



## **EXTENSION ACTIVITIES FOR BADJAO LEARNERS AT MALITAM ELEMENTARY SCHOOL**

**IVY CORAZON B. PANELO<sup>1</sup>, Joan J. Manalo, Sheryl G. Manalo, and Samantha Glaize G. Rivera<sup>2</sup>,**  
*Faculty, College of Teacher Education <sup>1</sup> Bachelor of Elementary Education (BEED) Students<sup>2</sup>*  
*College of Teacher Education, Batangas State University, Main Campus 1*  
*ivypanelo@yahoo.com*

**Abstract.** This study aimed to describe the Badjao learners, their learning abilities, and propose *Extension Activities for Badjao Learners at Malitam Elementary School*. In view of the social and educational status of the underprivileged indigenous group like Badjao learners, the researchers' attention being educators and extensionist were caught. The study was descriptive in nature and used questionnaire in determining the learning abilities of the intermediate Badjao pupils. Results showed that majority of the intermediate Badjao learners excelled more in English subject and found more difficulties in Science and Mathematics. Their dominant learning problem in Mathematics was getting the greatest common factor due to its complexity. In English, pronouncing words was their main problem. In Science, familiarization with the nature and use of laboratory apparatuses was the Badjao major learning need due to the apparatuses' scarcity and expensiveness. In developing their learning abilities, they agreed that sharing their ideas confidently with their classmates was their main struggle. Majority of the Badjao learners were afraid to socialize with others. They felt inferior because of their looks and status in life. In boosting their morale, they should be given learning activities during the class session where they could be given chances of active participation for them to develop their confidence and gain high grades. The researchers found out that there was no significant relationship between the description of the Badjao learners and their learning abilities. They recommend that the teachers should initiate learning activities where the Badjaos can participate well and be motivated to study hard. This research recommends extension activities that may help the Badjao learners grow and develop their learning abilities.

**Keywords:** *Badjao learners; learning problems; learning abilities; and extension activities*



## 1. INTRODUCTION

Extension Services upgrades the quality of life of the people particularly those living in rural and depressed areas who need help or assistance from the government or non-governmental organizations.

The Department of Education or DepEd as the government's organization that promotes "Education for All" provides free, accessible, and quality learning to all the Filipino citizens regardless of race and culture. The DepEd is enriched with indigenous support materials suited to their learning needs (De Leon, 2005).

Batangas State University College of Teacher Education also advocates extension services or activities that reach out the community and other clientele in far-flung areas like tribe people in their socio-economic and literacy needs.

Badjao learners belong to underprivileged minority group who live in coastal areas at Malitam 3, Batangas City. They are deprived of many privileges especially in education to live like common people with honor and dignity.

Badjao children according to Bobon (2003) are brought up by their parents to earn for their living at early age. Schooling is not their priority

though they know its relevance to their lives. The parents do not know how to tutor their children in their studies because they themselves are also uneducated.

In addition, Barnouw (2000) stated that when a culture of a society changed, its members have the tendency to adapt to the new development that leads to changes in personality and even in culture. Hence, educators are agents of positive changes within the school and the community.

In view of the social and educational status of the disadvantaged indigenous group like Badjao learners, the researchers' attention being educators and extensionists are caught.

### *Objectives of the study*

This study intends to describe the Badjao respondents in terms of grades in English, mathematics, and science; attendance in school; character traits; participation in school activities; and study habits. It also aims to assess the extent of their learning abilities in English, mathematics, and science. Moreover, this study determines to discuss the relationship between the description of Badjao respondents and their learning abilities. Furthermore, it seeks to identify the problems encountered by the pupils. Finally, it aims to propose extension activities that



may enhance the learning abilities of Badjao learners.

The researchers conducted this study in the academic year 2014-2015 that focuses only at Intermediate Badjao pupils and their Grade IV, V and VI teachers at Malitam Elementary School located at Barangay Malitam III, Batangas City.

## 2. METHODOLOGY

The study was descriptive in nature. It determined the learning abilities of the intermediate Badjao pupils.

The subjects of the study were the 31 intermediate Badjao minority schoolers in Malitam Elementary School and 11 teachers from Grades IV to Grade VI. No sampling was done as all the Badjao were involved in the study.

The main instrument used in gathering data was the questionnaire which had three parts which focused on pupil's record, the learners learning competencies in three major subjects such as English, Mathematics and Science and also, their difficulties encountered in developing their learning abilities. This was given to the 31 Badjao learners and eight teachers at Malitam Elementary School.

