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**PERCEPTIONS AND ATTITUDES OF DIBABAWON TRIBE TOWARDS  
EDUCATION: A QUALITATIVE STUDY**

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A Research Study

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By:

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January 2022

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To God is the glory

## DEDICATION

This book is offered to our Holy God, who has endowed me the spiritual supervision,  
inspiration and great benediction always,

to my parents,

to my siblings,

to my children,

to my participants and respondents,

to my friends,

and to my spouse.

**PERCEPTIONS AND ATTITUDES OF DIBABAWON TRIBE TOWARDS  
EDUCATION: A QUALITATIVE STUDY**

ABSTRACT

**ANNABELLE A. BUCANEGRA**

This research examined the perceptions of the Dibabawon parents and students, the minority tribe in of New Kapatagan, Casoon, Monkayo, Compostela Valley. It covered the perceptions of this particular group of people in education. Using the qualitative method with interview approach, the study was conducted to gather data about the perceptions of the Dibabawon parents and students and the influence of it in sending their children to school or being in school. Specifically, the study was conducted in order to explore their lived experiences regarding education, their perceptions or views regarding education, the benefits Dibabawon parents and students may get in education and how do the experiences and the possible benefits of Dibabawon parents and students influence their drive in sending their children in school or being in school.

Findings showed that the participants and respondents were very grateful and delighted in the establishment of the school and expected that their children may finish studies and find a good job. Thus, it made them supportive to their children with the help of teachers and government officials inspite of the scarcity of financial resources.

Keywords: Dibabawon, minority tribe, perceptions, benefits, establishment and scarcity.

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## INTRODUCTION

### **The Problem and Its Background**

Education in general and schooling in particular is viewed by many people in the South Pacific as the answer to many of our development and other problems. Political leaders and parents, as well as students, have faith in the 'miracle' which education may be able to perform (Thaman, n.d.). Parents' realistic expectations for their children's future educational attainment were positively associated with seniors' enrollment in an academic high school track and with total high school credits completed in English, Math and Science (Stern, M, 2006).

Dibabawon students have been given all the considerations and offers just to be in school during the whole duration of classes. Each of them was given supplies, to name few, notebooks, ball pens, bags, free payments in the Parents Teachers Association, Inc. (PTA) obligations since their clans were the donors of the school site and most of all, free snacks during recess time. They were freed from obligations for teachers have scouted sponsors from private individuals, Local Government Officials (LGU) and alumni.

As years go by, the advent of majority tribe such as Cebuano and Boholano have threatened the occupation of the Dibabawon. Lands were sold to them in exchange of minimal value of dime and scarcity of land to till came to them. The inferiority complex strikes them that caused them to migrate to other barangay and municipality to look for other source of income.

But what do members of Dibabawon tribe really expect the schools to give or do for their children? Almost of the children who belong to the tribe dropped from their studies despite the benefits that have been offered and given to them by the school and by some private individuals. As classroom teacher for ten years and school administrator for five years of the secondary school in the community, I have noticed and noted that only few students have been able to graduate from high school and seldom proceed to the higher grade.

Teachers seemed to be threatened on their observations that majority of the Dibabawon students stopped from going to school. Around 30% of the total student populations of the school are members of the *Dibabawon* tribe and only 10% of it remains. Meaning only one out of 10 will graduate. As school in charge of New Kapatagan National High School, New Kapatagan, Casoon, Monkayo, Compostela Valley, it is incumbent upon me to look into the overall operation of the school including that of the welfare of every member of the school community. Hence, this study will serve as an opportunity to explore the outlook of the *Dibabawon* parents and students on formal education.

## **Purpose of Study**

The purpose of this study is to describe and explore how parents and children respond to the call of education offered by the Department of Education. The result of this study will give an idea to the school administrator, local government officials and other government offices additional ways and programs to help the *Dibabawon* in the aspect of formal education. Also this will provide a better understanding of *Dibabawon* parents and students' perceptions and expectations on education, leading to the meeting of their needs. Qualitative approach will be used in this research, using a range of research tools including in depth interviews, focus group discussions, key informant interview and participant observation on the lived experiences of parents and students of the *Dibabawon* tribe in New Kapatagan, Casoon, Monkayo, Compostela Valley Province.

### **Review of Related Literature**

**Expectations and Perceptions in Education.** One of the most frustrating problems in education these days are associated with the kinds of expectations people place on schools, particularly secondary schools. They are expected to prepare students for a meaningful life in their societies, 'meaningful' often being defined only in terms of preparing them for wage-earning jobs. On the other hand, those who are charged with the administration of the schools tells us that the curriculum, at least for the first four years of secondary education, aims at providing a general kind of education and not necessarily preparing pupils for specific jobs (Thaman, n.d.)

Students have positive perceptions of higher education, but also clear expectations in mind of what institutions should provide to support and enable their

learning and enhance their career prospects. Students wanted to be challenged in their learning, but also supported by the institutions (Kandiko, C. and Mawer, M., 2013).

Student perceptions of school experiences as reflected in their self-evaluations of academic abilities and achievements and feelings of disengagement are closely related to their educational outcomes (Liu et al, 2009).

Benner D. A. et al (2007) studies found that in general teachers tend to have lower educational expectations for students from low income families as compared with their peers from higher income families, and for students from minority groups. At the same time, students from disadvantaged families tend to have lower expectations themselves.

The Chinese government in recent years has made a series of efforts and policy changes to address access problems long experienced by children living in impoverished rural areas. These efforts include implementing policies that eliminate all schooling fees and provide financial help for children in need to complete compulsory education, and to improve the quality of rural education (Postiglione, G., 2007).

Recent findings of relatively strong ethnic/racial differences in parental expectations suggest that neither social class nor intra-individual factors offer a complete explanation for the formation of parental expectations. In particular, they cast doubt on the role of previous performance as a predictor of parental expectations for all racial/ethnic groups. For example, in a study of South African parents' expectations about the long-term attainment of their 11<sup>th</sup> grade children, parental expectations were related to literacy/numeracy scores in eighth grade for "Whites" but not for "Blacks," after controlling for parents' education (Beutel and Anderson 2008).

Parents with limited education and fewer economic resources tend to feel less efficacious in helping their children with school work than do more advantaged parents and also feel less comfortable interacting with teachers and other education professionals (Yamamoto 2007; Zhan 2005). These parents may develop low academic expectations for their children even when the children's previous school performance is relatively high if they worry what they will not be able to provide support in the future due to a lack of intellectual, cultural and material resources. Dumais (2006) extended this notion by characterizing student perceptions of parental expectations as the internalization of a social structure that "forms one's worldview and serves as a guide throughout an individual's life".

Data collected from students on their expectations and perceptions of quality, standards and the student learning experience is a key part of bringing the student voice into quality assurance structures and institutional decision-making. This is relevant as the position of students in relation to higher education is dramatically changing across the countries of the UK. This empirically-based study provides a framework for how the student voice can feed into quality assurance decisions and highlights what matters to students today. This work complements and goes beyond literature-based results (Gibbs 2010; Trowler 2010)

Another line of research examines more closely the connections between student educational expectations, their school experiences, and achievements Sanders, et al (2001). Student perceptions of school experiences as reflected in their self-evaluations of academic abilities and achievements and feelings of disengagement are closely related to their educational outcomes (Fredricks, et al, 2004).



Moreover, Patmalniece, 2011, expectations are determined already in early childhood and are prone to changes throughout the life. Moreover, sometimes high educational expectations are not sufficient to guarantee a better outcome. This phenomenon exists due to aspiration-expectation gap, when one's desired goals do not coincide with the expected outcome due to the disbelief to a successful result. This pattern is especially observed among women and certain ethnic groups.

The importance of self-efficacy on one's educational expectations have been widely studied in the literature ( Brown & Lent, 2006); it has proven the individual's self – efficacy beliefs have a significant importance in promoting positive outcomes and reducing the possibility of negative outcomes (Oyserman et al., 2006; Destin and Oyserman, 2009).

Parents with limited education and fewer economic resources tend to feel less efficacious helping their children with school work than do more advantaged parents, and also feel less comfortable interacting with teachers and other education professionals (Yamamoto 2007; Zhan 2005)

Other parental attitudes examined included parents' satisfaction with the quality of education their children have received, and parents' general attitude toward school and education. Parent behaviors included parental encouragement, parental involvement in school, parent monitoring, and engagement in educational activities. In fact, of all the parental attitudes and behaviors, parents' reports of their academic expectations and satisfaction with the quality of their children's schooling were the only variables significantly associated with children's reading and math achievement (as well as teacher ratings of children's competence) above and beyond family background

factors (e.g. parent education, socioeconomic status, family structure, employment status, gender). In a review of the past two decades of research on family involvement in education, Christenson (2004) argues that to truly advance educational outcomes for students, school personnel must recognize the family as a primary socializing agent for educational success. Similarly, Castro, Lubker, Bryant and Skinner (2002) found family processes (e.g. parents' expectations about child's educational attainment) to contribute to first grade children's academic skills (e.g. oral language and reading) above and beyond socio-demographic variables.

We found 14 reports that contrasted the expectations of parents in two or more groups. Of the eight articles that contrasted Asian parents with those in other groups, seven found that American parents tend to hold higher expectations than do parents in other racial groups (Glick and White 2004; Suizzo and Stapleton 2007; Sy et al. 2005; Vartanian et al. 2007).

Parental attributions about the causes of successful school performance are likely to affect the relation between students' prior performance and parents' expectations about future performance. Parents who attribute achievement outcomes primarily to ability or intelligence expect performance to be stable because ability tends to be viewed as a stable entity that is difficult for the individual to change (Weiner 2005).

Among the family process variables that appear to be most significant to students' academic achievement are parents' academic expectations for their children. Parents' academic expectations have reliably been shown to be strong predictor of students' achievement at all age levels, beginning in elementary school, continuing to middle school (Kaplan, Liu & Kaplan, 2001), and to high school (Catsambis, 2001). The

importance of parents' academic expectations on the achievement of students of varying races and cultures has also been widely cited.

According to Kandiko & Mawer (2013) those students expected their learning environment to meet clear benchmarks across four areas: instrumental (computer and physical spaces); organizational (timetabling and course structure); interpersonal (staff support and engagement); and academic (lecturers' knowledge and attitude towards students). Facilities and resources were central; if the institution is unable to effectively provide the environment in which the student can learn; it appears to be seen as falling in its mandate. Students increasingly reflect negatively on failures to meet their expectations.

Parents' achievement- fostering behaviors included a measure of the frequency with which parents spoke to their children about certain knowledge- related topics, as well as an estimate of the number of books in the home. Relationships between parents' beliefs and children's achievement were found to be stronger and more consistent than the relationships between parental behaviors and children's academic achievement. Of the parental beliefs examined, parents' realistic expectations for their children's future educational attainment and parents' perceptions of their children's academic skills were associated with math and reading achievement scores obtained nine months later.

Data collected from students on their expectations and perceptions of quality, standards and the student learning experience is a key part of bringing the student voice into quality assurance structures and institutional decision-making. This empirically-based study provides a framework for how the student voice can feed into quality assurance decisions, and highlight what matters to students today. This works

complements and goes beyond literature-based reports (Gibbs 2010; Trowler 2010) and quantitative studies (Beckhradnia 2013).

Another pathway by which parental expectations are thought to affect student achievement is by fostering greater parental involvement in children's academic activities. Parental involvement in children's education generally refers to the extent and quality of help with homework, communication with the teacher, participation in school activities, and facilitation of cognitively stimulating activities (Sy and Schulenberg 2005).

In a review of the past two decades of research on family involvement in education, Christenson (2004) argues that to truly advance educational outcomes for students, school personnel must recognize the family as a primary socializing agent for educational success.

Although cultural models of child rearing and education are collectively constructed by members of a community, this does not mean that they necessarily emerge at the level of a national, ethnic, or racial group, nor do all members of a group necessarily agree with dominant cultural models (Gjerde 2004). To understand why a parent acts the way she does, it is essential to identify the models that are available to members of a certain community but also to acknowledge "individuals' self-consciousness, individuality, and ability to transcend their own culture" (Gjerde 2004, p. 140).

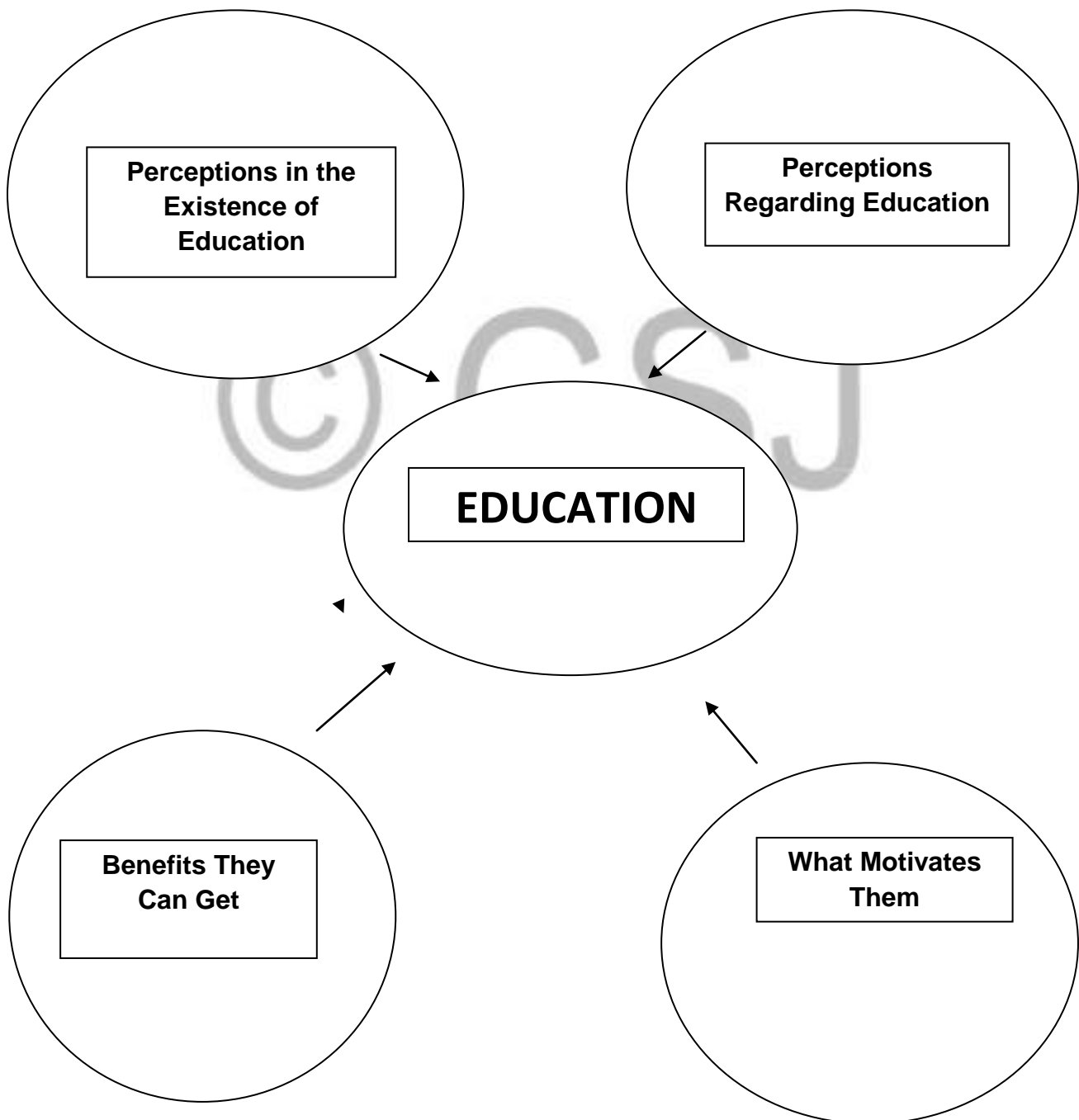
### **Theoretical Lens**

Functionalist theory focuses on the ways that universal education serves the needs of the society. Functionalists first see education in its manifest role: conveying

basic knowledge and skills to the next generation. Durkheim (the founder of functionalist theory) identified the latent role of education as one of socializing people into society's mainstream. Functionalists point to the ironic dual role of education in both preserving and changing culture. Studies show that, as students progress through college and beyond, they usually become increasingly liberal as they encounter a variety of perspectives. Thus, more educated individuals are generally more liberal, while less educated people tend toward conservatism.

Societies function well when people accept internally, either consciously or unconsciously, the need to contribute to the organic functioning of the whole of society. People agree voluntarily to submerge part of their individual identity in favour of the survival of all.

Society has different structures, it consists of family, purok, church and school, and it highlights the roles of school. School plays a very important role in relating to people, training and educating people, especially the indigenous peoples. School provides opportunities for students to become acquainted with a wider and more diverse circle. It does not only provide chances for learning and growing but it also provides proper venue to students to become skillful, literate, make the culture rich and promote the right of every Filipino to quality, equitable, culture-based and complete basic education.



## Figure1. Schematic Diagram

### Research Questions

This descriptive study will be purposively made to examine the expectations and perceptions on education of Dibabawon parents and students. The research questions are being considered to gather information and data from the research informants:

For parents:

1. What do you want your children to gain in enrolling and going to school?
2. How important is education in obtaining a job for the future?
3. What are your perceptions on secondary education?
4. How do these expectations affect their drive in sending their children to secondary school?

For Students

1. What is your understanding on education?
2. How will education help you in your future endeavor?

3. What are the things that you like most and you don't like most in going to school?
4. What would you like to learn in the secondary education that you do not have the chance to learn now?

### **Scope and Delimitation of Study**

The research is all about the perceptions and expectations in secondary education of Dibabawon tribe in New Kapatagan, Casoon, Monkayo, Compostela Valley, this will focus on this. There will be ten (10) parents and ten (10) students to be interviewed, discussed with and observed.

The research respondents are those parents and students who have stopped their schooling for purposes in finding livelihood and jobs. They will answer IDI and be included in FGD.

Its data and pieces of information to be gathered will be limited to the responses on interviews and observation. Interviews will be structured according to an interview guide to be made by the researcher, which outlines themes to be covered during the interview.

### **Significance of the Study**

The following are most likely to benefit in this study:

**Students-** This study will patiently complete their secondary education to acquire life learning skills to become functional literate individuals.



**Parents-** They will be more willing to support their children and continuing hope for the best of their children.

**Faculty and staff-** The outcome of the study will make themselves attractive to look up to as the best visual aid in the classroom and set the classroom setting enjoyable and perfect place for learning.

**School administrator-** They will design and create more challenging and inviting programs to cater the interests of parents to continuously support their children and students to make them stay and finish secondary education.

**Government Officials-** Our public servants shall allocate enough budgets in support to education matters, may it in trainings for parents in livelihood and scholarships for students.

**Other Researchers-** Our future researchers will make use of this material as their benchmark of their own studies.

### **Definition of Terms**

**Dibabawon-** this group of people or homogenous societies identified by self ascription and ascription by others, who have continuously lived as organized community on communally bounded and defined territory, and who have, under claims of ownership since time, occupied, possessed and utilized such territories, sharing common bonds of language, through resistance to political, social and cultural inroads of colonization, non-indigenous religions and cultures, became historically differentiated from the majority of Filipinos (R.A. No. 8371, Chapter 1, Sec. 3,h.)

**Education-** anything that is perceived as good and desirable for as long as it will lead us to our last end in life which is God

**Expectations-** the dreams, wishes and hopeful anticipations

**Benefits-** understanding of a certain matter

## **Chapter II**

### **METHODOLOGY**

This chapter presents the research methodology utilized in this study. It shows the research design, research locale, role of the researcher, research participants, data collection procedure, data analysis, trustworthiness and credibility and ethical considerations.

#### **Research Design**

I primarily explore to qualitative, a phenomenology kind of research, using different research tools including interviews and observation. It focuses on experiences, events and occurrences with disregard and minimum regard for the external and physical reality. It is also particularly effective at bringing to the fore the experiences and perceptions of individuals from their own perspectives. Its approaches are based in a paradigm of personal knowledge and subjectivity, and emphasize the importance of

personal perspective and interpretation. As such, they are powerful for understanding subjective experience, gaining insights into people's motivations and actions and cutting through the clutter of taken-for-granted assumptions and conventional wisdom.

I will interview parents, elders and students who are a genuine member of Dibabawon. Through my research, and its process especially in writing, I am deciding to use qualitative tools. I use the descriptive study approach. A structured questionnaire for interview will be used to collect data. The attraction of this kind of thesis is that it stems from empirical curiosity but is at the same time practical. Further, he stressed that cases are bounded by time and activity and researchers collect detailed information using a variety of data collection.

## **Research Locale**

### **Compostela Valley**

Compostela Valley, popularly known as ComVal Province was once part of Davao del Norte Province. It is the 78<sup>th</sup> province of the Philippines situated in the mid-eastern portion of Mindanao Island and one of the four provinces of the Davao Region. It was created by virtue of the Republic Act 8470 in March 1998.

### **Monkayo**

Monkayo is a first class municipality in the province of Compostela Valley, Philippines. According to the 2015 census, it has a population of 94,908 people. Monkayo is an agricultural town, with vast tracts of land planted to rice and banana. The municipality is also host to the gold-rich barangay of Mt. Diwata, popularly known as "Diwalwal" (which in the local dialect means one's tongue is hanging out due to

exhaustion), a 1,000-meter high range known for its rich gold ore deposit. Monkayo's seat of government is located in Barangay Poblacion, a highly developed rural town center, and is 120 kilometres (75 mi) away from Mindanao's regional center of Davao City, and some 30 kilometres (19 mi) from Nabunturan, the provincial center.

### **Casoon**

Casoon is one of the twenty (21) barangays of the Municipality of Monkayo. It is composed of twenty-seven sitios, five elementary schools and two national high schools. It is blessed with natural resources vital for its people's livelihood. It is resided with diverse people but most of it belongs to Dibabawon tribe.

### **New Kapatagan**

New Kapatagan is a sitio of Casoon, Monkayo, Compostela Valley. Purok 18 is its registered name in Commission on Elections (COMELEC). It is situated twenty kilometers from the Poblacion of Monkayo, Compostela Valley. A motorcycle ride from the terminal of Poblacion, Monkayo, Compostela Valley will help you get here. You have to be ready for at least a one-hour ride depending on the climate/season, of a single motorcycle with extension seats of six to accommodate eight (8) persons including two sitting beside the driver with a fare of one hundred pesos (P100.00) per head. New Kapatagan is an upland community with a hilly and rugged terrain. This is a community composed of Dibabawon and Bisaya, of Cebuano and Boholano origins. They have the unique dialect, which is also Dibabawon but the younger generation often forgot to speak it. As their livelihood, they raise livestock mainly for their own consumption and to be sold for their basic needs, engage in cutting timber and logs, and cultivate upland soil to plant traditional crops such as gabi, camote, tapioca, ube and corn. The place

has its electricity just March of last year but prior to that is the use of solar energy with the use of solar panel and solar module. The place was first inhabited by Lumbucan and Sibugan clan, belong to Dibabawon tribe and originally come from Kapatagan, Laak, Compostela Valley. At first, the sitio is composed of only three household until such time that in 2000, a group of people come from Agusan del Sur led by Father Iluminado F. Balonga, founder of a religious group, Remnant Family of God in the Far East ask the tribal chieftain, Datu Okay Lumbucan to live and do farming as first mean of livelihood in the area. The tribal community headed by the datu permitted the group to abode in exchange of putting and establishing schools to educate their children.

### **Role of the Researcher**

I have loved the place where I reside for almost fifteen years since I started my teaching profession in Monkayo National High School- New Kapatagan Extension which is named as New Kapatagan National High School in New Kapatagan, Casoon, Monkayo, Compostela Valley this December 7, 2015. I have seen students who are successful in their chosen profession and careers. But I felt so sad when teachers will declare that this particular student from Dibabawon tribe just dropped and stopped schooling for reasons that can be looked for remedies and solutions because some of it is related with their livelihood and interest. With this emerging phenomenon, I will pursue this study to uncover the problem and to find ways to solve it. Finding ways means to eradicate and troubleshoot the problem to help the community in emerging as the sitio in Casoon, Monkayo, Compostela Valley as with the greatest number of educated Dibabawon.

