filipino irrespective of their ethnic origin. The fundamental law of the Philippines highly supported the advancement and improvement of the Indigenous Peoples’ privileges and rights. The World Conference on Indigenous Peoples (2014) stated that efforts should be made to ensure that indigenous peoples have access to education that is culturally and linguistically appropriate and that does not aim at or result in unwanted assimilation. Cognizant to this, 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.

Education has proven its role in the maintenance of life and culture of the society. It is quite unimaginable to visualize the world without the integrative influence of education on just about every aspects of human life. World Conference on Indigenous Peoples (2014) stated that Indigenous Peoples must be supported and empowered leading to the development of quality education. However, tertiary education is a crucial decision in the life of young people because it affects all aspects of their life and future (Soroush et. al., 2015).

The aim of the study therefore is to determine the problems and challenges which hamper the studies of Indigenous Peoples, and the factors that abet IPs to finish tertiary education.

RESEARCH METHODOLOGY

This study used descriptive survey method of research. It was conducted in five campuses of one university and five colleges in the province of Zambales, Philippines.

Frequency and percentage distribution was employed to determine the frequency counts and percentage distribution of the number of respondents. The researcher used the purposive sampling technique in choosing respondents.

The respondents of this study are students who also belong to the different ethno-linguistic groups of Aetas found in the province of Zambales, Philippines. Table 1 below provides the distribution of respondents per group. This is consistent with the 2016 data from National Commission of Indigenous Peoples (NCIP) and 2017 data from National commission for Culture and the Arts which indicated that the ethno-linguistic group Aeta Sambal constitutes the highest population of IPs in Zambales.

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

Ethno Linguistic Group	Frequency	Percent
Aeta Abellen	8	2.33
Aeta Ambala	5	1.46
Aeta Sambal	319	93.00
Aeta Mag-Indi	11	3.21
Total	343	100.00

A questionnaire was prepared and used to gather data. It consisted of two parts. The first part focused on the 50 indicators of determinants in the completion of tertiary education of IPs, while the second part included 40 items of problems met during this completion.

The questionnaire consisted of the Likert scale of class intervals was also utilized. The class intervals and its corresponding descriptive values as shown in Table 2 were used for the interpretation of the computed mean.

Table 2. Likert Scale for Interpretation of the Computed Mean

Arbitrary Values	Statistical Limits	Verbal Description for Determinants	Verbal Description for Problems Met
5	4.20-5.00	Strongly Agree	Always a Problem
4	3.40-4.19	Agree	Often a Problem
3	2.60-3.39	Moderately Agree	Sometimes a Problem
2	1.80-2.59	Disagree	Seldom a Problem
1	1.00-1.79	Strongly Disagree	Never a Problem

RESULTS AND DISCUSSION

Perception of the Respondents on the Determinants in Terms of Self

Table 3 shows the assessment of the respondents on determinants of completion of tertiary education in terms of self.

Table 3. Perception of the Respondents on the Determinants of Completion of Tertiary Education in Terms of Self

Indicator No	Self	WM	Qualitative Interpretation	Rank
1	A chance and a venue to face other individual and group with a clear sense of identity	4.36	Strongly Agree	6
2	An opportunity to show maturity on the challenges and difficulties of college life	4.45	Strongly Agree	2
3	An occasion to stay conscious of being inheritor of a unique culture and heritage	4.20	Strongly Agree	7
4	An opportunity to share IP student’s view during class discussions and activities	4.01	Agree	9
5	An opportunity for the IP student to satisfy his/her esteem need and need of belongingness	3.45	Agree	10
6	An opportunity to show IP student’s personal skill and talent	4.52	Strongly Agree	1
7	An opportunity to show IP student’s determination and perseverance to succeed	4.42	Strongly Agree	3
8	An opportunity to be in other place and meet other people	4.40	Strongly Agree	4
9	View college education as an absolute necessity	4.39	Strongly Agree	5
10	Focus on the goal and long term target	4.06	Agree	8
Overall Weighted Mean		4.23	Strongly Agree	