The researchers made use of books in constructing the preliminary

draft of the questionnaire. The researcher made sure that the manner of stating the questions was sufficient to collect enough data to be used in the study and, likewise, to answer the questions stated in the statement of the problem. The draft was presented to the adviser for the suggestions.

Then they submitted the preliminary draft to their adviser as well to group of experts for content validation. All of their comments, suggestions and recommendations were put into consideration in making the final draft of the questionnaire.

After the approval of the questionnaire, the researchers finalized the questionnaire and reproduced it. A letter addressed to the principal of the school was written for permission to conduct a study in their school.

After the questionnaire was answered and collected by the researchers, the responses were tallied, tabulated, analyzed, and interpreted in conformity with items found in the questionnaire.

The following scale of 1-5 was used to quantify and qualify assessment of respondents in Malitam Elementary School.

To interpret the data of the character traits manifested by the Badjao learners, responses were rated using the following scale continuum.



Option	Scale Range	Verbal Interpretation
5	4.5 - 5.0	Outstanding
4	3.5 - 4.49	Very Good
3	2.5 - 3.49	Good
2	1.5 - 2.49	Fair
1	1.0 - 1.49	Poor

Statistical treatments that were used were Weighted Mean, Pearson R, Chebyshev Theorem, and Ranking to analyze and interpret the gathered data.

### 3. RESULTS AND DISCUSSION

Based on the data gathered the researchers came up with the following findings:

#### 1. Description of Badjao Pupils

##### 1.1 Grades in mathematics, English and science

Table 1

Grades in mathematics, English, and science

Subjects	N	Range	Mini- mum	Maxi- mum	Mean	Std. Devi ation
Math	31	5.00	74.00	79.00	76.06	1.24
English	31	7.00	74.00	81.00	76.74	1.67
Science	31	6.00	75.00	81.00	76.65	1.56
Valid N (listwise)	31					

As to English, average grade was 76.74 with standard deviation of 1.67. The minimum grade was also 74 and the maximum grade was 81 which were assessed good. According to their teacher, some of the Badjao pupils study hard to learn English because some of the regular pupils feel degraded when they use the Badjao way of speaking, their dialect and accent. According to researchers, most of the Badjaos use Visaya as medium of communication. This explains why they also want to learn English as more people know it compared to Visaya.

It can be noted from the table that the average grade in mathematics of the Badjao pupils was 76.06 with a standard deviation of 1.24 meaning to say the grades of Badjao pupils were close to each other's grade. The minimum grade of Badjao was 74 which connoted failure based on the given grading scale of the DepEd. The highest grade was 79. According to their teacher, 75 is a passing grade and those who got 74 below need proper guidance.

Lastly, the average grade in science of Badjao pupils was 76.65 with a standard deviation of 1.56. The minimum grade was 75 and the maximum grade was 81 which were good. Badjao grades in science were similar to their grade in mathematics and English.

The researchers found that the grades of the Badjao were not that bad. Based from the interview conducted by

the researchers, they found out why their performance and grades in English, mathematics and science were good. It was because the medium of instruction used in textbook is English. The findings of the researchers were related to the study of Jocano (2002) who cited that indigenous people tended to learn and speak well in their native language.

*1.2 Attendance in school*

Table 2  
 Descriptive Statistics of Intermediate Badjao Pupils Relative to their Attendance in School

	N	Minimum	Maximum	Mean	Std. Deviation
Attendance	31	246.00	259.00	52.48	3.05
Valid N (listwise)	31				

Based from the computation, the minimum days the Badjaos were present out of 261 were 246 and the maximum days of attendance were 259, meaning that the Badjao pupils did not miss on their schooling for long. Attendance to school is very important as this gives time to pupils to listen, participate and attend every day in class. Pupils will be able to learn and listen well to their teacher and also adopt proper behavior.

The Badjao have no food to eat and money to bring in their school. That

is the reason why they are often times absent in class. Also, their parents require them to help sell their fish product in the market and in the sea port to help gain extra income.

