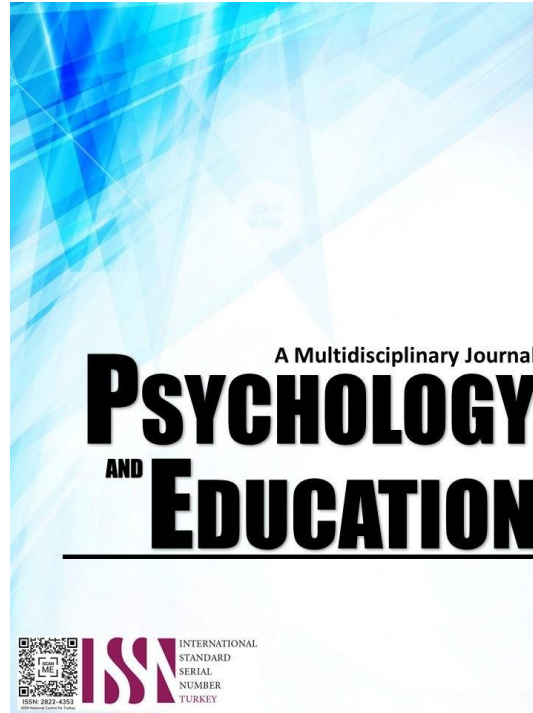


# IMPACT OF NON-IP TEACHERS TEACHING IN IP SCHOOLS ON THE ACADEMIC ACHIEVEMENT OF THE LEARNERS



## PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 47

Issue 7

Pages: 904-910

Document ID: 2025PEMJ4604

DOI: 10.70838/pemj.470708

Manuscript Accepted: 06-26-2025

# Impact of Non-IP Teachers Teaching in IP Schools on the Academic Achievement of the Learners

Chona Rose A. Dumapias,\* Susan S. Olana

For affiliations and correspondence, see the last page.

## Abstract

This study examined the relationship between instructional strategies and the language competence of elementary public school teachers teaching Araling Panlipunan in the South District of Valencia City Division during the 2024–2025 school year. It aimed to determine the level of instructional strategies utilized by teachers—specifically cognitive, metacognitive, and social/affective strategies—and the extent of their language competence in terms of listening, speaking, reading, and writing. Furthermore, it sought to establish whether a significant relationship exists between the instructional strategies employed and the teachers' language competence. The study employed a descriptive-correlational research design with a total enumeration of 49 Araling Panlipunan teachers across various schools in the district. A researcher-made, expert-validated questionnaire served as the primary data collection tool. Statistical analyses included mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. Findings indicated that the level of instructional strategies used by the respondents was "High" across all dimensions, with metacognitive strategies being the most frequently employed. Meanwhile, the respondents' language competence was assessed as "Very Competent," particularly in the listening and reading domains. Pearson's correlation analysis revealed a significant positive relationship between instructional strategies and language competence, implying that the strategic teaching approaches contribute positively to teachers' communicative effectiveness. The study concludes that effective application of diverse instructional strategies enhances the language competence of Araling Panlipunan teachers, thereby enriching their instructional delivery. It recommends continuous professional development, instructional supervision, and the integration of advanced pedagogical approaches to sustain and improve teacher competence in both subject content and language use.

**Keywords:** *instructional strategies, language competence, araling panlipunan, elementary public school teachers, metacognitive strategies, communication skills, Valencia City Division, teacher effectiveness*

## Introduction

The significance of "education for all" is reflected in the education system's capacity to embrace and transform learner diversity into opportunities for promoting educational equity and equality. Rather than perceiving differences among learners as obstacles, the education system views them as compelling reasons to implement collaborative initiatives that address the individual learning needs of all students. By recognizing diversity as a meaningful reality, educational institutions can foster an inclusive environment that nurtures and supports every learner.

To fully realize the goals and objectives of DepEd's "Education for all" initiative, all members of the learning community—both internal and external stakeholders—must be well-informed about its principles. A deep understanding of the significance of individual differences among learners enables stakeholders to develop appropriate initiatives that support diversity. Every member of the school community is entrusted with the responsibility of recognizing and upholding the educational rights of all learners, regardless of their differences.