## **Research Participants**

Participants were selected through purposive sampling technique and were students who dropped from their secondary education last school year and presently enrolled committing frequent absences in New Kapatagan National High School and their parents respectively. In in-depth interview (IDI), ten (10) participants, all parents and ten (10) participants, all students were selected in focus group discussion (FGD).

## **Data Collection Procedure**

I will ask permission from the Officer in Charge of the Office of the Schools Division Superintendent of Compostela Valley through a letter conveying the purposes of the study. As I have the assurance of the OIC of the Office of the SDS, I will prepare the questions for the IDI and FGD.

I will inform the respondents and will ask their permission to conduct an interview with them. After getting their consent, the gathering of data through in-depth interview will be set. It will be conducted in their chosen venue and in their most convenient time.

I will personally conduct in-depth interview with the research participants. The interview will be done through taking notes and will take video to grasp all of the answers of the respondents with the use of android phone. I will be delegating someone who is in charge in taking down notes in case the video will be erased or deleted and took images to document the process.

Moreover, participant observation was being done to accumulate additional pieces of information regarding on the topic.

## **Data Analysis**

As a qualitative research type, the method that was used to analyze data collected through in- depth interview and focus group discussion were interpretive. This was in keeping with the nature of the study. By interpretive, it means that the responses were assessed based on their relevance to the questions being asked to all research participants to get the information needed in the study. Everything being answered was being jot down to get the ideas from the research respondents.

The transcription was encoded in the computer for keeping safe the information and analysis. Data transcribed were submitted to the analyst of the data for validity and accuracy of all responses and subsequently analyzed using the content analysis technique.

### **Trustworthiness and Credibility**

There were considerations to ensure credibility and reliability of this study. Four strategies were utilized, which were credibility, transferability, dependability and conformability.

For its credibility, this study was attained by using research methods and designs that would generate needed information. An interview guide containing “grand tour” and specific questions were used. Prolonged engagement with the research respondents were considered to enhance further credibility.

Transferability was employed by demonstrating that results of this research can be applied to other participants from other locale or setting external validity was concerned with the extent to which the findings of one study could be applied to other situations. Meanwhile, transfer of results in this research could be undertaken to other schools not only locally but also globally since perception on the importance of

education by indigenous peoples or by any other groups of people could be found elsewhere.

Dependability was insured by having a research design appropriate enough in meeting intended results. In this study, was using phenomenological research design. Processes used in gathering data were strictly observed using archival notes, reliable video device and transcribing in toto or verbatim the responses of participants. Moreover, continuing appraisal of this research was done by reviewing countless times all its sections. In order to address the dependability issue more directly, processes within the study was reported in detail. By doing such, future researcher might repeat the study and most probably would gain similar results.

Finally, conformability was employed to get rid any possible biases by the researcher. The researcher confirms, as proposed, this study has a total of seventeen (17) research participants; seven were parents and ten were students who frequently committed absences and or dropped its schooling in New Kapatagan National High School. Conformability, moreover, was the extent to which I admitted my predisposition and got rid of them so as not to influence the result of the study.

### **Ethical Considerations**

Ethics are the norms or standards for conduct that distinguish between right and wrong. They help to determine the difference between acceptable and unacceptable behaviors. Ethical standards prevent against the fabrication or falsifying of data and therefore, promote the pursuit of knowledge and truth which is the primary goal of research. Researcher must also adhere to ethical standards in order for the public to support and believe in the research. One of the most ethical considerations in research



is the use of human subjects. It pertains to the voluntary participation and informed consent. These principles are followed to guarantee that all human subjects are choosing to participate of their own free will and that they have been fully informed regarding the procedures of the research study and any potential risks. Ethical standards also protect the confidentiality and anonymity of the subjects. In order to avoid ethical complications in this research process, the researcher was making use of “free prior and informed consent.” Informed consent entails purpose of the research, what they will be doing and for how long, potential benefits to society and participant, and how privacy will be protected. Researcher is responsible for maintaining the dignity and welfare of all participants. This obligation also entails protecting them from harm, unnecessary risks or mental and physical discomfort that may be inherent in the research procedure. Researcher is also responsible for conducting herself ethically and for treating the participants in an ethical manner at all times. Consent to administer the research was sought from the tribal leader of the tribe for its members rely on his decisions. Likewise, consent to administer in-depth interview was sought from the research respondents.

### **Chapter III**

#### **FINDINGS**

This chapter presents the results to the research questions that explored the perceptions of Dibabawon parents and students in education. The preponderant focus of this study was on how Dibabawon look on education as it is established in their community. The research participants and informants were selected based on the

recommendation of their tribal leader and tribal elders and on their interest to be asked and interviewed for some of them were reluctant and naive. There were ten (10) participants, all of them were parents and ten (10) informants, all of them was students. The results of the study were presented the following research questions posed in the previous chapter.

The responses were subjected to content analysis where the themes across all responses were drawn.

### **What are the lived experiences of Dibabawon parents and students regarding education?**

This section presents the results for the first question; ‘What are the lived experiences of Dibabawon parents and students regarding education?’ The pieces of information were all taken from the responses of the research participants and informants through focus group discussion and in-depth-interview. As part of the consideration for ethics, the identities of participants and informants had been concealed by naming them as participant and informant and a figure, for instance, Participant 1 and Informant 1.

### **Thoughts about Existence of School in the Community**

This section presents the results from specific research question 1.1 ‘What are your thoughts about the existence of the school in the community?’ which is under major research question number 1 ‘What are the lived experiences of Dibabawon parents and students regarding education?’ The responses generated three themes: school is good for education of children, delighted with school establishment and schooling made more accessible.

**School is good for Education of Children.** The participants and informants shared that they were happy that the school is being opened for the development of the youth especially if they will finish their studies. They are thankful if their children will finish elementary and high school. This thought was revealed by Participant 1 as he shared;

*Maayong buntag sa tanan no. Kini siya ang nabutang sa akong huna- huna nga nalipay me nga nabutangan og eskwelahan diri aron sa kalamboan sa mga kabataan kung maglampos lang. Nalipay me.*

(Good morning to all. The thing comes to my mind is I am glad school was established here for the betterment of our youth if ever become successful. I am happy.)

Participant 2 added;

*Ang akong tubag, nalipay me nga nay eskwelahan labi na kung sa Casoon, layo man kaayo didto mao na kung maningkamot lang ang mga bata nga makaeskwela, naa gyod silay mga maayong panginabuhian.*

(My answer is I am glad that there is already a school here for Casoon is so far, if students will persevere, there will really be a good job.)

Participant 3 gave additional sentiments. He shared;

*Nalipay pod kog dako nga natukoran og eskwelahan diri kay sa unang panahon nga way eskwelahan ang mga kabataan wa gyoy kabangkaagan, walay huna- hunang maayo.*

(I am also glad that school is being constructed here as compared in the past, the youth don't have skills.)

Participant 4 shared the same views. She added;

*Mao ra man nang kuana, mao ra man jud tanan. Dako ang amoang kalipay kay naa nay eskwelahan diri. Duol na lang sa mga bata. Dili na sila mobaktas og layo kay ang pinakaduol nga eskwelahan diri baktason pa og mga sais (6)*

*kilometros. Dili na sila magsige og absent kay kapoyon man sila og baktas kada adlaw mao nang moabsent gyud usahay.*

(We are very glad because school is being established here. It is already near that they will no longer hike for six kilometers and they will not be tired in walking.)

Most of them felt overwhelmed for their children acquired basic education. That their children may find decent jobs in the future. Participant 9 stressed this;

*Dako kaayo ang akong kalipay kay naa nay grado akong mga anak. Dili na sila magsige og lakaw aron mangita og panginabuhian og aron manarbaho sa gawas.*

(I am so thankful for my children will be able to be educated and they will not hunt for a job and work in the city.)

Moreover, Participant 10 added;

*Lipay kaayo me Ma'am kay makahuman na og elementary og high school akong mga anak. Makabalo na sila musabot sa ilang leksiyon sa matag adlaw. Nalipay tungod kay para naa silay kaalam nga matun- an sa umaabot nga panahon ug para naa silay mahayag nga kaugmaon.*

(I am so glad that my sons will be able to graduate in elementary and high school. They will also learn lessons for them to have bright future.)

Most of the informants expressed that it is better to learn and to be in school not to be oppressed when time comes. With all conviction, she said;

*Nindot nga naa nay eskwelahan aron makatuon name Ma'am kay lain kaayo ning walay grado. Daug- daugon lang ka kay dili man ka makamao mubasa og musulat. Excited nako at okay dili nako kaayo makaadto sa uma, si Papa na lang og si Mama.*

(It is good that school is here because it is unfortunate if you are not educated and prone to oppression. I am so excited that I will be regularly be in the farm.)

Similarly, Informant 4 said;

*Ang akong gibati ato Ma'am kay nalipay para nay mahibalan. Para naa nakoy matun-an og makahuman nako sa high school og kung makaluy-an, makahuman sa college og mahimo na pod kong maestro og diri makatudlo kay naa ra man diri among balay.*

(I feel so happy to have learnings and may graduate and become a teacher and am able to teach here.)

Thinking on the good things that will bring by the school and the help that may be brought by the school to them, Informant 6 and Informant 9 stated;

*Makatabang sa amoang paglambo kay kung naa nay eskwelahan, naa napod daghang magpuyo diri sa New Kapatagan. Unya madugangan na og building og matauran na pod og kuryente. Ok ra kay daghan matabangan ang eskwelahan og daghan pod matun-an ang mga estudyante.*

*(The school will help in our development and people will flock to live here. Then buildings will be added as well as electricity. It is better because many will be extended by help and lots of stuff will be learned by students.)*

*Makapadayon nako sa eskwela nako kung tabangan ko nila Mama og Papa kay dili lalim ang mag-eskwela kung walay suporta ang ginikanan kay pirmi man ka paadtunon og uma kung dili nila gusto nga moeskwela ka.*

(I may able to finish my studies if my parents will help me because it is difficult without the help of our parents more if you'll be sent to the farm if they don't want you to be in school.)

**Delighted with school establishment.** Another feeling expressed by participants and informants were being delighted with school establishment in them locality. It makes them glad for the school is just a walk away where they will be able to attend classes in a daily basis. In addition, Participant 5 said;

*Mao ra gihapon Ma'am. Dako kaayo ang kalipay aron makaeskwela na akong mga sakop.*

(Still the same. I am so grateful that my children will be in school.)

Participant 6 and Participant 7 agreed;

*Mao ra Ma'am gihapon. Dako kaayo among pasalamat sa Ginooy kay natagaan name sa gobyerno.*

(Still the same. I am so thankful to God because the government granted us a school.)

Supporting the reactions of the former participants, two (2) participants and two (2) informants added;

*Mao ra mana gihapon Ma'am kay nalipay me'g dako kay natukoran.*

(It is still the same because we are happy that a school is being established.)

*Nalipay kaayo kay naa nay nitindog nga eskwelahan og naa na pod mga maestra.*

(I am so glad for there is already a school erected and teachers are already there.)

*Nalipay kay makaeskwela og tiwas og makapadayon na sa pagtungha para makahuman og high school unya makapadayon sa college. Og makahuman na sa kurso nga kuhaon, makapanarbaho nako sa bugnaw nga lugar kay init kaayo manghagbas sa uma.*

(Happy that I may go to school and finish high school then college.)

Moreover, Participant 7, Participant 8 and Informant 10 agreed;

*Nalipay Ma'am kay naa nay eskwelahan diri unya makaeskwela nami. Mag- eskwela na gyud me kada adlaw kay duol na man lang. Dili na man makabaktas og layo. Pwede na pod nga magbalon lang og paniudto unya muoli inig pamuhi sa hapon.*

(Happy that there is already a school and I may go to school. I may be in school everyday because it is near and I will not walk for long and I can bring with me my lunch.)

*Malipayon kay kaeskwela na kay laay kaayo magpirmi sa balay unya mag- adto og uma. Lain kaayo nga magdako me nga dili kabalo mubasa og musulat. Maulaw ta muatubang sa mga tawo kay magduha- duha man ka bisan maulawan kay wala gud grado.*

(I am happy because I can go to school because it is so boring to be in home and in farm. It is unfortunate to grow without knowing how to read and write. We will be ashamed to face crowd that you might be embarrassed.)

*Nalipay Ma'am aron makaeskwela mi. Makatuon nako kay tudloan mana sa maestro og drawing, sayaw og uban pa. Unya, mudaghan na akong mga amigo.*

(I am glad to be in school. I will learn because I'll be taught by teachers on how to draw, dance etc. And I'll be having many friends.)

**Schooling Made More Accessible.** Having a school just within reach helps the students to be in school. The school can be reached by hiking or walking without exerting more sweat and force. The number of students who were willing to be in school increased as years passed by since the cost in going to school becomes less. Informant 1 and Informant 5 revealed;

*Naabot na ang gipangandoy nako nga mueskwela nga dili na magbaktas og layo kay kapoy kaayo ng magbaktas unya lapok ang agianan Ma'am, dali ra mahilis ang akong tsinelas.*

(I have already achieved my dream to be in school that I will not hike for long because it is so fatigued to hike in a muddy way and my slippers will easily consume.)

*Nalipay kay makaeskwela name sa akong mga manghod. Dili name muadto sa Monkayo kay kung didto me paeskwelahon gasto kaayo sa boarding house, kaon og sa pamelete. Dili baya lalim didto mag- eskwela kay gasto kaayo unya mingawon ko nila Papa. Imposible gyud sa ubos ko mag- eskwela kay dili makaya nila Papa kay gamay ra man gani mahal in sa ilang mais Ma'am.*

(I am merry because I will be in school with my sibling. We will not anymore go to Monkayo because it is too costly if we will enroll there. It is really imposible to be there for the income of my father is not enough.)

### **Reactions with the Establishment of a School**

This section presents the results from specific research question 1.2 ‘What were your reactions when finally, a school will be established in your community?’ which is under major research question number 1 ‘What are the lived experiences of Dibabawon parents and students regarding education?’ The responses generated three themes: happy with the development, answer to literacy problem and realization of IP dreams.

Majority of the Lumad was overwhelmed by the support extended by the government, private individuals and teachers who helped in the realization of them aspirations especially of their forefathers. At first, though it is impossible but then through bayanihan, people forestall to construct six classrooms building in the community of New Kapatagan.

**Happy with the Development.** Prayers to have school have been answered by the authorities and by the Divine Provider. The Lumads have been glad since their sons, daughters, siblings and neighbors will be able to come to school. Participant 3, 4, 6 and 8 told;

*Ako pod nalipay kog dako kay pagduol ni Father Balonga sa una diri, nakigsabot ang mga datu nga Lumad, nagkasinabot sila nga patukoran og eskwelahan diri.*

(I am also glad because when Fr. Balonga went here, they had a covenant with the datu, they agreed to put up a school here.)



*Nalipay kay natukuran ang New Kapatagan og eskwelahan.*

(I am happy because New Kapatagan will be built with school.)

*Nalipay og dako kay natukoran og eskwelahan.*

(I am so glad because school will be constructed.)

*Nalipay og nagpasalamat sa mga opisyal sa gobyerno kay nahatagan og pagtagad ang edukasyon. Ilang giatiman ang pagpadala og mga magtutudlo nga maoy mogiya sa mga kabataan.*

I am so pleased and thankful to the government officials for they have have given education an importance. They have sent teachers who will guide our youth.)

In addition, Informant 1 and Informant 2 had thanked God and confided;

*Nagpasalamat ko sa Ginoo Ma'am kay naa name maeskwelahan og naa nay magtudlo sa amo aron naa name grado.*

(I am grateful to God because we have already school and teachers to teach us to be educated.)

*Nalipay og dako dako kay sa una nga wala pay eskwelahan wala pay nahibaw-an, karon kabalo na mubasa, musulat. Kabalo napod ko muluto og pan og fishball. Makamao napod ko mukanta og kanta sa mga artista.*

(I am so thankful because I already knew to read, write, bake bread, fry fish ball and sing songs of artists.)

Informant 3, 4, 5, and 6 expressed their positive feelings toward the matter;

*Nindot kay daghan napod ang motransfer kung makabalo sila nga naa na poy eskwelahan. Katong taga- Agusan dapit, diri na sila mueskwela kay naa man silay payag diri. Kato pod taga- Km. 13 hangtod sa Km. 16 diri na magpa- enroll kay layo na man sa Casoon.*

(It is good because there will more transferees and those who lived in Agusan, km 13 to Km. 16 will enroll here because Casoon is so far.)

*Nagpasalamat ko kay matukod na ang eskwelahan para namo nga mga kabataan aron naa name grado og naa nay makat-onan. Kung naa nay grado, makatrabaho name og tarong nga dili na kaayo mainitan.*

(I am grateful that there will school for our youth for them to be educated and have the chance to have decent job.)

*Nalipay kay makaeskwela na og makapadayon name sa college kung mahuman namo ang high school. Dili napod me muadto sa Casoon kay mahal kaayo ang plete sa skylab unya layo pa gyud kaayo.*

(I am happy because we can go to school and continue our studies up to college. We will not anymore go to Casoon because its fare is expensive and it is so distant.)

*Lipay kaayo Ma'am kay makatabang sa mga bata nga makaeskwela na. Lipay pod kaayo sila Mama kay naa name grado og matudluan na sa mga maestro.*

(I am so happy because children will able to go to school and be taught by teachers.)

Similarly, Informant 7, Informant 8, Informant 9 and Informant 10 shared them happiness;

*Nalipay kaayo Ma'am. Lisod man kung walay grado. Inig mangita ka'g trabaho, hangtod katabang lang ka. Maayo gyud nang makaeskwela kay makasweldo naka og dako-dako unya makatabang na sa ginikanan.*

(I am so happy because it is unfortunate to be illiterate. You will be only helper when you look for job unlike if you are educated, your wage will be high and you can help your parents.)

*Mapasalamaton sa naghimo og eskwelahan kay daghang mga kabataan ang makaeskwela og makatuon.*

(I am grateful to those who built the school because most of the youth will be in school and learn.)

*Nalipay nga daghan na'g classroom nga daghan na makaeskwela diri. Daghan napod ang magpuyo diri sa New Kapatagan kay diri na man magpaeskwela ang naa sa Km 13 hangtod Km.17. Mabibo napod ning among lugar.*

(I am so grateful for there will be more classrooms and students. There will be more residents here in New Kapatagan and to those who lived in Km. 13 to Km. 17 will enroll here and the place will become festive.)

*Magpasalamat sa gobyerno kay nadungog na ang mga pag-ampo sa among mga elders nga mabutangan og eskwelahan diri.*

(I am thankful to God because he heard prayers of our elders to have school here.)

**Answer to Literacy Problem.** Literacy is one of the problems in a community which causes stagnation of development. In the advent of the education, reading, writing and arithmetic is not far from reach. Children were taught basic literacy skills to be able to cope harder and tougher responsibilities. Participant 2 told about;

*Sa una Ma'am nga wala pay eskwelahan, ang mga bata dili pa kabasa. Sa pagkakaran nga naa nay eskwelahan, ang mga bata murag naa nay gamay nga kahibalo, makasulat na sila.*

(This time that school is here, children knew basic knowledge unlike before when there is no school, children don't know how to read.)

Participant 5 confided;

*Sa una dili pa kabalo mubasa og karon nga naa na, makabalo na sila.*

(Children before the establishment of the school, don't know how to read unlike now.)

Participant 10 recounted his experience. She unveiled;

*Naningkamot ko Ma'am nga mapaeskwela na gyod nako akong anak aron dili sila sila mapareha sa ako nga sa uma lang permente. Nalipay kaayo ko kay makatuon na og basa og sulat akong mga anak nga nangandoy nga mohuman og tunga.*

(I persevere to send my children to school for them not to be like me who is always in farm. I'm so glad that they will know to read and write who dream to finish schooling.)

**Realization of IP's Dreams.** People dream and work for its attainment. This scenario is same on the destiny of IP's in New Kapatagan, with the implementation of formal education, everything becomes possible. Participants 1, 7 and 9 imparted their feeling of gratitude;

*Kana siya Ma'am, mao na nga sumpay gihapon nga makab-ot ang mga pangandoy namo nga mga Lumad nga matukoran og eskwelahan diri, mao ra man na siya Ma'am.*

(To be able to fulfill the dreams of the Lumad to have school in the locality.)

*Nakab-ot ang mga pangandoy sa mga bata og mahitungod niini aduna nay nahibal-an ang mga bata og nakabalo na sila mobasa.*

*(The ambitions of the children have been achieved and with this, they have learned something and able to read.)*

*Mapasalamaton kay dunay nitagad sa among panginahangllan sa edukasyon para makakat-on ang among mga anak og makalampos sa pagtuon aron dili sila magpabilin nga mag-uma sa tibuok nilang kinabuhi.*

(I am appreciative for there's someone who attended our need in education to educate our children for them not to be in farm their whole life.)

### **Benefits with the Establishment of a School**

This section presents the results from specific research question 1.3 'What benefits can you think of with the establishment of a school in your place?' which is under major research question number 1 'What are the lived experiences of Dibabawon parents and students regarding education?' The responses produced four themes: training children to do good and to be good, spark development in the community, finishing education assured and school made more accessible.

**Training Children to do Good and to be Good.** There were several positive results brought by the school. Possessing values that is essential in the formation of becoming a good citizen was one of it. Children learned to respect the older ones and their fellowmen that made the parents and Almighty God happy. Moreover, Participants 1, 2, and 3 exposed that;

*Ang kaayohan ana Ma'am tungod ang mga kabataan nga nagtinarong og eskwela gani namaestra na man ang uban, mao nay kaayohan, tungod pod ana naa nay kalinaw among lugar. Labi kay naa nay magtutudlo, naa nay mutodlo sa ila. Kaayohan na gyud Ma'am kay naa nay grado ang mga bata.*

(The goodness brought by education is our children become teacher and it brought peace in our place.)

*Ang kaayohan Ma'am, kung makahuman ang mga bata, naa na silay trabaho, mamaestra ba o masundalo ang mga laki. Mao nay kaayohan kung mangeskwela.*

(The goodness that education may bring is the youth will finish their studies and find work.)

*Ang kaayohan pod nga akong nakita, ang mga bata molampos.*

(The benefit that I see is our youth will finish their studies.)

The informants confessed their trainings in the school. Informant 2, 3 and 4 imparted;

*Sa una, ang giingon ni Ma'am, magrespeto sa isig ka tawo, magrespeto sa magulang og mag bless. Nakatuon me og maayong pamatasan aron malipay ang Ginoo sa amoa.*

(Our teacher said to respect the older ones. We have learned values to make our Almighty God please.)

*Makatuon og mga nindot nga pamatasan kay iapil sa subjects ang pagbaton og maayong pamatasan aron sundogon sa uban og maila nga ang taga- New Kapatagan mga maayong tao og dili sagbot sa katilingban.*

(We will imbibe values as being integrated in subjects to be modeled by others nad be known tothat residents of New Kapatagan are good.)

*Makaeskwela og tarong kay naa nay nindot nga building. Dili na masaliboan kung magbunok ang ulan. Makaadto na sa eskwelahan adlaw- adlaw kay duol na lang.*

(We can learn enough because the building is conducive for learning and we can go to school everyday because it is already near.)

In addition, Informant 5, Informant 8 and Informant 10 expressed;

*Naay masabtan sa adlaw- adlaw nga pag- eskwela. Naay matun- an bisan gamay lang kung pirmi lang musulod sa klase kung dili magsige og absent kay walay pulos kung mutungha karon unya pagkasunod adlaw mo- absent napod unya mieskwela napod.*

(To have understanding everyday on the lessons taken because you will really learn if you go to school regularly.)

*Naa nay masabtan. Naa nay matun- an labi pa kung maminaw sa pagtudlo sa mga maestro kung dili magbinalingag sa klase, makatuon ra gyud kung mag- apil sa mga activities.*

(There is really something to be understood especially if you will listen on the discussions of the teacher.)

*Naay kahibaloan bahin sa pag- eskwela. Naa nay mahibaloan kung magsige og sulod sa klase.*

(There is something that you will learn if you will be in classes regularly.)

**Spark in the Development.** Construction of school brings forth the developments for the locality, it has opened the opportunities and possibilities to elevate the kind of living of all individuals in the place. Participant 4 and Participant 5 yarned;

*Midaghan na ang namuyo diri Ma'am. Daghan na ang botante, og tungod ana, daghan na ang proyekto ang gihatag sa gobyerno para sa mgalumulupyo dinhi.*

(The number of residents has risen as well as the voters na dbecause of this, projects had been poured out by the government for the locals here.)

