

Influence Of Culture to Badjao Students' Attitude Towards Academic Performance

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Abstract: The increasing rate of dropouts and failures of Badjao students is very alarming. This study described the influence of Culture to Badjao students' attitude towards academic performance. The researcher wants to see if there are possible ways in which culture is applied in studies and if there are ways to improve their performance in school and avoid sinking performance of grades.

This study examines the social exclusion confronting the Badjao people, the sea nomads of the Philippines, through discourse analysis, narrative inquiry, and participant observation. This program was designed to address the prevalent issues of low academic performance of Badjao students due to culture and poverty. The idea was to introduce and reinforce the importance of obtaining an education to have a better future.

This uses qualitative kind of research with multiple case method using SWOT Analysis. In regard to the Social Learning Theory by Vygotsky, within the data collected, socializing has been seen as hindrance towards their learning because of certain actions such as bullying towards them. The thesis concludes that social affiliations most particularly in engagement and attendance to events like weddings, interment and thanksgiving influenced SHS Badjao students' views towards their academic performances. One recommendation for the betterment of the performance of SHS Badjao students is to implement an action plan made by the researcher which specify certain activities at a given period of time.

Keywords: Badjao, Drop- outs, Sea Nomads, Education, Culture, Academic Performance

Introduction and Problem Definition

Culture "comprises the whole complex of distinctive spiritual, material and emotional features that characterized a society or social groups. " Culture includes not only arts and letters, but also modes of life, fundamental human rights, value systems, traditions and belief (UNESCO, 1982). There is a variety of perspectives on how culture is defined. In a broad sense, culture consists of a set of social behaviours and viewpoints that express shared meaning that is communicated through symbolism, language and art. Culture and cultural practices evolve in response to any number of phenomena. Changes in culture reflect how a group adapts to such phenomena, whether they are of a political, economic or environmental nature (Questia.com, 2017).

Indigenous peoples and traditional communities want to have access to existing material from their culture so that it can be reinterpreted and given new meaning. Indigenous peoples and traditional communities have a growing interest in being more directly involved in recording, presenting and representing their own cultures to the public. They also wish to own, control and access cultural heritage materials held by cultural institutions (Anderson, 2010).

There are some recognized indigenous communities in Cebu, like the Badjao and the Ati. This erroneous religious ethno-classification was created. The use of that classification is carried today in the recognition by the National Commission for the Indigenous Peoples (NCIP) of 110 tribes.

In Cebu City, there are about 5,000 people with indigenous tribal origin by blood. They are forming associations and was also used during the American colonial rule when a Bureau of Non-Christian Tribes called Alimaong (Sunstar Cebu, 2014).

Badjao is an ethnic group where they are usually connected to the sea as their work and homes are usually located near or even on the sea. According to a legend, they came from the shores of Johore, Indonesia, where they had already been living in clusters of houseboats. Another theory claims the Badjaos were originally boat dwellers that eventually built stilt houses near fertile fishing grounds. (Yan, 2012).

The Sama Dilaut, the formal name of the Badjao, are among the most obscure, misunderstood and marginalized among the Filipino ethno-linguistic groups. Their story needs to be told (Lagsa, 2015). In Cebu City, there is an influx of Badjao in the areas of Alaska, Mambaling. At least 1,468 households were identified to be those of indigenous people as of 2015, according to NCIP development management officer Hazel Torrefiel. (Demecillo, 2017).

Cebu City Don Carlos A. Gothong Memorial National High School is among the schools in the city that caters Badjao students. One of the most critical problems of teachers in Cebu City Don Carlos A. Gothong Memorial National High School is how to deal with the Badjao students who are always absent from the class due to following reasons: family problem, lack of parental guidance or support, peers, environment, poverty and most especially culture. In CCDCAGMNHS only 20% of the entire Badjao enrollees graduated every year. The problem of motivating these students to minimize absenteeism is a great challenge to the teachers in CCDCAGMNHS. In this connection it seriously affects the teaching and learning process of the Badjao students as well as the teachers handling them.

First problem that the researchers wanted to delve deeper into is the unstable source of income and poverty. Badjaos have to finance their physiological or survival needs such as food, water, and shelter. Since fishing is their major source of income, disaster like strong typhoon, and decline in fish catch due to water pollution are threats to their livelihood.

The other problem is of illiteracy because of their culture. Older generation of Badjaos are illiterate. Respondents said that they were unable to read and write because they were not sent to school by their parents. They move frequently because of prevalent war in parts of Zamboanga, Jolo and Basilan. They also live near waters and far from areas where schools are located. Poverty hinders their capability to go to school. Since they have no money to buy their daily meals, pay transportation expense, and purchase school uniforms and projects they quit schooling. Bullying is also a factor why they stop attending classes. Badjaos experience discrimination. They were tagged as slow learner, have poor hygiene, and have low emotional quotient. Due to language barrier, they have difficulty interacting with other people and expressing their ideas and needs. They are always left out in learning academic subjects. They lack moral and financial support to continue their education (Lestado, 2014).

These problems are due to their culture where they prioritize their groups and community before education. Their culture doesn't reflect their attention towards academic performances due to which they would prefer to work for their families rather than going to school. They prefer contributing to the present stage of their lives than slowly materializing what they would get in the future. Social gatherings in which, needs their attendance, are examples of why they are going to be absent in class. This means that they prefer more on their cultural activities than the activities done in school. Some of these cultural activities are wedding, interment, thanksgiving and many others. Their attendance on these cultural activities are very important that they need to skip school.

The researchers as teachers of Cebu City Don Carlos A. Gothong Memorial National High School want to find out the reason behind this problem, so as the reason as to the conduct of this study. Based on the FICSF Analysis form there are several factors that led to poor academic performance of Badjao students.