Accordingly, the Department of Education must actively promote and implement programs that encourage school community members and stakeholders to participate in the "education for all" advocacy. Teachers and school leaders must collaborate in designing and implementing programs that engage the school population and external partners to ensure that all learners' academic and social rights are upheld. Establishing an educational system that fosters equality, equity, and social justice requires a continuous cycle of cooperation, partnership, and collective effort. The advocacy for "education for all" is strongly reflected in the objectives and initiatives of Indigenous Peoples Education (IPED). Indigenous Peoples (IP) and IP-serving schools are crucial in ensuring equitable access to quality education for Indigenous learners. Through the implementation of IPED, these schools effectively provide inclusive education services and holistic support to Indigenous learners.

DepEd Order No. 62, s. The 2011 National IPED Policy Framework, which was adopted, serves as an instrument for promoting shared accountability, continuous dialogue, engagement, and partnerships among the government, IP communities, civil society, and other education stakeholders. Both IP schools and IP-serving schools are committed to making education more accessible to Indigenous learners by addressing the specific needs of tribal and Indigenous communities. Schools exclusively catering to IP learners require comprehensive and well-structured IPED programs. In contrast, regular schools offering inclusive education services for IP learners must ensure that their support aligns with the principles of inclusivity and facilitates the seamless integration of Indigenous learners into the formal education system.

Furthermore, the successful implementation of IPED highlights the vital role of teachers in advancing Indigenous education. The sustainability and effectiveness of IPED depend on the dedication, professionalism, and holistic pedagogical support provided by

teachers. Indeed, teachers play a central role in embodying and promoting the principles, vision, and advocacy of Indigenous Peoples' Education.

With these insights, the researcher is motivated to conduct a study examining the impact of non-IP teachers in IP schools and IP-serving schools on the academic performance and achievements of Indigenous learners in Districts II and X of the Division of Malaybalay. This study is anchored on DepEd Order No. 32, s. 2015, which adopts the Indigenous Peoples Education Curriculum Framework. This policy affirms the right of Indigenous peoples to receive a quality, culturally relevant, and responsive basic education. The IPED Curriculum Framework guides both public and private schools in their engagement with Indigenous communities by implementing localization and indigenization strategies within the K-12 curriculum, ensuring alignment with the social and educational contexts of Indigenous learners.

Specifically, this research aims to assess how non-IP teachers influence learners' engagement in instruction, learning resources, and assessment. The study seeks to identify areas of strength and areas needing improvement in the teaching services of non-IP teachers. Based on these findings, enhancement measures will be recommended for areas of strength, while targeted interventions will be proposed to address areas of weakness. Additionally, the study will examine the challenges faced by non-IP teachers in teaching at IP schools and IP-serving schools, ultimately leading to the development of an IPED training program designed to address these challenges.

### Research Questions

This study aimed to investigate the impact of non-IP teachers teaching in IP schools and IP-serving schools on the academic performance of learners in Districts II and X of the Division of Malaybalay for the school year 2024-2025. Specifically, this study sought answers to the following questions:

1. To what extent do non-IP teachers teaching in IP schools impact the education of the learners in terms of instructional delivery, learning resources, and learning assessment?
2. What is the academic achievement of the IP learners in Araling Panlipunan?
3. Is there a significant relationship between the services of non-IP teachers and the academic achievement of the learners in Araling Panlipunan?

## Methodology

### Research Design

This study employed the descriptive research method, which is primarily used to examine and describe the distribution of social attributes among research participants without manipulating variables. In this study, the descriptive method was utilized to analyze key research variables, including the level of implementation of Indigenous Peoples' Education (IPED) in Districts II and X, the influence of non-Indigenous (non-IP) teachers on the education of Indigenous learners, the academic performance of Indigenous learners in Araling Panlipunan (AP), the significant relationship between the services provided by non-IP teachers and the academic performance of Indigenous learners, and the challenges faced by non-IP teachers in Indigenous schools.

### Respondents

The respondents of this study were selected non-Indigenous Peoples (non-IP) teachers assigned to IP schools and IP-serving schools. These schools include Caburacanan Elementary School, Pigpamulahan Elementary School, Kulaman Elementary School, Silae Elementary School, Pighalugan Elementary School, Tuburan Integrated School, Mapulo Elementary School, Busdi Integrated School, and St. Peter National High School, all located in Districts II and X of the Malaybalay City Division, Province of Bukidnon.

### Instrument

The research instrument was precisely aligned with the study's primary research objectives.

