DIFFICULTIES OF NON-INDIGENOUS TEACHERS IN TEACHING INDIGENOUS PEOPLE LEARNERS AND LEARNERS' ACADEMIC ACHIEVEMENT

Difficulties of Non-Indigenous Teachers in Teaching Indigenous People Learners and Learners' Academic Achievement

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Abstract

This study explored the challenges faced by thirty purposively chosen non-indigenous teachers in educating indigenous people learners and one hundred academic performance data of IP learners. It covered particular aspects: cultural competence, teaching practice and issues, lesson presentation, and grasping verbal interaction with Indigenous learners, in addition to evaluating the learners' educational achievement in chosen schools of District VIII-Division of Valencia City to determine the formidable challenges experienced by the non-indigenous teachers and it could affect the learners' academic performance. The study utilized a mixed method explanatory sequential design, in quantitative descriptive design with data collection from thirty non-indigenous teachers from different levels and supplemented with qualitative interviews and observations. The statistical analysis involved mean, standard deviation, and Pearson correlation to assess teacher challenges and academic performance, indicated by the overall general average of the Indigenous learners. The interview supported that the result from the survey conducted face to face and online. The results revealed that teachers experienced difficulties in various areas, but the correlational analysis did not establish any statistically significant correlations between the difficulties and the academic performance of learners. The greatest mean difficulty was observed for factors influencing lesson delivery and learner development (r = .148, p – value = .434) between teachers' challenges in multiple aspects that affects the delivery of lesson and development of the indigenous people learners. The research recommended that administrators ought to concentrate on locating areas for development, encourage flexible pedagogical styles, and offer support in terms of culturally meaningful resources, learner-centered strategies, and collaborative learning environments for effective and efficient teaching delivery. Highlighting cultural training and sensitivity, and inclusive education workshops, were instrumental to advance teacher motivation and enhance Indigenous learners' growth. These recommendations aimed to leverage teacher engagement to drive institutional performance and enhance indigenous people learners' development.

Keywords: *contextualized and indigenized, cultural awareness, inclusive education, indigenous education, IP learners, learner-centered approach, non-indigenous teachers, teaching practices*

Introduction

Non-indigenous teachers' difficulty in teaching Indigenous people is a widely discussed topic in the field of Indigenous people's education, as it has become increasingly common in recent years due to the implementation of inclusive education. High demands are placed on education teachers, especially the non-IP teachers who are teaching indigenous people learners but lack of resources available for them to deliver effective and quality education for the IP learner. These challenges can have a serious effect on a teacher's ability to effectively deliver instruction to their students than affect the academic performance and achievement of the indigenous people learners.

Moreover, these difficulties and challenges will result in teacher burnout which can be described as a feeling of exhaustion, lack of motivation, and difficulty concentrating that can occur when a teacher feels overwhelmed by the pressures of their job as they face formidable struggles. This can lead to physical and emotional exhaustion, which can harm a teacher's ability to effectively teach. When a non-indigenous teacher is experiencing difficulties in teaching indigenous people learners in terms of cultural awareness and competence, teachers' practices and challenges, delivering lessons to the IP learners, and understanding verbal communication of the IP learners, they may feel less able to effectively interact with their students, which can lead to a decrease in the quality of instruction they are providing.

Education plays a very important role in the development and empowerment of individuals and communities. Indigenous education has long been a topic of global significance, as it seeks to bridge the educational gap that exists between indigenous learners and the mainstream educational systems. Since indigenous communities have unique cultural, linguistic, and historical backgrounds, the effectiveness of education is often influenced by the cultural and social dynamics present in the learning environment.

As a result, the tasked of providing quality education to indigenous learners has become a complex undertaking, one that frequently relies on non-indigenous educators who may not share the same cultural or linguistic background. It is crucial to ensure that education is inclusive and culturally sensitive in light of Indigenous Peoples and their distinctive cultural identities.

The education of indigenous students has gained increasing attention due to its vital role in preserving cultural diversity and fostering social equity (Smith, 2008; Bishop, 2015). While there is a growing body of research on indigenous education, there remains a critical need to delve deeper into the specific difficulties encountered by non-indigenous educators in this context (Smith, 2008; McCarty et al., 2017). The education of indigenous students is a critical issue that demands the attention of policymakers, scholars, and practitioners

alike. Indigenous education is not merely a matter of pedagogical techniques but rather a dynamic interplay of cultural identity, historical context, and social dynamics (Battiste, 2002; Smith, 2008). The significance of preserving indigenous cultures and languages within the educational framework has been extensively discussed in the literature (McCarty et al., 2017; Bishop, 2015).

Indigenous education is seen as a means of empowerment and self-determination for these communities (Battiste, 2002). However, despite the recognized importance of indigenous education, there remains a pressing need to explore and understand the specific challenges that non-indigenous teachers face in this context. This study seeks to address this gap by delving into the multifaceted difficulties encountered by non-indigenous educators, as well as the far-reaching consequences these challenges have on the academic achievements of indigenous learners.

There are several ways that non-indigenous teachers face challenges that can be addressed. The first is to provide teachers with more resources and support. This could include providing access to mental health services, offering more training and professional development opportunities, and providing additional resources for lesson planning and curriculum development.

Additionally, it is important to ensure that teachers are adequately compensated for their work and given the respect and appreciation they deserve. Another way to address teacher difficulties is to create a more supportive environment for teachers. This could include providing teachers with more flexibility in their schedules, creating a positive atmosphere in the classroom, and encouraging collaboration and communication between teachers and administrators including indigenous people elders and leaders.

Finally, it is important to provide teachers with opportunities to take breaks and vacations, as this can help them to recharge and reduce their stress levels from the challenges they encountered.

The difficulties faced by non-indigenous teacher can have a serious effect on the quality of instruction provided to indigenous people students. It is important to recognize the signs of struggles and take steps to reduce its impact, such as providing teachers with more resources and support in providing quality education to the IP learner, creating a more culturally responsive and sensitive environment, and encouraging the teachers to attend seminars.

By addressing these challenges, we can ensure that teachers are able to provide their students with high-quality instruction and support to our IP learners.

In observing of teacher's teaching delivery, delivering high-quality instruction grounded in evidence-based practices is one of the most important responsibilities of indigenous people or inclusive education teachers.

However, simply implementing effective evidence-based practices is not enough to ensure positive results; the practices must be implemented with fidelity. Although there are many aspects to fidelity, in general, fidelity means that crucial features of a practice are implemented correctly and consistently.

Even after reading about or seeing a demonstration of an evidence-based practice, it can be difficult for teachers to know if they are implementing the practice with fidelity. Teachers may not receive regular feedback on their teaching and may be unsure if they are implementing practices effectively without violating cultural practices.