Research Methodology and Design

This qualitative study utilized multiple case method using SWOT Analysis. Qualitative research is concerned with inquiring about certain phenomenon or event, individual's behavior, culture, practices, and values such as beliefs and perceptions. The data are then described and reported in textual form. One of the main characteristics of this research method is that the study

uses any of the qualitative approaches (ethnography, phenomenology, grounded theory, case study, narrative). (Amorado, R. V., & Talili, I. N. (n.d.)). Further, this study made use of the FICSF (Family, Individual, Community, School and Financial) analysis form of Department of Education (DepEd). It also utilized the Form 137 (Permanent School Record) and Form 138 (Report Card) as basis for academic performance.

Case studies are based on an in-depth investigation of a single individual, group or event to explore the causes of underlying principles. These are analysis of persons, groups, events, decisions, periods, policies, institutions or other systems that are studied holistically by one or more methods (Pressacademia.com, 2016). In this study, the multiple cases belong to the individual Badjao students that will serve as basis for the study. Also, SWOT Analysis is to be used in the analysis of data to determine the strengths, weaknesses, opportunities and threats that each case study would be bearing to better understand these cases.

This study focused on the Senior High School Badjao students. This determined the influence of culture to Badjao students' attitude towards academic performance. Focus group discussion was conducted to understand the needs of the Badjao students. During the focus group, the researcher conducted a survey to evaluate their reasons of low academic performance in school.

Identification of Research Locale and Respondents

The study was conducted in Cebu City Don Carlos A. Gothong Memorial National High School was a former Cebu Institute of Technology owned by the late Rodolfo Lizares. In 1979 the school was closed and abandoned because of conflict of management and transfer for a new and bigger location at N. Bacalso Avenue, Cebu City.

The school has a total land area of 9,516 square meters and situated along C. Padilla and corner J.M. Basa Streets, near Taboan public market. In 1987, Gothong clan bought and donated the school to Cebu City. In this connection the Cebu City government gave its honor to the said family. Cebu City Don Carlos A. Gothong Memorial National High School is the only high school in Cebu City Division which caters Badjao students.

When the school started to operate, there were series of screening of teachers and students' applicants. The pioneer teachers were screened before they were hired. Series of qualifying exams, interviews and demos were administered. They were ranked according to per subject area were assigned in CCD CAGMNHS.

The school was headed by Mrs. Pacita P. Chavez, the secondary school principal and had fifty (50) teachers. English Departments had nine teachers, science- six, Practical arts- nine, Filipino- seven, PEHM-eight, Math- four, Values Education- two and Social Studies- five teachers.

Likewise, student applicants should have a general average of 80% above. Lately, thousands of enrollees wanted to avail the educational opportunity under RA 6655 an act establishing a Free Public Secondary Education Act of 1988. The school administrators decided to lower down the qualifications of enrollees and change the procedure of enrolment into zonal category.

In school year 1987-1988, they catered on first year students due to lack of teachers and facilities. It had thirty-three (33) sections and a maximum of forty-five to fifty-five (45-55) students per classrooms. They created two "fast learners" (FL) sections namely Champaca and Cattleya.

For thirty-one years (31) years of operation there are changes in our school. There was an increase of teachers with different levels of positions. We are headed by our school principal, Mrs. ALICE S. GANAR, with head teachers per subject areas, In this connection the creation of HEAD TEACHERS per subject areas is to have an easy and smooth implementation of school rules and policies. Henceforth, the function of the MASTER TEACHERS is to give technical assistance to the teachers to improve the management skills and teaching learning process of the teachers.

As of now our school is keep on improving in terms of school facilities given from the undying support of our benefactor in the person of Charles Gothong who continue to share his blessings by feeding programs on the severely wasted students. Likewise, seminars are provided for the school administrators, staff and teachers.

The Visayan Electric Company donated as well new kitchen utensils and welding machines in preparation for the K-12 implementation. Henceforth, CCDCAGMNHS continues to prolific in the facet of education making waving from the Division Regional and National as the Hall of Fame Awardee in the implementation of Brigada Eskwela.

The respondents were the Badjao students of Cebu City Don Carlos A. Gothong Memorial National High School, Cebu City Division. A total of 13 Senior High School Badjao students were the target respondents of the study. A focused group discussion (FGD) was conducted to determine the factors that influence students' academic performance.

Scope Delimitation

This study is focused on the academic performance of the Gothong Memorial National High School year 2017-2018 Senior High School Badjao Students regarding the influence of Badjao culture in their performance in the curricular and extra-curricular activities in the school as well as their attendance.

The respondents of the study are the thirteen (13) Senior High School Badjao Students coming from different sections. Specifically, there are five (5) Grade 12 students and eight (8) Grade 11 students. The research will be conducted from June 2018 to March 2019. This study would not include happenings in the barangays which include familial affairs, events such as tribal misunderstandings and other doings which would not relate to their culture.

Presentation, Analysis and Interpretation of Data

The data collected is substantial to the study and the presentation of the data is important for the proper delivery of the message of each data presented. The study is concerned with the academic performance of SHS Badjao students and the effects of culture to their intellectual efficiency and the data collected by the usage of interviews and questionnaires are better expressed in a tabular and graphical presentation.

After the questionnaires were administered and answered by the Badjao students, the raw data were then evaluated and is tabulated to present the data given properly and clearly. The researcher discovered the different responses of the SHS Badjao students and their different attitudes and approaches towards their learning. In the following tables and graphs, the factors that can determine the effects of culture to the education of Badjao students is shown.

Graph Presentations

Family income is the total money earned by both parents per month in order to sustain the whole family's needs. This includes the everyday needs (water, food, clothes, etc.), school expenses, and more. The family income supports these everyday needs of the Badjao family and the higher the income is, the more stable these Badjao families. The more stable Badjao families can send more financial assistance in terms of schooling to their respective children.