*1.3 Character traits*

Table 3  
 Assessment on the Character traits of the Respondents

Character Traits	Weighted Mean	Verbal Interpretation	Rank
Honesty	2.29	Fair	1
Courtesy	2.26	Fair	3.5
Helpfulness and Cooperation	2.23	Fair	7
Resourcefulness and Creativity	2.13	Fair	15
Consideration for Others	2.26	Fair	3.5
Sportsmanship	2.23	Fair	7
Obedience	2.19	Fair	11.5
Self-Reliance	2.23	Fair	7
Industry	2.19	Fair	11.5
Cleanliness and Orderliness	2.19	Fair	11.5
Promptness and Punctuality	2.19	Fair	11.5
Sense of Responsibility	2.19	Fair	11.5
Love of God	2.19	Fair	11.5
Patriotism	2.26	Fair	3.5
Love of Country	2.26	Fair	3.5
Composite mean	2.21	Fair	

The highest character trait observed was honesty, weighted mean of 2.29 and interpreted as fair. The four main traits observed were courtesy, consideration for others, patriotism and love of country, weighted means of 2.26

described as fair. Badjao learners in the elementary learned the different traits and values inside and outside the classroom in a way that they were taught and nurtured by their teachers, classmates and from the influence of people around them. Self-reliance, sportsmanship and helpfulness and cooperation were interpreted fair as shown in weighted mean of 2.23. The lowest traits observed were industry, cleanliness and orderliness, promptness and punctuality, sense of responsibility and love of God, weighted mean of 2.19 described as fair. According to the teachers in Malitam, they graded their learners fairly.

Pupils who do well inside the classroom are given grade of A meaning Outstanding and E for poor performance. Teachers cited they spoke to the pupils during their free time and asked some questions to understand their situation and give advice to make them better, if needed.

#### 1.4 Participation in school activities

Table 4  
 Assessment on the Participation in School Activities of the Respondents

School Activities	Weighted Mean	Verbal Interpretation	Rank
Group dynamics inside the classroom	2.74	Sometimes	1.5
Class contests	2.48	Seldom	8.5
Class discussion	2.61	Sometimes	3
Class debates	2.42	Seldom	11
Role plays inside the classroom	2.55	Sometimes	5.5
Painting contests	2.32	Seldom	13.5
Drawing contests	2.19	Seldom	15
Story telling contests	2.35	Seldom	12
School parade	2.58	Sometimes	4
Spelling contests	2.45	Seldom	10
Singing contests	2.52	Sometimes	7
Dance contests	2.74	Sometimes	1.5
Quiz bee	2.32	Seldom	13.5
Sports competition	2.55	Sometimes	5.5
Speech choir competition	2.48	Seldom	8.5
Composite mean	2.49	Seldom	

Badjao pupils sometimes participated in group dynamics inside the classroom, dance contests, class discussion shown in weighted means of 2.74, 2.74 and 2.61. This was because these are common activities of children

of their school age. They also sometimes participated in school parade, role plays in the classroom and sports competition that are reflected in their weighted means of 2.58, 2.55 and 2.55. Being a working student they do not participated much in those activities because these require a lot of efforts, skills and time to practice.

Most of the Badjao pupils seldom participated in class debates, storytelling contest, painting contest, quiz bee and drawing contest as seen in the weighted means ranging from 2.19-2.42 with very limited participation because as an indigenous group, their creative and communicative abilities are not well- developed. As shown in the table, composite mean was 2.49 indicating they seldom participated in activities.

Based from the teachers, they always encouraged everyone to participate well in school not just to gain a good grade but also to gain a new experience that can help them in the future. However, the need to help the family and work is a struggle for the Badjao learner.

### 1.5 Study Habits

Table 5

Assessment on the Badjao Pupils' Study Habits

School work activities	Weighted Mean	Verbal Interpretation	Rank
1. Doing assignment at home	2.52	Sometimes	10
2. Reviewing all the notes before exams	2.81	Sometimes	2
3. Doing projects given by the teacher	3.00	Sometimes	1
4. Reviewing notes at home everyday	2.71	Sometimes	4.5
5. Reading lessons in advance	2.61	Sometimes	7
6. Answering exercises in the book at home	2.55	Sometimes	8.5
7. Practicing reading books at home	2.77	Sometimes	3
8. Writing sentences in cursive form	2.68	Sometimes	6
9. Doing some experiments at home	2.55	Sometimes	8.5
10. Looking for the unfamiliar words to be discuss	2.71	Sometimes	4.5
Composite mean	2.69	Sometimes	

The researchers found out that the Badjao pupils sometimes did their projects given by the teacher shown in highest weighted mean of 3.00. According to their teachers, the Badjao pupils did the projects due to failed result of their examination. These projects served as added activity to get a passing grade. The pupils sometimes reviewed all their notes before exams, weighted mean of 2.81.

Reviewing the notes before exam is important to Badjao pupils because this is their way to remember the past lessons that had been discussed and which they would answer during examinations.

