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**THE HEALTH PRACTICES OF THE INDIGENOUS PEOPLES LEARNERS IN
THE SCHOOLS DIVISION OF TARLAC PROVINCE: BASIS FOR PROPOSED
CURRICULUM INTERVENTIONS**

Rivera Luzviminda G

Tarlac State University, Philippines

The study determined the health practices of the Indigenous Peoples (IPs) learners in the Schools Division of Tarlac Province for SY- 2017-2018. The study employed mixed methods of research, utilizing both descriptive design and qualitative approaches. The respondents of the study were the Grades 4, 5 and 6 IP learners from three (3) indigenous cultural communities, namely: Ayta Abellen, Ayta Mag-antsi and Ayta Zambal. Questionnaire, interview and observation were used in data gathering. Focus Group Discussions (FGD) were also conducted to selected participants and immersion was done to have a better understanding, appreciation, exposure and experience of the health and practices of IP learners. The study revealed that the health practices of the IP learners were very satisfactory in personal hygiene, very adequate in nutrition, occasionally in junk foods consumption and averagely adequate in physical activities and rest and recreation. The study further revealed that IP learners were influenced by local beliefs and traditions as to their health practices like eating, cooking, bathing and the belief in “anito” or spirits in treating and curing their illnesses. The study further shows that the IP learners have encountered problems in maintaining their health, thus a proposed consultative meeting and research colloquium be conducted by the researcher to the nurses and dentists, school heads/OICs, and teachers of the IPed schools to address the said problems.

Based on the foregoing findings and conclusions, the researcher recommends the following: The health practices of the Indigenous Peoples must be improved to fully achieve and maintain their health focusing on the provision of the basic foods and avoidance of junk foods, DepED-Tarlac Province must pave the way for the advancement of the health practices of the IP learners taking into account the IP culture, beliefs and traditions and must intensify the implementation of the IPed curriculum that is localized and indigenized based and focused on the health practices and its advancement with respect to the culture and traditions of the IP learners, the adoption and intensification of the implementation of the Project “Indigenous Peoples” in the division which aims to bring closer the education, health and nutrition services to the Indigenous Peoples.



Note: