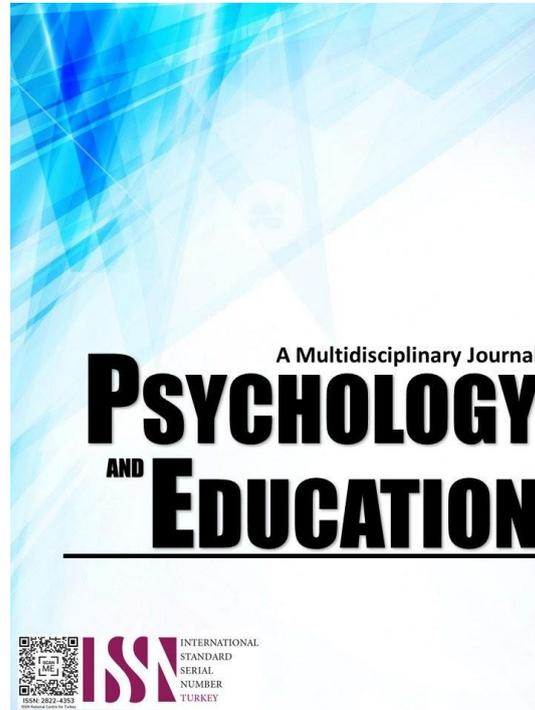


**SOCIAL FACTORS INFLUENCING THE EDUCATION
OF INDIGENOUS PEOPLES STUDENTS AT
POLYTECHNIC COLLEGE OF BOTOLAN**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023

Volume: 12

Pages: 65-77

Document ID: 2023PEMJ1037

DOI: 10.5281/zenodo.8233925

Manuscript Accepted: 2023-10-8

Social Factors Influencing the Education of Indigenous Peoples Students at Polytechnic College of Botolan

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Abstract

Polytechnic College of Botolan is a sociocultural institution committed to providing quality education. As its stakeholder, the researcher seeks to know the social factors influencing the education of Indigenous peoples-students. This study used a multi-method approach of two sets of respondents to collect and analyze data. Descriptive research design from Indigenous students respondents abled the study to get Persistence and Continuity, External Threat, and Internal Threat as factors influencing education. It found a correlation among them, seeing as the findings showed that students are in school because they need education for a better life, so the distance from school does not matter, and learning will not restrict their practices and beliefs. The social factors influencing their education can only be overcome by pursuing education, contrary to why the other respondents, Indigenous peoples-out-of-school youths, stopped attending school. Through narrative inquiry, the analyzed data found that the reason for out-of-school youth is providing for the family as their priority. The global pandemic cut off their financial source and caused them to get pregnant early, which shifted their priority.

Keywords: *external threat, indigenous peoples students, internal threat, persistence and continuity, and social factors*

Introduction

Indigenous Peoples encompass various socioeconomic and cultural groups who share ancestral ties to their lands and resources. Their identities, cultures, and well-being are deeply intertwined with the land and resources, guided by traditional leaders and distinct from the dominant society (Igbafe, 2021; Ahmed et al., 2021; Mattingly & Wakpa, 2021). Indigenous peoples possess extensive knowledge systems passed down through generations, forming the foundation for their pursuit of sustainable self-determination and resilience in the face of challenges (Ritchie, 2021; Mwinga et al., 2022). Education is crucial in prioritizing indigenous people's cultural identity and well-being, nurturing competencies that contribute to nation-building (Jin, 2021). However, Indigenous students in other countries face multiple barriers, including historical practices, financial constraints, and perceptions that postsecondary education is culturally alienating or unviable (Hunter-Johnson, 2021; Kang et al., 2020). Due to colonial and post-colonial actions, Indigenous peoples have suffered systematic harm to their identities, knowledge systems, environments, and relationships (Bacciaglia et al., 2023). The high dropout rates among Indigenous Peoples students in other parts of the world reflect a failing educational system influenced by higher poverty and unemployment rates within the Indigenous population (Palley et al., 2023).

The Aeta, specifically the Zambales Aytas of Central

Luzon in the Philippines, prioritize formal education up to the tertiary level, as demonstrated by their increasing enrollment in colleges and universities. However, Aytas face various personal and societal challenges in higher education (Ford et al., 2020; Vaughan, 2018). Indigenous Peoples and local communities exhibit resilience by resisting social-ecological changes, adapting to shifting conditions, and preserving their languages, cultural integrity, and environmental stewardship practices (Athayde et al., 2017; Berkes et al., 2000; Lam et al., 2020). Their histories are filled with resistance, adaptation, and transformation (FPP et al., 2020; Mingorria, 2021; Turner, 2020). The relationship between education and indigenous peoples is complex, with both empowering and undermining effects on cultural identity and local expertise (Gonos, 2012).

Indigenous students in the global system, particularly in Australia, have lower tertiary enrollment rates than local students. Education is crucial for cultural preservation and future development for both global and local populations. This study focuses on societal factors influencing the cultural education of Indigenous people, addressing enduring challenges without considering inappropriate programs, armed conflict, or religious intolerance (Cardona et al., 2023). The research aims to broaden perspectives on the teaching and learning of Indigenous People and their culture, examining how specific characteristics of Indigenous students impact their educational performance. Understanding their experiences will

increase awareness among stakeholders, particularly educators, about the challenges and needs of Indigenous students (Cox-White et al., 2019). In summary, this study seeks to enhance the teaching and learning of Indigenous People's culture, investigating the influence of Indigenous students' characteristics on their educational performance. By providing insights into their experiences and promoting a culturally sensitive learning environment, this research aims to enlighten stakeholders about the social factor influencing Indigenous culture in education.

Research Questions

To determine the social factors and their influence on education as perceived by the IP students at Polytechnic College of Botolan and the reason for IP out-of-school youth not pursuing education, the researcher wanted to answer the specific questions:

1. How does social factors influence education as perceived by the IP students of PCB in terms of:
 - 1.1 Persistence and Continuity;
 - 1.2 External Threats; and
 - 1.3 Internal Threats?
2. Is there a significant relationship among the social factors and its influence on education?
3. What are the reasons of the out-of-school youth for not pursuing education?
4. What are the implication of the social factors and its influence on education to the out-of-school youth not pursuing education?

Literature Review

Social Factors Influencing Education of Indigenous Peoples Students

Education is essential for empowering individuals and communities because it provides opportunities for personal development, economic growth, and social advancement (Chew et al., 2022). However, Indigenous peoples worldwide have faced significant obstacles in accessing and acquiring quality education due to various social factors (Cámara-Leret et al., 2019). This literature review examines and synthesizes existing research on the social factors that influence the education of Indigenous peoples. By understanding these factors, policymakers, educators, and other stakeholders can devise interventions and strategies to improve educational outcomes for Indigenous communities.

A comprehensive literature search was conducted

using electronic databases that comprise academic journals, books, and reports. Relevant studies were identified using keywords such as "Indigenous peoples," "education," and "social factors," as well as related terms. The criteria for inclusion centered on empirical research and scholarly articles that examined the social factors influencing the education of Indigenous peoples. The selected studies were analyzed and synthesized to identify common themes and findings associated with social factors affecting Indigenous education.

Numerous studies have demonstrated the influence of socioeconomic disparities on Indigenous education (Bilsen et al., 2023). Poverty, restricted resource access, inadequate infrastructure, and unemployment contribute to educational inequality (Cidro et al., 2021). Indigenous students frequently have limited access to quality institutions, educational materials, and extracurricular activities due to economic obstacles, which hinder their academic achievement (Ha et al., 2023).

Internal Threat

Indigenous peoples' cultural identity and representation are crucial to their educational experiences (López-Gil et al., 2023). According to research, the lack of culturally responsive curricula, limited recognition of Indigenous knowledge systems, and underrepresentation of Indigenous cultures in educational materials contribute to exclusion and marginalization (Suraweera, 2022). It has been demonstrated that culturally pertinent education, which incorporates Indigenous languages, histories, and traditions, positively affects Indigenous students' engagement, self-esteem, and academic success (Rossiter et al., 2023).

External Threat

Indigenous students are frequently subjected to discrimination and racism in educational settings, resulting in negative academic and psychosocial outcomes (Doron et al., 2023). Peer, educator, and societal prejudice can undermine Indigenous pupils' self-confidence and sense of belonging, negatively affecting their motivation and educational attainment (Herranz-Zarzoso & Sabater-Grande, 2023). It is essential to address and eliminate discrimination to foster inclusive learning environments that support the academic endeavors of Indigenous pupils (Gaspar et al., 2023).

Persistence and Continuity

Families and communities must be involved to ensure the success of Indigenous pupils in school (Tse et al., 2021). Research highlights the importance of parental involvement, culturally responsive family-school partnerships, and community involvement in promoting positive learning experiences (Presente, 2021). Indigenous students' attendance, retention rates, and educational outcomes are enhanced by social support networks and environments that affirm their culture (Davey, 2023).