Indicator 6 stated as “An opportunity to show IP student’s personal skill and talent“ with a weighted mean of 4.52 (rank 1); indicator 2 stated as “An opportunity to show maturity on the challenges and difficulties of college life” with a weighted mean of 4.45 (rank 2); and indicator 7 stated as “An opportunity to show IP student’s determination and perseverance to succeed” with a weighted mean of 4.42 (ranked 3). These three indicators were the topmost of the ten indicators of the aspects of self – related determinants in the completion of tertiary education. The respondents of the present study perceived to have found the satisfying effect in them of pursuing higher level of education.

Indicator 8 stated as “An opportunity to be in other place and meet other people” obtained a weighted mean of 4.40 (rank 4); indicator 9 stated as “View college education as an absolute necessity” with a weighted mean of 4.39 (rank 5); indicator 1 stated as “A chance and a venue to face other individual and group with a clear sense of identity” with a weighted mean of 4.36 (rank 6); and indicator 3 stated as “An occasion to stay conscious of being inheritor of a unique culture and heritage” obtained a weighted mean of 4.20 (rank 7). The computed weighted mean of indicators 8, 9, 1 and 3 obtained a descriptive equivalent of Strongly Agree (SA) respectively. The other strongly agreed indicators include the opportunity to be and to know other people, establish clear sense of identity as indigenous people and to show how proud they are as inheritor of a unique Aeta culture and heritage. With this finding, the IP students manifest self-determination. According to Jean (2010), self-determination as a theory argues that people are motivated based on fundamental psychological needs, when fully satisfied, individuals are intrinsically motivated. The respondents of the present study perceived to have found the satisfying effect in them of pursuing higher level of education.

Indicator 10 stated as “Focus on the goal and long term target” obtained a weighted mean of 4.08 and (rank 8); indicator 4 stated as “An opportunity to share IP student’s view during class discussions and activities” with a weighted mean of 4.01 (rank 9); and indicator 5 stated as “An opportunity for the IP student to satisfy his/her esteem need and need of belongingness” obtained a weighted mean of 3.45 (rank 10).

The computed weighted mean of indicators 10, 4 and 5 obtained a descriptive equivalent of Agree (A) respectively.

With these findings, the IPs students manifest self-determination. They believed that through education their knowledge, talents and skills will be enhance and improve making them more proficient, more mature, and emotionally stable to combat the challenges and difficulties in life. Parallel to this finding, Brick (2009) have found that tertiary institutions are complex places of learning with a distinctive culture, where new students face several challenges at the early stages to acclimatize themselves with a new ethnicity. Devlin (2009) confirmed that some of the factors new students are confronted with in the transition include adapting to tertiary learning systems, learning in an independent manner and familiarizing themselves with the supportive mediums used by institutions. Bourke, Burden & Moore (2014) on the other hand revealed that the social activities of Indigenous support centers were an enabling factor in students’ studies.

The computed overall weighted mean of their assessment was (4.23) interpreted as Strongly Agree (SA).

Table 4. Perception of the Respondents on the Determinants of Completion of Tertiary Education in Terms of Family

Indicator No	Family	WM	Qualitative Interpretation	Rank
1	The IP family accept the student's decision to pursue college education	3.60	Agree	10
2	The other IP members of the family have finished college and/or pursue college degree	4.35	Strongly Agree	3
3	The family provides financial support for IP college education	4.25	Strongly Agree	6.5
4	The IP family provides moral support for IP college education	4.22	Strongly Agree	8
5	The IP family believe that education will free them from ignorance and poverty	4.47	Strongly Agree	1
6	The parents regularly check/monitor IP youth performance in school	4.20	Strongly Agree	9
7	The involvement of parents in the planning policy and school procedures are evident	4.25	Strongly Agree	6.5
8	The family members work hard to support financially the IP student	4.28	Strongly Agree	4
9	The IP youth join and lead schools extra and co-activities	4.42	Strongly Agree	2
10	The parents' time for IP youth academic related activities is available	4.26	Strongly Agree	5
Overall Weighted Mean		4.23	Strongly Agree	

Table 4 shows the assessment of the respondents on determinants of completion of tertiary education in terms of family.