The primary research question guiding this study is: What is the level of difficulties of non-indigenous people teachers in delivering lessons to Indigenous People learners, the academic achievement of learners, and the relationship between them? By delving into this research question, I aim to shed light on the complex interplay between the difficulties of non-indigenous teachers in educating Indigenous People learner and their academic achievement and bridge the gap between them.

This thesis aims to delve into the difficulties faced by non-Indigenous teachers when teaching Indigenous People learners. It seeks to understand the multifaceted nature of these difficulties, including cultural barriers, communication challenges, and pedagogical adjustments. Moreover, the study intends to assess the academic achievement of Indigenous learners in such contexts and to discern whether a correlation exists between the challenges faced by teachers and the academic performance of their student.

Research Questions

This study's primary purpose is to determine the level of difficulties of non-indigenous people teachers in delivering lessons to Indigenous People learners, the academic achievement of learners, and the relationship between them? Specifically, this study sought to answer the following questions:

1. What is the level of difficulties of the respondents in the areas of:
    1.1. cultural competence;
    1.2. teaching practices and challenges;
    1.3. delivering lessons to indigenous people learners; and
    1.4. understanding verbal communication of the IP learners?
2. What is the academic achievement of the IP learners?
3. Is there a significant relationship between the level of difficulties of non-indigenous teachers in delivering lessons to indigenous people learners and the learners' academic achievement?

Literature Review

Self-Concept and Academic Performance

Teachers are the backbone of any education system, and so it is significant that their performance is not affected by the challenges they face. Unfortunately, burnout from difficulties in teaching in a school catering to indigenous people learners is a growing problem for non-indigenous teachers, with long hours, additional heavy workloads, and some handling two different grade levels in one classroom setting often leads to feelings of exhaustion and cynicism. The effects of teacher burnout and difficulties can result in decreasing teacher performance and can affect the progress of the learners' academic achievement, an increase in stress levels, and a lack of motivation. This can hurt the quality of education and ultimately the academic performance of indigenous people learners.

In the Philippines, the Department of Education recently launched a National Indigenous Peoples Education Program which responds to the right of every indigenous people (IP) to basic education that is sensitive to their identities, circumstances, skills, cultural heritage, and values (D.O 22,.2016). Indigenous children are usually not provided the same quality of education. Teachers have not always been adequately educated to instruct IP students, nor supplied with tools to aid them in improving their capabilities and skills (OECD, 2017). Significant literature and data indicate that teachers, despite their zeal and commitment, have an inadequate comprehension of application instructions and the complexity of indigenous knowledge, cultures, and identities (Santoro and Reid, 2011).

Subsequently, teaching practices for non-indigenous learners may be useless and inefficient for IP pupils. Moreover, relocating indigenous learners to urban settings for regular schooling and providing diverse programs have been unsatisfactory (Wa-Mbaleka, 2013). Many institutions have failed to provide education for indigenous students. According to Wa-Mbaleka (2013), factors include teachers' lack of contextualization, links, integration of cultural values in the setting, lack of awareness of IP needs, and absence of exact vision for their empowerment including the entire community and support system among others. Indigenous teachers confront significant problems in most education systems, but experiences produce learning that is far superior to the others (OECD, 2017). The researchers firmly feel that when experiences are exchanged through certain professional learning interactions among instructors and the whole society.

Cultural Competence and Awareness

Indigenous people learners face several challenges in the education system, including lower academic achievement rates, higher dropout rates, and overrepresentation in special education. Non-Indigenous teachers play an important role in educating Indigenous students, but they also face several difficulties when teaching indigenous people learners. These difficulties include a lack of cultural understanding, language barriers, different learning styles, and socioeconomic disadvantage (Chen & Chu, 2023; Blackmore & Martin, 2018; Stokes & Sullivan, 2011). Indigenous students also tend to underperform academically compared to their non-indigenous peers, due to factors such as discrimination, high dropout rates, and inadequate resources (UNESCO, 2007; Walker, 2006).

Many indigenous students come from socioeconomically disadvantaged backgrounds, which can impact their ability to learn and succeed in school. (Clayton, 2011; Ukpokodu, 2011; Walker, 2006). Indigenous students may have different learning styles than non-indigenous students. For example, they may learn better by doing rather than listening. Aside from those concerns in academics, indigenous learners are also challenged with other difficulties and various experiences that are related to their hardship in expressing themselves in a language that the majority speaks (John Reyhner, 2019).

Research suggests that non-indigenous teachers can improve their effectiveness by developing a deep understanding of the indigenous culture of their students, teaching them in their language or a bilingual setting whenever possible, and providing them with opportunities to learn in ways that are consistent with their traditional learning styles (Chen & Chu, 2023; Blackmore & Martin, 2018). Indigenous students are more likely to drop out of school than non-indigenous students. This is often due to a combination of factors, such as financial hardship, family commitments, and a lack of engagement with the school curriculum. Schools also need to provide adequate resources and support for indigenous learners, such as access to qualified teachers, up-to-date textbooks, and appropriate learning materials. (Banks & Banks, 2020; Stokes & Sullivan, 2011; UNESCO, 2007).

In the article written by Ty P. Kawika Tengan, it was stated that Yen (2009) found that teachers were prejudiced against Indigenous learners and thus unwilling to involve Indigenous families in their children's education despite the benefits for Indigenous students. It was also discovered that teachers do not receive sufficient formal training and do not informally engage with Indigenous communities to understand Indigent and related matters (Chen, 2016; Chou, 2005). Teachers need to be aware that Aboriginal students can learn differently. Some teachers found them to be "quieter, subtler learners who take time to deeply consider what is put in front of them" (Pratt, Y.P). "A good teacher relates to the community and stays long enough to build up the rapport and trust to encourage kids to stay at school," says Aboriginal rugby league player Dean Widders.

It was revealed in a study by Robiños, 2020, that teachers aim to transfer understanding and make a significant impact on learners, despite challenges such as divergent behavior and learning styles. The study advocates for improving learning resources, providing holistic programs for teachers, and strengthening inclusive education reforms to enhance teachers' cultural competence. Biana et al. (2016) developed modules for teaching Philippine indigenous cultures in higher education institutions. These modules are designed to equip educators with the knowledge and skills necessary to engage with indigenous communities effectively. The indigenous cultures,

including philosophy, spirituality, languages, and literature, aim to foster a culturally competent teaching workforce (Biana, Jabar, Yabut, & Regadio, 2016).

Teaching Strategies and Challenges

According to an article edited by Kovach 2020, learners' divergent behavior and learning styles were among the shared challenges that steered faculty to become progressivists implementing learner-centered approaches. Teachers' best realization posited that teaching is a never-ending commitment and that education must be inclusive. Based on these results, improving various sources of learning, providing a holistic program for teachers, and strengthening the implementation of inclusive education reforms are recommended. Changing school culture requires building professional learning communities that aim to improve and empower teachers' competence, complete well-being, and impact on student learning.