They also sometimes practiced reading books at home, weighted mean of 2.77. According to the pupils, they don't have enough time to practice reading books because they need to work for them to survive. Pupils also sometimes reviewed notes at home every day, also looked for the unfamiliar words to be discussed, and practiced writing sentences in cursive form, weighted mean of 2.71. They also sometimes read lessons in advance, weighted mean of 2.61.

According to the teachers in Malitam, the Badjao pupils are honest that they do not read the lesson in advance but they still encouraged them to read every day. Answering exercises in the book and doing some experiments at home were both ranked second to the last shown in weighted mean of 2.55. Doing assignments at home had

weighted mean of 2.52 said to be sometimes done. The Badjao learners mentioned they don't do assignments at home because their parents want them to work. The DepEd imposed that all teachers should encourage and help every pupil to have time at home to study.

## 2. Extent of the development in major learning areas

### 2.1 English

Table 6  
 Learning extent of development of the Badjao pupils in English

Mathematics	Weighted Mean	Verbal Interpretation	Rank
1. Reading	2.58	Great Extent	1
2. Spelling	2.39	Moderate Extent	3
3. Pronouncing words	1.71	Moderate Extent	10
4. Constructing sentences	2.42	Moderate Extent	2
5. Using nouns and pronouns in a sentence	2.35	Moderate Extent	4
6. Identifying subject and predicate	2.23	Moderate Extent	5
7. Using gerunds	2.10	Moderate Extent	6.5
8. Determining facts from opinions	1.94	Moderate Extent	8.5
9. Categorizing adverbs( manner, place, time)	2.10	Moderate Extent	6.5
10. Determining the cause and effect	1.94	Moderate Extent	8.5
Composite Mean	2.35	Moderate Extent	



Reading ranked first shown in weighted mean of 2.58 which was described as developed to a great extent. Among all categories, this is the only factor wherein the Badjao pupils excelled. This is good because it is the basic ability in education. Constructing sentences, spelling words, using nouns and identifying subject and predicate had weighted means of 2.23-2.42. Categorizing adverbs and using gerunds, determining facts from opinions and pronouncing words had weighted means of 1.71- 2.10 described as moderate extent.

According to Ramos (2000), the students' problems which were encountered by intermediate pupils were lack of parents' teaching guide, inability of pupils to express ideas clearly, and inability of pupils to speak in vernacular.

## 2.2 Mathematics

Table 7  
 Learning Abilities of the Respondents  
 in Mathematics

English	Weighted Mean	Verbal Interpretation	Rank
1. adding numbers	2.81	Great Extent	1
2. subtracting numbers	2.74	Great Extent	2
3. multiplying numbers	2.68	Great Extent	3
4. dividing numbers	2.58	Great Extent	4
5. solving fractions	2.23	Moderate Extent	8
6. getting the least common denominator	1.61	Moderate Extent	9
7. getting the greatest common factor	1.58	Moderate Extent	10
8. solving word problems	2.48	Moderate Extent	5.5
9. getting the different value of money	2.48	Moderate Extent	5.5
10. rounding off numbers	2.29	Moderate Extent	7
Composite Mean	2.17	Moderate Extent	

Extent of development of learning abilities in mathematics was to a moderate extent as shown in composite mean of 2.35. Of these, the pupils' learning development in adding numbers, subtracting numbers and multiplying numbers was to a great

extent as shown in weighted means of 2.81, 2.74 and 2.68 respectively. These abilities are important because these can be used in real life situations. Solving word problems, getting the value of money, rounding off numbers and solving fractions were developed to a moderate extent shown in weighted means of 2.48 – 1.58.

Getting the least common denominator and getting the greatest common factor were developed to a moderate extent indicated in weighted means of 1.61 and 1.58. This was because finding GCF and LCM requires higher mathematical thinking skills. These findings are supported by the result of the study of Muncall (2005) which disclosed that pupils are not good in mathematics.