It consisted of three key sections: The first section collected demographic information about the respondents, including their age and gender. The second section assessed the level of implementation of Indigenous Peoples' Education (IPED) in Districts II and X by examining factors such as the proportion of IP and non-IP teachers, the enrollment of IP learners, the availability of learning materials and resources for IPED, and participation in IPED-related training programs. The third section focused on evaluating the extent to which non-IP teachers in IP schools and IP-serving schools influence the education of their learners.

Furthermore, the survey questionnaire underwent a thorough review and validation by a registered statistician and research experts. The validation process ensured the accuracy of the content, the alignment of the indicators, and the relevance of the questions to the study's objectives. After validation, a pilot test was conducted by administering the questionnaire to non-IP teachers from districts not included in the study. The reliability coefficient obtained was 0.823, indicating that the survey instrument was dependable, reliable, and consistent.

## Procedure

The researcher first obtained an endorsement letter from the Dean of Graduate Studies. This letter was then submitted to the Schools Division Superintendent of the Malaybalay City Division for approval. Once approved, the researcher presented the letter to the Public Schools District Supervisors of Districts II and X to seek their permission. Subsequently, the researcher requested approval from the selected school heads to distribute the survey questionnaires. Finally, the questionnaires were administered to the chosen respondents.

## Data Analysis

To analyze Problem 1, which examines the extent to which non-IP teachers in IP schools impact the education of learners. The weighted mean was utilized as the statistical tool. For Problem 2, which focuses on the academic performance of IP learners across different learning areas, the percentage method was employed as the appropriate statistical technique. Meanwhile, for Problem 3, which investigates the significant relationship between the services of non-IP teachers and the academic performance of learners, the Pearson Correlation Coefficient was applied for data analysis.

## Results and Discussion

This section presents the recorded, tabulated, summarized, analyzed, and interpreted data to address the research questions. The data were gathered based on the participants' responses to the survey questionnaire.

The discussion includes the extent of non-IP teachers' involvement in IP schools and its impact on learners' education, particularly regarding instructional delivery, learning resources, and assessment methods. Additionally, the academic performance of IP learners across various learning areas is presented, along with an analysis of the significant relationship between the services provided by non-IP teachers and the learners' academic achievement.

Table 1 shows the impact of non-IP teachers teaching in IP schools on the academic achievement of the learners in terms of instructional delivery.

Table 1. *The Impact of Non-IP Teachers Teaching in IP Schools and IP Serving Schools on the Academic Achievement of the Learners in Terms of Instructional Delivery*

<i>Instructional Delivery Indicators</i>	<i>Mean</i>	<i>Verbal Description</i>
1. I strive to make day-to-day lessons more practical and relatable to the daily life experiences of my IP learners.	4.55	Very High Impact
2. I make sure that the cultural identities of my learners are recognized and integrated into instruction.	4.52	Very High Impact
3. I see to it that instructional content and skills are aligned with curriculum competencies for the benefit of my IP learners.	3.56	High Impact
4. I ensure that developmentally appropriate instructional content and skills are offered to the IP learners.	3.55	High Impact
5. I adapt my instructional delivery to the actual learning needs of my IP learners.	3.52	High Impact
6. I assure that the instructional content and activities I offer to the IP learners are culturally sensitive.	3.50	Moderate Impact
<b>Total</b>	<b>3.86</b>	<b>High Impact</b>

**Legend:** 4.51–5.00 Very High Impact; 3.51–4.50 High Impact; 2.51–3.50 Moderate Impact; 1.51–2.50 Low Impact; 1.00–1.50 No Impact

Table 1 illustrates that the instructional delivery of non-IP teachers in IP schools has a significant impact on the academic achievement of learners. The indicator with the highest mean shows that teachers strive to make daily lessons more practical and relatable to the real-life experiences of IP learners, demonstrating a very high impact on their academic performance. The next highest indicator emphasizes that teachers ensure the recognition and integration of the cultural identities of IP learners into their instruction, which also has a very high impact on academic achievement.

Conversely, the indicator with the lowest mean, though still exhibiting a moderate impact, relates to teachers ensuring that instructional content and activities offered to IP learners are culture-sensitive. Although it has the lowest mean score, this factor still contributes moderately to learners' academic success. The findings suggest that teachers' instructional delivery plays a crucial role in the teaching and learning process. The primary objective of instructional delivery is to equip teachers with the necessary skills and knowledge to provide effective instruction to learners.