*Ang mga kaayohan Ma'am kay nidaghan na ang namasahero nga motor. Dili name maglisod og naog sa Poblacion sa Monkayo. Dali na ang papadala og palitonon para sa panimalay og gipadak-an napod ang karsada.*

(The number of motorcycles boosted to deliver and fetch passengers. We find it easy to go to Poblacion, Monkayo and to make groceries because roads were widened.)

In addition, Participant 7, Participant 9 and Informant 1 unfolded same vision and experience;

*Mulambo na ang negosyo diring lugara Ma'am kay daghan na man ang mamaligya og mopalit.*

(Business will surely heighten in this place because of the influx of buyers and sellers.)

*Niabot na ang kuryente diri Ma'am. Tungod sa hangyo sa mga magtutudlo og mga tao, nataoran na gyod. Makakaon name og bugnaw nga makaon kay sa una, wala gyud kay gas og solar ra man ang gamit.*

(Electricity has been put up because of the request of teachers and residents. We will be able to eat frozen foods unlike before that ther is none.)

*Daghan ang kaayohan nga gidala sa eskwelahan. Una, naa nay daghang building og daghang teachers. Gipadako na pod ang karsada bahalag batsi kaayo og lapok, hinuon kung ting- ulan raman.*

(There were lots of blessings brought about by education like of buildings and teachers. Roads were widened even it is rough and muddy especially when it rains.)

**Finishing Education Assured.** Assurance to education will lead to finishing a certain course. The residents will have the chances to send their children in school and the chance to make them educated. Participant 6 and Participant 8 stated these;

*Makahuman na gyud og kurso among mga anak pohun. Mahimo na sila nga dunay tarong nga trabaho og makatabang napod sila sa ilang mga manghod sa pagpahaman.*

(Our children will be able to finish a course in the future. They will have a descent job and help their siblings.)

*Makaeskwela na ang among mga anak labi paning dagko na og edad kung kursunada lang gyud, makahuman gyud og high school. Unya kung suwertehon nga naay mopaeskwela sa ubos, makahuman gyud.*

(Our children will be in school and finish it. And they will finish a course if given a chance to be sponsored by private individuals.)

Meanwhile, Participant 10, Informant 1 and Informant 6 envisioned;

*Mahimo na gyud og propesyonal akong anak ani Ma'am labi pa og magtarong siya og tungha. Makatabang na gyud siya sa among kawad-on og makapaeskwela na pod siya sa iyang mga igsoon.*

(My son will be professional if he will be serious in his studies and soon will help us and send his siblings to school.)

*Matarong na ang pagbasa namo kay matudloan na. Makatarong og pag- eskwela kay pwede ra man baktason og kadali kay duol na lang.*



(We can already read because our teacher will teach us. We can go to school for it is just a hike away.)

*Makagrado na tanan kay bisan kinsa pwede kaayo mueskwela basta kursunada lang. Kasagaran mga bata kay ganahan mueskwela kay naa libreng snacks inig recess. Pero ang uban laayon kay magsige og ulan.*

(We can all be educated as long as we are interested. Most of the children wanted to be in school sdue to free snacks during recess but other got bored when it rains daily.)

**School Made More Accessible.** Accessibility of the school makes it perfect to be able to children to attend to school. Children's interest ignited in going to school.

Informant 4 and Informant 6 shared;

*Makaadto na sa eskwelahan adlaw- adlaw kay duol na lang.*

(I can be able to go to school since it is just near.)

*Makatabang sa mga bata nga wala nakeskwela diri.*

(The school will help children not in school.)

Furthermore, Informant 7 and Informant 9 mentioned;

*Duol na ang eskwelahan, dili na kabaktas og layo. Dili na kalas og tsinelas kay dugay na man mahilis kay duol na lang ang eskwelahan.*

(The school is so close in our house that I will not walk for long. My slippers will not easily tear out.)

*Duol ra og eskwelahan. Dili na kaayo maghago og lakaw. Ang problema lang kung mag- straight ang ulan kay lapok og tugnaw kaayo. Mahutdan pod og konsumo nga lung- agon og baonon.*

(The school is just adjacent from our home. I will not exert more effort in walking. The only problem when it rains heavily for the way to school is so muddy and and the

weather is cold. We will also be run out of grainsto be cooked.)

### **Changes in Tribe's Attitude and Culture After School Establishment**

The following responses were generated from specific research question 1.4 'What changes in the attitude and culture of your fellow tribal members have you observed after the establishment of the school in your place?' This is under statement of the research question number 1 'What are the lived experiences of Dibabawon parents and students regarding education?' The responses elicited four themes: change in tribe's way of life, opening up for opportunities, chnge in relating with other people and change in language.

**Change in Tribe's Way of Life.** Change is the only constant in this world. This is so much true in the lives of the Dibabawon especially in their way of life especially in their livelihood and in their attitude towards their neighbors. Basing from his own experiences and practice, Participant 1 narrated;

*Ang kausaban sa mga Lumad, sa unang panahon, ang trabaho sa mga Lumad pangayam ra man. Pag-ugmad sa yuta ang kausaban nga naa nay eskwelahan kay kabalo na og panginabuhi ang mga tao kay tungod kay nakuha nila diha sa eskwelahan og mga Kabisay-an nga silingan. Mao nay nakapausab sa mga kinaiya sa Lumad nga magkugi aron mabuhi. Pero sa mga Lumad, pangayam og panglit-ag ra man ang mga trabaho buot pasabot gutom kay didto ra man sa lasang. Tungod sa mga Bisaya, nausab ang Lumad tungod sa panginabuhi nga mag-ugmad na, naa nay tarong nga balay. Sa una kay payag payag, kung adunay mga langaw ang mga payag, musibat na pod sa lain lugar. Ana ang kinaiya sa mga Lumad, muadto napod sa lasang labi pa og naay sakit. Biyaan na pod ang payag, mutago na pod sila sa lasang. Mao na ang kinaiya sa Lumad sa wala pa ang Bisaya. Tungod sa Bisaya og eskwelahan, nausab ang kinaiya, dili na sige og latagaw.*

(The changes of Lumad are their way of living. Before was only Pangayaw and hunting not like now that they learn farming and tilling the land that they got from Bisaya. They learnt to build houses and stay in a place.)

Participant 5, Participant 6, Participant 8 and Participant 9, on the other hand, extolled their experiences;

*Dili name magbalhin- balhin og pinuy-anan kay naa na man me mga tanom sama sa lubi og saging nga bantayan og kakuhaan og panginabuhi. Kung makakopras me, naa name ipalit og konsumo.*

(We are not nomadic anymore for we have crops to attend to. If we harvest our coconut, we have penny to buy our needs.)

*Nagabuhi name og hayop sama sa kanding, dili name nagabalhin kay naa na man mga hayop nga itugway sa matag adlaw og ang mga bata kinahanglan na man maatiman.*

(We raised animals like goats that we herd everyday and we have our children to care for.)

*Kaming mga hamtong naglantaw nga naay masanggi nga mais aron naay ikasuporta sa among mga bata, nga naay makaon sa tulo ka kan-anan. Nagabuhi na pod me og manok og kanding para naay matugway sa uma.*

(We, elders envisioned to have corn to harvest for our children, to have something to eat for three meals. We also raise chicken and goat to pasture in the farm.)

*Kaming mga Lumad, nagtanom na og mga tanom nga mapuslan sa dugay nga panahon sama sa rubber, durian, falcatta og lubi. Mao na ni among ginabantayan og ginalampasan para mubunga og tarong para naa name ikabaligya og naa nay ikapalit og sud-an og bugas og mga gamit sa eskwela sa among mga anak. Wala name nagabalhin kay naa na man pod me makaon para sa among pamilya.*

(We, Lumads, planted crops such as rubber, durian, falcatta and coconut. These are the crops that we safeguard to bear fruits for us to sell to buy our basic needs and supplies for

schooling. We don't transfer because we have something to eat.)

In addition, Participant 10 and Informant 10 added;

*Nagkugi name sa pag-ugmad sa among luna nga yuta nga kabilin sa amo.*

(We have tilled our land that is inherited to us.)

*Kadaghanan naa nay nahibaloan. Kabalo na mobalanse kay masugo na kung papaliton sa coop. Kabalo na mokwenta og hawod na mubasa.*

(Most of us have already knowledge on things. We know how to calculate and read like if we will buy in the nearby cooperative store.)

Informant 4, Informant 5, Informant 8, Informant 10 and Participant 2 also observed changes as shown by their confessions;

*Naay pagkausab, naa nay nahibaw-an. Hinay-hinay nga naa poy nakat-onan.*

(There is change, there is something learned in a gradual manner.)

*Maayo na sila sa mga Bisaya nga silingan og nagkugi na og pananom sa uma. Permanente na mag-adto sa uma og nananom na og mga tanom nga durable kanang dugay mamatay sama sa lubi og rubber.*

(They are already good to Visayan neighbors and they exerted effort in planting. They regularly go to farm and plant sturdy crops.)

*Nalipay nga daghang matabangan. Daghan makaeskwela. Naningkamot nga makatabang sa amoa. Naningkamot og panguma aron naay ipakaon sa amoa og naa ikabayad kung naay amotan sa eskwelahan sama sa mga homeroom projects.*

(I am happy that the school will help people. My parents strive hard to help us. They work hard in going to our farm to

have harvest to eat and to pay for contributions in the school.)

*Ang akong naobserbahan Ma'am nga naa nay eskwelahan, naa nay 4Ps nga makatabang sa among mga estudyante.*

(I have observed that with the presence of school, there's the 4Ps program that assists us in the needs of our students.)

**Opening up for Opportunities.** For Participant 4, Participant 7 and Informant 9, their observations were they were given cash grant and their children able to learn skills to be means of living. They imparted;

*Kung wala pay eskwelahan, dili unta maatiman ang pag-eskwela, unya naa nay 4Ps, gaan na kaayo para sa mga ginikanan ang pagpaeskwela.*

(If not because of the school, schooling will be impossible. Now that there is 4Ps, it is convenient for parents to send children to school.)

*Ang naobserbahan nako sa kinaiya sa mga Lumad, naa nay mga driver, kabalo na modrive tungod kay maayo na ang karsada diri, unya naa nay mga building diri, naa nay 4Ps og naa nay ikatabang ang gobyerno sa mga Lumad.*

(I have observed that the Lumad knew how to drive motorcycle because roads are accessible. There is also 4Ps that helps the Lumads.)

*Makasabot sila og malipayon. Malipayon kay makagrado name og makapadayon na og eskwela og makatuon na og tarong kay duol na man lang ang eskwelahan.*

(They understand and they are happy. They felt happy for they can go to school and continue schooling because school is just adjacent from the house.)

**Change in Relating with other People.** The Dibabawon learned to mingle with other people especially with the Bisaya. They became respectful and amiable to their

parents and peers. These were visible as being imparted by Informant 1 and Informant 2;

*Nakatuon na og respeto sa isig ka tawo ang mga ig- agaw. Kabalo na mananghid kung naay hulamon sa silingan og sa amoa. Kaparehas anang manghulam og atsa o lagaraw, mananghid na sa amoa. Dili na magpataka og hilabot.*

(They learn to respect to other people. They knew how to ask permission like when they want to lend axe or bolo.)

*Kasagaran kay maminaw na sa ginikanan. Ang uban man gud sa una kay dili mupatuo sa ginikanan kung manghid mulakaw. Karon kay magpaistorya na og maminaw na kung tambagan.*

(Most of us knew to listen to our parents unlike before.)

Basing from their understanding, Informant 6 and Informant 7 expressed;

*Naa nay makita nga kalipay kay makaeskwela. Makatungtong na og high school og makaamigo na og Bisaya.*

(I can see happiness because they can go to school and can have Visayan friends.)

*Nalipay kay makaeskwela na ang ilang mga anak.*

(Happy because their children can go to school.)

**Change in Language.** Despite the positive changes, this might be the negative one. The Lumad tend to forget to speak their dialect. Participant 3 and Informant 3 exposed;

*Nakalimtan na pod ang karaan nga sinultihan.*

(They forgot to speak their dialect.)

*Maulaw na mag-istorya og nilumad kay bullyhon, akong giingnan nga dili ikaulaw kay mao na man gyud na. Ila ng ikaulaw mag- istorya kay mas gusto nila ang mag- Binisaya.*

*Mag- Binisaya na lang sila kaysa sa makakita og sinumbagay inig sungogon.*

(They are ashamed of speaking of our dialect because they might be bullied. They wanted to speak Bisaya.)

### **What are the perceptions or views of the Dibabawon parents and students regarding education?**

This section presents the results for the second question; 'What are the perceptions or views of the Dibabawon parents and students regarding education?' the bits of information were all taken from the responses of the research informants through focus group discussion and in-depth-interview. As part of the ethical consideration, the identification of participants and informants had been covered by naming them as participant and informant and a figure, for instance, Participant 1 and Informant 1.

### **Views on Being in School**

This section presents the results from research question 2.1 "What are your views on going to school or being in school?" which is under major research number 2 'What are the perceptions or views of the Dibabawon parents and students regarding education?' The responses generated four themes: better future of children, acquisition of knowledge, finish school and acquisition of good values.

**Better Future of Children.** Top priority of every parent is to provide better future for our children. Parents wanted to send children to school to the extend that they will do things to support their endeavor. Participant 1 and Participant 4 visualized these dreams;

*Ang akong panlantaw ani Ma'am, naay maayong ugma akong mga sakop.*

(My view regarding this matter is that my son will have a good future.)

*Makatungtong gyud sila sa taas pa nga ang-ang. Kung mabulahan, mahimo gyud silang maestro o sundalo ba kaha. Ang ako ana Ma'am nga naa gyud sila matrabaho sa umaabot.*

(The students will reach high level education and someday they will become a teacher or a soldier. My view is that the students will have a decent job in the future.)

Feeling the same sentiment, Participant 4 and Informant 1 added;

*Makalampos og dunay panginabuhi labi pa kung maminyo na.*

(The students will finish their education as well as having a decent job especially if they enter married life.)

*Mahimo kong sundalo kung makahuman og high school. Kung dili ko makapaenroll sa college, mag-apply ko pagkasundalo kay gusto gyud nako mugunit ogpusil og magtraining para mudako akong lawas Ma'am.*

(I will become a soldier if I finish my secondary education. If I can't enroll in college, I will apply as a soldier for it's my dream to hold a gun and to have a good training to develop my body.)

Informant 2 and Informant 6 reinforced these views;

*Kaayohan ang dala sa eskwelahan para sa katilingban sa New Kapatagan. Akoang pangarap kay mahimong teacher Ma'am kapareha nimo nga diri na gyud nagpuyo. Gusto pod nako matabangan akong mga manghod nga mahuman sila sa ilang pag- eskwela para mahaw- as me sa kalisod.*

(Good education bears the name of the school for new Kapatagan. My ambition in life is to reside here permanently. I want also to help my younger siblings to finish their education so that our ways of living will improve.)

*Nieskwela ko para makatarbaho og tarong nga dako og suweldo, makatabang sa pamilya labi pa sa akong mga*



*ginikanan aron masuklian tanan nilang paghago sa pagpaeskwela sa among mga igsoon.*

(I need to go to school in order to have a decent job with high salary to help my family especially my parents to repay them.)

Moreover, Informant 7 and Informant 10 unveiled their wishes to come true;

*Mahimong abugado. Sa bata pa lang ko gusto ko magsuot og kurbata unya magpanalipod sa mga pobre nga walay ika-afford magbayad sa abogado. Kay ang bayad sa abogado mahal daw unya ang mga pobre dili o walay ikabayad. Maong gusto ko mutabang sa mga nagkinahanglan sa akong mga serbisyo.*

(To become a lawyer. When I was a child I want to wear a tuxedo and to protect people who cannot afford to pay an attorney's fee because its service fee is so expensive that the poo can't afford.)

*Makatabang sa pamilya kay makahatag og tabang sa ginikanan kung makahuman og eskwela.*

(To help my family if I finish my studies.)

**Acquisition of Knowledge.** Learning is a never-ending quest of an individual to making new skills and information. Learning strategies should be provided to children to the maximum level of acquiring knowledge. Participant 1, Participant 3 and Participant 7 partaken these perceptions;

*Makakuha gyud sila og mga kahibalo sa pag-eskwela. Makakat-on sila og mga kahibalo nga makatabang sa paglambo sa panginabuhi namo.*

(They can acquire knowledge if they go to school. They can gain knowledge to improve their way of living.)

*Makabalo sila sa maayo nga pamaagi aron mabuhi. Makakat-on sila sa pagsulat og pagbasa labi pa kanang sa Ingles kay lisod kaayo na para sa amo Ma'am.*

(They will be wiser enough to find ways to survive to have knowledge on how to write and read especially in English for it is really hard for us.)

*Makabalo magcomputer Ma'am kay 'di gyud ko kabalo ana. Siya napod mutodlo namo og sa iyang mga igsoon. Kay sa pagkakaran, siya man nagatudlo nako og tuplok sa cellphone pero dili gihapon ko kabalo kay tiguwang na man gud ko.*

(I want her to be a computer literate. My daughter will teach us on this matter. For now, she teaches me how to use cellphone.)

In the other hand, Participant 8 and Participant 9 as we continued our conversation brought forth these points of view;

*Kung mag-eskwela Ma'am, makamao gyud siya nga musabot sa angay sabton og makamao sa mga bulohaton nga itudlo sa mga maestra diha sa eskwelahan.*

(If ever my child will go to school, she will learn and know whatever is taught in school.)

*Makahibalo magluto og magcomputer, kanang magkuri-kuri sa computer, magtype sa computer og magluto og pan.*

(To know how to cook and to operate computer and to learn also to bake bread.)

As the talk got deeper, Informant 5 and Informant 8 confided;

*Makabalo ko sa mga leksiyon para dako ko'g grado sa tanang subjects kay lain kaayo ang makakuha og atsa og mopaso inig closing para mahatagan og medals.*

(I will understand lessons for me to have good grades so that I'll be given medals during the closing ceremony.)

*Kung moeskwela, daghan nindot tan-awon. Daghang pagbag-o ang makita nimo kung moeskwela ka.*

(I will have lots of beautiful things and new sights to observe and look on if I will be in school.)

**Finish School.** For most of the parents and students, finishing school was mostly uttered as if it's their ultimate goal in life. This positive utterance will surely lead to attainment of it. Participant 2 and Participant 5 exhibited these notions;

*Makahuman gyud sila sa pag-eskwela ilabi pa og mulahutay gyud sila. Madungagan ilang nakat-onan diri sa panimalay.*

(They will finish their studies if they will strive hard. Their knowledge will be added.)

*Makahuman sila og makapaso ko sa stage ma'am. Makataod og ribbon sa akong anak og makabestida ko og makapagwapa anang panahona kay talagsa ra baya nang makapaso Ma'am.*

(They will finish and I am proud to be on stage to pin their ribbons and to wear beautiful dress and be georgeous that time for it's seldom that I attend such activity.)

Besides, Participant 6, Informant 4 and Informant 9 yarned;

*Makalampos Ma'am og makahuman og kurso.*

(To graduate and finish a course.)

*Nangandoy nga makagraduate aron sa among tribo naay makagraduate. Aron makabati og ka proud akong mga ginikanan. Maayo kung makagraduate para makatrabaho og makatabang pa sa uban para sila napod unta ang makahuman.*

(I wish to finish my education so that in our tribe I will be considered as first to graduate and to make my parents proud. It is good to graduate to have job and to help other for them to finish also.)

*Para makahuman og pag- eskwela og makatrabaho. Kay kung dili ka moeskwela walay mahitabo sa imong kinabuhi. Permanente lang ka naa sa ubos. Murag wala kay pulos sa imong pamilya kung magpabilin ka nga walay grado, wala kay silbi sa katilingban.*

(To finish education and to have a job. If I will not go to school nothing happen in my life. Your life will be miserable and you will remain useless.)

**Acquisition of Good Values.** Values are anything that is good and desirable for as long as it will lead us to our last end in life which is God. Our Informant 3 has achieved this more than the beauty of physical appearance. She nodded as she confessed;

*Batasan nausab kay maldita ko kaayo sa una. Kusog ko kaayo magtubag tubag sa akong Mama. Tungod sa mga leksiyon nila Ma'am, akong nahuna hunaan nga mali ang dili magrespeto. Ang eskwelahan gyud maoy isa sa mga instrumento nga mausab ang tao.*

(I have changed my attitude for better. I have learned to pay respect to my mother because I have thought that it's wrong to be disrespectful. The school is an instrument to change an individual.)

### **Benefits from Schooling**

This section presents the results from research question 2.2 "What benefits can you get from going to school?" which is under major research number 2 'What are the perceptions or views of the Dibabawon parents and students regarding education?' The responses generated seven themes: children becoming literate, able to socialize, learning preparation for the future, learn fundamental values, learn some skills, avail government cash grant and develop self- confidence.

**Children Becoming Literate.** Literacy as one the aims of education are not far in having a school. Education must prepare children in creating personalized opportunities to be literate and functional. Participant 1, Participant 2, and Participant 3 agreed on these;

*Kami nalipay, ang dili namo masabtan, sila na may mupasabot, ang akong mga anak na man ang mubasa sa sulat para namo. Buot pasabot, naa silay nakat-onan sa pag-eskwela, naay maayong resulta sapag-eskwela.*

(We are happy for the things that we can't understand for our children are there for us. They have understood lessons in school as one of the good results in schooling.)

*Ang kaayohan Ma'am, kung wala me diha sa balay, among ibilin ang tindahan sa ila, kabalo na sila musukli, unya labi pa kay nag-pa digit me, kabalo na sila moremit.*

(The good thing is our children can be left in our sari-sari store for they know how to tend in changing and selling.)

*Ang kaayohan Ma'am, kay dili man ko kabalo, unsay gusto nako ipasulat, masulat sa akong bata kay kabalo man.*

(The good thing is they know how to write since I don't know how.)

Similarly, Participant 4, Participant 6 and Participant 7 parceled out;

*Makabalo na sila mupalit Ma'am. Masugo na sila sa pagpalit og mga kinahanglanon diri sa among balay og dili nako mabalaka nga mailad sila o makulangan ang ilang madawat nga sukli kay kabalo na man mokwenta.*

(They knew already how to buy. I let them buy stuff that we need in our house and I am not worried that they will be cheated for they knew how to count.)

*Ang ganahan nako sa mga bata, kung magpadala ko og komprada, si Jerwin, akong anak, maoy pasulaton kay naa na man silay grado, kabalo na man sila. Dili kaparehas sa amo nga walay grado.*

(The thing that I am happy with my children is that when I want to have a list on the things that we need, Jerwin who is my son, will be the one to write because I don't know how.)

*Nakahibalo na ang mga bata mubalanse Ma'am ilabi na kung ibilin namo sila sa among gamay nga tindahan. Kabalo na musukli.*

(My children know how to count money as well as in giving customers change especially if we let them take care of our sari-sari store.)

Meanwhile, Participant 9, Participant 10 and Informant 1 explained;

*Ang kaayohan nga nakuha Ma'am daghan. Una, makabalo na musulat og mubasa ang mga bata. Ikaduha, kabalo na mokwenta. Ikatulo, kung sugoon nako, dili na maulaw mangutana.*

(There are many good things that they have earned. First, the children have learned how to read and write. Second, they learned how to count. Third, they gained confidence from themselves more if they are tasked to do something.)

*Dili nako maglisod Ma'am sa pagsabot sa sulat nga ipadala sa akoo labi pa kung meeting sa purok o eskwelahan kay naa na may mubasa para nako.*

(It is no longer hard for me to understand when the school or the community sends me letter because there is already someone who could read it for me.)

*Nalipay ko kay naa nay mahibal-an og makastudy na sa mga leksiyon nga ginatudlo nila Ma'am.*

(I am happy because I have something to learn and study from the lessons our teacher taught us.)

Similarly, Informant 2, Informant 4 and Informant 7 expressed their own realizations;

*Sukad nga nag- eskwela ko Ma'am daghan nako'g natun-an. Kabalo nako magsayaw og folk dance. Daghan napod koy naamiga nga kasabay nako kung maniudto me sa classroom, maghimo og assignment og magpractice og sayaw.*

(I have learned a lot since I started to go to school. I learned how to dance folkdances.)