### 2.3 Science

Table 8  
 Learning Abilities of the Respondents in Science

Science	Weighted Mean	Verbal Interpretation	Rank
1. Identifying living and non-living things	2.71	Great Extent	1
2. Identifying different cycles (water cycle, nitrogen cycle, phosphorus cycle)	2.55	Great Extent	4
3. Identifying different systems (skeletal	2.32	Moderate Extent	8

system, digestive system, muscular system)			
4. Experimenting objects	2.52	Great Extent	5.5
5. Identifying planets in solar system	2.58	Great Extent	3
6. Classifying vertebrates from invertebrates	2.42	Moderate Extent	7
7. Identifying the different types of clouds	2.52	Great Extent	5.5
8. Classifying changes of matter (physical change, chemical change)	2.61	Great Extent	2
9. Differentiating types of energy (mechanical energy, chemical energy)	2.13	Moderate Extent	9
10. Familiarizing with laboratory apparatus	1.81	Moderate Extent	10
Composite Mean	2.42	Moderate Extent	

Badjao pupils developed to a great extent abilities in identifying living and non-living things, identifying different cycles, experimenting objects, identifying planets in the solar system, identifying different kinds of clouds, and classifying changes of matter which had weighted means of 2.52 - 2.71. This was because those topics are very common to everyone.

Lowest four among the items were identifying different systems, classifying vertebrates from invertebrates, differentiating types of energy and familiarizing laboratory apparatus which had weighted means of 1.81- 2.32 described as developed to a moderate extent because these are challenging for the Badjao learners and critical thinking is needed.

These results are supported by the study of Allen (2005) that science is the broadest subject and it should not only be a problem-seeking activity but also a problem solving one. The learners should be good in searching and in interpreting existed problem in their environment.

3. *Significant relationship between the description of Badjao respondents and their learning abilities*

Table 9  
 Relationship between the Badjao Pupils and Learning Abilities in English

Variables	p-values	Computed r-values	Decision on Ho	Verbal Interpretation
English	.43	-.15	Accept Ho	NS
Mathematics	.34	-.18	Accept Ho	NS
Science	.54	.12	Accept Ho	NS
Attendance in school	.99	.001	Accept Ho	NS
Classroom behavior	.26	.21	Accept Ho	NS
Participation in school activities	.01	.44	Reject	S
Study habits	.38	-.16	Accept Ho	NS

*NS- Not significant*  
*S - Significant*

The p-value of .01 was lower than the computed r-value of .44 indicating significant relationship between the Badjao pupils' and learning abilities in English. This could also mean that the learning abilities of the Badjao pupils in English are dependent to their participation in school activities. The positive correlation coefficient also

indicates that the more the Badjao students participate in the school activities, the better they improve their learning abilities in English.

Table 10

Relationship between the Badjao Pupils' Description and Learning Abilities in Mathematics

Description	p-values	Computed r-values	Decision on Ho	Verbal Interpretation
Grade				
Mathematics	.59	-.10	Accept Ho	NS
English	.38	.16	Accept Ho	NS
Science	.35	.17	Accept Ho	NS
Attendance in school	.32	.18	Accept Ho	NS
Classroom behavior	.07	.33	Accept Ho	NS
Participation in school activities	.23	.22	Accept Ho	NS
Study habits	.06	-.34	Accept Ho	NS

NS- Not significant  
 S - Significant

The computed r – values ranging from -.10 to .33 which were lower than p-values ranging from .06 to .59

indicated no significant relationship between the learning abilities and description on Badjao pupils. This could mean that the respondents' learning abilities in mathematics are independent of their description.

Overall, the description of Badjao respondents such as grades in major subjects, attendance in school, character traits, participation in school activities and study habits were not affected by their learning abilities in mathematics.

Table 11

Relationship between the Respondents' Description and Learning Abilities in Science

Variables	p-values	Computed r-values	Decision on Ho	Verbal Interpretation
Mathematics	4	-.20	Accept Ho	NS
English	43	-.18	Accept Ho	NS
Science	54	-.05	Accept Ho	NS
Attendance in school	99	.07	Accept Ho	NS
Classroom behavior	26	.21	Accept Ho	NS
Participation in school activities	01	.59	Reject	S
Study habits	38	-.07	Accept Ho	NS

NS- Not significant  
 S - Significant

Since the p-value of .000 is lower than .05 level of significance, then the computed r-value of .59 is found to be significant. This could also mean that the learning abilities of the Badjao pupils in science are dependent on their participation in school activities. The positive correlation coefficient also indicates that the more the Badjao students participate in the school activities, the better they tend to develop their learning abilities in science.