The results of this study align with Crispo (2018), who emphasized that the education sector, government, and stakeholders hold essential roles and responsibilities in supporting and uplifting Indigenous communities. Stakeholder support services, particularly in promoting Indigenous Peoples' Education (IPED), are vital in advancing socially responsible and sustainable solutions that enhance the education and overall well-being of Indigenous Peoples. Additionally, stakeholders must acknowledge and understand the cultural identities of Indigenous Peoples to provide appropriate, high-quality, and meaningful educational support services to these marginalized communities.

Table 2 shows the impact of non-IP teachers teaching in IP schools on the academic achievement of the learners in terms of learning resources.

Table 2. *The Impact of Non-IP Teachers Teaching in IP Schools and IP Serving Schools on the Academic Achievement of the Learners in terms of Learning Resources*

<i>Learning Resources Indicators</i>	<i>Mean</i>	<i>Verbal Description</i>
1. I strive to design more localized learning resources for my IP learners.	4.56	Very High Impact
2. I utilize learning resources that are made from the available materials in the local communities.	4.53	Very High Impact
3. I assure that the teaching-learning materials are relevant and comprehensible for my IP learners.	4.52	Very High Impact
4. I incorporate integral components of the culture of Indigenous communities in the contents of instructional materials.	4.51	Very High Impact
5. I ensure that the learning materials and resources are culturally responsive to the IP learners.	4.50	High Impact
6. I see to it that the instructional materials are contextualized for the benefit of my IP learners.	4.51	High Impact
Total	4.48	High Impact

**Legend:** 4.51–5.00 Very High Impact; 3.51–4.50 High Impact; 2.51–3.50 Moderate Impact; 1.51–2.50 Low Impact; 1.00–1.50 No Impact

Table 2 reveals that, in terms of learning resources, non-IP teachers in IP schools and IP-serving schools have a significant impact on the academic achievement of learners. The indicator with the highest mean indicates that teachers actively design localized learning resources tailored to their IP learners, demonstrating a significant impact on their academic performance. This is followed by the indicator highlighting that teachers utilize learning resources made from locally available materials within the community.

The two indicators with the lowest mean scores are (1) teachers ensuring that learning materials and resources are culturally responsive for IP learners, and (2) teachers making sure that instructional materials are contextualized to benefit their IP learners. Although these indicators received the lowest mean scores, their impact on learners' academic achievement remains high. This finding suggests that non-IP teachers take the initiative and make significant efforts to localize learning resources, thereby enhancing the teaching-learning process.

The study's findings align with Alves's (2017) research, which emphasized that a key advantage of indigenizing the curriculum is its ability to make instruction more responsive to the learning needs of IP learners. However, the study also found that a significant challenge in implementing curriculum indigenization is the limited availability of materials and resources necessary for effective execution.

Table 3 shows the impact of non-IP Teachers teaching in IP schools on the academic achievement of the learners in terms of learning assessment.

Table 3. *The Impact of Non-IP Teachers Teaching in IP Schools on the Academic Achievement of the Learners in terms of Learning Assessment*

<i>Learning Resources Indicators</i>	<i>Mean</i>	<i>Verbal Description</i>
1. I incorporate cultural aspects in the contents of learning and assessment tools for the IP learners.	4.35	High Impact
2. I ensure that the learning assessment tools are properly localized to benefit the comprehension of my IP learners.	4.32	High Impact
3. Through learning assessment tools, the mastery of skills of IP learners is accurately monitored.	3.52	High Impact
4. Through learning assessment tools that I develop, the level of competencies of the IP learners is properly evaluated.	3.50	Moderate Impact
5. The learning difficulties and challenges of my IP learners are identified and addressed through my developed assessment tools.	3.49	Moderate Impact
Total	3.84	High Impact

**Legend:** 4.51–5.00 Very High Impact; 3.51–4.50 High Impact; 2.51–3.50 Moderate Impact; 1.51–2.50 Low Impact; 1.00–1.50 No Impact

Table 3 indicates that, in terms of learning assessment, non-IP teachers in IP schools and IP-serving schools have a significant impact on the academic achievement of learners. Teachers integrate cultural elements into the content of learning and assessment tools designed for IP learners. Additionally, they ensure that assessment tools are properly localized to enhance comprehension and effectively evaluate the competencies of IP learners.