*Nakatuon kog Math, kanang mag- solve sa blackboard og maglumbaanay og compute kay hatagan man og plus nga grade ni Ma'am. Nakatuon pod ko og sayaw og kanta.*

*Daghan pod kog natun- an saScience, kanang magpalupad og improvised nga rocket nga maggamit og plastic bottle.*

(I learned Math, especially when we would solve on the board and would compete to solve it first hoping for an additional grade. I also learned a lot in Science, like improvising and attempting to make a rocket fly using plastic bottles.)

*Ang pag- eskwela Ma'am dili usa ka joke kay daghan kay buhaton. Sa balay og sa school. Magpractice, maghimo og projects og mag- study. Mao na nga daghan koy nasabtan og nahibaloan nga kung wala ko nag- eskwela dili gyud nako matun- an Ma'am.*

(Studying is not a joke because it has lot of things to do, both at home and at school. We do practices, make projects and study. If I have not been in school, I wouldn't learn a lot.)

In addition, Informant 8 fondly revealed her experience in her classes in her two subjects;

*Daghan ko'g nahibal- an kabahin sa pagsulti og English og sa Math. Kabalo nako paggamit anang is og are,,, hahaha. Sa math, pagsolve og negative og positive. Maglibog kaayo ko ana sa una, karon makamao nako gamay. Sayon ra man diay kung maminaw og magtuon lang og seryoso.*

(I have learned to speak English English and solving math problems. I learned how to use is and are... hahaha. In Math, I learned to like positive and negative. Before, it is so hard for me to understand it. But now, it is easier for me as long as I will listen and take everything seriously.)

**Able to Socialize.** One of the innate characteristics of a human being is to be with other individual. Our students have widened their circle of friends as they are in school. Informant 1, Informant 2 and Informant 10 boasted what they have undergone;

*Makita pod nako akong mga amigo kada adlaw. Naa nakoy bag- o pod nga mga amigo sa lahi nga grade.*  
(I am able to be with my friend everyday and meet new friends from other grade levels.)

*Daghan napod koy naamiga nga kasabay nako kung maniudto me sa classroom, maghimo og assignment og magpractice og sayaw.*

(I gained friends whom I have lunch with in our classroom, do our assignment together and also practice dancing.)

*Dili nako mausa- usa ang kaayohan Ma'am. Pero isa na sa kaayohan nga nakatuon ko'g daghan. Nakaapil ko'g contest diri sa atong eskwelahan. Kung naay program kay pakantahon ko bisan ulaw kaayo sa akong part pero kaya ra.*

(I cannot count all the good things. But one of those is that I have learned many things. I also joins contests here in our school. And I also sing whenever there is a school program even if I feel shy but I have managed to enjoy it.)

**Learning Preparation for the Future.** Everyday is a learning opportunity for them who wanted to be educated. They have tried their best to know for their dreams to achieve. Informant 3 and Informant 5 recounted their experience;

*Naa name nahibaw-an sa klase- klase nga mga subjects like sa Math. Natun- an na nko og love ang mga numbers Ma'am. Mao pod na ang nadugang sa akong pangandoy nga mahimong engineer sa umaabot nga mga adlaw. Og nakatuon kog pagrespeto sa akong isig ka tao.*

(We have learned from different lessons like Math. I have learned to love numbers. And it pushes me more to become an engineer someday.)

*Makahuna-huna nako og tarong Ma'am. Dili nako mamugos sa kaong ginikanan nga manarbaho sa Monkayo.*

(I have grown mature. I am not forcing my parents anymore to let me work in Monkayo.)

**Learn Fundamental Values.** Basic must be learned first to learn the succeeding values. It is true to those who wish to acquire more values to practice in everyday living. Informant 3, Informant 6 and Informant 9 related their own story;

*Og nakatuon kog pagrespeto sa akong isig ka tao.*



(I learn to respect others.)

*Pagsunod sa sugo sa maestra ang number one nakong natun- an. Naaman me assigned task kada bulan unya leader man ko, unsay instructions ni Ma'am maoy among sundon para mahuman dayon kauban akong mga kagrupo.*

(The first thing I learned is to obey our teachers. Since we have a monthly assigned task and I am the class leader, we would follow our teacher's instruction so we could do it quickly.)

*Kabalo magbalanse kung unsay angayan buhaton Ma'am.*

(I knew how to weigh the right thing to do.)

**Learn Some Skills.** Skills are vital in performing tasks. It will be nice to share it with others. Informant 4 and Informant 5 mentioned;

*Nakatuon pod ko og sayaw og kanta.*

(I learned to dance and sing.)

*Makatabang napod ko sa pag eskwela sa akong mga manghod kay magpatudlo man sila sa ako sa ilang assignment.*

(I can now help my younger siblings in their assignments.)

**Avail Government Cash Grant.** Government has more to do for our people. The conditional cash transfer made the lives of the Lumad more uplifting and provide more opportunity to improve their living. Participant 5 bared the support received;

*Nakadawat name og ayuda gikan sa gobyerno sama sa kuwarta og libre nga bugas sa 4Ps Ma'am. Nahatagan na pod me og livelihood kay gipatanom me og luy-a sa 4ps og gihatagan me og capital sa binhi sa luy-a.*

(We have received assistance from the government like cash and rice from 4Ps program. We are also given livelihood, the 4Ps gave us capital and ginger to plant.)

**Develop Self- confidence.** To be with people and talk with them is a sign of personal development as we are called social being. Participant 8 told;

*Ang akong anak makabalo na musulti atobangan sa mga tao Ma'am. Dili na maulaw og muharong na og pakig-istorya sa mga tao labi pa kung naay ipapangutana nako sa maestro kung dili ko kaapil sa meeting.*

(My children gained confidence to talk in front of a crowd. They no longer feel embarrassed to talk to other people especially when I ask them to talk to their teacher whenever I cannot attend meetings.)

### **Views on Education or Being in School in Relation to Culture**

This section presents the results from research question 2.3 'How do you view education or being in school in relation to your culture?' which is under major research number 2 'What are the perceptions or views of the Dibabawon parents and students regarding education?' The responses generated two themes: educate IP people and bring back indigenous culture.

**Educate IP People.** Education is the foundation of a strong nation. As part of our country, our IP is very privilege to be provided with school to make their status uplifted.

Participant 2, Participant 4 and Participant 5 declared their gratefulness;

*Makaeskwela og human og makasulod og tarong ang akong mga anak og mga apo Ma'am. Dili ko gusto nga magpabilin sila sa pag- uma. Bahalag mag- uma gihapon sila basta nakaeskwela na og high school og naa nay kat- onan nga pwede na nila magamit sa ilang kinabuhi.*

(To be able to make my children and grandchildren graduate. I don't want them to remain as farmers or even though they would still do farming but at least they are able to study high school and learn something they can use in their lives.)

*Makatabang ang eskwelahan sa pagpaedukar sa among mga kabataan Ma'am aron dili sila maignorante labi pa nga*

*daghan na kaayong bag- o nga mga gamit karon nga gusto kaayo sa mga bata aron ilang matun- an og kalingawan.*

(The school can help our children in educating them so they would not be ignorant especially now that there are lots of new things that young ones like to learn and enjoy.)

*Sa among mga tigulang Ma'am, ang eskwelahan mao gyud ang maghatag og kahibalo sa among mga anak. Maoy mahimong dalan aron magraduhan sila og makapanarbaho og tarong kung mahuman na sila og tungha.*

(For us elders, the school is one who could give learning to our children. It is the way to educate them and lead them to land a better job.)

Further; Participant 9, Participant 10 and Informant 1 said;

*Sa mga Lumad ang among tuyo bahin sa edukasyon, magpaeskwela sa mga bata para maedukar ang mga Lumad unya makatrabaho unya madungog ang tribo sa Dibabawon nga dunay grado sa atong panggamhanan. Kay sa unang panahon man gud, ang mga kabataan nga wala pay eskwelahan, wala pay edukasyon, lahi ra sa pagkakaran, lahi ra kung naay edukasyon ang mga bata ka ang mga Lumad nga naay edukar, makalevel pod me sa Bisaya nga naay edukasyon. Nagpasalamat me nga adunay eskwelahan nga gibilin si Father Balonga para sa mga tribo kauban sa mga kaigsoonang Bisaya aron ang mga kabataan makamatngon unsay maayo og dili kay ensakto man ang ilang edukasyon og among kultura dili mawala sa Pilipinas.*

(For us Lumad, our prime purpose in educating them is to help them and find a better job and give and give honor to our tribe. Before, the young ones are still not well educated, we felt different from others but now that they have good education, they can level with the Bisaya who are well educated. We are very thankful that Father balonga have left us a school for our children to learn what is right and wrong and to educate them more and help preserve our culture here in the Philippines.)

*Mapaeskwela tanang Lumad og makatuon sa pagbasa og pagsulat kay mao ni ang importante para masabtan og makasabot sa mga angay nga sabton ilabi pa kung naay komunikasyon sa purok og eskwelahan.*

(To make all the Lumads be educated and learn to read and write for this is important to understand the things they need to understand in connecting with the school and community.)

*Makatuon og tarong ang mga Lumad kay duol na lang ang eskwelahan. Ang eskwelahan ang paagi para magraduhan ang mga Lumad nga batan- on og makalampos sa pag-eskwela.*

(Since the school is near, the Lumad can learn more. The school is the instrument to educate the young Lumad and finish studying.)

Similarly, Informant 2, Informant 3 and Informant 5 asserted;

*Ang dunay makagraduate nga tribo kay malipay ang tribo kay pananglitan mahimong propesyonal ang among mga igsoon o parente. Makatrabaho og maayong trabaho unya mahimo kining dungog sa tribo.*

(The tribe would be very happy if there is one who will graduate and became professional. Land a better job and give honor to the tribe.)

*Nascholar me diria tanan. Libre tanan kung naay bayronon. Libre pod ang ubang school supplies sa abre sa klase kay nangita man ka Ma'am og magsponsor namo unya ang ubang maestra, manghatag pod namo og notebook og ballpen.*

(We are all scholars here. We are free from all PTA obligations. Sometimes there are also free school supplies at the beginning of the school year because our teacher finds us sponsors and also other teachers give us notebooks and pens.)

*Naa nay grado ang tanang tribo ilabi pa sa dunay interes nga muhuman og high school og magpadayon pa sa college. Dili name i- bully nga dili kay kabalo name mubasa og musulat. Respetohon name sa mga Bisaya kay pareha name gradohan og dili na inosente.*

(Because of education, my fellow tribe will be able to study and work. There are more opportunities of finding a better job when you finish studying. You will no longer till the land

or if you will still do so, you will hire someone to do it because you can afford it already.)

Besides, Informant 6, Informant 7 and Informant 8 proclaimed;

*Tungod sa edukasyon, makaeskwela na ang akong mga katribo og makatarbaho. Kung moeskwela man gud ka, dako kaayo ang posibilidad nga makakita ka og tarong nga trabaho. Dili naka mag- uma og kung mag- uma man, magsuhol na lang ka kay naa na man ka kuwarta nga ikabayad sa magtrabaho sa inyong uma.*

(All Dibabawon can go to school because of education. There's possibility of looking a good job and you will anymore till the land or pay for who will work in your farm.)

*Ang tanang Dibabawon makaeskwela diri kay duol na lang. Dili naka maggasto og plete. Pwede ra pod nga makauli og udto kung magdali lang og baktas pauli sa balay og pabalik sa eskwelahan.*

(All the Dibabawon will be able to go to school because it is near. You could just go home during lunch if you want and go back to school afterwards.)

*Magradohan ang mga katribo namo. Dili na maignorante og kung naay eleksiyon, dili na magpakuyog para muboto kay makabalo na man musulat. Kay ang akong Mama karon, kung naay eleksiyon, magpatudlo pa og maestro. Maulaw ko kay daghan man sila dili kabalo.*

(Our tribe will be educated. We will no longer be ignorant. And when election comes, we can vote on our own since we already know how to read and write. Before, during election, my mother would always ask assistanceto the teacher. I feel embarrassed because there were too many of them who still don't know how to do it.)

In addition, Informant 9 and Informant 10 pattered;

*Mag- eskwela ko para makatabang sa akong mga ginikanan og mahayahay ilang kinabuhi. Kung makahuman ko, dili na kaayo sila mag- uma kay palitan nako sila og bugas og pabuhion nako sila og daghang hayop. Mag- uma man sila pero dili tong magpainint og magpaulan para daghan ang mapugas og masanggi.*

(I will study hard to help my family and to give them comfortable life. I need to finish my studies and get a good job with high salary so I can buy food and give them capital for livelihood like animal production to earn additional income.)

*Makatabang sa akong mga katribo, mga igsoon, mga ginikanan og mga parente.*

(To help preserve our culture and to help my siblings, parents and relatives.)

**Bring Back Indigenous Culture.** Culture that has been slowly forgotten has to be brought back as one of the IP's vision. They are hopeful that their children will learn it too. Participant 1, Participant 3 and Participant 6 dreamt of;

*Ang akong damgo gyud Ma'am nga mabalik ang among kinaraang sinultihan nga makabalo ang among mga anak niini kay sa akong namatikdan dili na sila makabalo, magBinisaya na man gud sila pirmi. Dili na pod sila kasabot kay kaming mga hamtong naman lang ang magkasinabot sa niLumad.*

(My dream is to preserve our culture. We need to use our dialect in order to teach our children to use it. As I observed, our young children used Cebuano instead of ours.)

*Makatudlo ang mga maestro sa among sinayawan aron dili makalimtan sa musunod nga mga anak.*

(The teachers must teach our dances in order not to be forgotten by our children.)

*Mabuhi ang among sinayawan og kultura aron dili kini mahikalimtan. Ma'am, ang eskwelahan og mga magtutudlo pod ang mugiya sa among mga anak sa maayo nga dalan aron dili sila mayabag og madala sa dautan.*

(To keep our culture especially the tribal dances, songs, dialect and traditions alive. The school and teachers must guide our children into the right path.)

Additionally, Participant 7, Participant 8 and Informant 4 also laid their

aspirations;

*Edukasyon maoy mahimong dalan para mabuhi ang among kultura ilabi pa sa sayaw, kanta og sinultian kay lain kaayo paminawon nga ang among mga bata dili kabalo sa among sayaw kay maulaw man sila.*

(Education will be the means to make our culture prosperous especially dances, songs and dialect. Encourage the young to use our dialect and do not be ashamed to show our culture and tradition.)

*Masayaw sa among mga kabataan ang among sayaw og matun-an ni nila para maggamit nila sa Pangapog. Aron nga dili mawala og makalimtan kay kaming mga tiguwang, mupahuway na man ana kay sakit na ang tuhod.*

(Our dance must be learned by our children for them to participate in Pangapog in lieu of the elders because we will relax for we have arthritis.)

*Matabangan ang among tribo aron makatungha me tanan og mahatagan among mga ginikanan og dugang livelihood.*

(Help our tribe to be in school and our parents are given livelihood.)

### **Disadvantages of Being Educated**

This section presents the results from research question 2.4 'What are the disadvantages, if any of being educated?' which is under major research number 2 'What are the perceptions or views of the Dibabawon parents and students regarding education?' The responses generated five themes: engaging in undesirable acts, forget and ashamed of roots, inability to apply learning, being unmindful to family obligations and unable to develop self-confidence.

**Engaging in Undesirable Acts.** The very purpose of going to school is to be educated. But some of the other factors, our children tend to forget its purpose and later

regret. Participant 1, Participant 2 and Participant 5 sighed as they imparted;

*Ang dili maayo ana Ma'am kanang imbes nakaeskwela na, magbinugoy og musulod sa mga bisyo. Sayang ra kaayo ang panahon nga imong gitagana sa pag- eskwela. Unya naglaum pami nga ginikanan nga nagtarong unya wala diay.*

(Educated person is a good model to the society. We are expecting to do his responsibilities in accordance of the law. The disadvantage is that when they finish their studies and they indulge themselves in vices and become drug addict.)

*Ang dili maayo kung siya edukado unya magbuhat siya og dili maayo nga edukado unya gamiton didto sa dautan nga trabaho. Pero kung diha sa kaayohan, ugma niya, panginabuhi niya, kana maayo na siya.*

(The flaw is that some educated used their knowledge in evil works.)

*Kanang musulod og gang Ma'am. Nakahibalo na man unta nga dili na maayo. Masuko kung tambagan.*

(When they take part in gang who are bad influence and will get mad when given advice.)

*Based from their own experience, Participant 8 and Informant 3 added;*

*Mahimo nga sagbot sa katilingban Ma'am. Musulod sa droga og dautan nga barkada.*

(When they become problem of the society like drug addicts or involve themselves and bad company.)

*Ang uban nangabuntis kay nag- oyab- oyab unya dili pa gyud minyoan og dayon sa nakapabuntis niya. Kung lalaki pod, nakapabuntis unya nangundang og eskwela kay paundangon na man pod sa ginikanan kay nagsayang ra og kuwarta murag sayon ra pangitaon ang kuwarta. Mubalik diri sa bukid nga mao lang gihapon. Mas nisamot pa hinoon ang kalisod.*

(They are tempted and become a single parent despite the fact that their parent sacrifice to support their studies.)

Furthermore, Informant 5 and Informant 7 revealed;



*Sige ra og uli gikan eskwelahan paingon sa balay. Mag-cutting classes unya matulog na lang sa balay. Dili na mubalik og eskwela. Mag- atik- atik ra nga gigutom unya diay matulog ra.*

(We immolate just to send our children in school but they do not value it. They always cut classes and sleep at home. They said many alibi just to stay home.)

*Nagminyo-minyo. Wala pay klaro kay nag- ipon- ipon ra. Wala pakasli ang lalaki nagkalisod. Imbes na magpadayon eskwela, nadala sa gugma- gugma nga walay klaro. Mao gyud ning gugma kung sudlan, unya maahat na hinuon kay makalimot.*

(They entered married life in their young age without legal wedding ceremony because they do not have the capability to spend for a wedding. Do not enter in a relationship if you are not ready for the accountability waiting ahead.)

**Forget and Being Ashamed of Roots.** Our modern world has offer innovation and new practices as we have in the media. With these, our children were persuaded by it and follow. As a result, their own culture has been forgotten and buried for long time.

Participant 3 and Participant 4 were dismayed as they opened;

*Kanang makalimot na asa ka naggikan Ma'am. Unya ikaulaw na ang tribo labi pa og nasagol sa sa mga Bisaya o unsa ba kaha. Kaparehas anang dili na muangkong nga Lumad siya og taga- bukid siya.*

(Do not forget where you exactly belong and ashamed to accept the reality that you are Lumad just like not accepting that you are Lumad or come from mountain.)

*Og kung nakaeskwela unya maulaw na mutrabaho sa uma og dili na ganahan mugunit og yuta kay lainan na og ikaulaw me nga mga ginikanan nga Lumad intawon unya naa sa bukid.*

(Some educated person denies they they are son of a farmer and since they live in a city for a long period of time they do not involve in farming anymore.)

In addition, Participant 6 and Participant 7 appended;

*Kung makaeskwela na unya maulaw na musulti sa sinultiang Lumad. Kung kuan pod kanang dili na mutagad sa mga kapareha nga Lumad og pamati na niya nga hawod na kay abi nakaeskwela na og nakatungtong na og high school o college.*

(If they have finish studies then they are ashamed in speaking our dialect and they do not mingle with their tribe as if they feel superior that they have finish high school or enroll in college.)

*Kung naa nay gieskwelahan unya makalimot na asa gikan og kinsay gigikanan, mao nay dili maayo. Dili gyud na maayo kay mubalik ra baya gyud ta asa ta nigikan kay walay lain mudawat nato kon dili ato mga ginikanan nga nag-antos og paeskwela para naay hayag nga ugma.*

(Parents sacrifice just to send their children in school. Children need to give back the effort, respect and love by helping them. We need to give them the best that we can in exchange to their unconditional love.)

**Inability to Apply Learning.** A person have learned the skill or piece of knowledge but don't apply it in real life because they haven't practiced the skills or forget it for some reasons. Participant 9 and Participant 10 opened up;

*Ang tawo o ang mga bata gipaeskwela para maedukar gikan sa pamatasan, pagrespitoay og dili musulod og dautan. Pero kung ang bata dili mutoman sa iyang gieskwelahan buot pasabot kana siya mupaingon sa dili maayo kay dili maayo ang trabaho.*

(The children send to school for them to be educated, learn how to respect and be a good citizen in the community. They need to follow their parents and teachers and apply it to be a role model.)

*Ang dili maayo ana man nga nakaeskwela na unya mabuntis og sayo. Dili na makatabang sa ginikanan, mao na hinuon ang tabanganan na pod.*

(The ill thing is when they get pregnant. Instead of helping us parents, she is the one to be attended to.)

Furthermore, Informant 1, Informant 2 and Informant 4 exclaimed;

*Ang mag-away Ma'am. Kanang madunggan sa daghang kasilinganan. Kung mag-away pod dagko kaayo og mga baba, magsininggitay. Mao nay dili maayo imbes nga naa nay grado, naedukar na. Nakalimtan na hinuon ang maayo nga pamatasan.*

(When fighting that the neighborhood can hear with the loud voice and shouting. That's the bad thing when the values are being forgotten.)

*Dili na magrespeto sa isig ka tawo. Kung makuwartahan, abog-abogan na lang ang mga kaila sa una. Kanang makalimot na asa siya naggikan og halos dili na molingi sa iyang mga kaila Ma'am. Lain kaayo ng ingun ana, murag wala na kay kamatayon.*

(Do not respect his fellowmen. If ever accumulated money and degraded those who knew before. It is really bad that as if you will not die.)

*Walay pagpakabana sa ilang sarili. Murag dili na mahibawan nga mali ang gibuhay. Dili na magpatambag sa uban. Feeling nga nakahibalo na sa tanan.*

(Do not have care on them. As if he not aware of the loopholes being done. Don't listen to advice and as if knew everything.)

**Unable to Develop Self- confidence.** Some person is timid though she has the knowledge but lack the compusure to show it on the public. Informant 8 uttered;

*Maulaw muatubang og daghang tao. Imbes nga naa nay grado. Pugson pa hinuon para lang muadto og stage.*

(Ashamed to face the crowd that you need to force her to be on stage.)

**What are the benefits the Dibabawon parents and students may get in education?**

This section presents the results for the third question; 'What are the benefits Dibabawon parents and students may get in education?' The pieces of information were all taken from the responses of the research participants and informants through focus group discussion and in-depth-interview. As part of the consideration for ethics, the identities of participants and informants had been hidden by naming them as participant and informant and a figure, for instance, Participant 1 and Informant 1.

### **Expectation of Parents their Children Gain from Going to School**

This section presents the results from research question 3.1; 'What do you expect your children to gain from going to school?' which is under major research number 3 'What are the benefits Dibabawon parents and students may get in education?' The responses generated four themes: children finishing their studies, support the family, pride of every family and learn basic skills.

**Children Finishing their Studies.** The dream of almost all individual is to finish what has been started. This is true to Participant 1 and Participant 2 as they stated;

*Ang gilauman namo nga makakab- ot gyud sila sa ilang kurso pagkahuman sa high school. Makab- ot nila ang kurso kung unsa ilang kuhaon kung naa me kaya. Mao gyud among gilauman Ma'am.*

(We dream that they will finish a course after high school.)

*Akong gilauman Ma'am inig makahuman, makamaestra, masundalo. Hinaut unta dili matulibagbag sa pag- eskwela og dili sa mag- oyab- oyab kay pait kaayo ning walay grado kay dili ka makasulod og tarong nga trabaho nga naa igong suweldo. Kay og walay kay grado, padulong raka sa paghorna. Imong kita kulang pa sa kaon nimo. Dili makapalit og daghang bugas.*

(I hope that they will be a teacher or soldier. I am hopeful that they will be good and will not enter in a relationship for it is so hard to be uneducated that you can't find a good job.)

Besides, Participant 3, Participant 4 and Participant 5 proclaimed;

*Ang akong gilauman sa akong anak, makakuha og kurso sa pagkamaestra o makasulod og trabaho sa munisipyo.*

(I hope that my child will be a teacher and may work in the local government unit.)

*Nilaom ko nga kung molampos ang atong kaanakan o kung mulampos ang among mga anak, dako namong dungog hilabi na sa among apelyido, sa DepEd, hilabi na jud sa amoang tribo na Dibabawon.*

(I expect that our children will complete their studies and will be the pride of our family and tribe.)