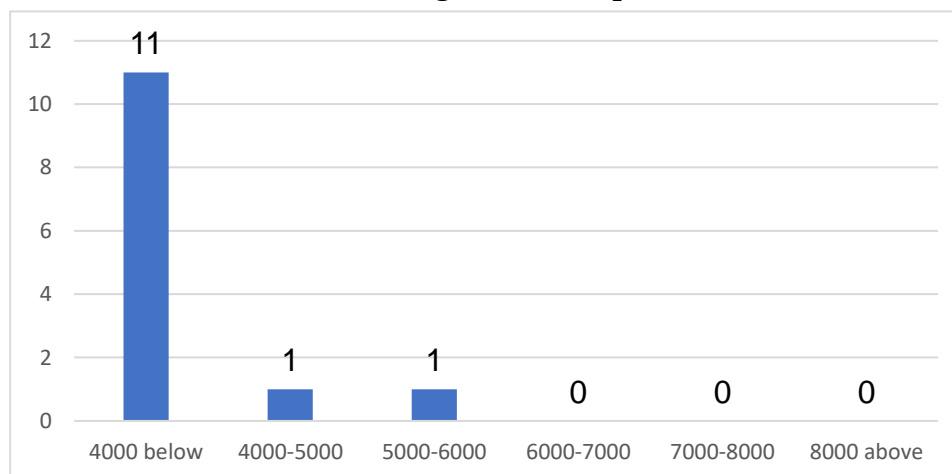


Figure 2.1 Profile of the SHS Badjao Students in Terms of Income and Livelihood

As shown in the graph, most of the respondents have a range of 4000 or below of their family income with 11 out of 13 respondents. This further explains the need to have more financial support for their education expenses. The Senior HS Badjao Students deal with this problem by earning money through working, and being a recipient of scholarship programs such as 4Ps Program, Government, and NGOs.

Social or Family Affiliations of the Senior HS Badjao students played a big factor in their respective education experience. These affiliations help them to have the same privileges as to non-Badjao students despite their ethnicity

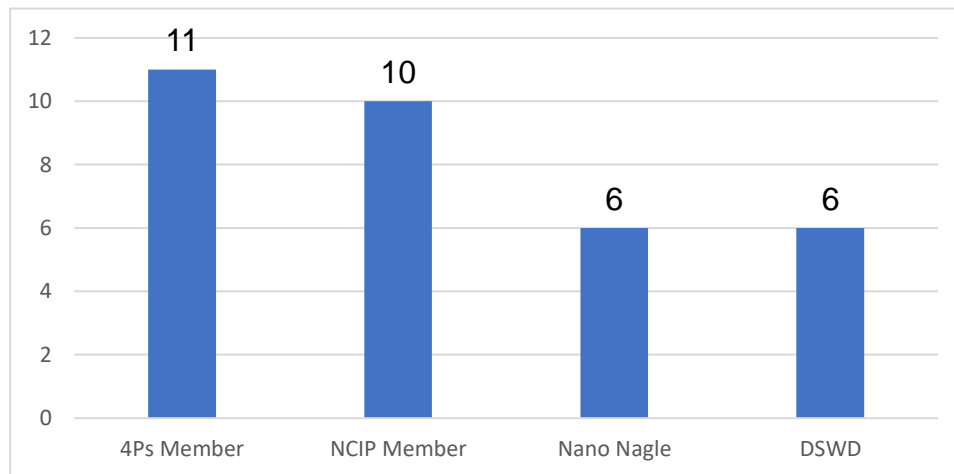


Figure 2.2 Profile of SHS Badjao Students in Terms of Social Affiliations

As shown in the figure, these are the groups in which the families of the Badjao students are part of. There are 11 out of 13 students are members of 4Ps (Pantawid Pamilyang Pilipino Program) of the government under the Department of Social Welfare and Development (DSWD) that gives cash grant, improve health, nutrition and education to the poor families. It aims to help poor people with their everyday needs. Also, there are 10 out of 13 respondents that are members of the NCIP (National Commission on Indigenous Peoples) which is also a program who is mandated to promote the interest and well-being of indigenous groups with due regard to their beliefs, customs, traditions and institutions (National Commission on Indigenous Peoples, n.d.). There are 6 out of 13 belong to the Nano Nagle, a foundation of the Sisters of the Presentation of the Blessed Virgin Mary. In Cebu, the Sisters are ministering with the tribal people called the Badjao. They have helped to develop housing, the Nano Nagle Child Care and Learning Center (NNCCLC) and St Bridgid's Health Clinic providing education and health facilities that's bringing new life, hope and empowerment to the people.

Type of families was also considered as a keen factor in determining the possible causes of the change of their academic performance depending on the size of their own families living in their homes.

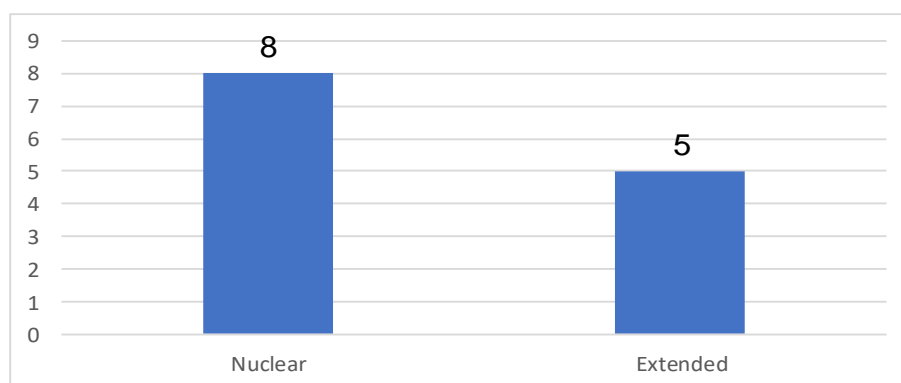


Figure 2.2.1 Profile of SHS Badjao Students in Terms of Family Household

As shown in the graph, 8 out of 13 Senior HS Badjao students' families belonged to the nuclear family in which only the father, mother and children are the only ones who are living in their respective homes. While 5 of them are living with their relatives and other families with them. These data implies that most have nuclear families but these situation doesn't help them that much since most of the Badjao families are considered as big families for the fact that family planning is not part of their culture. Extended families maybe a disadvantaged and can also be a source of distraction for the respondents.