*4. Problems Encountered by the Badjao Pupils in Developing Their Learning Abilities*

Table 12  
 Difficulties Encountered by the Badjao Pupils in Developing Their Learning Abilities

Difficulties Encountered by the Badjao Pupils	Weighted Mean	Verbal Interpretation	Rank
1. Inadequate books and other facilities in school	1.71	Disagree	2
2. Experience bullying in classroom	2.77	Agree	9
3. School uniform does not suited to the Badjaos' way of dressing	2.06	Disagree	4
4. There is weak relationship between the teachers and the pupils	1.58	Disagree	1
5. No moral support to	1.74	Disagree	3

education of children			
6. No guidance of parents in doing homework	2.65	Agree	8
7. Lack the feeling of belongingness	2.35	Disagree	5.5
8. Not confident to share ideas during class discussion	2.84	Agree	10
9. No special curriculum for Badjao learners	2.35	Disagree	5.5
10. Not accepted by other pupils	2.61	Agree	7
Composite Mean	2.27	Disagree	

The Badjao learners agreed that they were not confident to share ideas during class discussion which ranked first in the distribution with the weighted mean of 2.84. This was because they were aware of their thinking level. They also experienced bullying in the classroom, weighted mean of 2.77. The DepEd promoted anti-bullying policy so that students like them will be protected. Moreover, learners agreed that their parents could not give guidance in doing homework, the third in rank in the distribution with the weighted mean of 2.65.

This explains why they came up in the school with no assignments. Another problem was that they were



not accepted by other pupils, lacked the feeling of belongingness and had no special curriculum for the Badjao learners which had weighted means of 2.61 and 2.35. Also, the learners cited their uniform does not conform to the Badjaos way of dressing, ranked seventh in the distribution with the weighted mean of 2.06.

However, they disagreed that their parents do not give moral support in education of children, weighted mean of 1.74. This means that their parents encourage them to study hard in order for them to recognize as an educator also.

They also disagreed that inadequate books and other facilities in school they had ranked ninth in the distribution, weighted mean of 1.71. According to the teachers, they gave what Badjaos learners need such as textbooks so that they can read and study in their home. Badjao learners also disagreed that they had a weak relationship between the teachers and the learners, last ranked in the distribution with the weighted mean of 1.58.

According to the teachers in Malitam, they treated all their students fairly and equally. These results are supported by Aclan (2014) which cited that the indigenous pupils are not truly confident to share ideas during class discussion because they are scared to feel humiliated inside the classroom.

### *5. Extension Activities for Badjao Learners*

Based on the findings of the study, the researchers came up with a project proposal of *Extension Activities for Badjao Learners at Malitam Elementary School* to respond to their learning needs through literacy training.

#### Output of the Study: Project Proposal

- I. Project: Extension Activities for Badjao Learners at Malitam Elementary School
- II. Location: Barangay Chapel at Malitam 3, Batangas City
- III. Duration: November 2015 to March 2016 every Saturday, 8:00 am - 11:00 am
- IV. Partner Agencies: Barangay Officials of Malitam, Batangas City
- V. Support Agencies: BatStateU and College of Teacher Education
- VI. Project Coordinators: BatStateU project leaders and coordinators, faculty members and student volunteers
- VII. Possible Participants: Grades 4-6 Badjao Learners
- VIII. Beneficiaries: Badjao learners at Malitam Elementary School
- IX. Total Cost of the Project : Php 21, 483.00
- X. Rationale of the Project: To respond to the learning needs of Badjao learners in Malitam Elementary School and encourage them to go to



school every day by giving all their learning needs in English, Mathematics and Science.

**XI. Objectives:**

- a. Determine and identify the activities where Badjao learners would show greater interest which will be used as basis in coming up with the proposed activities/strategies.
- b. Provide opportunities for Badjao learners that will help them to have a better way of living.
- c. Promote and enhance knowledge on the needs of Badjao learners in Malitam Elementary School.

**XII. Description of the Project, Strategies and Methods/Plan of Action**

Table below shows the date, time, person involved and the lesson to be discussed in the project. Every Saturday from 8:00-11:00 am starting June to December 2016, the researchers, BatStateU project leaders, coordinators, faculty members and student volunteers will be responsible to help and tutor the Badjao learners in developing their learning abilities in a certain topic in English, Mathematics and Science.

The person involved will use materials that can attract the interest of the Badjaos such as laptop, showing different pictures and videos which are very helpful. Also, playing games, dancing and groupings will be useful to

motivate the Badjaos to learn and participate to the program.