*Nagadamgo ko nga nga silang akong mga anak, parente og apo makahuman sa high school unya mupadayon og kuha og kurso para makapanarbaho og tarong og nindot.*

(I dream that our children, relatives and grandchildren will finish high school and continue college and land a better job.)

**Support the Family.** Support to our family is one of our targets in getting education. It plays an important role in one's ability to make healthier choices to reach our goals in life. Participant 5, Participant 6 and Participant 8 imparted;

*Makasuporta sila sa amo para mamaintain ang pagpatrabaho sa uma para managko among mga tanom og dali kay naa na may ipalit og abono og ikasuhol sa maghagbas.*

(They will support us in maintaining our farm to make it productive.)

*Akong giampo nga makatuon sila og tarong sa eskwelahan aron matudloan me og tarong og basa og sulat kay dili me kabalo, maglisod.*

(I have prayed for them to be good in school for them to teach us in reading and writing because we don't know how.)

*Makalampos aron makakab-ot sila sa iyang pagkamaistra para matabangan me inig maedad edaran na.*

(To finish their studies and become teacher to help us when we will be aged.)

**Pride of Every Family.** It feels nice to feel great when you know you've done something. If you want to make your parents proud as well as your tribe there are few things you can work on like finishing studies. Participant 7 and Participant 9 shared these;

*Kay kita nga ginikanan nga mulaom sa mga anak, kay tungod kung makagraduate ang anak dako kaayog dungog ang inahan og dako kaayo ang dungog para sa tribo.*

(Parents are hopeful with our childrens' good future for it's our's and tribe's pride.)

*Mao gani ma'am nga nagtukod ta'g eskwelahan diri sa New Kapatagan gikan elementary hangtod high school kay kitang mga ginikanan dako gyud ta'g paglaum. Unang-una, akong gilauman kung makagraduate akong anak, akoa ng dungog kay akoa ng apelyido. Ikaduha pod, dungog pod na sa tribong Dibabawon kay apelyido man nako. Dili kay diri lang madungog didto pod sa ubos, apil pod sa national, muabot man jud na sa taas. Ang kadungganan s amaong apelyido kung makahuman ang atong mga kaanakan, ma- Bisaya man o ma- Lumad. Mao nay atong gilauman. Naglaum gyud ko nga aduna gyud koy parente o anak nga makahuman sa iyang kurso. Mao na nga ang mga Lumad diring dapita nagpahimo og eskwelahan. Guwapo ang development gikan sa elementary hangtod sa high school tungod kay kami naglaum sa among mga anak sa pagpaeskwela sa kurso kay dako kaayo me og garbo ang among kadungganan og naay apo ni ugangan nga makahuman. Og ikaduha pod, madungog pod me sa DepEd unya kanang pag high school adunay mga talent nga matun-an ang mga estudyante sama sa sayaw, kanta og uban pa.*

(Parents have great hope that is why we established school here. First, I wish that my child will graduate for it is my pride. Second, it is the pride of the tribe to make our children complete their studies. And most of it is to be known in DepEd that our children know dancing, singing and the like.)

**Learn Basic Skills.** To do well in life, you'll need to learn some basic skills. It is needed to integrate these to our life to find our worth. Participant 10 shared this hope;

*Akong gilauman Ma'am kung magpadayon og eskwela akong mga sakop nga sila makamao na og luto og tuplok sa computer. Makabalo na mutimbang unsay maayo nga trabahoon og sila mutabang sa amo labaw pa nga naa pay mga manghod nga paeskwelahonon kay daghan man ni sila.*

(I am hoping that if they will pursue their studies they will learn cooking, operating computer, choosing the right work and help us more that they have still their siblings needed to be in school.)

### **Expectations the School would do to Parents**

This section presents the results from research question 3.2; 'What do you expect the school would do to you as parents?' which is under major research number 3 'What are the benefits Dibabawon parents and students may get in education?' The responses generated three themes: to support education of children, to educate the children and to teach children tribe's traditions and values.

**To Support Education of Children.** Children will achieve well at school when stakeholders and most especially the family take an interest in their school and schoolwork. Getting involved in the education of our child will be helping make their dreams real. Participant 3, Participant 5 and Participant 6 confided;

*Para sa amoa, dako na kaayo ang among kalipay sa pagpa-scholar sa among mga anak sa mga maestro og pagtudlo og tarong aron makabalo sila sa kanya-kanyang mga talent.*

(We are blessed that our children become scholars of teachers and taught well to develop their talents and skills.)

*Kanang mascholar among mga sakop Ma'am. Tungod ana, kaming mga ginikanan dili na kaayo maglisod pagpaeskwela sa mga bata kay muabag na man ang mga magtutudlo sa pagsulbad sa among problema ka ang among kita igo- igo ra man gyud sa bugas og gamay nga sud- an.*

(Our children become scholar and it is a big help for us not to worry about our obligations because our income is just enough for our daily basic needs.)

*Ang eskwelahan dako'g itabang namo nga mga ginikanan Ma'am. Usa na ang libre nga notebook og bag. Dako akong pasalamat kay makatarong na og gamit akong mga anak unya dili na sila maulaw magbaktas kay naa man pod sinina nga inyong ginahatag sa amoa. Usahay apil pami tanan magbahin sa mga sinina nga inyong ipadala.*

(The school would help us a lot. We are very thankful for the supplies that they can go to school. Sometimes that we have also share of supplies that you have sent.)

In supplement with, Participant 8, Participant 9 and Participant 10 added;

*Usa sa mabuhat sa eskwelahan mao ang paghatag og maayo nga lugar aron makaeskwela og makatuon og tarong sila.*

(One of the things that the school has done is providing our children proper venue for learning.)

*Ang nabuhat sa usa ka magtutudlo Ma'am para sa amoa, dako na kaayo me og kalipay kaming mga Lumad kanang gihatag ninyo nga scholarship sa mga tribo. Dako kaayo me og kalipay anang five hundred (P500.00) kada tuig. Mao nay nabuhat sa mga magtutudlo nga gitabang sa tribo para makapadayon ang estudyante para makatabang sa ginikanan sa estudyante nga walang- wala. Ikaduha pod, ang gibuhat pod sa mga magtutudlo ang maayong pagtudlo sa mga estudyante, maoy unang- una pod nga kalipay nga maedukar ang among mga bata.*

(The greatest thing you have done for us is the scholarship that you have given for our children. The 500 pesos every



year is really a great help for us especially that we are Lumad and don't have the capacity to send our children to school.)

*Pagpaagni sa mga kadagkoan nga bisitahon atong lugar Ma'am aron matagad ang atong ubang panginahanlanon sama sa sementado nga dalan og dugang nga building para dili magguot atong mga kabataan.*

(To convince officials to visit our place to attend to our needs like our roads and additional buildings.)

**To Teach Children Tribe's Traditions and Values.** Students must be taught to exercise and do household chores to prepare them in much bigger responsibilities in life.

Participant 4 visualized;

*Matabangan me sa pagtuon sa among mga bata sa among sayaw og matudloan among mga bata og maayo nga pamatasan og maayo nga trabahoon labi pa kanang sa balay nga trabaho para dili matapulan among mga anak.*

(To help us in educating our children good values, tribe's traditional dance and tasks by helping household chores so they develop industry.)

### **Expectation of Parents their Community Gain from the School**

This section presents the results from research question 3.3; 'What do you expect the school would do to the community?' which is under major research number 3 'What are the benefits Dibabawon parents and students may get in education?' The responses generated three themes: to bring improvement to the community, to collaborate with the community and to educate everyone in the community.

**To Bring Improvement to the Community.** School supports changes toward improved community partnerships, environmental changes and bringing people closer to helping the locality. Participant 2 and Participant 4 exposed;

*Pareha anang tubig kay og wala siguroy eskwelahan dili pod maimproved ang tubig nato kay ang gilantantaw pod sa katawhan ang tubig gyud aron naay magamit sa pang-adlaw- adlaw nga panginahanglan sa ligo, hugas og inom.*

(Like source of potable water, without the school, there could be no easy access of water to be used for daily water consumption needed for bathing, washing and drinking.)

*Ang eskwelahan ang mahimong instrumento sa pagpalambo sa lugar kay tungod ana mudaghan na ang mga magpuyo og mudaghan na ang estudyante. Daghan na ang proyekto sa gobyerno nga ibubo diria. Ang mga maestro mao pod ang mutabang kung naay irequest sa barangay, munisipyo o province.*

(School is also a contributing agency in community's population growth as more students can help out to the government projects. And the teachers can be a huge succor in government's community projects.)

In connection with, Participant 5, Participant 8 and Participant 10 revealed;

*Ang mabuhat sa eskwelahan sa lugar mao ang pagpahapsay og paghatag og kalinaw kay sila man ang tuohan sa mga tao kay naa man silay grado. Kabalo napod sila magpanindot sa lugar kay naa na man silay kasinatian sa pagpaninndot kay kung naay contest sa purok sila na man ang duolon sa mga tao og pangayuan og suhestiyon. Kay nagatoo ang mga katawhan nga maalamon ang mga maestro og dunay kapasidad.*

(A school can promote moral values with teachers who are models and look upon by the public as advisers.)

*Sa pagpalambo sa komunidad og pagpadayon sa kalinaw, ang eskwelahan ang numero uno ana kay ang maestro gusto man og linaw og hapsay nga lugar. Sila ang manguna sa pagmaintain ani aron dili maapektuhan ang pagtungha sa mga bata.*

(For community development and continuous peace, the school particularly the teachers should be the first to maintain these, so that the learners will not be affected by their studies.)

*Ang mabuhat sa eskwelahan Ma'am kay ang pagpanindot sa lugar og pagpahapsay niini.*

(The school can beautify and harmonize the place.)

**To Collaborate with the Community.** School and family members collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services and projects. Participant 3, Participant 6 and Participant 9 uttered;

*Ang komunikasyon sa maestro og kung ang purok mag-imbiba sa mga maestro, makigcommunicate sila. Kung unsay requirements sa kahitas-an, makatabang gyud pod ang maestra.*

(The communication of teachers and purok is important. Whatever requirements needed, teachers can be helpful.)

*Inig naay mga okasyon, ang eskwelahan o mga maestro ang magpasiuna og platar kay sila man ang duolon sa mga purok officials. Mao ni ilang ikatabang ang pagplatar og tarong sa mga activities kung naay okasyon.*

(If there are occasions, the school or the teachers are the first to prepare because purok officials will inquire from them. These are the help they can extend to prepare activities if there is occasion.)

*Ang buhaton sa maestro para sa komunidad ang maayong komunikasyon lang para maayo ang padagan sa atong lugar para mag- usa. Mao nay unang- una ang komunikasyon dayon ang mabuhat sa mga magtutudlo ang magtabang og himo og program kung naay activities.*

(The thing that teachers may do is the good rapport to make ke the system smooth. Then teachers may help in making programs.)

**To Educate Everyone in the Community.** School plays an essential role childrens' opportunity for success and in educating the locals. Participant 1 and Participant 7 has given away their views;

*Mahimong naay grado ang tanan aron dali na ang paglambo kay magkasinabot na man og makahimo na og plano para sa kalambuan sa tanang lumulupyo.*

(To make everyone educated to make to prosper easily for everyone will easily come up with a consensus.)

*Ang eskwelahan ang mahimo nga paagi aron ang mga bata dinhi sa New Kapatagan mahimong gradohan og makahuman og kurso. Ining balik nila diri, makatabang napod sa mga bata nga nieskwela napod.*

(The school is the means to make the children cultured and finish a course. When they come back here, they will help other children.)

### **Expectation of Parents their Tribe Gain from the School**

This section presents the results from research question 3.4; 'What do you expect the school would do to your tribe?' which is under major research number 3 'What are the benefits Dibabawon parents and students may get in education?' The responses generated three themes: to enliven the culture of the tribe, to continue supporting children's education and to learn basic skills.

**To Enliven the Culture of the Tribe.** Culture is mostly based upon respect for the life within themselves to identity them for next generations of the tribe and to make language and culture continue. With these, teachers must take several steps to enliven the identity of the Lumad. Participant 1 and Participant 4 uncovered;

*Mao na nga buhion ang kultura sa Lumad, kung naay okasyon, isayaw ang sayaw sa Lumad, kanang magdala og bangkaw. Bisan ako kabalo ko magtugtog nga mao ra sa Pangapog.*

(That is why culture of Lumad is to be shown in occasion like dancing with an arrow.)

*Mabuhi among kultura Ma'am. Ang among sinultihan, sayaw og uban pa kay nakalimtan na kini sa uban. Ang mga bag-ong tubo dili na kabalo kay maulaw na sila sungogon sa ilang classmates. Sa sayaw pod, pipila na lang ang makamao kay kanang bag- o nga sinayawan na man ilang ganahan.*

(Our dialect, dances and the like should be revived because our children are unaware of this. They don't know about this because they are afraid to be bullied. Only few knew our dances for modern dances are being patronized.)

In the same manner, Participant 8 and Participant 9 said;

*Kung mahimo trainingon ang mga bata nga makabalo jud sila mosayaw og nilumad og dili mawala ang inistoryahan nga Dibabawon, usab ang among kultura nga dili mawala, mga kanta nga Dibabawon buhion, mga tugtog ingun man usab ang paggamit sa bangkaw sa pagsayaw.*

(If possible, children should be trained dancing ours and our dialect should be spoken that our culture will not perish including our songs and music and using arrow in dancing.)

*Ang akong gilauman Ma'am nga matabang sa magtutudlo para sa tribo kung mahimo ato trainingon ang mga bata sa sayaw sa ni Lumad para 'di malimtan sa mga kabataan unya kanang sinultian nga makaistorya sa mga bata nga magni-Lumad gyud mo. Ayaw gyud ninyo walaa na.*

((What I am hoping for that the teachers for the tribe are to train our children is dancing of the Lumad way and speaking our dialect.)

**To Continue Supporting Children's Education.** All children have a right to an education and many are denied this right. The Lumad are fortunate that this right is given the priority. Participant 2 and Participant 3 informed;

*Ang akong bata pag- eskwela nga ma- scholar gihapon.*

(My child can still study with scholarship.)

*Akong gilauman nga matabang sa eskwelahan og magtutudlo sa among tribo nga ang among estudyante hatagan og kaayohan nga ma- scholar.*

(I am hopeful that my child can still benefit the scholarship from the teachers.)

In association with, Participant 6 and Participant 7 imparted;

*Makahuman og bisan high school akong mga anak aron makapadayon sila sa panarbaho sa ubos. Malipay name kung makasulod sa bugnaw nga tarbahoan Ma'am kay para dili na mainintan sa pag- uma og pagpugas og mais og pagsanggi. Bahalag kami na lang sa uma.*

(That my children can finish high school so that they can work in a place where they are comfortable. It is okay that we will be tilling the farm.)

*Makagraduate og makalamapos gyud.*

(To finish studies and graduate.)

Furthermore, Participant 10 added;

*Scholarship nga ginahatag aron makatabang sa ilang pag-eskwela. Aron makagraduate o makalampos ang mga anak og makatrabaho nga naay tarong nga suweldo og makatabang napod sa mga bata nga tabanganan nga nagpuyo diri sa New Kapatagan.*

(The scholarships from teachers to students are helpful to finish their studies. And after they will graduate they may work comfortably with appropriate salary and help those students who need help.)

**To Learn Basic Skills.** Students must learn fundamental skills to be utilized in looking for a job and be fitted for the job. Participant 5 demonstrated;

*Makamao magluto akong anak Ma'am aron kung manarbaho siya sa Monkayo makamao na siya, dili na maulawan sa amo kay makamao na man.*

(To know how to cook so that she may work in Monkayo without hesitation.)

## Importance of Education for Their Children's Future

This section presents the results from research question 3.5; 'What is the importance of education for the future of your children?' which is under major research number 3 'What are the benefits Dibatawon parents and students may get in education?' The responses generated three themes: bright and better future of children, finish school and look for jobs, educated IP gains more respect.

**Bright and Better Future of Children.** Parents want the only best for their children. Participant 1, Participant 2 and Participant 3 told;

*Mao ra man na siya. Ang importante sa mga kabataan, kung magtinarong lagi makab- ot nila ang ugma sa ilang panginabuhi.*

(It is the same. The important thing is to be serious with their studies to reach their ambitions.)

*Makatrabaho sila og maanindot ang ilang kaugmaon.*

(For them to have work and brighter future.)

*Makab-ot nila kung magtinarong sila kay mao nay bugtong kabilin.*

(To reach their ambitions if they will be good for it is only our legacy for them.)

Similarly, Participant 5, Participant 6 and Participant 10 informed;

*Ang importansiya sa edukasyon ang paghatag og paglaum sa mga bata nga mahaw- as sa kalisod og dili na matagamtaman among naagian nga lisod gyud. Unta dili na sila makabalhin- balhin og pinuy- anan kay kung naa nakay mahuman, naa nakay tarong nga trabaho og makapahimo na og nindot nga balay.*

(The significance of education is to give hope to the children to be well. I am hoping that they will not be transient ones

that if they have work, they can build their own desirable house.)

*Ang edukasyon ang mahimong iwag sa dalan sa mga bata aron maglakaw sila sa kahayag og mahimong matarong ilang kinabuhi og mahimong sumbanan sa lain.*

(Education will enlighten their way to make their paths lighted and make their lives convenient.)

*Importante kini para sa maayo nga ugma. Dili na man ka maulaw muatubang og mga tao labi pa og mangita og trabaho kay naa na man kay naeskwelahan. Mao pod ni maghatag nimo og kagawasan sa kalisod sa panginabuhi kay naa na man kay saktong pangwarta para sa imong ginikanan og mga igsoon og parente.*

(This is vital for your good future. You will not be ashamed in looking for job because you are educated and this will give you independence in life's difficulties for you have enough source of living that may help your parents, siblings and relatives.)

**Finish School and Look for Jobs.** Looking ang having a good job is one of the indicators that you have gain in schooling. Participant 4, Participant 7 and Participant 9 shared their sights;

*Makahuman sila sa pag-eskwela og makatrabaho og makatabang siya sa uban pod nga mga katribo nga kinahanglan pod tudloan o tabangan pa.*

(They will finish their schooling and find a job and help our members of the tribe that need support.)

*Importante gyud ang edukasyon kay matudloan ang mga bata sa tarong og makahuman og kurso. Inig makahuman, makapanarbaho og tarong og makatabang napod sa amo aron ang kinabuhi na pod sa uban ang matabangan og maluwas sa kalisdanan niining kinabuhi.*

(Education is really important to teach the children and finish a course. They may find job after and offer their assistance to those who are in need.)



*Ang importante sa edukasyon nga makahuman gyud og eskwela. Pagkahuman nga makahuman na siya, makatrabaho. Dayon makatabang pod usab sa mga kabataan nga sumusunod para kung naay kaliwatan, matabangan. Musunud- sunod ang kaliwatan nga makaeskwela. Dapat dili maputol unta kay ang uban malingla. Importante sa edukasyon nga mudugtong siya. Para sa imo karon Ma'am, naa kay pag- umangkon gipaeskwela nimu, kung mamaestra to, muingon man to, Si Ate Annabelle man nagpaeskwela sa ako, pagkasunod si kuan napod. Mao nay importansya sa edukasyon. Ang tao nga naay edukasyon adunay kalahian sa wala ka ang tao nga naay edukasyon sako og balance. Importante ang edukasyon kay diha magsugod ang panginabuhian.*

(The importance of education is to finish schooling in order to help those who are in need and connect in helping others. Just like you, you help your niece and will pass the goodness if ever she will succeed. That's its importance because it is the start of making a living.)

**Educated IP Gains More Respect.** Respect is giving reverence to the person deserve for it. Participant 8 imparted;

*Ang tao nga naay naeskwelahan mas bentaha kaysa sa wala gyud nakatamak og eskwelahan. Kung naay grado Ma'am mas respetohun ka sa imong isig ka tao og labi pa sa pareha nimo nga Lumad. Mao nang mas maayo nga ang mga bata paeskwelahon samtang naa pay eskwelahan og naa pa ang eskwelahan dinhi sa bukid.*

(The person who has gone schooling is better than who did not. You will be respected especially by those members of your tribe. That is why it is better to send children to school while the school is still here.)

### **Expectations of Students to Gain from Going to School**

This section presents the results from research question 3.6; 'What do you expect to gain from going to school?' which is under major research number 3 'What are the benefits Dibabawon parents and students may get in education?' The responses

generated five themes: to finish school, to help reach ambitions, to look for jobs, to become literate and to learn some lifeskills.

**To Finish School.** Most of the respondents aimed to finish their studies in high school and get a degree in college so that they can help their parents in return of the hardwork done for them. Informant 1, Informant 2 and Informant 3 bared;

*Makagraduate ko Ma'am sa high school unya ma- scholar sa college unya mahuman ang akong kurso nga kuhaon. Plano nako Ma'am mahimong teacher. Gusto nako makatabang sa akong parents para makatitaw sila og haruhay nga kinabuhi.*

(I hope to graduate in high school, to get scholarship in college and finish the course I desired for. I want to be a teacher in the future so that I can help my parents.)

*Makuha ang pangarap nga makahuman og eskwela kay lisod nga mapareha ko sa akong mga ginikanan nga kutob lang sa uma aron makatabang sa isig katawo.*

(I wish to finish my studies so that I can help my parents who were not able to finish a course. I want to help the people who also need my help.)

*Ang akong gilauman mao ang makahuman og eskwela og makuha ang kurso nga akong kuhaon sa college.*

(I wish to finish my studies and get a degree in college.)

**To Help Reach Ambitions.** All of us have ambitions that serve as our anchor to achieve it. Informant 5 and Informant 9 unveiled;

*Mahimong pulis. Sukad sa una gusto nako mahimong pulis Ma'am. Gusto nako nga makita akong kaugalingon nga makigbatok sa mga pasaway nga mga tao ng anaghatag og gubot sa atong lugar. Ganahan man gud pod ko sa ilang uniform kay atsup kaayo tan- awon, hinlo. Pero ang akong ganahan kanang maggunit og pusil.*

(I wanted to be a police officer since when I was young. I want to see myself being a policeman so that I can help our

community safe and free from crimes. Aside from that, I like their uniform because its neat and I lover to have a gun.)

*Maningkamot o pangarap nga maabot, paeskwelahon daw ko og seaman. Kung mueskwela lang gyud ko og tarong, makagraduate gyud ko og dili imposible nga mahimo kong seaman og makatravel ko sa tibuok kalibotan nga libre.*

(If I will finish high school, my parents will send me to college and take up the course Maritime Engineering. I will study hard and do my best because it is not impossible for me to travel around the world when I'll be a seaman.)

**To Look for Jobs.** Looking for jobs is so easy if ever you are very well grounded in education. Informant 6 and Informant 7 imparted;

*Ang akong gilauman mao ang makatrabaho og tarong, matabangan ang pamilya og matabangan ang wala kaeskwela. Trabaho nga dili kaayo bug- at aron dili ko sayo matigulang og maguwapa ko parehas anang naay aircon. Ako pod damgo nga tabangan nako sila Mama kay para mahayahay sila og matabangan nako ang wala pa nag-eskwela.*

(What I only wish for is to find a job so that I can help my family and the young individuals who were'nt able to go to school. I wish for a decent job to keep me beautiful always.)

*Makapasar ko Ma'am sa tanang subjects. Dili lang kay pasar, kanang taas gyud og grado para mascholar inig college para dili name maglisod og pangita og kwarta para ibayad sa tuition.*

(I want to pass all my academic subjects. Not only that, but also aim the higher grades so that I will qualify to be scholar in college to save money for my tuition fee.)

**To Become Literate.** To be well- educated is to know everything needed in your future endeavor. This is called functional literacy which is to assist a person in having a living and able to apply in reality what was learned in schooling. Informant 8 and Informant 10 told;

*Makahibalo sa tanang subject. Makahibalo sa Math, English og uban pa.*

(I wish to learn in all subject areas especially in Math and English.)

*Mahimong tigluto. Mahimong inila nga maayo muluto sa bisan unsa nga recipe Ma'am. Unya kung naa nakoy experience, mangaplay ko sa barko para dako- dako og sweldo og makaadto sa lain- laing nasod.*

(I want to become a chef, a popular chef cooking all recipes. If I will have enough experience, I will apply for a job in an international cruise to travel around the world.)