Income is a great factor in terms of the performance of the respondents due to various reasons and these are the sources of income of the parents of the Senior HS Badjao students presented in the graph.

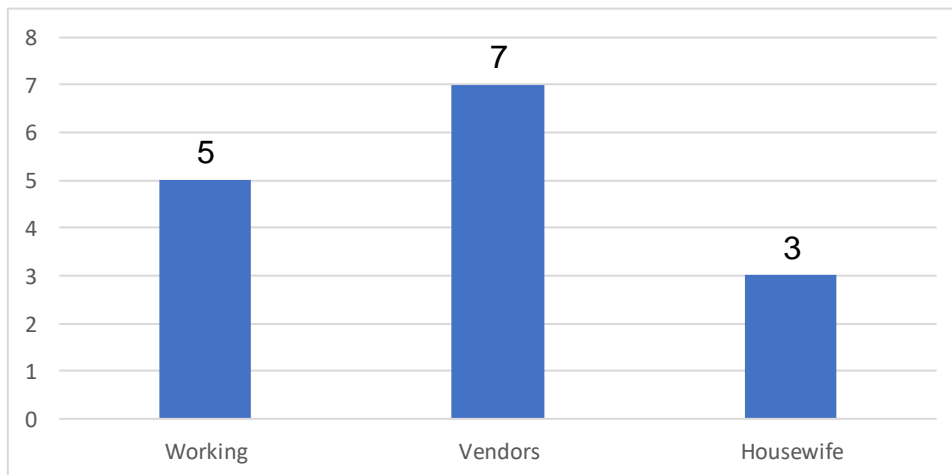


Figure 2.2.2 Source of Income of SHS Badjao Students' Parents

Most of the parents of the respondents are vendors. Next up are the working force with 5 and 3 of the parents of the respondents are housewives. These vendors are often owners of Sari-Sari store and small scale vendors of towels and accessories such as earrings, bracelets and the like which are made up of pearls as the main material for these products. The working force were consisted of fishermen which is a primary source of income of the Badjao. Some are housewives due to families having multiple children which numbers 3 or more and it implies that these jobs and roles of the parents give boost in terms of their support towards the growth of their children and their studies.

Religion is another factor to consider due to the fact that this justifies the student's beliefs and practices.

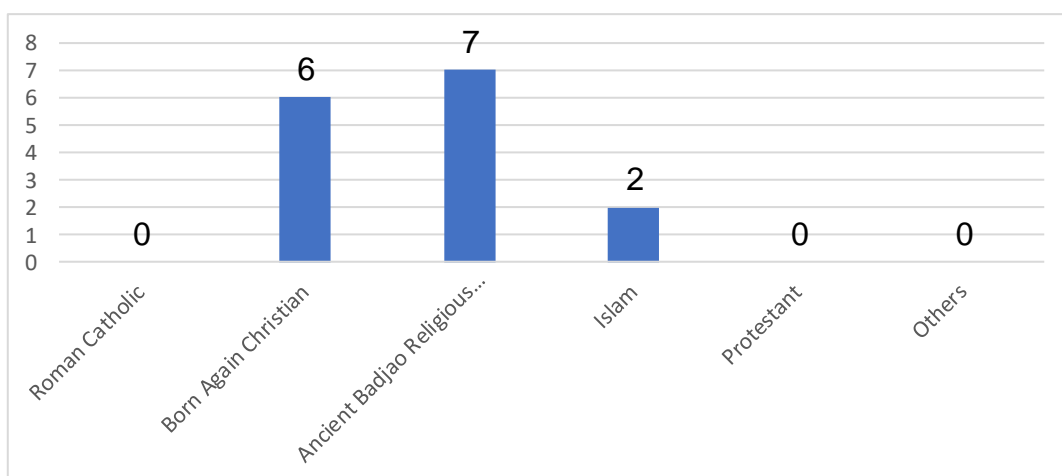


Figure 2.3 Profile of SHS Badjao Students In Terms of Religion

Figure 2.3 shows the religion in which the Senior HS Badjao students are part of. The leading religion is the Badjao Primitive religion called PANGKAT that has 7 out of 13 students as members. They believe in ‘MBO (pronounce as Ambo) as their god. Their way of worship is having rituals using “kamangyan” and “tonik” taken inside the “baol”.The rituals are done when they celebrate thanksgiving and healing. Thanksgiving are celebrated when a certain family receive some blessings, while healing is done to patients who were brought to the hospitals and there were no findings of the doctors as to the real illness of the patient. The data shows that not all Badjaos are of the same religion, others are part of other religions and it makes them diverse and not what mainstream information had given us.