This literature review illustrates the intricate interplay of social factors that affect the education of Indigenous peoples. In the existing literature, socioeconomic disparities, cultural identity and representation, discrimination and prejudice, and community and family support have emerged as central themes. To effectively address these social factors, it is necessary to implement culturally responsive pedagogies, promote inclusive policies, strengthen community partnerships, and provide Indigenous students with targeted resources and support systems (Clark, 2022). By prioritizing the needs and aspirations of Indigenous communities, educational institutions can promote equitable and empowering educational opportunities for Indigenous peoples worldwide.

Methodology

This section describes the research methods, the study's participants, the instrument, data collecting, and data analysis. The researchers incorporated mixed methods and resolved the perceived divide between qualitative and quantitative research methods (Mackenzie & Knipe, 2006; Yavuz, 2012).

Participants

The study targeted IP students and IP out-of-school youths as the respondents to be conducted in Polytechnic College of Botolan and some areas of Botolan during the Academic Year 2022-2023. The researcher used a purposive sampling technique to select respondents. There were sixty-five (65) respondents involved in this study. Fifty (50) respondents for the quantitative approach and Fifteen (15) respondents for the qualitative approach.

Research Design

The study used a multi-method approach. The researcher used a descriptive correlational research design for the first set of respondents to identify their perception of the social factors influencing their

education. The researcher implemented a 4-Likert scale to assess the perception of the Social Factors Influence education as perceived by the IP students of PCB. In addition, quantitative research assists researchers in specific focus on the purpose of the study by using research questions, hypotheses, and objectives. According to Creswell (2014), quantitative research questions commonly inquire about relationships among variables that the researcher seeks to know. For the second set of respondents, the researcher used a narrative inquiry approach to identify why the IP OSY did not pursue education. Thus, the study of experience as a story through narrative inquiry is a way of thinking about the experience (Clandinin, 2013).

Instruments of the Study

The researcher's primary instrument in gathering data and information from the Respondents is a self-made survey questionnaire and guided questions for the interview to know the social factor influencing the education of Indigenous Peoples among student respondents.

Part 1 includes the perception of the Social Factors Influence education as perceived by the IP students of PCB in terms of Persistence and Continuity, External Threats, and Internal Threats. The researcher implemented a 4-Likert scale to assess the perception of the social factors influencing education as perceived by the IP students of PCB.

Part 2 includes why Indigenous Peoples Out of School Youth did not pursue education. The research adviser was consulted for corrections and improvements in order to ensure the validity of the new survey questionnaire. The research adviser's advice was considered when finalizing the questionnaire design. A dry run was then conducted to improve some of the language utilized in the instrument. Based on the outcomes of a dry run, the survey questionnaire was correctly comprehended and approved.

Participants are informed of the study's objectives, the organization or person funding it, how the results will be used, whether their participation might have unfavorable consequences, and who will have access to the data. Giving the participant the information, they need to decide about participating in the evaluation is the fundamental purpose of informed consent. Additional information should be provided if someone participates in any way in distress.

Procedure



The researchers asked permission from the President, Program Coordinator, Bachelor of Early Childhood Education Coordinator, Dean, Institute of Computing Studies, Bachelor of Culture and Arts Education Coordinator, Dean, Institute of Education Department in Polytechnic College of Botolan, Bihawo Tribal Chieftain, Baquilan Tribal Chieftain, and Lakas Tribal Chieftain through a letter of intent to gather participants from their department and their community.

After the validity and reliability test of the questionnaires, which got an overall 0.909 cronbach Alpha and exhibited excellent levels of validity and reliability, the researcher distributed them to the target respondents. Thus, the researcher gave enough time for them to answer the questionnaire.

The researcher collected the questionnaires and checked them for missing questions as soon as the respondents answered them. The researcher sorted and categorized the questionnaires before being prepared for evaluation, data computation, and assessment.

For the qualitative approach, the researcher followed the same process as the quantitative approach. The only difference is that data were gathered via interviews. The interviews are recorded as per the approval of the consent from the respondents. After data gathering, the researcher transcribed the recorded interview and began coding data. The result of both quantitative and qualitative approaches will identify the implications of how the IP students at Polytechnic College of Botolan and IP out-of-school youth perceive social factors affecting their education.