**To Learn Some Lifeskills.** Learning is never ending for us long we are willing to it. Informant 4 shared;

*Makatuon og daghan Ma'am para magamit nako sa akong kinabuhi. Gusto nako matun- an ang pagluto og pan para kung dili ko katarbaho sa ubos, diri ko magnegosyo og pan bahalag akong isuroy inig buntag og hapon para naay kakuhaan og ipalit og para pagkaon.*

(To learn many things and apply it in my life. I want to learn more on bread and pastry because if ever I can't find a job in any places, I will build my own business here in New Kapatagan which is a bakeshop.)

### **Expectations the School would do to Students**

This section presents the results from research question 3.7; 'What do you expect the school would do to you as students?' which is under major research number 3 'What are the benefits Dibabawon parents and students may get in education?' The responses generated three themes: be taught to be better students, bright futures for the tribes' people and aid students.

**Be Taught to be Better Students.** Students may be better in school when interest in learning is being considered. Informant 4 and Informant 6 spoken;

*Matudloan ko sa tanang subjects para mahimo kong honor student para naay madawat inig closing. Lami ang bation kung naay matun- an.*

(I want to learn in all subjects so that I will be an honor student because it is a great feeling for me to receive honors during closing program.)

*Makaeskwela, tabangan og eskwela para makahuman. Tabangan og lahutay.*

(I want to finish my studies with the help and encouragement of other people.)

Also, Informant 7, Informant 9 and Informant 10 viewed;

*Mahatagan og taas nga grado para dili madisqualify inig apply og scholarship sa college.*

(To achive high grades so that I will not fail in applying for a scholarship in college.)

*Makatabang sa mga teacher, makatabang aron makapanindot sa eskwelahan para inig naay bisita, daygon ang kanindot sa eskwelahan.*

(I want to help my teacher by beautifying the school campus so that when visitors will visit our school, they will feel comfortable with the place.)

*Matudloan bahin sa pagluto kay naga- offer man ang eskwelahan og Bread and Pastry. Kung makabalo nako, pwede nako mag- apply og trabaho para dali na lang madawat.*

(My dream is to be taught on how to cook because the senior high school offers bread and pastry. If I will learn from it, I can apply easily for a job.)

**Bright Future for the Tribes People.** The Lumad are very hopeful to be given the opportunity to have a vivid tomorrow. Informant 1 and Informant 8 stated;

*Mahatagan ko og maayo og hayag nga ugma para ako napod ang muiwag sa akong mga katribo para mulambo ning New Kapatagan.*

(To be given a good and bright future so that I'll be a guide to my co-tribes and help develop our New Kapatagan.)

*Makagraduate. Makahuman og eskwela para makatarbaho og makatabang sa nagkinahanglan.*

(To finish my studies and graduate and look for a job to help the needy.)

**Aid Students.** Some of the parents don't have the capacity to provide the needs of their children. Good for them that teacher looks for ways to extend support for them.

Informant 2, Informant 5 and Informant 3 shared in their thoughts;

*Ma-scholar tanan aron ganahan moeskwela kay naay uban nga dili paeskwelahon sa ilang ginikanan kay dili mahatagan og maayong gamit. Mahatagan og libre nga school supplies para dili magduha- duha og paeskwela ang mga ginikanan.*

(My dream is to be a scholar or all of the students will be scholars because some parents don't like to send their children to school and were not given school supplies so that we will pursue our education.)

*Inig ka June, nag- expect me nga naay notebook, papel og ballpen nga libre. Usahay Mayo manghatag sila Ma'am panahon sa Brigada Eskwela para daghan ang mutabang og limpyo sa eskwelahan.*

(By June, we are expecting to receive school supplies such as notebook, paper, ballpen, etc. During Brigada eskwela in May, our teachers usually gave their bundles of joy.)

*Tama na ni sa ako, kay kung naay bayronon, dili me kabayad kay scholar na man ko. Naa man pod libre nga snacks kay nagaluto man ang mga Nanay para recess.*

(This is quiet enough to be a scholar, sponsored by people with heart, who pay my PTA obligations. During class days, we don't always starve for hunger because there is a feeding program provided by the school.)

### **Expectation of Students their Community could Gain from the School**

This section presents the results from research question 3.8; 'What do you expect the school would do to the community?' which is under major research number 3 'What are the benefits Dibabawon parents and students may get in education?' The responses generated two themes: provide education to all residents and help in improving the community.

**Provide Education to all Residents.** To be able to be free from the bondage of slavery, illiteracy and indolence are to be provided with education. Informant 3, Informant

4 and Informant 5 bared;

*Nagapaeskwela o mascholar tanang mga nag- eskwela aron tanang lumulupyo gradohan.*

(Scholarship is granted by the teachers, politicians and kind individuals to students who are poor but deserving to provide them with education.)

*Kadasig sa pagpaeskwela. Pag- awhag sa mga ginikanan sa pagpaeskwela sa mga anak.*

(Inspired in going to school everyday and with the parents' encouragement to their children to continue avail education.)

*Mataoran og tarong nga eskwelahan. Naay magtudlo og Alternative Learning System (ALS) sa mga edaran na og mga youth diri sa atong lugar.*

(The school site should be erected with a new building, a place conducive for learning. For the elderlies and out of school youths, we hope for a teacher to give us time to teach in ALS.)

In support with, Informant 6, Informant 8 and Informant 9 revealed;

*Maayo nga pag-edukar sa amo. Pag- edukar sa mga kursunada moeskwela, sa tanang moeskwela.*

*(Good learnings given to the people who value education.)*

*Matudloan ang mga ginikanan nga walay grado. Maka- offer og Alternative learning System (ALS) para saw ala nagaeskwela kada adlaw.*

(The parents who were had not graduated will be offered with ALS every weekend or once a week.)

*Pagpatukod og nindot nga eskwelahan nga mahimong komportable ang mga estudyante. Kung naay mapatukod, mahatagan og trabaho ang mga ginikanan.*

(To construct a new building to erect in the site, will serve as a place for learners conducive for learning. There will be chances for parents to apply as labor in the said construction.)

**Help in Improving the Community.** Improvement in the locality that is what the residents hope for in the advent of the school. Informant 1 and Informant 2 imparted;

*Makataod og purok aron mabadlong ang mga bugoy aron dili maglakaw lakaw inig kagabii. Matabangan ang mga opisyal sa mga maestro nga awragon ang mga ginikanan nga magbayanihan para sa pagtukod og purok.*

(It is desirable to build a kiosk so that purok officials will be able to monitor the youngsters and implement curfew hours by night. It is a way of disciplining these young individuals.)

*Mapaayo ang karsada ilabi pa og naay project para sa school kay mapauna og paayo ang karsada para makaagi ang mga materyales.*

(The road will be concreted/ cemented if there is project for the school. It will be done first for the easy delivery of construction materials.)

In addition, Informant 7 and Informant 10 shared;

*Nindot nga panan-awon og limpyo. Makatabang og palimpyo sa tibuok purok. Magpatawag sa tanang ginikanan para manglimpyo ilabi sa sa dalan.*

(The community should help each other in order to promote healthy and clean surroundings. The purok officials have the



right to call the attention of the residents for a clean- up drive.)

*Kalinaw sa pamuyo kay maningkamot na ang mga ginikanan sa panginabuhi para masuportahan ang mga anak.*

(Parents want order in living and will do best in finding source of income to provide the needs of my children.)

### **Expectation of Students their Tribe Could Gain from the School**

This section presents the results from research question 3.9; ‘What do you expect the school would do to your tribe?’ which is under major research number 3 ‘What are the benefits Dibabawon parents and students may get in education?’ The responses generated two themes: acquire an education and help in preserving language.

**Acquire an Education.** Since education is the best foundation for a strong nation, our tribal people is also aspiring for it as part of our beloved nation. Informant 2, Informant 3 and Informant 4 confessed;

*Makatiwas og eskwela aron matudloan ang mga manghod nga wala nag-eskwela.*

(To finish studies to teach my siblings for them to be in school also.)

*Sa akona Ma’am, tama na nga scholar me diria. Tama na nga libre me sa bayronon sa PTA og malibre me og snacks.*

(It is enough for me to be a scholar here that I will be freed from PTA obligations and snacks.)

Moreover, Informant 4 and Informant 6 avowed;

*Matabangan ang tanang Lumad nga makaeskwela. Mahatagan og higayon nga makatungha og matudloan sa mga teachers.*

(The Lumad will be assisted in schooling and be given a chance to study and to be taught by our teachers.)

*Matabangan ang mga bata nga makaeskwela ang tanan. Mahatagan og tsansa tanang gusto moeskwela.*

(The children will be given an opportunity to be in school.)

Similarly Informant 9 and Informant 10 brought forth;

*Ang eskwelahan ang magpahimo sa lugar nga dili gubot og mabuotan ang daghang bugoy.*

(The school will be the agent to make this place placeful and make the delinquent tame.)

*Mahatagan og kahibalo ang mga tribo. Matudloan og basa og sulat ang mga kabataan.*

(The Lumad will be taught in reading and writing.)

**Help in Preserving Language.** Preservation of what the Lumad has now is one of their aims to learn by the new and next generation of their tribe. One of it is to keep their language spoken. Informant 1 and Informant 5 confessed;

*Makatuon og tarong ang tanang katribo namo. Mahatagan og pagtagad ang among sinultihan nga i-convince ang mga Bisaya nga dili me bullyhon kay pareha ra man me nag-eskwela diria.*

(All Lumad will be given chances to learn that our dialect will be preserved and to convince the Bisaya not to bully us because we are the same.)

*Mabuhi ang among istorya. Mabuhi ang among inistoryahan nga maawhag ang tanang Lumad nga magtuon sa maong inistoryahan.*

(To revive our dialect and to persuade all Lumad to speak our dialect.)

In relation with, Informant 7 and Informant 8 unloaded their sentiments;

*Pagrespeto sa among mga Lumad. Respetohon among sinultihan. Respetohon ang among kultura.*

(Respect us Lumad as well as our dialect and culture.)

*Mabuhi ang sinultian. Tabangan ang tribo nga makumbinse ang mga kabataan nga mag- istorya og Dibabawon labi pa kung pareha nga tribo ang kaistorya.*

(To revive our dialect and help the tribe convinces the youth to use it if they talk their co- tribe.)

### **Importance of Education for their Future**

This section presents the results from research question 3.10; ‘What is the importance of education for your future?’ which is under major research number 3 ‘What are the benefits Dibabawon parents and students may get in education?’ The responses generated two themes: education opens for job opportunities and education makes one literate.

**Education Opens for Job Opportunities.** Often jobs needed qualifications on educational attainment since the competition is tough. You will be get hired if you have graduated or at least meet the minimum requirement. Informant 1 and Informant 3 shared their hopes;

*Ang edukasyon ang susi para naa koy trabaho. Kung makaeskwela ko, dali na lang ang pagpangita og trabaho.*

(Education is the key to get a job. I will pursue my studies to make easy to land a job.)

*Makahuman og eskwela og makatabang sa ginikanan. Kung makahuman ko, ako na pod ang magpaeskwela sa akong mga igsoon. Ako na pod ang muhatag nila sa financial kay tiguwang na ang akong mga ginikanan, malooy ko sa ilaha. Makatabang pod ko sa eskwelahan sa pagpalambo.*

(To finish studies and help my parents and that will be the time that I will help my siblings. I'll be the one to provide their needs and help the school develop.)

In addition, Informant 6 and Informant 7 related;

*Importante kaayo, kung dili kaeskwela, dili kakita og trabaho nga tarong. Walay man kaayoy mudawat nga trabahante nga wala mahuman og eskwela kung naa man katabang sa balay o kargador ra gihapon ka. Kapoy kaayo gihapon unya gamay ra kaayo ang suweldo unya bun- og imong lawas sa kakapoy.*

(It is important to finish studies because I can easily find work and this time no one could ever hire you if you don't have a degree and if ever there's someone who will hire you, you will be just a helper or laborer and it is degrading on my part.)

*Maningkamot para makahuman og eskwela. Mao ni maghaw- as sa akoo sa kalisod. Mao ni mahimong instrument para mulambo akong pagkatao og panginabuhi kay akong nadungog si Ma'am nga edukasyon ang solusyon sa tanang problema og kalisod.*

(I will strive hard to finish my studies because it is the only way to be out in poverty. This is the only tact to be a better and successful person because according to our mentors that education is the solution.)

And Informant 8 and Informant 10 implied;

*Makagraduate og makatabang sa ginikanan. Makatabang sa angay tabangan. Kung makagraduate, dako kaayo ang posibilidad nga makatarbaho og makasuweldo og dakodako.*

(To graduate and help my parents. To help the needy. If I will graduate, there's possibility that I may get a good job with high pay.)

*Naa na kay kahibalo og mahuman pag-eskwela. Mahimo ka nga professional nga maestro, pulis o engineer. Makatabang na sa nanginahanglan og makatabang napod og pasulod sa trabaho sa imong mga kaila o parente.*

(There are more learning. You will become professional like teacher, police or engineer. I may also help those who are in need especially my relatives.)

**Education Makes One Literate.** Education makes miracle that will change a person if perseverance in learning will be done. Possibilities of being cultured will occur.

Informant 2 and Informant 4 visualized;

*Kung walay nahibal-an, kung mulaag sa laing nasod, masaag. Kung nakaeskwela, makahibalo na sa pasikot-sikot kung unsaon pagbiyahe. Maayo gyud nang mubiyahe nga kabalo naka sa imong buhaton.*

(You will not be lost if ever you will travel if you are knowledgeable.)

*Para sa akua Ma'am, importante sa akua kay naa pod ko matun-an, makagraduate ko og matabangan ang akong ginikanan sa kawad-on.*

(For me, it is very important to have skill so that I can help my parents.)

Consequently Informant 5 and Informant 9 proclaimed;

*Makabalo ko og daghang makat-onan. Makahibalo sa mga skills sama sa pagluto og pagtahi para mao ni akong magamit kung mangaplay ko og trabaho inig makahuman kog high school og kung dili ko makapadayon sa college.*

(You will learn so many things. You will know cooking and sewing that you may use in applying for a job when you graduate high school or if you can't enroll in college.)

*Importante Ma'am kay kung walay grado, mag-uuma gihapon. Kung walay grado, magpabilin nga ulipon sa kalisod og kapait sa kinabuhi.*

(It is important because if you will not finish your studies, you will remain slave of scarcity.)

**How do the experiences and the possible benefits of Dibabawon parents and students influence their drive in sending their children to school or being in school?**

This section presents the results for the fourth question; 'How do experiences and the possible benefits of Dibabawon parents and students influence their drive in sending their children to school or being in school?' The pieces of information were all taken from the responses of the research participants and informants through focus group discussion and in-depth-interview. As part of the consideration for ethics, the identities of participants and informants had been concealed by naming them as participant and informant and a figure, for instance, Participant 1 and Informant 1.

### **Things Liked about Children Being in School**

This section presents the results from research question 4.1; 'What are the things that you like about your children being in school?' which is under major research number 4 'How do the experiences and expectations of Dibabawon parents and students influence their drive in sending their children to school or being in school?' The responses generated four themes: acquiring fundamental values, learn some literacy skills, learn some social skills and getting recognition in school.

**Acquiring Fundamental Values.** Most parents expect schools to provide children with skills, values, and behaviors that will help them become responsible citizens, contribute to social stability in the country, and increase economic productivity. The research participants viewed that their children become a good and law abiding citizen and have focus on their studies. Participant 2 and Participant 6 admitted;

*Dili na siya magsigeg absent ug labi najud nga kabalo na murespeto sa mga tigulang. Mo- amen inig abot sa balay og mangayo og katahuran. Buot pasabot nakatuon siya sa iyang mga maestra.*

(She seldomly committed absences and knew to respect the elders. That means she learned from the teachers.)

*Magamit pod sila sa publiko, musayo na siya momata. Musayo na og sikay- sikay inig ka kadlawon. Mao nay magluto og sayo. Maglaba sa sinabonan sa hapon og maligo kauban sa iyang mga manghod. Dayun, mamahaw sila og magdungan og adto sa eskwelahan.*

(Their skill can be utilized and wake up early in the morning to cook food and do the laundry. Then, they take their meals and go to school.)

Moreover, Participant 10 told;

*Nakauyon ko sa iyang mga natun- an kay dili na kinahanglan og sugoon pa. Kabalo na maghuna- huna sa mga trabahoon sa balay sa panahon kung naay eskwela og kung Sabado, mutabang pod sa uma, pareha anang mag- cutting og saging para ibaligya.*

(I agree on what she learned. She knows to help us in doing tasks in farm.)

**Learn Some Literacy Skills.** A rapid increase in continuing education programs have occurred, motivated by concern for improving the level of skills. This is to address the unique needs of students to learn in school. Participant 3 and Participant 4 uncovered;

*Kung ang akong anak wala kabalo, tudluan sa Papa og kung ang Papa wala kabalo, ang anak napod ang mutudlo o mutambag sa amo. Parehas anang magpatudlo me unsaon pagbasa kung naay text o naay sulat.*

(When the child does not know, the parents will teach and vice versa like reading text messages or letters.)

*Sa among simbahan, siya nahimong lector ug nahimong responsible. Dili siya magduha- duha mubasa sa atubangan sa daghang tao. Mao nang ganahan gyud ko nga dili siya moabsent kay naa may matun- an.*

(She become the lector in our church and become responsible. She is not doubtful to read in front of people. This is the reason why I do not her absent to learn.)

On the other hand, Participant 5 and Participant 8 uttered in a loud voice;

*Nakabalo siya sa mga ubang butang og kami na sab ilang tabangan.*

(She learns things and helps us.)

*Ang akong anak sukad nga nakaeskwela, kabalo na mubasa mao nang ganahan kaayo ko mupalit sa iyang mga ipapalit og kung naay amot sa eskwelahan, ako dayong padad- an og kuwarta para makaamot.*

(I like to buy things for her for she already know how to read and supporter if ther's contribution in the school.)

**Learn Some Social Skills.** As more students experienced the benefits of education, they began to participate increasingly in social activities to widen their circle of friends.

Participant 7 and Participant 9 exposed;

*Naa na siyay mga amigo Ma'am kay sa una, burong ning akong anak. Halos dili mugawas sa balay kay maulaw sa mga silingan. Karon nga nakaeskwela na, kabalo na makig-abi- abi sa mga silingan og kabalo na motimbaya sa iyang mga kaedad.*

(My child has gain friends unlike before that he doesn't even mingle with others. Now that he goes to school, he is already fond of making friends.)

*Ganahan ko Ma'am kay kabalo na mag- atiman sa iyang kaugalingon. Magsinina na siya og tarong kay maulaw man kantiyawan sa iyang mga classmates.*

(I like her now that she kows how to dress well because she is fearful to be bullied by her classmates.)

**Getting Recognition in School.** Awards serve as motivating factor in supporting children. It will give relief to the parents who have exerted effort just to send children to school. Participant 1 revealed;



*Ang akong nauyunan Ma'am sa pagpaeskwela kay permanente ma first sa eskwelahan ang akong apo. Makataod kog ribbon inig closing. Mawala pod akong kalaay kung muadto sa eskwelahan kung naay program kay makita nako akong apo nga mosayaw sa stage.*

(What I like in sending my grandchildren to school is having first honors award. I can come to stage to pin ribbon and watch program during closing ceremony.)

### **Things Parents Do not Liked about their Children being in School**

This section presents the results from research question 4.2; 'What are the things you do not like about your children beng in school?' which is under major research number 4 'How do the experiences and expectations of Dibabawon parents and students influence their drive in sending their children to school or being in school?' The responses generated three themes: not being serious with their studiesbeing involved in wrong doings and losing interest for schooling.

**Not Being Serious with their Studies.** Participant 1 and Participant 2 disclosed;

*Dili ko ganahan magdala sila og cellphone, dili ko gusto maminyo og sayo og magpabadlong sa mga maestra. Kay kung magdala og cellphone dihamagsugod ang oyab- oyab unya makigkita. Dili na lang ta kabalo nga niadto na diaysa lalaki.*

(I don't want her to bring cellphone because this is one way of having a boyfriend through text messaging. They might meet or dating out of our consent. I don't want her to get married at a very young age.)

*Akong gusto kung moeskwela, dili ka moinom, textmate-textmate, og uban pa nga makadaot, mga bisyo, labi na jud sa drugs, tanan nga mga illegalnga mga buhat. Kay kining mga butanga kung imong isagol sa eskwela, mamahimong ngitngit ang imong ugma og dili na hinuoon makab- ot ang mgapangandoy.*

(I want him to be in school, I don't want him to get drunk, smoke especially using illegal drug and any form of vices. These things can ruin his bright future and he might unable to reach his dreams.)

Once again, Participant 3, Participant 5 and Participant 9 said;

*Dapat dili kay dula ray adtuon, dapat ifocus ang kaugalingon sa pagtuon. Kung eskwela, eskwela dili nang magsige og dula kay magkaramutsing na hinuon ang dagway unya kapuyon. Dili na katuon og tarong og kapuyon na og sulod sa eskwelahan. Makasab- an pa hinuon sa maestra.*

(He should focus on studying instead of playing so he will not get tired because when he gets tired, he'll probably unable to learn the lessons taught by his teacher. So the teacher will be upset.)

*Dapat kung moeskwela dapat walay cellphone, bag lang jud ang dad- onkay maayo ra man nang cellphone kung naa kay negosyo nga importante.*

They should not bring cellphones when they are going to school. Cellphons were only good for those who have business.)

*Wala ko kauyon anang magtinapulan parehas anang dili momata ogsayo. Kay malate man na sa flag Ma'am unya muoli kay maulaw musulod kaymakasab- an daw sa maestro. Natural kasab- an gyud kay naulahi.*

(He doesn't wake up early in the morning and so he gets late on flag ceremony. And when he's late, he will go back home because the teacher will scold him.)

**Being Involved in Wrong Doings.** Participant 4, Participant 6 and Participant 8

said while in dismay;

*Kanang mangawat Ma'am. Ulaw kaayo na labi pa kung sa maestromangawat kay maulaw pod ta abi pa lang gitudloan namo na. Kanang magpabadlong pod og magbinugoy sa mga maestro unya makakita og sinumbagay. Kanang mag-cutting classes pod kay usahay muoli diri sa balay kay mukaon og bahaw kay gutom daw sa eskwelahan.*

(Stealing, this is very shameful most especially if they stole something on teachers. Everyone may think we taught her to steal. Getting involved in altercation, trouble, cutting classes and so on.)

*Dili magbisyo, magbarkada o butang nga illegal. Dapat eskwela, eskwela jud.*

(Avoid vices, bad peers, and illegal things. They should focus in studies.)

*Kung naay madungog nako nga gibuhat nga dili maayo akong anak Ma'am. Nganong magbinuang man nga dili man binuang ang pag- adto sa eskwelahan? Mao nang usahay makasab- an gyud nako na akong anak.*

(Sometimes when I heard that my son is involved in something that is not good, I really scolded him.)

**Losing Interest for Schooling.** Interest is one of the keys to be in school regularly but there are moments that the students strike by sloth. Participant 7 and Participant 10 revealed with discouragement;

*Ang dili nako ganahan Ma'am kanang dili magtarong og eskwela. Gihatagan na og balon nga kwarta, gipalitan og pantalon nga gusto unya kalit ra nga dili mueskwela mga kapin semana kay gikapoy. Lami kaayo magwala kay kapoy baya pangita og kwarta sa uma.*

(I don't like when hes laziness strikes. I give him allowance, I bought the things he likes and then suddenly he will not go to school for one week or more because he said he was tired.)

*Dili ko ganahan anang musurrender dayon akong anak tungod sa among kawad- on.*

(I don't like when he easily surrenders because of financial problem.)

## Reasons of Children Skipping Classes

This section presents the results from research question 4.3; 'What are the reasons why your children skip classes?' which is under major research number 4 'How do the experiences and expectations of Dibabawon parents and students influence their drive in sending their children to school or being in school?' The responses generated two themes: no food on the table and not feeling well.