Factors That Affect Badjao Students’ Performance in School in Relation to their Profile

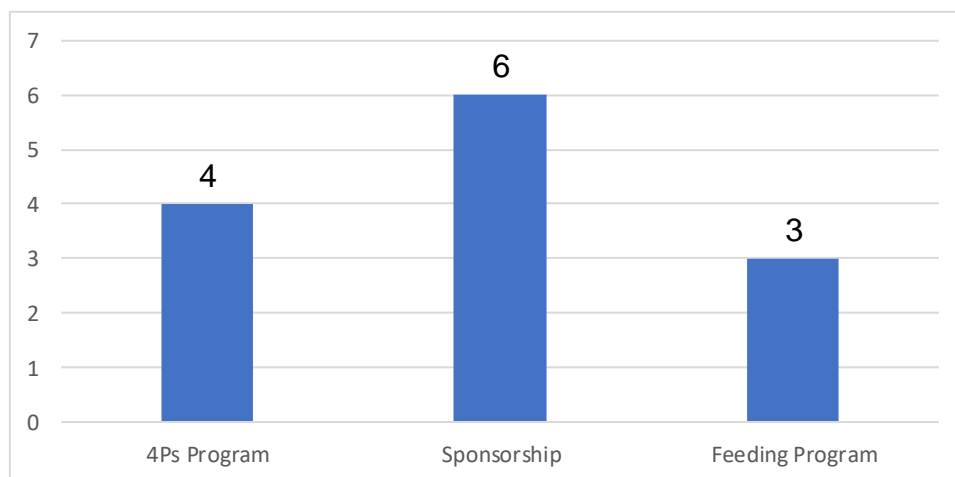


Figure 3.1 Reasons for SHS Students' Attendance to School

The graph above shows the reasons why Badjao students go to school. Going to school for sponsorship tops the most with 6 respondents. The respondents could not avail government and non-government programs if they are not officially enrolled. This would be the main reason why they are in school. Their eagerness to learn only follows once they had availed of the different programs provided for them. Though most of the Badjao SHS students are financially hard up and could rarely eat nutritious foods every day, only few answered feeding program as one of their reasons in coming to school. This data gives the researcher an idea that Badjao people like most of the Filipinos are shy to admit that they are financially hard up.

On the other hand, these are the reasons why some of them cannot go to school.

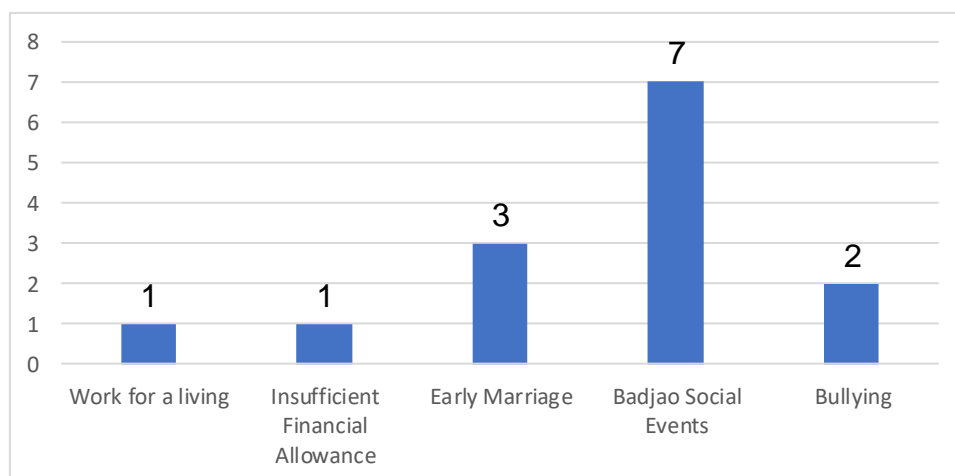


Figure 3.2 Reasons for the SHS Students' Absence in School

Figure 3.2 shows reasons that Senior HS Badjao students do not want to go to school. Based on the results, they do not go to school not because of insufficient financial allowance nor do they need to work for a living but they do not go to school because of their social events that they would celebrate and they are strictly needed to attend these activities which is the response of 7 Badjao students. Also, the respondents would be bullied by other classmates or schoolmates in which they are forced not to come to school.

When Senior HS Badjao students do not come to school, they mostly attended social events in their community. These are examples of those activities.

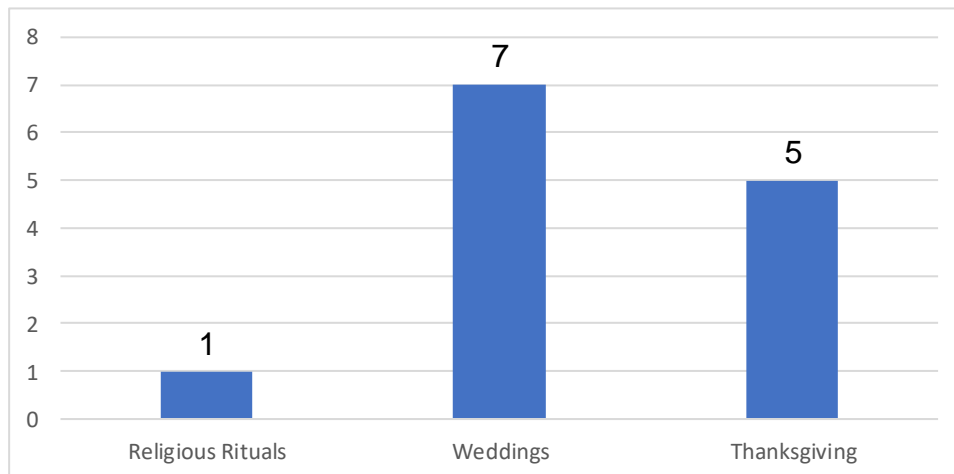


Figure 3.3 Badjao Community's Social Events

Figure 3.3 shows the Badjao Social Events in which the Senior HS Badjao students would celebrate that they needed to skip school. Weddings top as main reason why they have to skip school. Their presence is required because that is the best gift that they could give to the bride and the groom. Out of the 13 respondents, only 1 answered religious rituals as a social event that they need to skip class. Religious rituals as a social event are merely performed by the elders and their presence is not necessary. It tells the researcher that the school may go on, but their attendance in their social events is highly appreciated by their clan and especially their chieftain that they really need to attend the said social events.

The strengths that the Senior HS Students have enable them to continue studying despite the hindrances and other factors they encounter.