Supporting these findings, Ortiz (2018) explored Indigenous children's responses to curriculum practices promoting the indigenization of education in Ireland. The study revealed that most learner-respondents exhibited positive attitudes toward indigenization practices, such as localized instruction, when their cultural identity was represented and incorporated into their education, and they felt a closer bond with it.

Similarly, Preston (2021) examined the assessment methods commonly used by Canadian teachers in educating IP learners. Using a qualitative research approach combined with documentary analysis, the study gathered data from Canadian public school teachers with direct experience teaching IP learners. The results indicated that standard linguistic learning assessment tools often posed disadvantages for IP learners due to language diversity and linguistic barriers. Moreover, it was found that language-specific assessment tools used by teachers were usually unsuitable for accurately assessing the learning needs of IP learners.



Table 4 shows the academic achievement of learners in Araling Panlipunan.

Table 4. *Learners' Academic Achievement*

Range	Qualitative Description	Frequency	Percent
90% and above	Outstanding	352	24.28
85-89%	Very Satisfactory	462	31.86
80-84%	Satisfactory	360	24.83
75-79%	Fairly Satisfactory	172	11.86
74% and below	Did not meet expectations	104	7.17
Total		1450	100

Table 4 reveals that the highest percentage of learners achieved a very satisfactory rating, with 31.86% obtaining an average score between 85 and 89. Additionally, 24.83% of the respondents were classified as satisfactory in their academic performance. Notably, 24.28% of the learners attained an outstanding rating, with grades of 90% and above. However, 7.17% of the respondents did not meet expectations, scoring 74% or below. This underperformance may be attributed to a lack of motivation and interest in attending school.

These findings align with the study of Alcaya (2016), which examined the relationship between the socio-demographic profile and academic performance of IP learners in Sarangani. The study found that many IP learners in the Glan South District had academic grades ranging from 75% to 79%, representing 52.9% of the respondents. Moreover, 25.83% scored 74% or below, indicating poor academic performance. This low performance contributed to poor study habits, a tendency to evade academic responsibilities, and a preference for leisure activities over studies.

The results are also consistent with Gabriel's (2021) findings, which explored the beliefs and perceptions of the Dumagats regarding their right to education. Respondents were drawn from Indigenous communities in Quezon and Aurora provinces, and the study employed a simple binary quantitative tool. The findings indicated that poverty was perceived as the primary barrier preventing IP learners from accessing quality education. Additionally, the study revealed that English remains the predominant medium of instruction in the IP curriculum across selected school locations.

Table 5 shows the significant relationship between the services of non-IP teachers and the academic achievement of the learners in Araling Panlipunan.

Table 5. *Significant Relationship between the Services of Non-IP Teachers and the Academic Achievement of the Learners in Araling Panlipunan*

Indicator	r-value	p	Interpretation
1. Instructional Delivery	.001	.758	Significant
2. Learning Resources	.188	.161	Not Significant
3. Learning Assessment	-0.05	.930	Significant
4. Academic Achievement	.008	.800	Significant

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed)

Table 5 illustrates that among the services provided by non-IP teachers, instructional delivery exhibits a strong positive correlation with learners' academic achievement. This correlation indicates that as one variable increases, the other follows a similar upward trend. This finding suggests that enhancing instructional delivery leads to improved academic performance among learners.

Additionally, the data show a mild positive correlation between academic achievement and learning resources, implying that the availability and quality of learning resources contribute to learners' success. However, academic achievement and learning assessment show a moderate negative correlation. This result suggests that excessive assessments across subjects may negatively impact learners' performance due to improper time management and other influencing factors. Moreover, a strong relationship exists between instructional delivery and learning resources, emphasizing that teaching and learning improve when teachers effectively utilize localized materials and other resource-enhancing strategies. Given these findings, the null hypothesis, which states that there is no significant relationship between the services of non-IP teachers and the academic performance of learners in Araling Panlipunan (AP), was rejected.

These findings align with Wilder (2016), who emphasized that indigenous knowledge represents one of the oldest scientific traditions worldwide. The Indigenous Knowledge System (IKS) is an integral part of education, particularly in science, the environment, and social studies. In Mexico, scientists integrate indigenous knowledge into scientific innovation programs and development projects, recognizing its value in supporting scientific advancements and education systems.