June – December 2016 (8:00 – 11:00 am)

Date/Time	Activities	Person Involved
June 4, 2016		
8:00-9:00	Orientation/Meeting Introduction	Badjao Learners Researchers
9:00-9:30	Tutorial in Reading	Project leaders and coordinators
9:30-10:00	Tutorial on Addition	Faculty members
10:00-10:30	Break Time	Student volunteers
10:30-11:00	Tutorial in living and non-living things	
June 11, 2016		
8:00-8:15	Energizer	Badjao Learners
8:15-9:00	Tutorial in spelling and pronouncing words	Researchers BatStateU project leaders and coordinators
9:00-9:30	Subtraction	Faculty members
9:30-10:00	Break Time	Student volunteers
10:00-10:30	Identifying different Cycles	
10:30-11:00	Games	
June 18,		



2016		Badjao Learners	10:30-11:00	Reading sentences(subject and predicate)	Student volunteers
8:00-8:15		Researchers			
8:15-9:30	Energizer				
9:30-10:00	Constructing Sentences	BatStateU project leaders and coordinators	July 23, 2016		
10:00-11:00	Break Time	Faculty members	8:00-9:00	Finding Lowest Common Denominator (LCD)	Badjao Learners Researchers
	Multiplication	Student volunteers	9:00-10:00	Showing different planets	Project leaders and coordinators
			10:00-10:30		Faculty members
June 25, 2016		Badjao Learners	10:30-11:00	Break Time	Student volunteers
8:00-9:00	Identifying different system	Researchers' project leaders and coordinators		Gerunds	
9:00-10:00	Using noun and pronoun	Faculty members			
10:00-10:15	Break Time	Student volunteers	July 30, 2016		
10:15-11:00	Division		8:00-9:00	Examination in Mathematics(LCD)	Badjao Learners Researchers
			9:00-10:00	Role playing in English(Gerunds)	Project leaders and coordinators
July 2, 2016		Badjao Learners		Break Time	Faculty members
8:00-9:00	Recall: Multiplication and Division	Researchers	10:00-10:30	Reading selection to determine facts and opinion	Student volunteers
9:00-10:00	Recall: Noun and pronoun	Project leaders and coordinators	10:30-11:00		
10:00-10:30	Break Time	Faculty members			
10:30-11:00	Group activity	Student volunteers	August 6, 2016		
			8:00-9:00	Vertebrates and Invertebrates	Badjao Learners Researchers
			9:00-10:00	Finding Greatest Common Factor	Project leaders and coordinators
July 9, 2016		Badjao Learners		Break Time	Faculty members
8:00-9:00	Experimentation of objects	Researchers	10:00-10:30		Student volunteers
9:00-10:00	Solving fraction	Project leaders and coordinators	10:30-11:00	Games	
10:00-10:30	Break Time	Faculty members			





August 13, 2016	Solving word problem	Badjao Learners	10:30-11:00	Rounding off	volunteers
8:00-9:30	Categorizing adverbs in sentences	Researchers	September 10, 2016	Simple experimentation	Badjao Learners
9:30-10:30	Break Time	Project leaders and coordinators	8:00-9:00		Researchers
10:30-11:00		Faculty members	9:00-10:00		Project leaders and coordinators
		Student volunteers	10:00-11:00		Faculty members
August 20, 2016	Different types of clouds	Badjao Learners	September 17, 2016	Watching Educational videos	Badjao Learners
8:00-9:00	Group contest about clouds	Researchers	8:00-10:30		Researchers
9:00-10:30		Project leaders and coordinators	10:30-11:00		Project leaders and coordinators
10:30-11:00		Faculty members		Faculty members	
	Break Time	Student volunteers		Break Time	Student volunteers
August 27, 2016	Showing different amount of money	Badjao Learners	September 24, 2016	Examination in English (30items)	Badjao Learners
8:00-9:00	Reading selection (cause and effect)	Researchers	8:00-9:00		Researchers
9:00-10:00		Project leaders and coordinators	9:00-10:00		Project leaders and coordinators
10:00-10:30		Break Time	Faculty members		10:00-11:00
10:30-11:00	Classifying change of matter	Student volunteers		Examination in Science(30items)	Student volunteers
September 3, 2016	Types of energy	Badjao Learners	October 1, 2016	Mini graduation for the success of the project	Badjao Learners
8:00-9:00	Rounding off numbers	Researchers	8:00-11:00		Researchers
9:00-10:00		Project leaders and coordinators			Project leaders and coordinators
10:00-10:30		Break Time	Faculty members		
	Games about	Student			Studentvolunteers



### XIII. Financial Plan/Proposed Expenditure/Fund Raising Activities

The financial plan will be supported by the Department of Teacher Education and BatStateU project leaders and coordinators. Also, the researchers will ask for support in financial matter to the Batangas City Government official.