Data Analysis

The data collected for this study were organized and processed using Microsoft Word (2018) and SPSS v26.0 Reliability Test with Cronbach Alpha. Several statistical tools were employed, including Weighted Mean, Pearson-r, and Likert Scale. The Weighted Mean was used to determine the perceived influence of social factors on education among Indigenous Peoples (IP) students in problem 1. The Pearson-r correlation was employed to examine the relationship between social factors and their influence on IP students' education. Additionally, the Likert Scale was utilized to interpret the social factors' impact on IP students' education, with a quantitative value of 4 (3.25 – 4.00) – Strongly Agree (SA); 3 (2.50 –3.24) – Agree (A); 2 (1.75 – 2.49) – Disagree (D); and 1 (1.00 –1.74) – Strongly Disagree (SD). The researcher conducted interviews with guided questions to gather data on why

Indigenous peoples' out-of-school youths did not continue their education.

Ethical Consideration

The participants were asked for their consent in conducting the study. They were informed that their information would remain confidential. The gathered data from the participants will only be accessible to the researchers and will only be used in this study.

Results and Discussion

Perceive Social Factors by the IP Students that Influence Education

Persistence and Continuity

Table 1. *Perceive Social Factors by the IP Students that Influence Education*

	<i>Weighted Mean</i>	<i>Qualitative Rating</i>	<i>Rank</i>
The land is life, and education in school does not provide the necessary knowledge I need to live.	2.04	Disagree	2
Education in school does not give me the essential skills I need.	1.80	Disagree	4
Learning to farm and fish is enough for me to live.	2.28	Disagree	1
Learning by doing labor is better than studying.	1.92	Disagree	3
I do not need the education to live.	1.44	Strongly Disagree	5
Overall Weighted Mean	1.89	Disagree	

The table shows that respondents highly value education and disagree with statements that undermine its importance, favoring more traditional means of livelihood. The weighted mean analysis reveals that most respondents believe that learning to farm and fish is insufficient for their livelihood, and that education in school does provide necessary knowledge for their lives. Conversely, the assertion that individuals do not need education to survive is strongly rejected. These findings indicate a recognition among respondents of the value of education in fostering individual and communal growth in today's globalized society.

The results emphasize the importance of incorporating Indigenous perspectives and values when designing educational initiatives tailored to their specific goals. It is crucial to acknowledge the persistence and



continuity of Indigenous peoples' belief in the value of education, despite external factors that may diminish its significance. This result aligns with the notion that education broadens awareness, capacities, sensibilities, and comprehension of different cultures, thereby improving individuals' lives (Sir Ken & Kate Robinson, 2022).

Contrary to David Daoas' study (2015), which emphasized the importance of agriculture over education, the findings of this survey highlight the respondents' recognition of the need for education alongside the preservation of indigenous knowledge and sustainable agricultural and food systems (Soltwisch et al., 2023). Similarly, Shiri Pasternak's study (2014) highlights the deep connection of Indigenous peoples with their land and subsistence activities like fishing. However, it is essential to note that education plays a significant role in improving their lives, as emphasized by the study of Sir Ken & Kate Robinson (2022).

Overall, the findings reinforce the importance of education in Indigenous communities, providing opportunities for personal growth and a better understanding of diverse cultures while acknowledging the deep-rooted connection to the land and traditional practices.

External Threats

Table 2. *Perceive Social Factors by the IP Students that Influence Education*

	<i>Weighted Mean</i>	<i>Qualitative Rating</i>	<i>Rank</i>
Protecting my home, lands, and territories are more important than education.	2.08	Disagree	1
I don't need to study since the indigenous way of life is inferior or invalid compared to others.	1.82	Disagree	2
I do not need the education to secure tenure for indigenous peoples to thrive and develop.	1.80	Disagree	3
I do not need the education to promote indigenous peoples' community.	1.70	Strongly Disagree	4
I do not want to study because education will teach me to believe that the creator does not gift natural resources.	1.60	Strongly Disagree	5
Overall Weighted Mean	1.80	Disagree	

The study's results provide important insights into

respondents' perspectives on education and the indigenous way of life. The statement emphasizing the conservation of homes, lands, and territories obtained a high rating, demonstrating respondents' commitment to preserve their ancestral rights and cultural heritage. This result demonstrates their love for their land and the necessity of preserving it for future generations. It also emphasizes the inextricable link between their indigenous identity and the land. The low ranking of the statement implying a rejection of education due to a conflict with spiritual beliefs, on the other hand, indicates that respondents do not see education as a danger to their spiritual values. This finding implies that they agree that education may coexist with their spiritual beliefs while improving their knowledge and comprehension of the world without sacrificing their spiritual connection to nature.