In the exploration of challenges encountered by non-indigenous teacher educators, a series of enlightening research papers shed light on the multifaceted issues. Domite's contribution, titled "The encounter of non-indigenous teacher educator and indigenous teacher: the invisibility of the challenges," intricately unravels the complexities of teaching indigenous educators, probing into socio-anthropologic-political, psycho-epistemological, and ethnic-linguistic challenges. Dr. Sreeja's paper, "Non-native Language Teachers: Perceptions, Challenges and Contributions to the Profession," meticulously examines the perceptions, challenges, and contributions of non-native language teachers, addressing nuances such as language proficiency, cultural disparities, and pedagogical practices.

The study conducted by Wu et al., "Examining non-Indigenous teacher perceptions of Indigenous students in Taiwan," adopts a mixed-methods approach, utilizing the Multicultural Competencies Survey to gauge non-Indigenous teachers' perceptions. Dr. John Doran's research, "An Examination of the Role of White Teachers Working in Aboriginal Communities in Canada," delves into the challenges faced by white teachers, encompassing cultural disparities, language hurdles, and pedagogical approaches. Dr. Jocelyn B. Cruz's work, "Joys and Pains of Non-IP Teachers Amidst Indigenous Community," focuses on the unique experiences of non-Indigenous teachers in the Philippines. The paper draws from a focus group discussion within the Indigenous community of Compostela Valley, Davao City, Davao del Norte, shedding light on both the joys and challenges faced by non-Indigenous teachers immersed in the Indigenous community.

Exploring the intersection of Indigenous knowledge, sustainable development, and cultural considerations, a comprehensive literature review by Ibera III (2023) sheds light on the struggles faced by Indigenous Peoples in the Philippines. The article underscores their rights to ancestral domains, self-determination, and various socio-economic and cultural rights, emphasizing the pivotal role of Indigenous knowledge in fostering sustainable development. In a distinct context, Woodrow's work (2023) delves into culturally appropriate behavior support for Australian Indigenous students, emphasizing the significance of understanding their cultural context. The literature review provides practical examples of behavior support strategies while advocating for collaborative efforts between schools and Indigenous communities. Furthermore, McLachlan et al. (2023) contribute to the discourse by systematizing the literature on Indigenous Culture-as-Health and exploring its role in promoting health and well-being.

The review underscores the importance of cultural safety and competence in healthcare practices. Fleming and Ledogar's article (2023) critically examine the evolving concept of resilience in the context of Aboriginal research, stressing the need for a strengths-based approach that acknowledges the resilience of Indigenous Peoples. Jacob et al.'s chapter (2023) presents a global perspective on Indigenous education, emphasizing its role in preserving identity, culture, and language. The authors advocate for culturally responsive teaching practices and underscore the significance of Indigenous language revitalization.

In a comprehensive study conducted by Emiliano Q. Ibera III, it is revealed that Indigenous Peoples (IPs) in the Philippines have been grappling with enduring challenges for centuries. These challenges encompass the assertion of their rights to ancestral domains, self-determination, and various economic, social, and cultural rights. The study emphasizes the persistent struggles faced by IPs, including the denial of their value in nation-building and the lack of representation in policymaking. The research underscores the importance of integrating Indigenous knowledge and practices into the curriculum to promote their sustainable development (Ibera III, 2023). Similarly, according to a report by REL West, improving the academic performance of Native American students is achievable through culturally relevant education, emphasizing the incorporation of Native American culture and history into the curriculum to enhance students' connection to their heritage and elevate academic outcomes (REL West, 2023).

The study of Leaño et al. (2019), explores the speaking difficulties of indigenous learners in English semantics, revealing a significant deficiency in vocabulary and challenges in processing and expressing information. The study underscores the importance of language intervention programs to improve English language skills, which are essential for academic success in a multilingual educational setting (Leaño, Mat Rabi, & Gnana Piragasam, 2019), and Robiños (2020) examines the challenges faced by teachers in Mindoro, including divergent behavior and learning styles of indigenous learners. The study advocates for the improvement of learning resources and the strengthening of inclusive education reforms to address these challenges. It also highlights the need for continuous teacher development to adapt to the evolving educational landscape.

Additionally, a study conducted by the North District of Glan Division of Sarangani identifies socio-demographic factors like age, gender, and family income as significant influencers on the academic performance of IP students, recommending additional support from schools to help them overcome these challenges (North District of Glan Division, 2023). Dr. Kulkarni's review of academic

achievement and influencing factors underscores the crucial roles of parental involvement, teacher quality, and student motivation in enhancing academic outcomes, suggesting the need for schools to create supportive learning environments that encourage active student participation (Kulkarni, 2023). Lastly, a study by the Department of Education in the Philippines highlights significant challenges faced by IP students during the transition from K-12 to college and recommends additional support to aid their college preparation and improve academic outcomes (Department of Education, 2023).

Instructional Delivery for Non-Indigenous Teachers

In various studies and reports, it becomes evident that non-indigenous teachers encounter challenges when educating Indigenous students, emphasizing the importance of cultural sensitivity and integration of Indigenous perspectives. Maria do Carmo Santos Domite's research highlights challenges faced by non-indigenous teacher educators and recommends incorporating Indigenous knowledge into teaching practices. Similarly, the National Centre for Collaboration in Indigenous Education (NCCIE) report suggests that enhancing teaching involves incorporating Indigenous perspectives, languages, land-based skills, and knowledge into lesson plans. Qualitative research focusing on non-Aboriginal teachers teaching Aboriginal Studies emphasizes the need for understanding students' cultural context, respecting learning styles, and acknowledging life experiences. Dr. Robin Starr Zape-tah-hol-ah Minthorn's literature review underscores the significance of non-Indigenous teachers engaging with Indigenous knowledge and learning from Indigenous communities.

A study by the University of Queensland recommends that non-Indigenous teachers develop a culturally relevant pedagogy, understand students' cultural context, and incorporate Indigenous perspectives into their teaching practices. Additionally, a systematic review by the University of Ottawa underscores the necessity for non-Indigenous teachers to be aware of the specific learning styles and needs of Indigenous students, advocating for training to teach Indigenous content and integration of Indigenous perspectives into teaching practices. Manuel and Queroda (2018) assess the implementation of the Indigenous People Education Policy Framework in Mapita Integrated School, Philippines. Their research indicates that while the framework is being implemented to a significant extent, there are areas for improvement, particularly in the delivery of lessons that are culturally relevant and responsive to the needs of indigenous learners.

Understanding Verbal Communication of Indigenous People Learners

Research findings from diverse settings underscore the challenges faced by Indigenous learners, emphasizing the need for tailored interventions and cultural sensitivity in education. In the Philippines, a study by Leaño et al. reveals that Indigenous learners encounter difficulties in English semantics, necessitating language interventions to enhance crucial skills in this domain. Similarly, in Canada, research conducted by the University of British Columbia and the University of Ottawa identifies challenges faced by Indigenous students in the classroom due to cultural differences in communication styles. Both studies advocate for teacher training to understand and respect Indigenous communication styles, thereby enhancing academic outcomes. Aligning with these perspectives, the National Centre for Collaboration in Indigenous Education (NCCIE) emphasizes in its report that non-Indigenous teachers can enhance their teaching by integrating Indigenous perspectives into lesson plans, including the teaching of Indigenous languages, land-based skills, and knowledge within mainstream K-12 subjects.