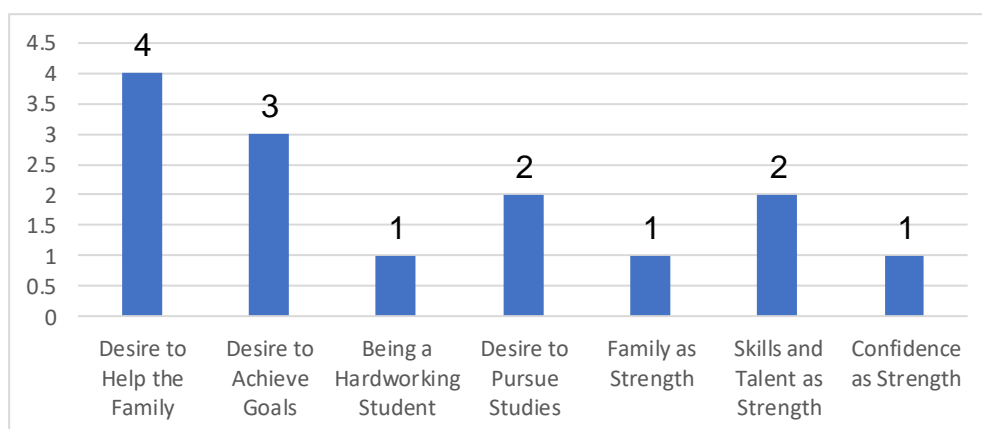


Figure 4.1 Strengths of SHS Badjao Students

The data shown in Figure 4.1 are the strengths of the Badjao Students in pursuing their education. These are the characteristics that keep them from dropping out of their current year

level. 4 respondents have the desire to help their family so as to give back for their support and guidance. Also, 3 have the desire to achieve goals and to pursue their studies. Along are 2 respondents which responded with the students' skills and talent as their strengths. Some answered their strengths as having confidence, and being a hardworking student.

On the other hand, their weaknesses makes it hard for them during the process but this does not stop them from learning.

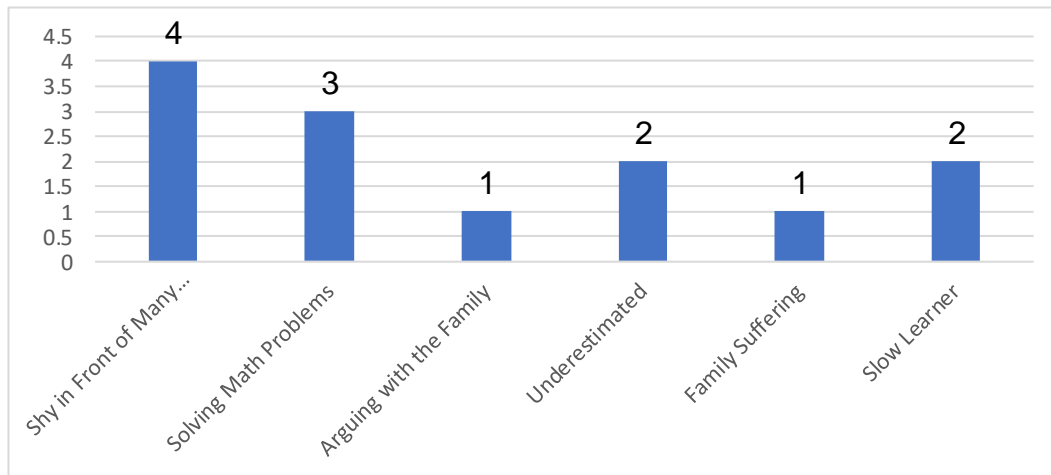


Figure 4.2 Weaknesses of SHS Badjao Students

On the other hand, Figure 4.2 shows the weaknesses of the Senior HS Badjao Students on the learning process. 4 out of 13 of them answered being shy in front of many people during class discussions or presentations. They tend to feel nervous when there is much attention given to them during these situations. Badjao as an indigenous group is shy and timid. In line with this, 2 of them describes themselves as being slow-learners in class, and having the feeling of being underestimated. Only few of them answered arguing with the family as weakness considering that Badjaos have strong affinity with their family members.

Opportunities serves as helping hands in the performance of the Senior HS Badjao students and these opportunities help them in the financial security and in the overall aspect in their studies.

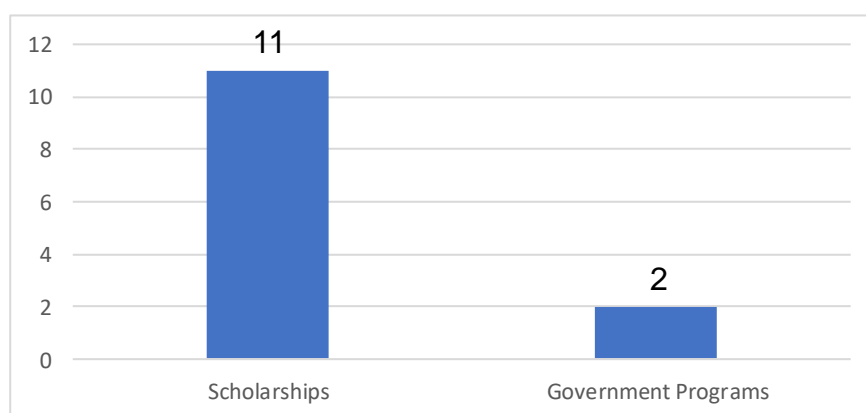


Figure 4.3 Opportunities of SHS Badjao Students

The graph shows the available opportunities that the Badjao students access that helps in their studies. 11 out of 13 of them are entitled to scholarships and 2 respondents are bestowed with help from the government. These opportunities serves as a helping hand for the Badjao Senior HS students financially as aid for them to do well in their studies and excel in their subjects for their futures.