Indicator 5 stated as “The IPs family believe that education will free them from ignorance and poverty” with a weighted mean of 4.47 (rank 1); indicator 9 stated as “The IP youth join and lead schools extra and co-activities” with a weighted mean of 4.42 (rank 2) and indicator 2, stated as “The other IP members of the family have finished college and/or pursue college degree” obtained a weighted mean of 4.35 and (rank 3) These three indicators were the topmost among the ten indicators. The Aetas family strongly believed that finishing tertiary education will improved their standard of living and they will be free from poverty and ignorance. Moreover, IP family's support and approval joining tertiary school activities boost the morale of IPs to finished tertiary education. Metitoba (2013), noted the importance of the role of parents in the lives of IPs through providing protection and encouragement in performing school task. Parallel to Perso (2012), parents must take an active role in the education of their children and assist them in their learning. Problems should be addressed so that tertiary education will be assured.

Indicator 8 stated as “The family members work hard to support financially the IP student” with a weighted mean of 4.28 (rank 4); indicator 10 stated as “The parents' time for IP youth academic related activities is available” with a weighted mean of 4.26 (rank 5); indicator 3 stated as “The family provides financial support for IP college education” with a weighted mean of 4.25 (rank 6.5); Indicator 7 stated as “The involvement of parents in the planning policy and school procedures are evident” with a weighted mean of 4.25 (rank 6.5) and indicator 4 stated as “The IP family provides moral support for IP college education” with a weighted mean of 4.22 (rank 7); indicator 6 stated as, “The parents regularly checked/monitor IP youth performance in school“ with a weighted mean of 4.20 (rank 8). All indicators interpreted as strongly agree. Result revealed that family collaboration with the school upkeep to the success of IPs education. Moreover, monitoring IPs in school by parents will provide information on the status of IPs schools' performance. UNICEF (2009) reported that parent and teachers have to work together because this is a channel to articulate their needs and a forum for the exchange of educational views. Universities Australia (2011) pointed out that parent involvement and collaboration with the school are opportunities to participate in the educational process of their children. It is a means to pool the parents' strength in supporting the school development and a network for the parents to meet and exchange their views on the education of their children. Parents have to support children in ways they know so as to ensure the completion of their children in tertiary education since according to Bourke, et al. (2014), the lack of domestic support from partners and family were an inhibiting factor in their tertiary education. Wenger (2010) stated that IP family has to continue to focus of their child's development, taking care of social and cultural capital, overcoming isolation and exclusion.

The computed overall weighted mean of their assessment was (4.23) interpreted as Strongly Agree (SA).

Table 5. Perception on the Problems Met in the Completion of Tertiary Education in Terms of Religious and Cultural Beliefs

Indicator No	Religious and Cultural Beliefs	WM	DE	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 at a young age rather than pursue education	3.52	Often a Problem	1
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 in terms of religious and other beliefs.