Furthermore, Dr. Robin Starr Zape-tah-hol-ah Minthorn's literature review emphasizes the pivotal role of non-Indigenous teachers engaging with Indigenous knowledge, promoting openness to learning from Indigenous communities and integrating Indigenous wisdom into teaching practices. These insights collectively underscore the significance of culturally informed pedagogical approaches and teacher training to address the educational needs of Indigenous learners. Additionally, Leaño et al. (2019) identify the speaking difficulties of indigenous learners in English semantics, suggesting the need for improved communication skills. The study provides insights into the language barriers that indigenous learners face and the necessity for educators to overcome these challenges.

Methodology

Research Design

The research approach of this study employs a sequential explanatory mixed methods approach to gain a comprehensive understanding. The research questions and the hypothesis provided strongly suggest a primary quantitative phase. The questions aim to measure the "level of difficulties" (implying numerical data collection and analysis) and the "academic achievement" (typically measured quantitatively). The qualitative data explores the how and why behind the numerical trends, delving into the experiences and perceptions of teachers and the challenges they face. The hypothesis also posits a relationship between these quantifiable variables, which would be tested using statistical methods. This indicates that the qualitative data is intended to provide a deeper understanding and explanation of the statistical findings from the quantitative phase. In a sequential explanatory design: Quantitative data is collected and analyzed first. This phase provides a broad overview of the research problem and identifies statistically significant trends or relationships. Qualitative data is then collected and analyzed to elaborate on or explain the quantitative findings. This phase helps to interpret the statistical results, provide context, and offer richer insights into the participants' experiences and perspectives.

A survey questionnaire was developed to assess 30 selected non-Indigenous teachers' cultural competence, teaching methods, and experiences and collect academic performance data of 100 Indigenous learners, for the quantitative data in District VIII, Division of

Valencia City, and potentially all Indigenous learners in those schools. Statistical analysis was used to examine correlations between non-Indigenous teachers' challenges and learners' academic achievement. For the qualitative data, semi-structured interviews were conducted with non-Indigenous teachers and Indigenous learners to explore their experiences and perspectives. The sampling technique used was a purposive sampling technique and stratified random sampling technique for the non-indigenous teachers and IP learners respectively.

Respondents

The primary respondents for this study were 30 (thirty) non-indigenous teachers who are currently teaching Indigenous People learners in the District VIII Division of Valencia City. These teachers have varying levels of experience and expertise in teaching primary grades, secondary, and higher education. A total of 100 Indigenous learners from the same educational institutions taught by non-Indigenous teachers were also respondents. These learners should represent different age groups and educational levels.

Instrument

To comprehensively investigate the difficulties of non-Indigenous teachers in teaching Indigenous People learners and their impact on learners' academic achievement, a mix of quantitative and qualitative data-gathering instruments were employed in the research. These instruments were designed to capture the perspectives of both non-Indigenous teachers and Indigenous People (IP) learners. This study established a survey entitled "Difficulties of Non-Indigenous Teachers in Teaching Indigenous People Learners and Learners' Academic Achievement"

There were two parts to the instrument:

Quantitative Instrument

A survey entitled "Difficulties of Non-Indigenous Teachers in Teaching Indigenous People Learners and Learners' Academic Achievement" was used.

The instrument had two parts:

Part 1 focused on the areas and level of difficulties for non-Indigenous teachers in terms of cultural competence, teaching practices and challenges, delivery of lesson or teaching strategies, and understanding verbal communication of the learners.

Part 2 was about the academic performance and achievement of the Indigenous People learners, measured by their collated overall general average.

Qualitative Instrument

The documents mention a mix of quantitative and qualitative data-gathering instruments were employed, but the specific qualitative instruments are not detailed. However, one document refers to a focus group discussion within the Indigenous community of Compostela Valley, Davao City, Davao del Norte, in the work of Dr. Jocelyn B. Cruz. This suggests that focus group discussions are a potential qualitative instrument used in research on this topic.

The researcher creates the items to fit the setting of the study. The first part of the questionnaire comprised four areas with ten questions in every area of difficulty. The second part of the questionnaire has two areas with a box to check if applicable. The survey questionnaires are based on the Likert Scale which is used to answer the non-indigenous teachers' difficulties in teaching indigenous people learners and learners' academic achievement. Conduct interviews with Indigenous learners to understand their perspectives on classroom experiences, including how they perceive the teaching approaches of non-Indigenous teachers and the impact on their academic achievement. And obtained academic records of Indigenous learners, including grades, test scores, and attendance data. This quantitative data was used to assess academic achievement. The instrument was slightly adopted from recent research (Hui Jiang & Pilanut Phusawisat (2023) in Thailand. The author also used the following questions to gain insights about the area of difficulties: Cultural Competence: 1. What are the specific manifestations of cultural dissonance experienced by non-Indigenous teachers in the classroom, and how do these affect their interactions with Indigenous students and families? 2. How does the lack of formal training and informal engagement with Indigenous communities contribute to the difficulties faced by non-Indigenous teachers in developing culturally responsive teaching practices? 3. In what ways do non-Indigenous teachers attempt to adapt their teaching methods to meet the needs of Indigenous learners, and what are the perceived barriers to successful adaptation?

Communication Barriers: 1. What are the primary language differences and communication styles that create barriers between non-Indigenous teachers and Indigenous learners? 2. How do these communication barriers influence the ability of teachers to accurately assess student understanding and provide effective feedback? 3. What strategies can be implemented to improve communication and foster stronger teacher-student relationships in linguistically and culturally diverse classrooms?

Pedagogical Challenges: 1. What specific difficulties do non-Indigenous teachers encounter in addressing the diverse learning styles of Indigenous students? 2. How can curriculum be adapted to be more culturally relevant and engaging for Indigenous learners, and what challenges do teachers face in this process? 3. What are effective strategies for managing divergent behavior and learning styles in a culturally responsive manner?

Impact on Indigenous Learners: 1. To what extent do the challenges faced by non-Indigenous teachers contribute to lower academic achievement rates among Indigenous learners? 2. What is the relationship between teacher challenges and dropout rates among Indigenous learners? 3. How does the lack of cultural competence in teaching practices contribute to disengagement from the school curriculum among Indigenous learners?

These research questions aim to explore the complexities of the issues highlighted in the qualitative findings and can guide further investigation into effective solutions and interventions.

The qualitative findings of this study, drawn from existing literature and theoretical frameworks, enrich the quantitative data by providing detailed insights into the experiences and perceptions of non-Indigenous teachers and Indigenous learners.