Furthermore, Ramos (2020) explored pedagogical and instructional practices teachers adopt to accommodate the learning style preferences of IP learners. The study employed a descriptive research design and collected data from teachers and 50 IP learners from Kalinga Elementary School. Findings revealed that most teacher respondents implemented strategies to enhance the comprehension and engagement of IP learners. These strategies included keyword listing to facilitate better retention of lessons and strategic word games to improve vocabulary and language proficiency. Additionally, teachers integrated varied learning styles, such as verbal and logical learning, into instructional material development to reinforce learning among IP learners.

## Conclusions

Based on the findings, the following conclusions were drawn:

High-quality teacher training significantly influences learner learning outcomes. The Indigenous People's Education (IPED) program upholds fundamental principles that promote responsibility for Indigenous ancestral domains, cultural preservation, and the development of basic literacy skills. Indigenizing the curriculum offers a crucial advantage by making instruction more responsive to the learning needs of IP learners. Culturally appropriate instructional methods and learning environments play a vital role in enhancing the academic performance of IP learners. The services provided by non-IP teachers have a significant impact on the academic achievement of learners in Araling Panlipunan (AP).

Considering the findings and conclusions, the following recommendations are proposed: In collaboration with local stakeholders, the Schools Division Office of Malaybalay City can continue to enhance support for learners by providing adequate training, webinars, seminars, and workshops for teachers, thereby addressing their professional development needs in the evolving educational landscape. Instructional planning support could be further strengthened by actively involving teachers and learners in curriculum planning and development, ensuring that the curriculum is effectively delivered. Ongoing guidance and support may be extended to learners to cater to their diverse learning styles and individual academic needs, helping them adjust to face-to-face learning. In-service training programs on strategies for improving learners' academic achievement could be initiated, equipping teachers with innovative methods to enhance classroom instruction. Activities focusing on developing instructional delivery, learning resources, and learning assessment may be prioritized to enhance the teaching-learning process.

## References

- Adolfo, Z. L. (2017). The Effects of Support Services Extended by Foreign Organizations and Foundations to the Implementation of Indigenous People's Education in Luzon Schools. Thesis. Batan Community College, Aklan.
- Alcaya, R. (2016). Socio-Demographic Profile of the IP Students about their Academic Performance in Secondary Integrated Schools in North District of Glan, Division of Sarangani. Retrieved on August 8, 2021, from [academia.edu/333095449/socio-demographic-profile-of-the-ip-students-in-relation-to-their-academic-performance](https://academia.edu/333095449/socio-demographic-profile-of-the-ip-students-in-relation-to-their-academic-performance).
- Alves, R. B. (2017). Potentialities and Hurdles in the Indigenization of Curriculum for Tribal Group Learners in Indonesia. Thesis. Gadjah Mada University. Indonesia.
- Cabardo, J. R. (2020). Travails of Teachers Handling Indigenous People (IP) Learners in the Hinterlands: A Hermeneutic Phenomenological Inquiry. Retrieved on October 8, 2022, from [papers.ssrn.com/sol3/papers.cfm?abstract-id=3548648](https://papers.ssrn.com/sol3/papers.cfm?abstract-id=3548648)
- Ceng, L. N. (2016). Indigenous Learners' Attitude and Engagement in Beginning Reading Instruction in Mainstream Schools: Implications to Inclusive Education. Thesis. Aarhus University. Denmark
- Consentino, G. (2016). Indigenous Peoples have a Right to Quality Education.
- Cucio, M. R. R. (2017). Inclusive Education for Ethnic Minorities in the Developing World: The Case of Alternative Learning System for Indigenous People. Retrieved on November 8, 2021, from <https://www.ecsdev.org>ejd>download.pdf>
- Dichoso, A. H. (2017). Contextualized Reading Worksheets for Indigenous Children in Aklan and Learners' Phonemic Awareness Skills. Thesis. Balete Community College. Aklan.
- Gabriel, A. G. (2021). Indigenous Peoples and the Right to Education: The Dumagat Experiences in the Provinces of Nueva Ecija and Aurora in the Philippines. Retrieved on November 8, 2021, from [journals.sagepub.com/doi/full/10.1177/20582440211009491](https://journals.sagepub.com/doi/full/10.1177/20582440211009491)
- Garces, A. P. (2016). The Extent of Basic Services and Assistive Programs for Indigenous People of Agusan del Sur: A Challenges and Opportunities among Multisectoral School Partners in Supporting IPED. Thesis. Agusan del Sur College.
- Gorecho, D. (2017). DepED Sustains Support for Culture-Based Education for IP Learners. Retrieved on November 8, 2021, from [businessmirror.com.ph/2017/02/05/deped-sustains-support-for-culture-based-education-for-ip-learners](https://businessmirror.com.ph/2017/02/05/deped-sustains-support-for-culture-based-education-for-ip-learners)
- Guiab, M. C. (2016). Learning Strategies of Indigenous People Students in Philippine Normal University. Thesis. Philippine Normal University.
- Habkrirk, E. J. (2021). Teacher/Indigenous Partnerships: Building Engagement And Trust for History and Social Science. Thesis. University of British Columbia. Retrieved on October 8, 2022 from [thekeep.eiu.edu/cgi/viewcontent.cgi?article?=1176&context-the-councilor-fei-redir-18refer](https://thekeep.eiu.edu/cgi/viewcontent.cgi?article?=1176&context-the-councilor-fei-redir-18refer)
- Mondal, L. C. (2018). School-Based Practices that Support the Indigenization of Education for Ethnic Group Learners in Iran. Thesis. University of Tehran. Iran.
- Muchena, O. N. (2015). Implications of Indigenous Knowledge Systems on Agricultural Education in Zimbabwe. Thesis. Iowa State University. Ames, Iowa.