**No Food on the Table.** Scarcity is being experienced by the participants that resulted to hunger and absences of students. Participant 3 and Participant 4 showed out;

*Kanang walay ipamahaw. Usahay man gud kay straight among konsumo nga duma. Mapulan na sila og kaon og balanghoy og camote. Unya wala na pod silay ibaon para paniudto. Mukuyog na lang sa uma para makatabang og pugas o sanggi ba aron para makapagaling me og naa nay ibaon.*

(We don't have any other food to eat but root crops and sometime they're feed up. Sometimes they don't have "baon" for lunch. They will go to our farm and help us.)

*Kung walay bugas. Mutabang pa sila og sanggi sa amo o sa among silingan para daghan among mabahin unya daghan ang mapagaling para dugay mahurot og makaeskwela sila nga walay putol-putol og naay ikabaon bahalag walay sudan.*

(If we don't have corn grits, they will help us to harvest in our farm and even on the farm of our neighbors so we can have lots of corn. After the harvest they will go to school.)

Similarly, Participant 7, Participant 8 and Participant 9 unloaded;

*Kung walay bugas. Kung walay ibalon ang akong mga anak. Dili gyud sila mueskwela kay mutabang sad aw sila sa uma hangtod nga naa nay bugas. Sayang ra pod nga moeskwela sila kung wala daw sulod ilang tiyan kay dili gihapon masabtan ang mga leksiyon. Magsige na lang og hinuktok sa daplin og magluya nga maminaw sa klase sa maestro.*

(We don't have rice and they will not have "baon" for lunch. They don't want to go to school because they said they will help us in the farm for us to have food. They also said, they will not understand everything that teachers taught when they're hungry.)

*Sa panahon nga walang- wala gyud. Walay konsumo nga ipakaon sa ila og walay baonon sa eskwelahan. Usahay mahutdan kay kung sunud- sunod ang ulan, maglisod man sa kwarta kay wala kaayoy abot ang mga mais, saging og doma kay mangamatay og mangalarag.*

(In times when we don't have any that we have nothing to eat and bring for baon. Sometimes we run out of food because of heavy rains that our crops were ruined.)

*Kanang mahutdan og konsumo ilabi pa sa bulan sa Enero hangtod Marso kay krisis kaayo na nga mga bulan kay panahon sa grabe nga ulan. Wala kaayo makuha nga lagutmon og mais sa uma kay walay putol ang ulan. Tugnaw pod kaayo mao ng dili ganahan ang mga bata muadto sa eskwelahan kay mahutdan pod sila og suoton kay lisod ang pagpauga sa mga sinina.*

(When our food supplies were all consumed especially during January to March due to heavy rains. It is so cold that the children get lazy to go to school and most dresses are all used up.)

**Not Feeling Well.** Sometimes the children of participants experience physical disorder. Their group of parents expresses some reasons. Participant 1 and Participant 2 presented;

*Pag naay gibati nga dili maayo sa lawas Ma'am. Dili na lang pod nako pugson kay bisan makuyapan pa didto.*

(If ever she's sick and I don't force myself that I might faint in school.)

*Inig gabii pa lang unya magmulo na nga naay bation og sakit sa ulo, dili na gyud na mieskwela kay para ipahulay niya iyang lawas para dili musamot ang sakit nga gibati.*

(If ever he is not well and need to relax to be well.)

In addition, Participant 6, Participant 6 and Participant 10 stated;

*Masakit sila. Kalinturahon og dugay og dugay maayo.*

(When they are having fever for long time.)

*Kung nay pamation sa lawas Ma'am. Kasagaran kanang kalinturahon og magpaayo og dugay.*

(When not feeling good sometimes having fever that need time to recover.)

*Kung naay kakulian sa lawas. Kalintura o labad ba sa ulo, magpaayo pa sila usa mubalik og tungha.*

(If not feeling well like having fever or headache that they need to be well before going back to school.)

### **Steps or Actions done to Motivate Children go to School**

This section presents the results from research question 4.4, 'What steps or actions did you take to motivate your children to go to school?' which is under major research number 4 'How do the experiences and expectations of Dibabawon parents and students influence their drive in sending their children to school or being in school?' The responses generated three themes: provide children needs in school, provide children money for school allowance and give children encouraging pieces of advice.

**Provide Children Needs in School.** Schooling has demands to meet. One of it is things requisite in meeting the demands of teachers in every subject. Participant 1 and Participant 3 informed;

*Pamalitan nako og mga gamit ang akong mga anak kung unsay kinahanglanon sa eskwelahan nga para sa project og uban pa ako gyud dayong paliton para moeskwela gyud ilabi pa og release sa 4Ps, magdala nako og lista para dili makalimtan.*

(I have bought them school supplies that they need more if the cash assistance of 4Ps is being released that I had with me the list not to forget.)

*Gibuhat usab namo ang tanan uban sa akong bana nga mapalitan sila sa ilang panginahanglan sa eskwelahan sama anang naa silay project o okasyon nga magkinahanglan og sayal o costume ba aron. Usahay pod kung naay project kanang padad- on gamit sa drawing, mag- utang ko sa coop kung wala pay kwarta.*

(We have done everything with my spouse to buy them what they need if they have project or occasion. Sometimes I owe the supplies in our cooperative store.)

Moreover, Participant 5 and Participant 10 revealed;

*Ako sila ginapamalitan og tagaan kung unsay gikinahanglan kay para dili manglood. Kasagaran man gud sa ubang mga anak kay manglood kung dili mahatagan sa gusto og panginahanglan sa eskwelahan mao nang inig yamar, magkadiin- din ko'g panghulam og kuwarta para makapalit sa ilang gikinahanglan sa eskwelahan para mutaas pod ilang grado.*

(I buy them and give them whatever they need for them not to be frustrated. Some of the children gets frustrate if ever their needs will not be provided that's why I really look for ways to provide their needs to make their grades high.)

*Inig tempo abri sa klase, palitan nako og bag- ong sinina, notebook, ballpen og bag para madasig sila sa pagtungha. Unya kung release sa 4Ps, ihatag nako ang baon nila nga sinemana para makatuon sila og budget aron mahibal- an nila ang bili sa kuwarta para dili nila kini sayangan.*

(During opening of classes, I buy them new dresses, notebook, ballpen and bag to make them inspired in studying. If ever I am given cash assistance from 4Ps, I gave them their allowance for one week to teach them how to budget and know the importance of money.)

**Provide Children Money for School Allowance.** Financial assistance is vital in schooling especially that most of our needs should be bought to satisfy us.

Participant 2 and Participant 6 professed;

*Akong ginahatagan og sakto nga balon akong anak para adlaw- adlaw mutungha sa eskwelahan para kung naa siyay maibgan nga makaon, makapalit siya og dili maglaway sa iyang classmate. Kung naa pod me abot nga saging o camote, akong pritohon para dugang sa ilang baanon.*

(I give my child enough “baon” everyday for him to buy food. I also let him bring fried camote or banana as additional “baon.)

*Sakto nga balon ang akong ginahatag kay dili lalim ning gutumon sa eskwelahan kay utok gud nang ginagamit. Mas kapoy pana sa maglimpisa kay tuod dili kaayo ka panington pero ang imong utok nagalihok og nagahuna- huna. Mao na kung naay sakto nga balon, makapalit dayon sila og i-recess.*

(I give them enough “baon” to have something to eat when they get hungry. It is tiring when you use your brain than doing manual labor.)

Furthermore, Participant 8 and Participant 9 imparted;

*Pagdasiq, pagsabot bahin sa edukasyon, sakto nga balon. Sabtonon ang mga bata karon kayo og dili mahatagan sa gusto, mawad- an dayon og dasiq, muondang. Hatagan sa saktong balon kay maibog man na sila sa mgatinda sa canteen labi pa og makakita sila nga naay magkaon unya gutom sila.*

(Inspiration, understanding and enough “baon. Children must be provided with to go on with their studies.)

*Ginabudgetan nako sila og pangbaon para ganahan mutongha adlaw adlaw og ganahan mag- study. Kung makabaligya ko og saging, akong pakapinan ilang balon og palitan nako og isda kay para mabusog sila sa ilang ginabalon nga paniudto kay para dili sila maulaw muhikyad sa ilang paniudto kauban sa ilang classmate.*

(I have budgeted for their “baon” to energize them to go to school and study. I will add their “baon” and buy fish if I sold banana to have viand for lunch.)



**Give Children Encouraging Pieces of Advice.** Uplifting the moral of the children will help them pursue their dreams in attaining their dreams. Participant 4 and Participant 7 argued;

*E encourage sila nga mahuman jud sila sa ilang pagtungha para dili sila maparehas sa amoa nga mag-uuma ra, para pohun daghan silang mahibal-an. Dasigon pirmi nga mueskwela para dili nila mapadayon og tagamtam ang kalisod para maharuhay pod ang pamuyo nila kung sila napod ang musulod sa kaminyoon.*

(Encourage them to finish their studies to be professional to make their living comfortable if they will be married.)

*Pagdasig sa pagpaeskwela kay para lang mana sa ilaha. Para ra na sa ilang ugma.*

(Encourage them to go to school because it is for them and for their future.)

### **Things Liked about being in School**

This section presents the results from research question 4.5, 'What are the things you like about being in school?' which is under major research number 4 'How do the experiences and expectations of Dibabawon parents and students influence their drive in sending their children to school or being in school?' The responses generated two themes: being able to socialize with friends and being in school means better future.

**Being able Socialze with Friends.** It is relationship that keeps us in school. We need someone to be with to make us belong and company with. Informant 1 uttered;

*Sa primero, wala kaayo ko ganahi mag- eskwela kay abi nako og lisodkaayo. Sa kadugayan, nalingaw na kaayo ko kay daghan na akong barkada. Naa nakoy kasabay mag- adto sa eskwelahan og mag- uli.*

(At first, I don't like to go to school because I thought it is very hard to study but in the long run I was so happy and enjoy because I found new friends and companions to accompany me in going to school and home.)

**Being in School Means Better Future.** Everyone who are in school closes the door of prison. In going to school, you are opening the doors of good job, literacy and eventually better future. Informant 2 and Informant 3 spoken;

*Ang mga giingon ni Mama nga mag-eskwela para dili mahimong mag- uuma ra. Kay ang naay nahuman, parehas anang maestro, pwede magtudlo pwede pod mag- uma. Pero kung walay mahuman, pwede mag- uma pero dili pwede magmaestro. Ginaingon ni Mama nga humanon ang eskwela aron landing sa trabaho, dili sa uma nga mangotkot og kamote.*

*(As Mama always says that I have to continue my studies so I will not become farmer. If you finish your studies, you will be a teacher and at the same time you can do work in a farm but if you stop studying you will be purely a farmer and can't teach. She said also that I should pursue my education so I have a better job.)*

*Akong ginikanan nga maoy nagamaymay nako nga walay laing motabang sa ila kundi kami ra nga ilang mga anak. Kung maningkamot me og eskwela, makahuman og kurso og makapangita og guwapo nga tarbaho.*

(My parents always told me that no one can help them but us. If you strive hard to study and finish it, you may land a good job.)

Besides, Informant 4 and Informant 5 announced;

*Akong mga ginikanan og akong mga maestra. Sila ang naghatag nako og advice nga magtarong sa eskwela. Dili daw ko mag- oyab- oyab. Mag- study pirmi para taas ang makuha nga grado.*

My parents and teachers are constantly giving me pieces of advice to be good in schooling. Always study my lesson to achieve good grades and not to engage in a relationship.)

*Si Mama para moeskwela, humanon daw nako ang high school. Humanon bahalag nagkalisod sa panginabuhi kay tabangan man ko nila.*

(My mother told me to go to school and to complete it despite the hardships for they are there to support me.)

In addition, Informant 6 and Informant 7 stated;

*Ang akong inahan kay lain kaayo kung mag-uma gihapon kay kapoy kaayo. Dapat mulampos daw ko para mapasigarbo niya sa uban nga maayo ang mag- eskwela kaysa sa magsige og ugma. Unsaon na lang ang ugma kung walay grado ilang mga anak.*

(My mom always discourages me in farming because she knows how hard to be in farm. She said I need to graduate so she can be proud of that education is significant.)

*Ang among kalisod Ma'am. Mao ni nagatulak nga moeskwela gyud ko para mahimong professional nga makatrabaho og tarong. Kung muabot na nga time, akong suportahan akong mga igsoon para sila na pod ang mahuman og makuhaan og problema ang akong mga ginikanan.*

(Poverty makes me to persevere in studying to become professional and to have a decent work. If that time comes, I'll help my siblings and parents to subdue their sufferings.)

Also, Informant 8, Informant 9 and Informant 10 implied;

*Sila Mama og Papa kay nalooy ko nila. Dili nako makaya nga makita sila nga nagkalisod og pirmi hago gikan sa uma.*

(I feel pity to my parents. I can't take to see them striving hard tilling the farm.)

*Akong mga ginikanan og igsoon ang nagakumbinse namo nga moeskwela para magkagrado og makahuman. Dili sila gusto nga magpabilin nga walay nahibaloan nga maglisod og basa og sabot.*

(My parents and my siblings convinced me to study hard. They don't like us to remain illiterate.)

*Ang makita ang tanang classmate. Malipay ko kay naay mutabang nako og himo og project. Inig walay klase, magkuyog me og himo og projects para dali ra mahuman og nindot ang resulta.*

(To see all my classmates. I'm happy that they will help me making my projects. We cooperate during spare time to finish it and make the result agreeable.)

### **Things Disliked about being in School**

This section presents the results from research question 4.6, 'What are the things you do not like about being in school?' which is under major research number 4 'How do the experiences and expectations of Dibabawon parents and students influence their drive in sending their children to school or being in school?' The responses generated six themes: when not feeling well, when it rains, when family had nothing to eat, prioritizing over things over studies, distance of house to school and when feeling bored.

**When not Feeling Well.** Times comes to us that we will be sick and makes us cripple in going to school. This is true to our informants as Informant 1, Informant 2 and Informant 8 proclaimed;

*Kung labdan ko og ulo kay walay payong kung udto unya mainitan inig uli para maniudto. Dili nako ana mueskwela kay dili makaya ang kasakit sa ulo.*

(I can't go to school when I have headache due to no umbrella much during noon in going home.)

*Naay times nga sakitan ko og ulo. Usahay pod sakitan og tiyan nga dili na nako makaya ang kasakit og naay lakaw nga importante kanang magsanggi para naay ipagaling og para dili name magpalit og bugas.*

There were times that I have headache and stomach ache that I can't bear or if I have important thing to do like harvesting corn so that we will not buy grains anymore.)

*Masakit ko unya dili na ko paeskwelahon ni Mama kay mao ra man gihapon kay walay masabtan kung lain ang bation.*

(I feel ill and my mom won' allow me to go to school because I can't learn if I'm not feeling well.)

**When it Rains.** Rains persistently happen in almost two months straight in the locality. You will really be bored if this season will be experienced. Informant 3 told;

*Wala, kana lang laayon ko Ma'am. Laay man gyud kung magsige ang ulan. Tugnaw kaayo unya lapok ang dalan.*

(When boredom strikes me. I feel bored more if it rains.)

**When Family had Nothing to Eat.** Hunger impairs the system of a person. Your brain will not function properly. This is true as to the testimony of the informant.

Informant 4 certified;

*Usahay Ma'am, kung wala jud me makaon, dili jud me makaeskwela. Kanang walay makutkot bisan camote. Dli ko ana moeskwela kay gutom kaayo inig abot sa eskwelahan, dili gihapon nako masabtan ang mga gitudlo nilang Ma'am.*

(We can't really go to school when we have nothing to eat even camote. I will really skip classes because of hunger for I will not still understand the lessons.)

**Prioritizing other things Over Studies.** First things first but to some students, there are several times that they are pre- occupied with works than going to school.

Informant 5, Informant 8 and Informant 9 testified;

*Kung malinga ko sa basketball, dili na lang mabantayan ang oras nga udto na diay. Dili na lang me manulod sa klase sa akong mga classmates kay basin makasab- an ni Ma'am nga singot na kaayo me og late na. Muoli na lang sa balay og magtan-aw og TV.*

(There are moments that I cannot mind the time and we will not attend classes afraid of being reprimanded. We will just go home and watch TV.)

*Kanang daghang trabaho sa balay, tabangan man nako si Mama maglaba.*

(If there is lot of household chores to do for I'll help my mom in washing clothes.)

*Usahay Ma'am, kung walay balonon. Mutabang ko og pananggi para naay mapagaling kay sayang pod ang sanggion. Pero moeskwela rako inig kaugma og inig kahuman og sanggi. Sila Papa na lang ang maglobo og magbulad para mapagaling para naay mabalon.*

(Sometimes if I don't have "baon" I will help in harvesting but I will go to school after. My parents will be the one to thresh and grind.)

**Distance of House to School.** Not all students live adjacent the school site.

Some hike for minutes or an hour. Informant 6 shared;

*Usahay, dili ta ganahan kay magsige og balik-balik og baktas. Sige na lang mabugtuan og tsinelas. Mahal kaayo ang tsinelas. Mao ng mangatang ko og skylab sa taga Km. 15 para musakay sa ilaha kung naay bakante.*

(Now and again I don't want to hike for my slippers will be wasted and it's so expensive. That's why I try to hitch to those from Km. 15 to ride if there is any vacant seat.)

**When Feeling Bored.** Boredom sometimes makes you lazy in going to school.

Informant 7 and Informant 10 expressed;

*Laayon ko usahay. Magtan-aw na lang og TV. Kasab-an ko ni Mama kay unsaon daw pagkatuon kung magsige og absent. Ngitngit pa daw sa alkitran akong ugma.*

(I feel bored at times. I only watch TV and my mother got angry when I skip classes for my future will like be asphalt.)

*Kanang kung laayon ko Ma'am.*

(If I get peeved.)

## Reasons for Skipping Classes

This section presents the results from research question 4.7, 'What are the reasons why you skip classes?' which is under major research number 4 'How do the experiences and expectations of Dibabawon parents and students influence their drive in sending their children to school or being in school?' The responses generated five themes: assist parents in farm works, assist parents in household responsibilities, when suffering from ailment, engage in paid manual labor and losing interest in school.

**Assist Parents in Farm Works.** To make the work in farm faster to finish, some parents let their children assist them. Informant 2, Informant 5 and Informant 10 manifested;

*Paubanon sa akong Papa sa uma para manghagbas para naay mapugsan og mais. Muabsent na lang ko para dili masuko si Papa og para matabangan siya kay para ra man gihapon sa amo ang mapugas.*

(If my father will let be with him in the farm to plant corn. I will be absent so that my father will not get mad, anyway it is for us.)

*Pag naay ipatabang sa akona ang akong mga ginikanan. Maglimpisa sa uma. Usahay kung maghinguli sa mais para dili mabagnutan para dagko ang puso sa mais.*

(If ever my parents will assign me to do task like cleaning the farm and corn plantation to make cobs bigger.)

*Patabangon sa uma sa akong Papa. Dili ko kabalibad kay para dili makasab- an niya. Magpatabang si Papa sa limpisa kay wala me igasto para suhol mao ng kami- kami na lang. Mutabang man pod akong ubang igsoon og akong mama para dako ang agi.*

(If our father let us assist him in the farm we can't decline to his plea for we are fearful of being scolded. This is the system since we do't have penny to pay to laborers. Anyway, my siblings and my mother also back up.)

**Assist Parents in Household Responsibilities.** Household chores oftentimes left to the children to do that made them skip classes. Informant 4, Informant 5 and Informant 6 attested;

*Kanang usahay mubaba si Mama sa Monkayo kay ako man ang pabantayon sa akong manghod. Wala may mabilin kay si Papa man ang magdrive sa skylab. Ug kung maglain ang akong lawas. Kanang naay lain nga bation sa lawas sama sa kalintora og sakit sa ulo.*

(Whenever my mother goes to Monkayo and I will baby sit my sibling. There is no one left for my father who will drive the skylab. And if I feel ail.)

*Kung naa pod daghan kaayong labhunon, akong tabangan si Mama para mauga og siguro inig kahapon.*

(I will help my mother if there is lot of laundry to make it dry when afternoon comes.)

*Kung makababa ko kay magkuyog-kuyog ka Papa mamasahero. Dili man dayon me kauli kay dugay man ang biyahe. Pagkaugma na lang mubawi sa klase.*

(If I will be with my father to pick up passengers that we can't be home easily that's why I go to school a day after.)

**When Suffering from Ailment.** It is not easy to be in school when not feeling well. Staying in home is the best way to be well and be back in classes after.

Informant 7, Informant 8 and Informant 9 unmasked;

*Pag kalinturahon og magsakit ang tiil. Usahay, sakit ang akong ngipon. Moabsent nako kay magpaayo og muinom og tambal. Sakit kaayo ng ngipon nga lami kaayo isyagit.*

(If I get fever and my feet are ache. At times, I have toothache and make myself healed and drink medicine for it's really painful that I wanted to shout out.)

*Kung masakit unya dili makaya sa lawas, paabsenon nako ana Ma'am kay magpatambal me.*



(If I get sick and my body can't bear the pain I'll be absent to go to traditional doctor.)

*Muadto sa uma, mulaba, kay mubantay si mama sa akong manghod.*

(I go to the farm or laundry our clothes for my mother will be the one to watch my younger sibling.)

**Engage in Paid Manual Labor.** Though it is hard for parents to let their child work for food but to no choice, they sometimes let it be. Informant 1 revealed;

*Sa panahon nga walay bugas nga lung- agon Ma'am. Manghorna ko kauban si Papa P250.00 ang adlaw unya libre paniudto og snacks. Makapalit name ana og bugas og sud- an naa nay ikonsumo inig kaugma.*

(When times that we don't have to cook for meals, I will be with my father to do manual labor with a stipend of P250.00 per day and a free lunch and snacks. With this, we can buy grains and viand that we will consume a day after.)

**Losing Interest in School.** There come a times that we lose our interest for some valid reasons. Informant 3 outcropped;

*Kanang laayon ko Ma'am. Sa balay na lang ko manglaba og maghinlo para naa pod mabilin magbantay sa akong mga manghod.*

(When I get bored I will just be in our home to laundry and clean the house and to have someone who will look after to my sibling.)

### **Steps Undertaken to Address Absences**

This section presents the results from research question 4.8, 'What steps or actions did you take in order to address your absences?' which is under major research number 4 'How do the experiences and expectations of Dibabawon parents and students influence their drive in sending their children to school or being in school?'

The responses generated two themes: do something to come to school, and inform teacher.

**Do Something to Come to School.** Finding ways to the best you can will overcome all hardships. Informant 1 and Informant 2 imparted;

*Adto gihapon sa eskwelahan bisan naay gibati nga dili maayo parehas anang kalinturahon, agwantahon lang ang sakit. Pero okey ra pod kay kung mahibal- an nila Ma'am, hatagan ko og tambal nga paracetamol para maulian, unya pahigdaon ko sa taas nga bangko.*

(I will still go to school even if I am not feeling well. But it's okay if my teacher will be informed for they will give me medicine and let me lie down on a long bench.)

*Hapiton ko ni Bryan, akong ig-agaw para dungan me og baktas paingun sa eskwelahan. Bahalag walay baon, muadto sa eskwelahan kay usahay naa man libre nga champorado o arrozcaldo.*

(I will fetch Bryan, my cousin, we will be together in going to school. It is okay that we don't have "baon", anyway there is free champorado or arrozcaldo in school.)

Furthermore, Informant 5 and Informant 6 expressed;

*Musulod sa klase og dili muoli sa balay kung wala pay oras ting- uli para dili maabsent.*

(I will attend classes and will not go home if it's not time to be home.)

*Maningkamot nga makasayo og mata, makasayo og ligo og makasayo og panglaba aron sayo makaabot sa eskwelahan. Kay og dugay mumata, magyawyaw akong mama. Daghan kaayong kasaba kung magdugay- dugay og lihok kay murag dili estudyante.*

(I try myself to rise early and do household chores early to be in school early for my mother will scold me if I wake up late.)

As the discussions go well, Informant 8, Informant 9 and Informant 10 disclosed;

*Dali-dalion ang trabaho sa balay aron lang kaeskwela. Kadlawon magmata aron mahuman ang mga trabaho og sayo og para dili makasab-an ni Mama.*

(I do my chores rushly to be in school. I wake up in dawn to finish the tasks.)

*Dili na lang mutabang sa lihokon sa balay. Labi pa kung dugay makamata, samot nga dili kaeskwela kung muhimo pa sa trabahoon sa balay. Ako na lang ginaingnan akong Mama nga inig uli na lang sa hapon mutabang sa mga tarbahoon og musayo na lang og mata inig kaugma.*

(I will not help in doing household chores much if I wake up late. I just tell my mother that I'll help in the afternoon and wake up early in the next day.)