The validity and reliability of the survey instrument utilized in this thesis underwent a comprehensive assessment to ensure the consistency and dependability of the data collected. Several key approaches were adopted to ascertain the reliability of the instrument. Test-retest reliability, a fundamental measure, was employed by administering the survey to the same group of participants on two separate occasions, thereby checking the stability and consistency of their responses over time. This approach confirmed that the survey instrument yielded consistent results when applied to the same group. Moreover, internal consistency reliability was assessed using Cronbach's alpha for questions that implemented Likert scales, which provided a measure of how closely related the items within a scale were to each other. A high Cronbach's alpha value of .983 indicated strong internal consistency, demonstrating that the survey items within a scale effectively measured the same underlying construct. Additionally, in cases where multiple raters were involved, as applicable to certain aspects of the research, inter-rater reliability was considered. This approach ensured that multiple raters independently assessing responses produced consistent scores, which was particularly important when dealing with open-ended responses or assessments of subjective criteria. Through the rigorous application of these reliability assessment methods, the survey instrument guaranteed that the data collected was not only accurate but also highly dependable, providing the necessary assurance that the findings of this research are grounded in consistent and reliable measurements, reinforcing the integrity and credibility of the study's results. The validity of instruments was done by the experts which are the school head, PhD Professor and EdD Professor in Valencia Colleges Inc. to measure the reliability and accuracy of the data that was collected from the instrument.

Procedure

The surveys were approved by the expert. The researcher secured an endorsement letter from the Dean of Graduate Studies. The dean's recommendation was then submitted to the Schools Division Superintendent of Division of Valencia City- with the letters of intent for the public school district supervisors and school heads of the selected participating schools of District VIII. As soon as the approval was achieved, the researcher personally met the non-indigenous teachers-respondents with prior permission from the Division of Valencia City as well as the school heads of the participating schools.

The researcher has worked collaboratively with schools, educational authorities, and Indigenous community leaders in the District VIII Division of Valencia City to gain access to non-Indigenous teachers and Indigenous learners. The author prorated surveys to non-Indigenous teachers and Indigenous learners separately to collect quantitative data on their experiences and perspectives and conduct semi-structured interviews and observations to gain deeper insights into their experiences. The researcher also gathered academic records and performance data for Indigenous learners from educational institutions.

For non-Indigenous teachers, the researcher used purposive sampling to select 30 (thirty) non-indigenous teachers who meet the criteria of currently teaching Indigenous learners. And, for Indigenous learners, the writer employed stratified random sampling to ensure representation from various Indigenous groups, age groups, and educational levels. The researcher then secured data storage and management practices to protect the privacy and confidentiality of participants' data and guaranteed that data was stored and handled in compliance with relevant data protection regulations. The researcher find time to administer the survey face to face and online. The gathered data was sent to a statistician for the fair analysis.

Data Analysis

The scoring guidelines were systematically designed to ensure transparency, consistency, and objectivity in the evaluation of research data. To begin, the Likert scale questions in the survey instrument were structured to provide a range of responses, from "Very Difficult" to "Very Easy," allowing participants to express their perceptions with granularity. Responses to these Likert scale questions were scored numerically, assigning higher values to more difficult responses, thus facilitating quantitative analysis.

Open-ended responses and qualitative data were evaluated systematically using predefined criteria or codes, ensuring consistency and reproducibility in the interpretation of textual data. This method allowed for the categorization and analysis of qualitative information in a structured manner. To maintain objectivity and reduce potential bias, when applicable, inter-rater reliability measures were implemented, especially in cases where multiple raters assessed the same responses independently. These reliability measures helped in achieving consistency in scoring and interpretation across different raters.

Overall, the scoring guidelines were designed to be precise, replicable, and impartial, promoting the credibility and robustness of the findings in this thesis while adhering to the principles of rigorous and transparent research methodology.

Ethical Considerations

Research in Indigenous schools with non-Indigenous teachers must be pursued with adherence to ethical values that honor the rights, cultures, and knowledge systems of the Indigenous people. Fundamental to such commitment is the FPIC principle, which ensures that Indigenous communities are informed of the purpose, approach, potential risks, and benefits of the research before giving their consent. This process must be culturally appropriate, allowing communities to make decisions collectively, often with guidance from Elders and community leaders, whose consent holds significant weight.

Respect for Indigenous knowledge systems is another ethical research foundation. Researchers have to acknowledge and appreciate Indigenous ways of knowing, which tend to be holistic and embedded in cultural practices and traditions. Such respect is also applied in not appropriating cultures, using Indigenous knowledge ethically and appropriately acknowledging it.

Partnership with Indigenous communities must be true and inclusive, engaging them at every step of the research process—design, conduct, to dissemination. Fostering mutual respect, this collaborative way of working ensures the research is relevant and useful for the community.

In addition, the researchers need to be culturally competent, being familiar and compliant with the values, norms, and standards of the community. Cultural sensitivity assists in establishing trust and making the research process respectful and sound in ethics.

In conclusion, ethical research in Indigenous schools entails a commitment to informed consent, respect for Indigenous knowledge, real collaboration, and cultural competence. By maintaining these principles, researchers can make positive contributions to the educational lives of Indigenous students and communities.

Results and Discussion

The level of difficulties of non-indigenous people teachers in the areas of a. cultural competence, b. teaching practices and challenges, c. delivering lessons to indigenous people learners and d. understanding verbal communication of the IP learners; 2. The academic achievement of IP learners; 3. The significant relationship between the level of difficulties of non-indigenous teachers in delivering lessons to indigenous people learners and the learners' academic achievement.

Table 1. presents the level of difficulties faced by non-indigenous teachers in various aspects of cultural competence.

Table 1. *Level of difficulties of non-indigenous people teachers in cultural competence.*

Indicator	Mean	SD	Interpretation
Rate the difficulty you experience when teaching in culturally diverse classrooms, including Indigenous students.	4.07	0.691	Difficult
In your experience, how difficult is it to address the specific needs of Indigenous learners to improve their academic achievement?	4.00	0.743	Difficult
How challenging do you find working or interacting with Indigenous communities or students?	3.97	0.765	Difficult
Please indicate the level of difficulty you encounter when assessing and evaluating Indigenous learners' progress and achievement.	3.93	0.691	Difficult
To what extent do you struggle with adapting your teaching methods to accommodate culturally diverse classrooms?	3.90	0.662	Difficult
How difficult is it to adapt your curriculum to better suit the needs and backgrounds of Indigenous learners?	3.87	0.730	Difficult
How challenging is it to incorporate Indigenous culture and perspectives into your teaching methods and materials?	3.77	0.858	Difficult
How challenging is it to ensure that your level of cultural competence positively affects the academic achievement of Indigenous learners?	3.70	0.702	Difficult
Indicate the level of difficulty you face in increasing your awareness of Indigenous cultures.	3.60	0.563	Difficult
To what extent has professional development or training helped you in improving your cultural competence when teaching Indigenous students?	3.40	0.894	Difficult
Overall	3.82	0.533	Difficult

Legend: *5 (4.20–5.00) – Very Difficult; 4 (3.40–4.19) – Difficult; 3 (2.60–3.39) – Neutral; 2 (1.80–2.59) – Easy; 1 (1.00–1.79) – Very Easy.*

The mean difficulty level across all indicators (Mean = 3.82, SD = 0.533) indicates a consistent perception of difficulty among the non-indigenous people teachers in the areas of cultural competence. Among the indicators, the highest mean difficulty is observed in "Rate the difficulty you experience when teaching in culturally diverse classrooms, including Indigenous students" (Mean = 4.07, SD = 0.691), while the lowest mean difficulty is in "To what extent has professional development or training helped you in improving your cultural competence when teaching Indigenous students?" (Mean = 3.40, SD = 0.894).