According to these data, respondents perceive education as an important personal and communal development instrument. They recognize that education may give them the knowledge, skills, and opportunity for social and economic success. They also understand the value of education in maintaining land tenure, community development, and sustainable natural resource management. This outcome demonstrates a comprehensive education plan considering individual and collective well-being.

In order to generate meaningful social change and environmental justice for Indigenous peoples, Indigenous knowledge systems, languages, and cultural practices must be integrated into educational frameworks. Banister and Begoray (2013) and Kayira et al. (2022) research emphasize the need to incorporate Indigenous knowledge and viewpoints in literacy and environmental education, respectively. These studies underline the importance of cultural sensitivity and acknowledging colonization's historical and contemporary effects on Indigenous peoples and territory. It is feasible to build an inclusive and powerful educational environment that coincides with the needs and goals of Indigenous communities by incorporating Indigenous knowledge systems, languages, and cultural practices within educational frameworks. This method, as proposed by Clark (2022) and Lazrus et al. (2022), can help to preserve indigenous cultures, advance indigenous rights, and ensure the long-term development of indigenous lands and resources.

These findings emphasize the significance of valuing and implementing Indigenous knowledge, views, and values into education. Education can thus catalyze constructive social change, environmental justice, and



Indigenous peoples' empowerment.

Internal Threats

Table 3. *Perceive Social Factors by the IP Students that Influence Education*

	<i>Weighted Mean</i>	<i>Qualitative Rating</i>	<i>Rank</i>
Our old habits and participation will disappear because of education.	1.80	Disagree	2
The knowledge of the elders, the culture, and conventional knowledge keepers becomes obsolete because of education.	1.94	Disagree	1
I don't need to study because our area has limited tertiary education and employment opportunities.	1.72	Disagree	4
I cannot afford to study.	1.76	Disagree	3
I do not want to study because the school is far away from our community.	1.66	Strongly Disagree	5
Overall Weighted Mean	1.78	Disagree	

Table 3 shows that respondents had a positive attitude toward education, indicating that they do not see it as a danger to their life or culture. They see education as a catalyst for personal, empowerment, and communal development. Respondents are motivated to continue their educational aspirations despite restricted options, financial restraints, and geographical distance barriers.

These results have far-reaching ramifications. To begin, they emphasize that education is not viewed as a cause of alienation or loss, but rather as a personal and community growth method. This implication emphasizes education's transforming power and respondents' commitment to use it for personal and social good. Furthermore, respondents' awareness of school's benefits and difficulties demonstrates a true comprehension of their educational conditions (Doron et al., 2023). They know their limitations yet stay committed to achieving their educational goals (Ni & Jia, 2023). This resilience and determination are necessary for overcoming hurdles and accomplishing academic goals (Doron et al., 2023). This resilience is congruent with Peteros, Ypil, De Vera, et al. (2022), who discovered that students who live far from school must go vast lengths to attend lessons, suggesting that physical distance does not inhibit their enthusiasm to learn. This study contradicts the findings of Horn (2014), who argued that student's access to education was hindered by distance. Horn suggested that providing free transportation could be a natural way to increase student attendance. In addition, the

participants in this investigation exhibited a balanced perspective. They held their cultural traditions and elders in high regard while recognizing the value of acquiring new knowledge and skills (Hikmawati et al., 2022). The research demonstrated a profound regard for conventional wisdom and the capacity to adapt to new circumstances. According to Suprapti (2021), the preservation of cultural beliefs while actively pursuing opportunities for personal growth through education is what the respondents believe. The survey results stated that to survive educational challenges, the respondents need additional assistance and guidance (Shisler et al., 2023). These resources will come from the government, institutions, and community aid, which will support and assist the Indigenous peoples in achieving their educational goals and survival.

In conclusion, the findings displayed the resiliency and positive outlook of Indigenous Peoples on education. They recognized the importance of learning in school while preserving their cultural heritage. According to Kemp et al. (2023), by addressing challenges and providing sufficient support to Indigenous peoples, they can achieve their educational goals and make impactful contributions to their community.