Indicator 5, stated as “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 (rank 1), perceived as Often a Problem. Result revealed that IPs cultural practice of getting married at a young age is a priority rather than pursuing tertiary education especially to male IPs. This cultural practice of IPs hinders the completion of tertiary education. Reyes (2014) on the other hand revealed that some identified beliefs and practices of the Ifugao impede their economic and educational development. Parallel to this result, Rich (2012) concluded that many religious beliefs prioritize the establishing and nurturing a family than attending formal schooling. Bourke, Burden & Moore (2014) 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 faiths, hence education may be second priority. In the study of Buckingham (2011), 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 (2009) 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. Indicator 2 stated as “Devotion of much time on prayers for the ‘anito’ and performance of ritual dances” obtained a weighted mean of 3.12 (rank 4); indicator 9 stated as “The conduct of the rites and rituals require individual participation from the youngest to the eldest members of the ICC” with a weighted mean of 2.83 (rank 5); indicator 8 stated as “Engaging actively in rituals during planting and harvest season” 2.81 (rank 6); indicator 6 stated as “Preparation in ICC rites and rituals demand time from IP students even in school days” with a weighted mean of 2.80 (rank 7); indicator 7 stated as “Participation in all tribal rites and ritual affects attendance in classes as advised by the ICC elders” with a weighted mean of 2.71 (rank 8); indicator 10 stated as “Singing and playing the instrument to accompany the conduct of rites and rituals ask/demand time to learn and to master” with a weighted mean of 2.66 (rank 9); and indicator 3 stated as “Deity will help provide everything and the needs of the indigenous people” obtained a weighted mean of 2.63 (rank 10).

The computed weighted mean of indicators 2, 9, 8, 6, 7, 10 and 3 obtained a descriptive equivalent of Sometimes a Problem (SP) respectively. The Aeta student respondents of Zambales perceived that their strong belief and devotion to their deity/deities; participation to religious ceremonies and intricate rites and rituals; respect to anitos, expression of faith through singing and playing the instrument, the belief that leaning is practical and can be learned informally, and deity will give all the provisions the indigenous people needs were perceived sometimes a problem in their pursuit of tertiary education. These particular findings could also mean that the Aeta students show

respect, devotion and commitment on their religious beliefs and cultural practices but in some extent and instances that manifesting and showing those would bring some consequences that may affect their studies. This finding is consistent with Reyes (2014). Reyes’ study concluded that the Ifugaos’ ‘unquestioning obedience to their beliefs and practices affect their attitude toward education. UNESCO (2010) 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 shows the problems met in the completion of tertiary education of the respondents in terms of financial assistance and socio – economic status.

Table 6. Perception on the Problems Met in the Completion of Tertiary Education In Terms of Financial Assistance and Socio-Economic Status

Indicator No	Financial Assistance/Economic Status	WM	DE	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	

Indicator 9 stated as “The inadequate financial resource to pay the initial payments for enrolment” obtained a weighted mean of 3.84 (rank 1); indicator 8 stated as “The parents’ work and/or livelihood is seasonal making the income irregular” with a weighted mean of 3.84 (rank 2); and indicator 7 stated as “The income available is just enough to satisfy the household’s basic needs” obtained a weighted mean of 3.57 (rank 3). The computed weighted mean of indicators 8, 9 and 7 obtained a descriptive equivalent of Often a Problem (OP) respectively. These were the top three among the ten indicators.

Result implies that the IP student respondents are experiencing financial difficulties and constraints. According to De Vera (2007), Indigenous Peoples (IP) in the Philippines remains as the most marginalized sector of society. IPs 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 (2008) revealed that financial hardship remains on the top of the list as the main barrier to Indigenous educational achievement. Rich (2012) have found that parent who have lower levels of income are most likely to have lower educational performance. De Vera (2007) revealed that most of the Indigenous Peoples in the country depend on traditional agriculture utilizing available upland areas. 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 (2012) have found that parent who have lower levels of income most likely have lower educational performance.

Indicator 10 stated as “The ICC is far from the school premises” obtained a weighted mean of 3.31 (rank 4); indicator 2 stated as “The time of waiting for the approval of the scholarship grant/aid takes time” with a weighted mean of 3.18 (rank 5); indicator 1 stated as “The scholarship grant/aid requirements are too difficult to produce and most of the time are unavailable” with a weighted mean of 3.13 (rank 6); indicator 3 stated as

“Financial grants in the local level are categorized as financial aids not scholarship” with a weighted mean of 2.96 (rank 7); indicator 6 stated as “Majority of ICC members are famers and belong to marginalized sector” with a weighted mean of 2.95 (rank 8); indicator 4 stated as “Lack of comprehensive mechanism in monitoring the needs of the IPs at school” with a weighted mean of 2.85 (rank 9); and 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). The computed weighted mean of indicators 10, 2, 1, 3, 6, 4 and 5 obtained a descriptive equivalent of Sometimes a Problem (SP) respectively. The Overall weighted mean of their assessment was (2.80) interpreted as Sometimes a Problem (SP).