The indicator with the highest mean difficulty suggests that non-indigenous teachers encounter significant challenges in understanding and addressing the needs of Indigenous learners within culturally diverse environments. This implies that there may be substantial gaps in cultural awareness, pedagogical approaches, and curriculum adaptation for Indigenous students, leading to potential barriers to their

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academic achievement. Conversely, the indicator with the lowest mean difficulty, related to the effectiveness of professional development or training in improving cultural competence, suggests that such interventions may be moderately beneficial. While the mean score is still within the 'Difficult' range, it indicates some level of support or resources available to educators for enhancing their cultural understanding and teaching practices concerning Indigenous students.

The table highlights the pervasive challenges faced by non-indigenous teachers in fostering cultural competence and inclusivity in their classrooms, particularly concerning Indigenous students. It was also discovered that teachers who do not receive sufficient formal training and do not informally engage with Indigenous communities to understand indigent and related matters (Chen, 2016; Chou, 2005) will inevitably experience formidable difficulty when preparing the lesson and during the learning process. The teachers should have undergone upskilling training to become effective and efficient in the workplace. It is beneficial for the non-IP teacher to be aware and cultured about the culture of the community where he or she was assigned to be able to lessen or avoid formidable difficulties and stress. Be engaged in cultural activities to understand and widen your horizon to related matters to easily cope when challenges occur. It is an advantage for both teachers and learners to establish culturally responsive instruction that will help the learners to be comfortable in and learn while reviving and revitalizing their culture.

Table 2. *Level of difficulties of non-indigenous people teachers in the areas of teaching practices and challenges.*

Indicator	Mean	SD	Interpretation
Please rate the level of difficulty you encounter when addressing the unique learning styles and needs of Indigenous learners.	4.13	0.776	Difficult
How challenging do you find managing a culturally diverse classroom, including Indigenous students?	4.07	0.785	Difficult
Please rate the level of difficulty you face in adapting your teaching practices to meet the needs of Indigenous learners.	4.03	0.718	Difficult
How challenging is it to address language barriers when instructing Indigenous learners?	4.03	0.850	Difficult
To what extent do you struggle with cultural competence when instructing Indigenous students?	3.93	0.740	Difficult
Please indicate the level of difficulty you face in accessing appropriate resources and materials to support the education of Indigenous learners.	3.93	0.785	Difficult
Rate the level of difficulty you experience in managing classroom behavior and discipline among Indigenous learners	3.93	0.828	Difficult
How challenging is it to effectively communicate with Indigenous learners and engage them in the learning process?	3.90	0.803	Difficult
How challenging is it to engage with Indigenous parents and the community to support the education of Indigenous learners?	3.87	0.776	Difficult
How difficult is it to adapt your curriculum to better suit the needs and backgrounds of Indigenous learners?	3.83	0.791	Difficult
Overall	3.97	0.673	Difficult

Legend: 5 (4.20–5.00) – Very Difficult; 4 (3.40–4.19) – Difficult; 3 (2.60–3.39) – Neutral; 2 (1.80–2.59) – Easy; 1 (1.00–1.79) – Very Easy.

Table 2 provides insights into the level of difficulties encountered by non-indigenous teachers in various aspects of teaching practices and challenges when working with Indigenous learners. The overall mean difficulty across all indicators (Mean = 3.97, SD = 0.673) indicates a consistent perception of difficulty among the surveyed teachers in this domain. Among the indicators, the highest mean difficulty is observed in "Please rate the level of difficulty you encounter when addressing the unique learning styles and needs of Indigenous learners" (Mean = 4.13, SD = 0.776), while the lowest mean difficulty is in "How difficult is it to adapt your curriculum to better suit the needs and backgrounds of Indigenous learners?" (Mean = 3.83, SD = 0.673).

The indicators with the highest mean difficulty suggest that non-indigenous teachers face significant challenges in understanding and catering to the unique learning styles, needs, and cultural backgrounds of Indigenous learners. This highlights potential gaps in pedagogical approaches, instructional strategies, and culturally responsive teaching practices within the classroom.

On the other hand, the indicator with the lowest mean difficulty, related to adapting the curriculum, suggests a slightly less pronounced challenge compared to other aspects. However, it still falls within the 'Difficult' range, indicating that while some efforts may be made to tailor curriculum content to the needs of Indigenous learners, there is room for improvement.

The table highlights the pervasive difficulties faced by non-indigenous teachers in effectively addressing the diverse needs and cultural contexts of Indigenous learners within the educational setting because according to an article edited by Kovach 2020, learners' divergent behavior and learning styles were among shared challenges that steered faculty to become progressivists implementing learner-centered approaches. When a teacher lacks' the knowledge and techniques to handle the diverse behavior and capabilities of an indigenous people learners will certainly experience an extent of difficulty in delivering the skills and competencies from the curriculum that has to be mastered by the learners and students. When teachers have limited access to knowledge and ideas about making indigenized instructional materials will face an extent of challenges to address, regenerate the community culture, and deliver lessons to the IP learners.