*Muhangyo ilang Papa og Mama nga dili sa patrabahoon sa uma. Usahay, kuyogon ko sa uma kung maglampas og magpugas. Tagdugay baya mahuman kay kami- kami ra man ang magtrabaho sa uma. Mao nang kung dako na og agi, muhangyo ko nila nga matag Sabado na lang ko patabangon kay sayang kaayo kung mag- absent, mabitin ko sa klase.*

(I ask my parents not I will be in farm during Saturdays so that I will not commit absences.)

**Inform Teacher.** As second parent roled by teacher, they ought to be informed so that appropriate steps will be undertaken to monitor the status of students. Informant 3, Informant 4 and Informant 7 said;

*Mag-excuse lang unya magpadala og sulat para dili maabsent kay mao man ang ingun sa among adviser. Usahay motext ko ni Ma'am kay kapoy namagsulat kay okey ra man ang magtext kaysa sa wala gyud.*

((I will send excuse letter or text my adviser if I get lazy writing.)

*Magpadala og excuse letter. Ako lang pasulaton akong manghod unya ako ang magdictate sa isulat. Akong ipadala sa akong manghod para mahatag sa akong Ma'am.*

(I will let my sibling write an excuse letter and send it to my adviser.)

*Akong gibuhat para dili kaabsent kay mag-text ka Ma'am. Mao man ang ginaingon ni Ma'am nga para makabalo siya unsay nahitabo sa amo para pod dili maabsent sa beadle sa attendance.*

(Our adviser told us to text her if we won't able to go to school to be excuse in the daily attendance by the beadle.)

### **Steps Undertaken by Teachers**

This section presents the results from research question 4.9, 'What did your teacher do with your condition?' which is under major research number 4 'How do the experiences and expectations of Dibabawon parents and students influence their drive in sending their children to school or being in school?' The responses generated four themes: motivate students to be always in school, introduce interesting learning strategies, prioritize studies over other works and inform parents.

**Motivate Students to be Always in School.** Teachers portray as one of the motivating factors to provide students commitment to be regularly in school. Informant 1 and Informant 2 uncovered;

*Paeskwelahon gyud ko ni Ma'am. Kung mananghid ko nga sakit ang akong ulo, hatagan dayun ko og tambal unya paimnon og ininit tubig nga naay asin para dili lang gyud muoli og moabsent.*

(My teacher told me to go to school regularly. If ever I have headache, she gave me medicine and she let me drink water with salt just to be in her classes.)

*Ingon si Ma'am, dili daw moabsent aron dili mabagsak, aron makatrabaho og nindot nga work. Magtambag nga walay maayong ugma kung magsige og absent kay walay makat-onan.*

(My teacher told me not to commit absences to find a good job and vivid future.)

On the other hand, Informant 3, Informant 4 and Informant 7 made me informed;

*Moingon si Ma'am, agwantaha na lang, usahay sakitan kog ulo, agwantahon nko aron dili ko kaabsent. Pahigdaon na lang ko sa bangko og painomon og tambal kay naa may tambal nga paracetamol sila Ma'am.*

(I will force myself to bear the pain not to be absent and my teacher let me lay down on a long bench and given me medicine.)

*Ginaadvisan aron dili moabsent para dili pod ko mawala sa klase. Para dili mugamay ang grado og para makaapil sa mga ipabuhat sa maestra.*

(My teacher advises me not to be absent to get high grade and to join to task given by the teacher.)

*Giingnan nga di paabsenon. Permanente me tambagan nga kung magabsent, maulahi sa discussions unya dili makaapil sa quiz og mga group activities.*

(Our teachers always advise us not to be absent to participate in the discussions, quiz and group activities.)

**Introduce Interesting Learning Strategies.** In making the students stay in school, there should be varieties of strategies to introduce to them to make them incline in participating in classes. Informant 6, Informant 5 and Informant 10 revealed;

*Project, magbuhat og project. Naay assignment nga kinahanglan ipass pagkaugma. Usahay pod kanang magtest si Ma'am. Mag- study gyud ko para naa koy i- answer sa test.*

(Making project, when there is assignment that needed to be passed in the next day, when our teacher will conduct test. I'll really study to answer the test.)

*Magleksiyon, magpasulat, magpabasa, magpadrama og magpakanta ang mga maestra. Ganahan man kaayo ko magkanta- kanta, mao ng dili gyud ko moabsent para*

*makaapil og mudako akong grado para dili pod ko kasab-an ni Mama.*

(When our teacher will discuss, or let us write, or make us read, or sing because I really wanted to sing that is why I don't commit absences to make my grades high and make my mama gay.)

*Pagtudlo sa mga leksiyon kada time nila. Unya mag-quiz inig human o inig ka ugma. Magduha-duha na lang pod ko og absent kay bisan mazeru, ulaw kaayo sa mga classmates og ka Ma'am.*

(They taught us during their time the the conduct quiz that is why I am doubtful in having absences 'cause it's embarrassing to get zero.)

**Prioritize Studies over other Works.** Studies must be given priority to accomplish tasks assigned by teachers to make studying worthwhile. Informant 8 imparted;

*Muingon si Ma'am nga sa panahon nga walay klase usa mutrabaho sa mga trabahon sa balay o dili ba kaha magsayo og mata sa buntag paramahuman ang trabaho. Kaparehas anang mga labhanan, dapat daw sa gabii palang sabonan na, unya inig kadlawon waswasan. Time management daw ang tun-an para sa mga trabahuon.*

(Our teacher told us to attend to our work when we don't have classes or wake up early in the morning to finish it and practice time management.)

**Inform Parents.** It will help parents remind the children on wonderful things to enrich their lives such as attending school. Informant 9 stated;

*Ingnon ang ginikanan nga dili paabsenon. Kung naay meeting, ingnan ni Ma'am amo parents nga dili gyud paabsenon kay og magpermanente, bisan muondang na hinuon unya mugamay ang grado, walay matun-an.*

(They told us to inform our parents not to makes us absent that we might stop schooling if we consistently be absent or our our will decrease.)



## **Chapter IV**

### **DISCUSSIONS AND CONCLUSION**

This chapter presents the summary of the study. It also displays discussions and conclusion. This study was conducted in New Kapatagan, Casoon, Monkayo, Davao de Oro.

Twenty individuals coming from the Dibabawon tribe of new KApAtagan served as study participants and informants. Ten (10) participants who are parents for the focus group discussion while the ten (10) informants who are students for the in- depth

interview. They were the antecedents of the pieces of information and data for the phenomenon under study.

Since this study required a thorough investigation and in compliance and transferability concern in concern in qualitative studies, the research employed the qualitative phenomenological research design.

For this chapter, the sequence of the presentation was based on the order of the research questions in the interview guide. The presentation was based on the order of the research questions in the interview guide.

## **Discussions**

The structured themes and the emerging themes therein were made as bases in broadening the discussion of the findings in this study. As each theme was linked to related literature and studies, substantial discussion was made in order to find their alignment with the theme.

### **Thoughts about Existence of School in the Community**

The emerging themes in this structured theme are school is good for the education of children, delighted with school establishment and schooling made more accessible. The finding revealed that the school being established is for the welfare of their children and that the school gives rise to the accessibility of education to them.

The first theme which is school is good for the education of children; they believed that the school will bring goodness to them. They will be provided with bright future and will be assisted in developing the locality. The second theme which is delighted with school establishment, it contributed in the satisfaction they been felt as they knew that school will provided to them. Thus, it made them joyful as teachers are



ready to offer services. The third theme, schooling made more accessible, this makes them proceed in schooling as the school is delivered to their doorsteps.

www.newtimes.co.rw (2014) stated that the lengthy footing of kids to school disorganizes their concentration in class. Some of them arrive at school sweaty, stressed and exhausted both physically and psychologically, which compromises their performance and there are students who still trek long distances to school, perhaps, due to high transport fares. And as such, education experts have often highlighted why parents need to factor the distances their children cover daily to and from school, whether by car or on foot.

### **Reactions with the Establishment of a School**

The emerging themes in this structured theme are happy with the development, answer to literacy problem, realization of IP's dreams. The finding revealed that most of the participants and informants were delighted on the presence of the school.

Another was it is an answer to literacy problem. Since the residents of locality don't go to school before, it is overwhelming that they knew the basics in reading, writing and arithmetic.

### **Benefits with the Establishment of a School**

The emerging themes in this structured theme are training children to do good and to be good, spark in the development, finishing education assured, school made more accessible. The results showed that the participants and informants that the school made them a good citizen and made the flow of people and business increasing. With the school that is accessible already, the assurance of finishing school is not far from reality.

Guadliardo (2004) stated that study skills are an array of skills which tackle the process of organizing and taking in new information, retaining information, or dealing with assessments.

### **Change in Tribe's Way of Life**

The emerging themes in this structured theme are change in tribe's way of life, opening up for opportunities, change in relating with other people and change in language. Expectedly, there's change happened since individuals tend to adapt to new easily. Students learn new programming of learnings and technologies independently or with the help of their parents.

Although cultural models of child rearing and education are collectively constructed by members of a community, this does not mean that they necessarily emerge at the level of a national, ethnic, or racial group, nor do all members of a group necessarily agree with dominant cultural models (Gjerde 2004).

The perceptions or views of the Dibabawon parents and students regarding education, through content analysis, the garnered three themes; better future of children, acquisition of knowledge, finish school and acquisition of good values. From the perspective of children's rights and interests, there is global recognition that children have to be a key investment priority if we want development to be sustainable and equitable.

### **Benefits from Schooling**

The emerging themes in this structured theme are children becoming literate, able to socialize, learning preparation for the future, learn fundamental values, learn some skills, avail government cash grant and develop self- confidence

The Chinese government in recent years has made a series of efforts and policy changes to address access problems long experienced by children living in impoverished rural areas. These efforts include implementing policies that eliminate all schooling fees and provide financial help for children in need to complete compulsory education, and to improve the quality of rural education (Postiglione, G., 2007).

### **Views on Education or Being in School in Relation to Culture**

The emerging themes in this structured theme are educating IP people and bring back indigenous culture. They felt hopeful on giving education to the tribe, to make them civilized. All tribes have a rich culture, whether founded in language or ceremony, which strengthen them as tribe. Though they have struggled to survive tribes' their ever-changing relationship between self-determination and self-preservation, they remain vibrant and resilient as ever.

### **Disadvantages of Being Educated**

The emerging themes in this structured theme are engaging in undesirable acts, forget and ashamed of roots inability to apply learning and unable to develop self-confidence. As indigenous peoples are deprived of their territorial, economic, and political autonomy, their customary beliefs and values—which once unified them and their communities—begin to waver. The result is invariably the loss of a community's cultural identity, particularly as the sense of pride in language, traditional practices, and respect for elders gives way under pressures to conform to the dominant national society and the “modernizing” and seductively alluring impulses of global popular culture (Dean, 2003)

The emerging themes in this structured theme are children finishing their studies, pride of every family, learn basic skills. As being expected brought by education, they wanted to have their children gain to graduate. It will be an honor to them and to the tribe as a whole to have one member or two to finish a degree or even high school.

Study skills are an array of skills which tackle the process of organizing and taking in new information, retaining information, or dealing with assessments.

### **Expectations the School would do to Parents**

The emerging themes in this structured theme are to support education of children and to teach children tribe's traditions and values. The study imparted that parents must do the supporting role in the education of the children. As minors, children needed moral, financial and social support for the completion of their studies.

(Richerson, 2008) implied that culture is crucial for understanding human behavior. People acquire beliefs and values from people around them and you can't explain human behavior without taking this reality into account.

### **Expectations of Parents their Community Gain from the School**

The emerging themes in this structured theme are to bring improvement to the community, to collaborate with the community and to educate everyone in the community. This study presented an analysis of the potential for a school improvement process to foster professional community through the processes of organizational learning and educating almost all in the place including the out of school youth and the parents alike who wanted to learn basic literacy skills.

(Barr and Tagg, 2012) exposed that we are beginning to recognize that our dominant paradigm mistakes a means for an end. It takes the means or method- called

“instruction” or “teaching” – and makes it the college’s end or purpose. To say that the purpose of colleges is to provide instruction is like saying that General Motors’ business is to operate assembly lines or that the purpose of medical care is to fill hospital beds. We now see that our mission is not instruction but rather that of producing learning with every student by whatever means work best.

### **Expectation of Parents their Tribe Gain from the School**

The emerging themes in this structured theme are to enliven the culture of the tribe, to continue supporting children’s education and to learn basic skills. The anticipation presented was to enliven their culture

### **Importance of Education for their Children’s Future**

The emerging themes in this structured theme are bright and better future of children, finish school and look for jobs and educated IP gains more respect

### **Expectation of Students to Gain from Going to School**

The emerging themes in this structured theme are to finish school, to help reach ambitions, to look for jobs, to become literate and to learn some skills.

### **Expectations the School would do to Students**

The emerging themes in this structured theme are be taught to be better students, bright future for the tribe’s people and aid students. This study stated that students are to be given the enough learning experience to bring out the best in them. (Ramsden, 2003) implicated that education has become part of a global shift to a new way of creating and using knowledge. The new way is focused on solving problems as is assertive to customers needs. It strives for quantity as well as quality. It cuts across

disciplinary boundaries. It is enlivened by apparently infinite quantities of instantly accessible information.

Students have positive perceptions of higher education, but also clear expectations in mind of what institutions should provide to support and enable their learning and enhance their career prospects. Students wanted to be challenged in their learning, but also supported by the institutions (Kandiko, C. and Mawer, M., 2013).

### **Expectation of Students their Community could Gain from the School**

The emerging themes in this structured theme are providing education to all residents and help in improving the community. As being confessed by, this study exhibited that the school is the first institution to offer service in providing formal education to the residents of the locality. Involvement guides local and national leaders, school principals, teachers, parents, and community partners to form action teams for partnerships--dynamic groups that plan, implement, evaluate, and continually improve family and community involvement for student success. It is the school that will be the aid in pushing development in all services to be offered to the people.

### **Expectation of Students their Tribe Could Gain from the School**

The emerging themes in this structured theme are acquiring an education and help in preserving language. The study uncovered that the participants and informants hope that the school will provide the basics formal education and help them acquire skills needed for everyday living.

According to Batiste ((2000) stated that because modern society has no idea about the worldview within Aboriginal consciousness, the best way to encouraging inclusion of tis worldview their education with adequate resources and funding to create

an educational system that will develop Aboriginal consciousness through the development of Aboriginal language, culture and identity.

### **Importance of Education for their Future**

The emerging themes in this structured theme are education opens for job opportunities, and education makes one literate. (Sexton, 2004) implied that a general education has a strong positive influence on entrepreneurship in terms of becoming self-employed and success. Experience has a similar relationship although not as strong. A number of ways are available to increase one's human capital level, for example, education, training, learning, and leading to better job opportunities and higher salaries. On the other emerging theme, going to school makes you a reader, a counter and a person knows basic skills.

### **Things Liked about Children being in School**

The emerging themes in this structured theme acquiring fundamental values, learn some literacy skills, learn some social skills and getting recognition in school.

This study outcropped that teachers should help students to develop a delicate balance of cultural, national, and global identifications throughout the world. To help students become effective citizens, teachers need to acquire reflective cultural, national, and global identifications.

Children with special needs can have difficulties in building relationships with peers in inclusive education. An important condition for developing positive relationships with peers is having the age-group appropriate social skills (Pijl, 2006)

### **Things Parents do not Like about their Children being in School**

The emerging themes in this structured theme are not being serious with their studies, being involved in wrong doings and losing interest for schooling. The finding showed that parents were disgusted when students let their studies taken for granted and do not participate in class and school activities that may develop them to the fullest. Some students were engaged in ill acts that made their studies disturbed.

Diensbier and Jacobs, (2003) stated that before an academic year began they assessed teachers' values and orientations concerning how to motivate children along a dimension ranging from autonomy- supportive to controlling. Eight weeks into the school year, students in the classrooms of more controlling teachers were found to be lower on measures of mastery motivation and perceived competence than those in the classrooms of more autonomy- supportive teachers. These children were less eager to learn, less interested in challenge and less self- directed in their mastery atomy.

### **Reasons of Children Skipping Classes**

The emerging themes in this structured theme are no food on the table and not feeling well. This study divulged that food is really one of the basic needs of an individual. Baseline regression analysis for the overall study sample population showed that age-dependent anthropometric measures of nutritional status were statistically significant predictors of school attendance rates. Partial correlation analysis evidenced a statistically significant positive association between baseline attendance rates and the measures of socioeconomic status and the age-dependent anthropometric measures. The intervention groups performed better than the control group on the repeated measure of school attendance (Omwami, et al., 2011).



Friedman et.al. (2014) mentioned that sometimes illness or another calamity makes an absence unavoidable. But we know that more students choose not to attend class than could possibly be sick or detained.

### **Steps or Actions done to Motivate Children go to School**

The emerging themes in this structured theme are providing children needs in school, provide children money for school allowance and give children encouraging pieces of advice. The finding imparted that support from parents is vital to the students to go on studying and to be prompted to sustain.

Desforges (2003) mentioned that parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance.

Many economic and social factors, as well as structural features of schools, contribute to the dropout rates of urban adolescents. It has been argued that even with a high school diploma these very adolescents suffer economically and socially relative to their equally credentialed white middle-class counterparts, and that females fare worse than males (Fine, 2006)

### **Things Liked Being in School**

The emerging themes in this structured theme are being able socialize with friends and being in school means better future. Meanwhile, another theme was shown

that to be in school is to have friends in more numbers. The circle is widened because children have the chances to meet more cliques.

The transformed meaning and significance of school in the lives of these teens was apparent in improved grades, in their resolve to graduate, and in their new interest in attending college. Their renewed commitment to school was often thwarted by competing work demands, family responsibilities, and school policies and practices (Smithbattle, 2007)

### **Things Disliked about being in School**

The emerging themes in this structured theme are when not feeling well, when it rains, when family had nothing to eat, prioritizing over things over studies, distance of house to school and when feeling bored. The study revealed that health has a lot to do in schooling since it is one of the factors to be present in school. Some of our informants have more things and tasks to do in home and farm that studies have been neglected.

Findings indicate that a supportive environment is a necessary but insufficient condition to increase walking and biking to school. Initiatives to increase active school travel may need to include multiple levels of intervention to be effective (Ahlport, 2006)

### **Reasons for Skipping Classes**

The emerging themes in this structured theme are assist parents in farm works, assist parents in household responsibilities, when suffering from ailment, engage in paid manual labor and losing interest in school. The participants and informants divulged that doing tasks and chores impeded in attending classes and resulted to committing absences. Also, when money is involved since lack from it will make their children go being paid than to be in nothing with nothing. Sickness like headache and fever made

the children stay at home and skip for a day just to be well and be ready for the next school day.

A fourth reason many youths miss school is to pursue tangible reinforcement outside school. These youths skip school to have fun. Common out of school activities include day parties with friends, alcohol or other drug use, video games or television, sports, bicycling, sleeping, shopping and gambling, (Schaefer,2003)

### **Steps Undertaken to Address Absences**

The emerging themes in this structured theme are doing something to come to school and inform teacher. The informants said that inspite of difficulties they have to make their best to go to school to have more time school engagement rather than staying at home.

(Birch and Ladd, 2007) mentioned that dependency in the teacher-child relationship emerged as a strong correlate of school adjustment difficulties, including poorer academic performance, more negative school attitudes, and less positive engagement with the school environment. In addition, teacher-rated conflict was associated with teachers' ratings of children's school liking, school avoidance, self-directedness, and cooperative participation in the classroom. Finally, teacher-child closeness was positively linked with children's academic performance, as well as teachers' ratings of school liking and self-directedness. The findings highlight the importance of considering various features of children's relationships with classroom teachers when examining young children's school adjustment.

### **Steps Undertaken by Teachers**

The emerging themes in this structured theme are motivate students to be always in school, introduce interesting learning strategies, prioritize studies over other works and inform parents. Expectedly, parents and educators have motivated students to achieve in fulfilling needs for competence , intrinsic interests and social support.

With motivation being one of the key factors determining success in learning, strategies in motivating learners should is being seen as an important aspect in motivating student to be in school.

(Gaitan, 2008) made mentioned that by forming cooperative linkages between the school and families, parents became aware of their children's condition in their school and their rights as parents collectively join with others who shared their experience, to cooperate with the schools and to create change in the schools through improved programs and policies, which then led to continued dialogue between the schools and the families.

### **Implications for Practice**

The perceptions of the Dibabawon in education is all for the good of their children and for the community. They are very much grateful in the establishment of it that they too as parents will be benifited. With the arriving of the projects and various developments brought by government and other stakeholders, they felt that the place is improving.

In return to the programs brought by education, they have given their support to their children to finish studying and will soon be the help of their family, tribe and community.

In spite of the challenges of weather and poverty they have endured, most of the participants and informants are continuing to aim for the best for themselves, for their family, for the tribe and for the community as well.

### **Implications for Future Research**

In as much as the study was limited to the response of the participants and respondents in new Kapatagan, Casoon, Monkayo, Compostela Valley, the following implications for future research are considered:

First, future research may be conducted by selecting other group of Dibabawon parents and students come in the same locality. Second, another research of the same focus may be conducted to other sitio to find the same phenomenon on the perception on education. Third, conducting of another interview of the same research participants and informants may be conducted to see whether their perception on education have changed over a period of time. Fourth, this study was done on the Dibabawon tribe. Further research could be done to know the same phenomenon among another tribe.

### **Concluding Remarks**

The perceptions of the Dibabawon in education is all for the good of their children and for the community. They are very much grateful in the establishment of it that they too as parents will be benefited. With the arriving of the projects and various developments brought by government and other stakeholders, they felt that the place is improving.

They have perceived that mentors have more to do in offering literacy programs to all the children to make them more competitive in this modern world within the bounds of their culture that it may not suffer on the development education may bring.

Government officials should continuously pour out investment not only in the tangible aspects but also on the aspect of making their culture lived by all members of the tribe.

In return to the programs brought by education, they have given their support to their children to finish studying and will soon be the help of their family, tribe and community.

In spite of the challenges of weather and poverty they have endured, most of the participants and informants are continuing to aim for the best for themselves, for their family, for the tribe and for the community as well.



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## **APPENDIX A**

### **Interview Guide Questions**

#### **1. What are the lived experiences of Dibabawon parents and students regarding education?**

##### **For both Parents and Children**

1.1 What are your thoughts about the existence of the school in your community?

1.2 What are your reactions when finally a school will be established in your community?

1.3 What benefits can you think of with the establishment of a school in your place?

1.4 What changes in the attitude and culture of your fellow tribal members have you observe after the establishment of the school in your place?



## **2. What are the perceptions or views of the Dibabawon parents and students regarding education?**

### **For both Parents and Children**

- 2.1 What are your views on going to school or being in school?
- 2.2 What benefits can you get from going to school?
- 2.3 How do you view education or being in school in relation to your culture?
- 2.4 What are the disadvantages, if any, of being educated?

## **3. What are the benefits the Dibabawon parents and students may get in education?**

### **For the Parents**

- 3.1 What do you expect your children to gain from going to school?
- 3.2 What do you expect the school would do to you as parents?
- 3.3 What do you expect the school would do to the community?
- 3.4 What do you expect the school would do to your tribe?
- 3.5 What is the importance of education for the future of your children?

### **For the Students**

- 3.6 What do you expect to gain from going to school?
- 3.7 What do you expect the school would do to you as students?
- 3.8 What do you expect the school would do to the community?
- 3.9 What do you expect the school would do to your tribe?
- 3.10 What is the importance of education for your future?

## **4. How do the experiences and the possible benefits of Dibabawon parents and students influence their drive in sending their children to school or being in school?**

### **For the Parents**

- 4.1 What are the things that you like about your children being in school?
- 4.2 What are the things that you do not like about your children being in school?
- 4.3 What are the reasons why your children skip classes?
- 4.4 What steps or actions did you take to motivate your children to go to school?

### **For the Students**

- 4.5 What are the things that you like about being in school?
- 4.6 What are the things that you do not like about being in school?
- 4.7 What are the reasons why you skip classes?
- 4.8 What steps or actions did you take in order to address your absences?
- 4.9 What did your teachers do with your condition?

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