The IPs perceived that solving these problems might help IPs to pursue tertiary education. The Indigenous Higher Education Advisory Council (2008) have reported that although the situation varies between universities and colleges, and despite a growing number of Indigenous-specific scholarships, bursaries and grants designed to relieve financial burdens to Indigenous students, a worryingly large number of scholarships remain untaken.

The Overall weighted mean of their assessment was (2.80) interpreted as Sometimes a Problem (SP).

Table 7. Perception on the Problems Met in the Completion of Tertiary Education in Terms of Technology and Media

Indicator No	Technology and Media	WM	DE	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 requirements for a certain subject is limited and/or unavailable	3.85	Often a Problem	3
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 7 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); indicator 10 stated as “Promotion and awareness campaigns by mass media of the distinct/unique culture and rights of IPs are minimal” with a weighted mean of 4.05 (rank 2); and indicator 6 stated as “Computer unit and printer that can help prepare and accomplish requirements for a certain subject is limited and/or unavailable” with a weighted mean of 3.85 (rank 3). The computed weighted mean of indicators 9, 10, and 6 obtained a descriptive equivalent of Often a Problem (OP) respectively. These were the top three among the ten indicators on Technologies and Media related problems met by the IPs.

The Aeta respondents believed that absence of access to new technology and multimedia in their communities greatly affects their tertiary studies. Most of the IPs are living in far-flung areas where electricity and networks are absent. 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 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 bring positive impact on their education. The finding of the study of Greenhow & Burton (2009) 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 (2011) there is no doubt that the technology inside the classroom

has an effect on the study habits and practices of students today. According to Ntui (2014) students who have access in their home to new methods and tools of education through computers, interactive learning may have also different and more potential to absorb those technologies while used in the school educational system. In the study of Bourke, Burden, & Moore (2014), 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 (2010) 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 (2013) 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.

The overall weighted mean of their assessment was (3.40) interpreted as Sometimes a Problem.

Conclusions

Based on the findings, the researcher concluded that:

1. Aeta respondents thought that self is not an issue to pursue and finished tertiary education. Instead, they believed that motivating and helping themselves to combat self-issues problem would abet them to complete tertiary education. Another aspect that helps IPs in the completion of tertiary education is family. They are assertive that their family would serve as inspiration, boost their morale, and support them morally, spiritually and financially throughout their studies for their parents' believed that through education will free them from poverty and ignorance.
2. Problems of Aeta 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 or 4G 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 are religious and cultural beliefs and having financial aid from the public and private sector.

Recommendation

In the light of the foregoing findings and conclusions of the study, the following recommendations were advanced:

1. Local Government Units in Zambales, Philippines should addressed the problems of Aeta like: (a) providing electricity since most of them are leaving in a far-flung areas where electricity is limited, and (b) providing livelihood trainings to sustain basic needs.
2. Concerned Agencies like National Commission on Indigenous Peoples (NCIP), Higher Educational Institutions (HEI's) and other agencies in the Province may consider investing some of its resources for indigenous services like: (a) Clear scholarship program/financial aid have to be formulated and well disseminated for easy access of IP students, (b) Indigenous support centers to monitor the academic and non-academic performance of the IP students, (c) Free Technology services like internet connection, broadband, and wifi connection for research utilization, and (d) technical support services to facilitate self-starting initiatives by IPs and their communities in the field of education.
3. Families of IP students may be reoriented by the schools they are enrolled in on the benefits that their children can derive from education which are being enjoyed by the non-indigenous learners.

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