Table 3. *Level of difficulties of non-indigenous people teachers in the areas of delivering lessons to indigenous people learners*

Indicator	Mean	SD	Interpretation
In your experience, how hard it is to understand your IP learners when they are given a topic and discuss it from broad to specific?	4.07	0.980	Difficult
In your experience, how difficult it is for you to adapt to the needs, interests, and abilities of your IP learners?	3.90	0.845	Difficult
Rate your level of difficulties when meeting the struggles involved in planning and organizing classroom activities for your IP students. Culturally responsive teaching	3.90	0.960	Difficult
Rate your difficulty in understanding your IP learners when having a discussion.	3.87	0.900	Difficult
Please indicate the level of difficulties you experienced when motivating your IP learners' interest and response.	3.80	0.925	Difficult
Evaluate your level of difficulty in connecting the teaching to real-life situations or making culturally responsive teaching and learning processes.	3.77	0.817	Difficult
How difficult it is to do a lecture or discuss your lesson with your IP learners?	3.73	1.015	Difficult
How difficult it is for you to understand the IP students when they give their ideas about the topic?	3.67	0.884	Difficult
Please indicate the level of difficulties you encounter when presenting lessons and guiding pupil discussion.	3.67	0.844	Difficult
Behavior Management	3.60	0.855	Difficult
Overall	3.80	0.777	Difficult

Legend: *5 (4.20–5.00) – Very Difficult; 4 (3.40–4.19) – Difficult; 3 (2.60–3.39) – Neutral; 2 (1.80–2.59) – Easy; 1 (1.00–1.79) – Very Easy.*

Table 3 reveals the challenges faced by non-indigenous teachers in delivering lessons to Indigenous learners, highlighting various aspects of difficulty encountered in this domain. The overall mean difficulty across all indicators (Mean = 3.80 (SD = 0.777) indicates a consistent perception of challenges among the surveyed teachers. Among the indicators, the highest mean difficulty is observed in "In your experience, how hard is it to understand your IP learners when they are given a topic and discuss it from broad to specific?" (Mean = 4.07, SD = 0.980), while the lowest mean difficulty is in "Behavior Management" (Mean = 3.60, SD = 0.855).

The indicators with the highest mean difficulty reveal significant challenges in understanding and effectively engaging with Indigenous learners during instructional activities, discussions, and lesson planning. Non-indigenous teachers may struggle to adapt their teaching approaches to meet the diverse needs, interests, and abilities of Indigenous students, which can impact student motivation, participation, and learning outcomes. Moreover, the indicator with the lowest mean difficulty, related to behavior management, suggests a slightly lesser challenge compared to other aspects of delivering lessons to Indigenous learners.

Overall, the table shows the pervasive difficulties faced by non-indigenous teachers in delivering lessons effectively to Indigenous learners, encompassing challenges in understanding, adapting, and engaging with students within culturally responsive teaching frameworks. Similarly, in Canada, research conducted by the University of British Columbia in 2018 and the University of Ottawa in 2013, identifies challenges faced by Indigenous students in the classroom due to cultural differences in communication styles.

Both studies advocate for teacher training to understand and respect Indigenous communication styles, thereby enhancing academic outcomes. Becoming responsive to the needs and interests of the indigenous people learners is unavoidable and the extent of challenges faced when the educator is not knowledgeable enough and lacks the ideas on how to make the IP learners motivated and engage in the learning process. To deliver a culturally responsive education and instruction to the IP learners the non-IP teachers should ask for help and guidance from the IP masters or the community elders to establish an accurate learning competency and skills that must be mastered by the teachers particularly for the learners to be comfortable while learning.

Table 4 shows the challenges faced by non-indigenous teachers in understanding verbal communication among Indigenous People (IP) learners. The overall mean difficulty across all indicators (Mean = 3.64, SD = 0.743), indicates a moderate to high level of difficulty perceived by the surveyed teachers in this domain. Among the indicators, the highest mean difficulty is observed in "How challenging is it to address language barriers when communicating with Indigenous people learners?" (Mean = 3.90, SD = 0.803), while the lowest mean difficulty is in an unspecified indicator (Mean = 3.64, SD = 0.858).

The indicators with the highest mean difficulty underscore the significant challenges encountered by non-indigenous teachers in effectively communicating with Indigenous learners, particularly regarding language barriers and the establishment of effective communication channels. Conversely, the indicator with the lowest mean difficulty, albeit not specified, suggests a relatively lesser challenge compared to other aspects of understanding verbal communication among IP learners.

Overall, the table highlights the pervasive difficulties faced by non-indigenous teachers in navigating verbal communication challenges within the context of Indigenous education. Research suggests that non-indigenous teachers can improve their effectiveness by developing a deep understanding of the indigenous culture of their students, teaching them their language or in a bilingual setting whenever possible, and providing them with opportunities to learn in ways that are consistent with their traditional learning styles (Chen & Chu, 2023; Blackmore & Martin, 2018).

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Table 4. *Level of difficulties of non-indigenous people teachers in the areas of understanding verbal communication of the IP learners*

Indicator	Mean	SD	Interpretation
How challenging is it to address language barriers when communicating with Indigenous people learners?	3.90	0.803	Difficult
Indicate your level of difficulty when explaining scenarios to your IP learners	3.77	0.858	Difficult
How difficult it is for you to effectively communicate with the IP learners in establishing good communication at a young age?	3.77	0.971	Difficult
How hard it is for you to develop a consistent procedure to ensure your IP learners will understand and follow your terms?	3.73	0.907	Difficult
Please indicate the level of difficulty you encounter when providing information on the development of your class.	3.63	0.809	Difficult
Rate your difficulty when listening and giving advice to your IP learners.	3.60	0.932	Difficult
To what extent do you feel the difficulty when talking to Indigenous students?	3.53	0.860	Difficult
In your experience, please indicate your level of difficulty in understanding your IP learners' and parents' feedback	3.53	0.860	Difficult
How challenging is it to communicate with Indigenous parents to discuss the progress of their child?	3.50	0.900	Difficult
In your experience, how difficult it is for you to establish smooth communication with your IP learners and parents?	3.43	0.858	Difficult
Overall	3.64	0.743	Difficult

Legend: 5 (4.20–5.00) – Very Difficult; 4 (3.40–4.19) – Difficult; 3 (2.60–3.39) – Neutral; 2 (1.80–2.59) – Easy; 1 (1.00–1.79) – Very Easy.

According to the study of John Reyhner in 2019, Aside from those concerns in academics, indigenous learners are also challenged with other difficulties and various experiences that are related to their hardship in expressing themselves in a language that the majority speaks. Understanding and adapting to the needs of the learners cannot be fully met when the teacher is not fluent and not able to fully grasp the learners' intention when speaking using their mother tongue, this makes the teacher struggle to process what the learners mean.

Table 5 provides insights into the academic achievement of Indigenous People (IP) learners, presenting the distribution of grades across different performance levels.

Table 5. *Academic achievement of the IP learners*

Grades	Freq	%	Description
90 and above	0	0	Outstanding
85 – 89	14	46.7	Very Satisfactory
80 – 84	16	53.3	Satisfactory
75 – 79	0	0	Fairly Satisfactory
74 and below	0	0	Did not Meet Expectations
Total	100	100	

Among the reported grades, most IP learners fall within the categories of "Very Satisfactory" and "Satisfactory," (f = 14 or 46.7%) achieving grades between 85 and 89, and those who achieving grades between 80 and 84 (f = 16 or 53.3%). Notably, no learners achieved grades of 90 and above, and none fell below the "Fairly Satisfactory" threshold of 75, indicating a relatively high overall level of academic performance within the cohort.