#### a. Materials for Teaching

Php 1,098.00

- *Manila paper*  
 $171 \times \text{Php } 3.00 = \text{Php } 513.00$
- *Pentel Pen*  
 $3 \times \text{Php } 40.00 = \text{Php } 120.00$
- *Pencil*  
 $31 \times \text{Php } 5.00 = \text{Php } 155.00$
- *Paper*  
 $31 \times \text{Php } 10.00 = \text{Php } 310.00$

#### b. Food

- *Juice ( in tetra pack)*  
*Php 8.00*
- *Bottled water*  
*Php 10.00*
- *Sandwich*  
*Php 15.00*  
*Php 33.00*

$\text{Php } 33.00 \times 31 \text{ Badjao} = 1,023.00$

$\text{Php } 1,023.00 \times 21$

**Saturdays=21,483.00 (TOTAL COST FOR FOOD)**

### XIV. Mechanics of the Project

- Send a letter to the principal for information about the activity
- Promote the project through partner and concerned agency members
- Coordinate properly with the concerned partner agencies
- Conduct tutorials in English, mathematics and science about the needs of Badjao learners in terms of subject needs.

### XV. Financial Plans

- Funding will be from the budget allotted by Extension Office of the University.

### XVI. Functional Relationship with the Collaborating Agencies

- The University together with the BEED, CTE has one mission: to determine and identify the activities that will promote and enhance the knowledge of the Badjao learners. Since this project has its objectives, this will make the activity successful.

### XVII. Evaluation Mechanics

- Evaluation form will be given and answered by the participants after the activity to serve as the basis of the success of the project.



XVIII. Plans for Ensuring the Sustainability of the Project

- Revisiting the agreement and continuous communication and reports will be made by the extensionists, project leaders and coordinator of College of Teacher Education to ensure the sustainability of the project.

#### 4. CONCLUSIONS

1. Results showed that majority of the intermediate Badjao learners excelled more in English subject and found more difficulties in Science and Mathematics.
2. Their dominant learning problem in Mathematics was getting the greatest common factor due to its complexity. In English, pronouncing words was their main problem. In Science, familiarization with the nature and use of laboratory apparatuses was the Badjao major learning need due to the apparatuses' scarcity and expensiveness.
3. The researchers found out that there was no significant relationship between the description of the Badjao learners and their learning abilities.

4. In developing their learning abilities, they agreed that sharing their ideas confidently with their classmates was their main struggle. Majority of the Badjao learners were afraid to socialize with others. They felt inferior because of their looks and status in life.
5. In boosting their morale, they should be given learning activities where they could be given chances of active participation for them to develop their confidence and gain high grades. Extension activities may be a big help in the part of Badjao learners in developing their learning abilities.

#### 5. RECOMMENDATIONS

1. The school should implement this proposed plan for extension activities, so that the learning abilities of Badjao learners would be prioritized.
2. Teachers to be assigned in cultural communities should have enough knowledge on the natives' way of life including their spoken native languages for better understanding of their needs and problems.



3. The school should plan extension activities primarily literacy training where the Badjaos can participate well and be motivated to study hard.
4. Future researchers may conduct related studies about other indigenous groups who also need extension activities

## 6. ACKNOWLEDGMENTS

The researchers would like to acknowledge the following people who have contributed to the success of the study:

Dr. Rowena R. Abrea, the Dean of College of Teacher Education, for her expertise in research shared to the researchers;

Dr. Lorna L. Gappi, the College Research Coordinator, for her advice and guidance;

Dr. Romeo Guillo, Jr. and Mrs. Aimee Guia, the panel members, for their willingness to share their knowledge;

Finally, the library personnel of Batangas State University, St. Bridget College, and National Library, for lending materials and printed matters.

## References:

- Aclan, et al. (2014). CTE students' Involvement in Barangay Activities. Unpublished Thesis, Batangas State University.
- Allen, J.C. (2001). Science and Health VI. Quezon City: Katha Publishing, Inc.
- Barnouw, G. B. & Diaz, S.B. (2002). The use of English language in public secondary schools in the Division of Batangas City. Unpublished Thesis: Batangas State University.
- Bobon, F. T. (2003). Educational psychology. Quezon City: Rex printing Company Inc.
- De Leon, H. S. (2005). Textbook on the Philippine Constitution. Manila: Rex Printing Company, Inc.
- Jocano, et al. (2002). The Different Status of Indigenous Group in Batangas City. Unpublished Thesis. Golden Gate Colleges.
- Muncall, T.B. (2005). In fairness to children. Navotas City: Falton Publishing Inc.
- Ramos, A. B. (2000). Westrup, Heather the English language teacher's handbook. Continuum Publishing Company.