Test of Correlation Among Perceived Social Factors

Table 4. *Test of Correlation Among Perceived Social Factors*

<i>Correlation</i>		<i>Values</i>		<i>Decision</i>
Persistence and Continuity	External Threat	r-value	0.667	Reject Ho (Sig)
		Sig.	0.000	
		N	50	
Persistence and Continuity	Internal Threat	r-value	0.555	Reject Ho (Sig)
		Sig.	0.000	
		N	50	
External Threat	Internal Threat	r-value	0.803	Reject Ho (Sig)
		Sig.	0.000	
		N	50	

The result provides a great perspective on Indigenous Peoples' resiliency when facing various challenges. They are able to preserve their cultural heritage and ties on land despite confronting external and internal threats. Indigenous Peoples' persistence and continuity are embedded in their identity, traditions, and well-being. Also, the study reveals a high positive correlation between External and Internal Threats, emphasizing their interdependence and mutual reinforcement. As External Threats such as losing homes and land exploitation intensify, it can magnify the Internal Threats of cultural practices and gradual

loss of Indigenous Knowledge. The same with Internal Threats such as cultural differences and prejudice can also magnify the effects of External Threats. That is why it is important to understand these dynamics to develop a comprehensive strategy to address the many circumstances that Indigenous peoples face. No matter how strongly they hold to traditional beliefs and traits, education will not affect them. Instead, it shows their remarkable ability to adapt and integrate their learnings into their daily lives while simultaneously respecting and preserving their cultural heritage (Gaspar et al., 2023). These findings concur with the study of Qingna (2021) about the importance of bridging the gap between teachers and Indigenous students in science education and providing strategies to improve student engagement and learning outcomes.

These findings have significant implications regarding the resilience and adaptability of Indigenous Peoples to environmental and social changes. Indigenous cultures have endured adversity throughout history while preserving their unique identities (Vasquez & Sunderland, 2023). The study highlights the significance of recognizing the profound connection between Indigenous Peoples and their ancestral lands, which is the foundation of their resilience and continuity (Hoffman et al., 2022). In addition, it highlights the importance of research and policy actions that ensure the rights, interests, and cultural diversity of Indigenous Peoples (Capua, 2021). By preserving Indigenous cultures and fostering their inherent ties to the land, we can contribute to the well-being and survival of Indigenous communities (Bacciaglia et al., 2023).

Reasons of Indigenous Peoples Out-of-school Youths for not Pursuing Education

The table 5 indicates the responses of IP out-of-school youth participants. According to the data analyzed through narrative inquiry, one of the causes of Indigenous adolescents dropping out of school is the financial strain caused by a global epidemic that deprived respondents of their financial resources. Buenaflor et al. (2023) discuss the determination of Indigenous Peoples (IP) students to complete their coursework despite the challenges brought about by the pandemic, including limited study resources and poor internet connectivity in certain regions. Similarly, Santo Chicham (2023) highlights that Indigenous people in Bangladesh face academic struggles due to poverty and a lack of educational and occupational opportunities, as they must work to support their families. Factors such as the effects of the pandemic

and teenage pregnancy influence the decision of IP students to drop out of school (Delon Porcalla & Shiela Crisostomo, 2019).

Table 5. *Reasons for not Pursuing Education*

<i>Theme</i>	<i>Sample Responses</i>	<i>Theme Description</i>
Pandemic-Related Challenges	There was a pandemic, and there was a problem with the Internet because during the pandemic, learning was modular and online, so it was difficult to keep up. The change of schools went hand in hand, and I couldn't really continue my studies. R01	This theme reflects the challenges experienced by IP students due to the COVID-19 pandemic. The sudden shift to online learning and the change in schooling format made it difficult for some students to keep up with their studies.
Financial Challenges	I stopped because of the hardships of our lives, the expenses, and even because I thought of stopping every day. I would like to study, but my parents are struggling with my expenses. R03	This theme reflects the financial difficulties that IP students face, including the need to support their family and parents, expenses, and financial struggles. Some students had to prioritize work to help with daily expenses, making it difficult for them to continue their studies.
Life Events	I got married and fell in love early, so I didn't finish my education. R10	This theme reflects the impact of significant life events such as early marriage, pregnancy, and having children on the IP students' ability to pursue education. These events often require significant time and resources, making it difficult for them to prioritize education.
Farm Work	That's why I didn't continue my studies because I always help my parents on one farm and I'm also afraid of being called to the meeting. R08	This theme reflects the importance of family and farm work in the lives of some IP students. They may have to help their parents with farm work or may have a fear of being called to meetings, making it difficult to prioritize education.
Personal Interests and Vices	Because of my friends, I got interested in vices, playing computer games, and also helping my father on the farm. R11	This theme reflects the impact of personal interests and vices, such as playing computer games or engaging in vices, on the IP students' ability to focus on their studies. These distractions may take up time and attention that could be spent on studying.