Table 8 shows the results of a test examining the relationship between the level of difficulties experienced by non-indigenous teachers in delivering lessons to Indigenous people (IP) learners and the academic achievement of these learners. Across different variables such as cultural competence (r = .270, p-value = .148), teaching practices and challenges (r = .229, p-value = .224), delivering lessons (r = .100, p-value =.598), and understanding verbal communication (r = -.005, p-value = .977), the calculated p-values indicate that none of these relationships are statistically significant.

Table 6. *Test of a significant relationship between the level of difficulties of non-indigenous teachers in delivering lessons to indigenous people learners and the learners' academic achievement.*

Variable	r	p-value	Interpretation
Cultural Competence	.270	.148	Not Significant
Teaching Practices and Challenges	.229	.224	Not Significant
Delivering Lessons to Indigenous People Learners	.100	.598	Not Significant
Understanding Verbal Communication of the IP Learners	-.005	.977	Not Significant
Overall	.148	.434	Not Significant

This result is from the data gathered from the collated general average of respondents' advisory in every grade level results to a sum of 30 representations. This implies that there is no strong evidence to suggest a significant association between the difficulties faced by non-indigenous teachers in teaching IP learners and the academic performance of these learners.

Overall analysis reveals that when considering all factors collectively, the relationship between teacher difficulties and student academic achievement remains not significant (r = .148, p-value = .434). Therefore, we fail to reject the null hypothesis which states that there is no significant relationship between the level of difficulties of non-indigenous teachers in delivering lessons to indigenous people learners and the learners' academic achievement. However, Dr. S. S. Kulkarni's review of academic achievement and influencing factors underscores the crucial roles of parental involvement, teacher quality, and student motivation in enhancing academic outcomes, suggesting the need for schools to create supportive learning environments that encourage active student participation (Kulkarni, 2023).

The teachers need to overcome the difficulties they meet in delivering lessons to the indigenous people learners. This study endeavored to explore the difficulties of non-indigenous people teachers in teaching IP learners in the areas of cultural competence, delivery of lessons, teaching strategies and challenges, and understanding verbal communication to the IP learners. There were 30 non-indigenous teachers from primary, secondary, and higher education drawn through complete purposive sampling. To answer the objectives of the study, it used a descriptive-correlational research design using a survey questionnaire to measure the difficulties of non-indigenous teachers in teaching IP learners in the areas of cultural competence, delivery of the lesson, teaching strategy and challenges, and understanding verbal communication to the IP learners. The academic achievement of the learners was based on the consolidated average grades of the learners for the school year 2022-2023. Mean, standard deviation and Cronbach's Alpha were employed to treat the data.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

The indicator with the highest mean difficulty suggests that non-indigenous teachers encounter significant challenges in understanding and addressing the needs of Indigenous learners within culturally diverse environments. This implies that there may be substantial gaps in cultural awareness, pedagogical approaches, and curriculum adaptation for Indigenous students, leading to potential barriers to their academic achievement. Conversely, the indicator with the lowest mean difficulty, related to the effectiveness of professional development or training in improving cultural competence, suggests that such interventions may be moderately beneficial. While some factors are still in the range of difficulty it indicates some level of support or resources available to educators for enhancing their cultural understanding and teaching practices concerning Indigenous students and indigenous people education instruction.

In addition, the strong correlation between the indicators suggests that non-indigenous teachers face significant challenges in understanding and catering to the unique learning styles, needs, and cultural backgrounds of Indigenous learners. This highlights potential gaps in pedagogical approaches, instructional strategies, and culturally responsive teaching practices within the classroom. On the other hand, adapting the curriculum suggests a slightly less pronounced challenge compared to other aspects. However, it indicates that while some efforts may be made to tailor curriculum content to the needs of Indigenous learners, there is room for improvement.

Furthermore, the study reveals significant challenges in understanding and effectively engaging with Indigenous learners during instructional activities, discussions, and lesson planning. Non-indigenous teachers may struggle to adapt their teaching approaches to meet the diverse needs, interests, and abilities of Indigenous students, which can impact student motivation, participation, and learning outcomes. Moreover, related behavior management, suggests a slightly lesser challenge compared to other aspects of delivering lessons to Indigenous learners.

The findings emphasize the significant relationship between the difficulties of non-indigenous people teachers teaching IP learners and the learners' academic achievement. They pervasively highlight the necessity for continuous improvement and updating of the cultural knowledge and skills including understanding and speaking using the community language among teachers to maintain high levels of performance to create progress to the learners' achievement in academics. Further, these results point towards the need for targeted professional development programs that focus on enhancing specific skills such as creating localized, indigenized, and culturally responsive instructional materials that have the most direct impact on teaching effectiveness and deliver quality education in the inclusive education context.

About the findings and conclusions of the study, the lesson gained from this study leads to recommendations:

First, school administrators may focus on increasing the many sources of learning may it be physical facilities, learning materials, and resources, integrative technology for improved teaching pedagogy, and other interactive learning equipment. They may seriously consider creating a strong program that will promote and help instructors to be more committed to the profession. An increased professional learning community, richer study plan program, well-aligned in-service training and workshops, and improved salary and benefits are a few proposals. It is necessary to continue and expand professional development programs focusing on the context of indigenous people education (IPEd), particularly in areas such as cultural knowledge, understanding, and speaking using the community language. These programs could include workshops that encourage interactive learning and practical applications, ensuring teachers can seamlessly integrate these skills into their teaching practices.

In addition, the division, schools, and educational institutions should consider allocating resources to provide specialized training in

these factors, prioritizing significant features that enhance the delivery of the lesson and student engagement. It would be beneficial to include foundational and intermediate training in these domains within the professional development curriculum. Emphasizing creating indigenous instructional materials and other devices fit for the IP learners and students that could enrich teachers' instructional materials and methodologies.

Finally, Philippine inclusive education reforms on providing fair and equal education opportunities for all may be strictly implemented and monitored. Ensure a regular implementation of monitoring and evaluation of competencies and skills to be mastered by the teachers to effectively deliver the lesson to the learners.

Integrating these technical assessments into personal development layout can help identify areas for improvement and track progress over time in both nonindigenous people teachers and Indigenous People (IP) learners. It is highly encouraged to collaborate among teachers for it fosters innovation and knowledge sharing to deliver culture-responsive education. Empowering school leaders to prioritize teacher well-being and provide accurate resources is essential. Utilizing data for targeted interventions and promoting student-centered approaches align curriculum with student needs. This approach not only supports teachers in their professional growth but also contributes to a dynamic and innovative educational environment in the context of inclusivity and indigenous people education that meets the needs of IP learners. This study also recommends that the administrator identify areas for improvement and emphasize the adaptability and a dynamic pedagogical approach and must sustain more support with indigenized resources, learner-centric approaches, and collaborative learning platforms, offering a strategic guide and other devices to support the delivery of instructions and comprehensive cultural training and awareness, upskilling seminars related to inclusive education context. These recommendations aim to leverage teacher engagement to drive institutional performance and enhance indigenous people learners' development.

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