In every opportunities, there are also threats that hinders the performances of the Senior HS Badjao students towards the academe. These threats must be eliminated in order to bring the respondents into a more immersed and enjoyable learning atmosphere.

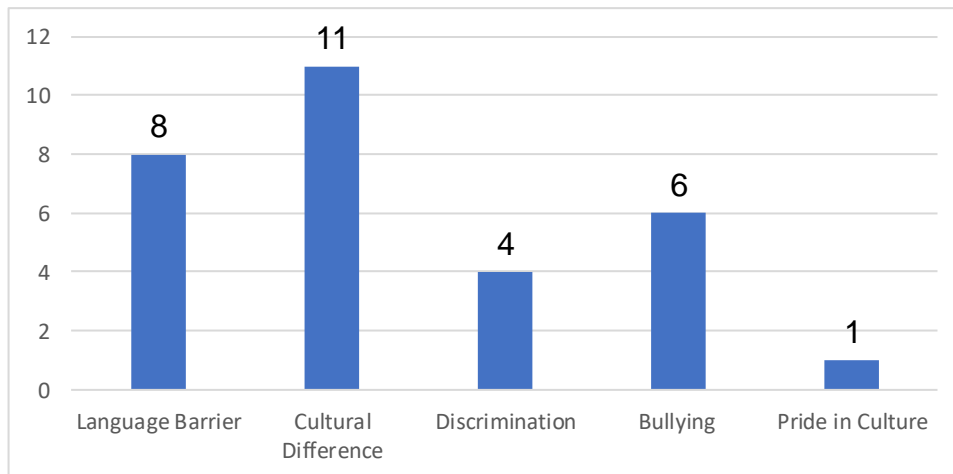


Figure 4.4 Threats to Academic Performance of SHS Badjao Students

Figure 4.4 exhibits the threats that the Senior HS Badjao Students face at school. Cultural difference, being the top threat with 11 students responding, has caused them to feel isolated from other students since they are of different traditions and beliefs. Alongside the cultural differences comes the language barrier. It is difficult for Badjao students to communicate effectively with others since they don't possess the same language which was answered by 8 students. Additionally, discrimination is an inevitable situation when one is different from others and this often leads to bullying that has 6 students response to it.

Summary Figure for Badjao SHS Profile SWOT Analysis

Badjao culture is a deep and preserved culture coming from their ancestors. This culture is well maintained by the Badjao students and these are some parts of their culture that they think affect their academic performance due to overlapping priorities and conditions of these parts of their culture.

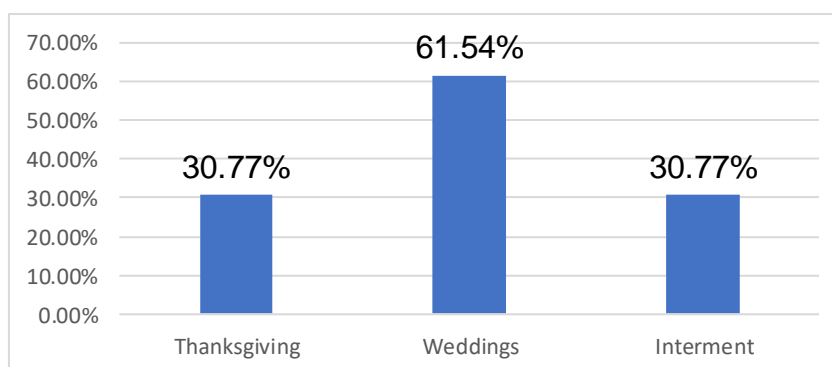


Figure 5.1 Percentage of Mores and Traditional Activities That Affect SHS Badjao Academic Performance

Graph above shows the part of culture in which the Badjao Senior HS students think are factors in which it serves as hindrances or has an effect on their studies. Based on the results gathered, 61.54% of the total population of the respondents answered wedding, which means that their presence on this cultural activity is highly appreciated and it serves as the best gift they could give to the newly wedded couple. The remaining are both 30.77% respectively answered thanksgiving and interment which served as factors that affect their studies. Badjao culture like thanksgiving and interment must be celebrated with everyone around and thus may affect too in their studies.

On the other hand, these are some of the traditions and religious beliefs that Badjaos' practice.

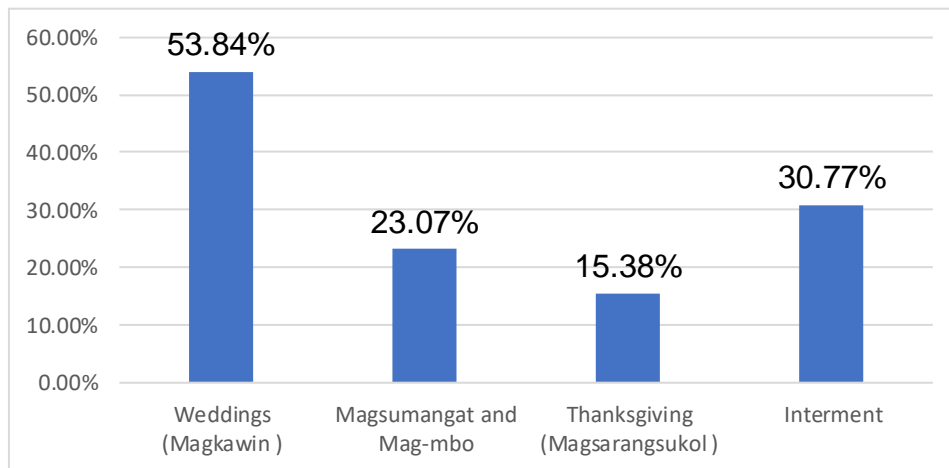


Figure 5.2 Percentage of Responses of Badjao SHS Students that Affect Their Academic Performance in Terms of Religious Beliefs

In this graph, it shows the parts of Badjao traditions that affects the respondents' academic performance. 53.84% of the respondents answered weddings or magkawin in Badjao language. Magsumangat and Mag-mbo which is the response of 23.07% are the Badjaos' ways of offering food usually rice with color yellow or the java rice with water and kamangyan put in charcoal with fire to produce smoke. This is offered to the "baol" by the elders (mananambal) as a way of thanksgiving for some illnesses that were already cured. Magsarangasukol on the other hand which garnered 15.38% is a thanksgiving if a family receive lots of blessings in their business, studies and etc. This is done by offering fruits, java rice and etc. They will celebrate it in the house of the one who got the blessing. They usually invite the elders, their friends and most especially their relatives even if the relatives are living in a far place. For example the Badjaos' in Cebu City will go to Leyte to celebrate the said event. To pay tribute to their departed loved ones, they have to be absent from school for three days to show their presence in the wake of their relative who passed away.