The first theme centers around the challenges related to the pandemic. IP students faced difficulties with the sudden shift to online learning and the changes in teaching methods (Bengesai et al., 2022). Lack of access to the internet, gadgets, and learning materials and difficulties adjusting to online platforms and methods contributed to their struggles (Kemp et al., 2023). The added stress and concerns due to the health crisis also affected their academic performance, engagement, and retention.



Financial difficulties form the second theme, reflecting the hardships encountered by IP students, including the need to support their families, manage expenses, and face financial struggles. Many students had to prioritize employment to meet daily expenses, making it challenging to continue their education (Ganesh et al., 2022). Some students also felt guilty or burdened by seeking financial assistance from their parents or relatives, particularly during the pandemic (Doron et al., 2023). These financial constraints influenced their view of education as a luxury or a low priority.

The third theme focuses on life events, specifically early marriage, pregnancy, and parenthood, and their impact on IP students' ability to pursue education. These life events require significant time and resources, making it difficult for students to prioritize their studies (Fakari et al., 2022). Cultural and family pressures to marry or have children at a young age further limit their educational choices (Eshak et al., 2023), increasing dropout rates among IP students as they prioritize their domestic responsibilities.

The fourth theme highlights the importance of family and farm work in the lives of some IP students. Assisting parents with farm chores or being obligated to attend meetings can make it challenging to prioritize education (Moreira et al., 2023). Some students find satisfaction in contributing to their family's income, which may diminish their motivation to pursue education (Assefa, 2021). These circumstances can affect their attendance, involvement, and completion rate, leading to missed classes or assignments.

The fifth theme addresses personal hobbies and vices, such as computer games or engaging in vices, and their impact on IP students' academic focus. These distractions consume time and attention that could otherwise be devoted to learning (Srirejeki et al., 2022). Some students express boredom or lack of motivation, increasing their inclination to engage in these activities (Sipahioglu et al., 2021). Such difficulties may hinder academic progress, engagement, and retention as students neglect their studies or fail to meet academic expectations.

These themes collectively illustrate the various challenges that Indigenous students face in pursuing education. The COVID-19 pandemic, financial constraints, life events, farm work, and personal distractions all contribute to their struggles. Understanding these difficulties is crucial for developing targeted interventions and support systems that address the specific needs of Indigenous students, ensuring their equitable access to education and

opportunities for academic success.

Table 6. *IP Student's Priorities*

Theme	Sample Responses	Theme Description
Prioritizing work to provide for the family	Work so I can help my parents first. But I will go back to school to study, but now I will help my parents first. R03	This refers the need to prioritize work to sustain their lives and support their family.
Prioritizing family, children, and household responsibilities	My priority now is being a mother to my son, how I can take good care of him, and how I can bring him to life. R04	This theme refers to the importance of caring for family and children before pursuing education.

The presented table indicates the responses of an out-of-school Indigenous Peoples (IP) participant. It can be deduced from the collected data that IP students prioritize working to support their families. This result implies that parents must allocate their time and focus on determining what is essential. The findings underscore the difficulties that Indigenous Peoples experience in managing job and family obligations while obtaining an education. On the one hand, some respondents cited difficulty finding time and resources for education due to employment and family responsibilities (Doron et al., 2023). Working long hours or many jobs to make ends meet sometimes leaves people with little energy or time to study. Furthermore, financial constraints force individuals to choose between attending classes and meeting basic needs like food, rent, or utilities (Kuklina et al., 2023). Concerns about losing money or benefits make it even more difficult for them to participate in educational programs (Cavalcante & Sousa-Filho, 2023). On the other hand, prioritizing family, children, and home tasks emerged as a key topic. Many respondents mentioned caring for elderly relatives, siblings, or family members with health or social problems (Shrestha et al., 2023). Single parents and those with young children that require constant attention stressed the difficulties they experienced in juggling childcare responsibilities and completing an education (Viscogliosi et al., 2022). Managing domestic tasks such as cooking, cleaning, and laundry took up even more of their time (Saway et al., 2022).

These themes highlight the varied and diverse lifestyles of Indigenous Peoples, as well as the numerous demands they encounter when seeking education. They emphasize the need for more adaptive and supportive educational systems that consider the unique situations and problems that Indigenous people face. To address Indigenous students' varied



obligations and limits, such systems should consider flexible scheduling, accessible financial help, and extensive support services. Finally, the findings highlight the delicate balance Indigenous Peoples must maintain between job, family commitments, and education. They advocate for educational institutions that recognize and accommodate Indigenous peoples' unique needs and challenges while providing support relevant to their complex lives. By developing more adaptive and inclusive educational environments, we can encourage Indigenous Peoples to pursue education while fulfilling their duties to their families and communities.

The table 7 indicates the responses of an out-of-school Indigenous Peoples (IP) participant. Based on the collected data, it can be inferred that IP students struggle to pursue their education, primarily due to transportation and financial obstacles. The ongoing pandemic has exacerbated their limited access to resources and communication with their instructors. Many students need help to cope with remote learning and financing the required resources since their priority is to support their families.

The first theme developed from replies highlighting the difficulty of commuting to school due to a lack of transportation, fare, or money for transit. Some respondents stated that they must walk for hours or take a motorcycle taxi to get to school, which is exhausting and time-consuming (Doron et al., 2023). Others reported missing courses or deadlines because they did not have enough money to pay for transportation (Chen et al., 2023). This theme demonstrates that IP students confront economic impediments to education.

The second theme, Family and Personal Obligations addresses the difficulties respondents encounter who must balance their education with familial and personal obligations such as aiding their parents, caring for their children, or working to provide for their families. Some respondents stated that they must assist their parents with farming, fishing, or other income-generating activities, which takes away time and energy from learning (Rodrigues et al., 2023). Others stated that they must care for their siblings or children while taking online classes, making it difficult for them to concentrate or participate (Palomino et al., 2023). This theme demonstrates that IP students have many tasks and obligations that clash with their academic objectives.

Table 7. IP Student's Struggles in Studying

Theme	Sample Responses	Theme Description
Transportation and Financial Struggles	One of the things that prevented me from studying was going to work because my family's income was not enough, so I preferred to work. Because I don't have a fare to go to school every day. R15	This theme emerged from responses that highlighted the difficulties of commuting to school due to a lack of transportation, fare, or money for transportation.
Family and Personal Obligations	My education was hindered by my early marriage. There is nothing I can do if I don't stop looking for a job and have more expenses for my family and my son. R05	This theme encompasses the struggles faced by respondents who have to balance their studies with their familial and personal obligations, such as helping their parents, taking care of their children, or working to provide for their families.
Access to Technology and Resources	Before the pandemic, my biggest struggle was the internet connection, and when you don't know the teachers and students yet, it's hard to keep up. R01	This theme was highlighted by respondents who mentioned the lack of access to gadgets, load, and the internet, which makes it difficult for them to participate in online classes or communicate with their teachers.
Life Difficulties	There are many obstacles, like a vice, and then I have to help my parents. R11	Respondents mentioned various challenges they face in their daily lives, such as poverty, vices, and other school expenses, which prevent them from focusing on their studies.

Respondents emphasized the third issue, Access to Technology and Resources, citing a lack of access to devices, load, and the internet, which makes it difficult for them to engage in online classrooms or connect with their lecturers. Some respondents stated they do not have cellphones, laptop computers, or tablets for online learning. Others complained about not having adequate load or data to access online platforms or send assignments (Talingdan & Alunday, 2023). Some also stated that they reside in isolated places without signal or internet access (Quesada-Román et al., 2023). This theme demonstrates how IP students confront technological obstacles that limit their learning capabilities.

The fourth theme, Life Difficulties, refers to the daily obstacles, such as poverty, vices, and school expenses, that prevent students from concentrating on their studies. (Stults-Kolehmainen, 2023) Some respondents reported living in substandard conditions, lacking food, water, electricity, and shelter, among other necessities. Others reported exposure to detrimental vices such as drug use, alcohol consumption, and gambling (Bell et al., 2023). Some students report

having to pay additional school expenses, such as uniforms, literature, projects, or fees, which increases their financial burden (Doron et al., 2023). This theme illustrates the impact of social and environmental factors on the education of international students.

Conclusion

The initial results allow us to derive the following conclusions: Indigenous students demonstrate a knowledge of the value of education through their recognition of Persistence and Continuity as critical social variables shaping the educational experience. Internal Threat emphasizes their resolve to overcome adversity and ensure that traditional qualities and beliefs are maintained despite external threats. The socioeconomic determinants of Indigenous students' academic success are interconnected. Adolescents from Indigenous communities are the most likely not to be enrolled in school because of financial issues brought on by the pandemic. While Indigenous students and out-of-school youths face unique social challenges, both groups could benefit from additional research into these issues. Among the suggested next steps are more investigation into the difficulties Indigenous communities experience, creating an extension program for Indigenous students, and launching an income-generating program to deal with social dangers and student dropouts. Indigenous children face particular obstacles that can be helped by implementing these suggestions.

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