The respondents were grouped into 4 as case A, B, C and D. The groupings were based on the similarities of their responses based on the given questionnaires as to the following:

Table 1 Summary Table in Terms of Historical Background

	Case A	Case B	Case C	Case D
Information	*4000 below income *Extended family *Islamic Religion	*4000 below income * Extended family *Badjao culture	*4000 below income *Extended family *Born Again Christian	*4000 below income *Nuclear family *Badjao Belief
Income				
Strengths	Less money to spend and manage	Less money to spend and manage	Less money to spend and manage	Less money to spend and manage
Weaknesses	Insufficient especially because family is extended	Insufficient especially because family is extended	Insufficient especially because family is extended	Hard to obtain money needed due to reduced number of family members
Opportunities	Has income to support schooling	Has income to support schooling	Has income to support schooling	Has income to support schooling
Threats	Money is spent faster due to the income being smaller	Money is spent faster due to the income being smaller	Money is spent faster due to the income being smaller	Money is spent faster due to the income being smaller
<p>All of the cases presented are earning insufficient incomes for their actual needs. The income they receive doesn't equate and isn't greater than their cost of living. With these problems in hand, Badjao students tend to be absent for them to save money or they themselves would help their families in search for money. Presented by this problem and consequential situations, their grades are going to drop due to absences and the fact that they couldn't focus on their education given this hardships. In an interview with respondent A states that "Ang akong mama mamaligya og towel og mga earrings. Gagmay rapod kaayo og halin." (My mother sells towels and earring. The earnings are too small).</p>				
Social Affiliations				
Strengths	Many sources of financial help	Many sources of financial help	Many sources of financial help for	Many sources of financial help for

	for the family	for the family	the family	the family
Weaknesses	Needed better attention to acquire these governmental aid.	Needed better attention to acquire these governmental aid.	Needed better attention to acquire these governmental aid.	Needed better attention to acquire these governmental aid.
Opportunities	They are given seminars to enhance their skills and talents.	They are given seminars to enhance their skills and talents.	They are given seminars to enhance their skills and talents.	They are given seminars to enhance their skills and talents.
Threats	The organizers may use them for their personal gain and manpower abuses.	The organizers may use them for their personal gain and manpower abuses.	The organizers may use them for their personal gain and manpower abuses.	The organizers may use them for their personal gain and manpower abuses.

With the data presented and testimonies given by the respondents, social affiliations have a greater help to the Badjaos than adverse effects on them. Social affiliations and government aid help the Badjao families with their daily needs by giving them financial aid. Aside from monetary aid, the government also provides scholarships, trainings and seminars for them to learn life skills and apply these learnings as a way to earn more and succeed in life. The cases have the same application because most of the Badjao families are acquainted with private and governmental programs such as 4Ps, Nano Nagle and others. The only threat for them is that they might be abused by private and public sectors because their attitude towards education is not that strong and that they fear that they would just be used by these organizations for their own benefits. In an interview, a respondent quoted “Kinahanglan mo eskwela kay di man maka avail sa scholarships kung di officially enrolled.” (There is a need to go to school because we cannot avail scholarships if not officially enrolled). It can be determined that they need to go to school in order for their scholarships to take effect.

Religion

Strengths	Promote social harmony and give them a sense of belongingness.	Promote social harmony and sense of belongingness	Promote social harmony and sense of belongingness	Promote social harmony and sense of belongingness
Weaknesses	Religious leaders may take advantage of these Badjao students.	Religious leaders may take advantage of these Badjao students.	Religious leaders may take advantage of these Badjao students.	Religious leaders may take advantage of these Badjao students.
Opportunities	Encouraging charity and providing a stable community.	Encouraging charity and providing a stable community.	Encouraging charity and providing a stable community.	Encouraging charity and providing a stable community.

Threats	Serves as an economic tool for controlling these Badjao students.	Serves as an economic tool for controlling these Badjao students.	Serves as an economic tool for controlling these Badjao students.	Serves as an economic tool for controlling these Badjao students.
<p>Religion is the belief of a supernatural being controlling the everyday lives of living things in our planet. The cases all produces the same SWOT for religion, which may be different in some aspects, are the same as with its goals. It provides individuals and families with a path to take and with religion, they have the feeling of belongingness. But the same as with the social affiliations, the Badjao are still having the fear of being abused. Although those of which believed in the Primitive Religion tend to feel safe because it is part of their culture that has been going on for a long time than those who belong to other religious organizations. In an interview about their religion, a student quoted “Kinahanglan mo attend sa Magkawin (wedding) kay ang among pag adto kay mao man ang among best gift nga ikahatag sa bag-ong kasal.” (There is a need to attend the Magkawin (wedding) because our presence there is our best gift to the newly-weds.</p>				

Conclusion

The culture of Badjao SHS students influenced their attitude towards academic performance only in terms of its social affiliations most particularly in engagement and attendance to events like weddings, interment and thanksgiving. These social events served as a tight bond of Badjao people to stay together thus given much relevance as compared to attendance and academic performance in school.

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