- Ortiz, G. A. (2018). Indigenous Children's Performance During Exposure to the Curriculum Practices of Schools that Promote Indigenization of Curriculum. Thesis. University of College Dublin. Ireland.
- Oxtero, I. A. (2022). Problems Encountered in the Implementation of the Indigenous People's Education Program in Agusan del Sur: Basis for Proposed Intervention Program. Thesis. Surigao State College of Technology. City Campus. Retrieved on October 9, 2022, from [myjms.mohe.gov.my/index.php/ajrex/article/views/18424](http://myjms.mohe.gov.my/index.php/ajrex/article/views/18424)
- Patel, H. L. (2018). Teachers' Competence in Indigenizing Pedagogies for Ethnic Group Learners in Ireland. Thesis. Cork University. Ireland
- Paterno, M. Kaye T. (2017). Development and Evaluation of Ethnolinguistic Learning Modules and Its Implications to the Vocabulary and Reading Skills of Indigenous Children in Baguio. Thesis. Baguio Central University
- Patiu, Liberty. (2018). Access to Education: Right or Privilege? The Case of the Indigenous People in the Aeta Community in Capas, Tarlac. Retrieved on August 4, 2021, from [researchgate.net/publication/32898060-access-to-education-right-or-privilege](https://researchgate.net/publication/32898060-access-to-education-right-or-privilege)
- Pawilen, Greg Tabios. (2016). Integration of Indigenous Knowledge in the Science Curriculum in the Elementary Schools in the Philippines". Thesis. University of the Philippines. Diliman, College of Education
- Preston, J. P. (2021). Analyzing Assessment Practices for Indigenous Students.
- Ramos, C. Ralph M. (2020). Learning Style Preferences of Indigenous Learners of Kalinga Elementary School. Thesis. Nueva Ecija University of Science and Technology. Gabaldon, Nueva Ecija. Retrieved on October 9, 2022, from [jetir.org/papers/JETIR/2009112.pdf](http://jetir.org/papers/JETIR/2009112.pdf)
- Reyes, A. S. (2018). Bullying Experienced among the Indigenous People Students of PNU-North Luzon: A Basis for Formulating School Policy. Retrieved on August 4, 2021, from [journals.mindamas.com/index.php/susurgalur/article/view](http://journals.mindamas.com/index.php/susurgalur/article/view)
- Sanyo, A. G. (2016). Localized Reading Materials for Indigenous Learners in Grade 3 and Its Implications to their Reading Competence and Engagement. Thesis. Abra Valley Colleges. Bangued Abra.
- Settee, P. D. (2015). Indigenous Knowledge Systems: Our Time Has Come. Dissertation. University of Saskatchewan. Saskatoon.
- Siseho, Simasiku C. (2015). The Effect of an Argumentation Instructional Model on Pre-Service Teachers' Ability to Integrate Indigenous Knowledge in Science Curriculum. Dissertation. University of Western Cape.
- Teye, B. (2020). Stakeholders' Role in Promoting Inclusion for Multicultural Learners Towards a Model for Online Education. Retrieved on January 12, 2022, from [research.library.mun.ca/14172/1/thesis.pdf](http://research.library.mun.ca/14172/1/thesis.pdf)
- Trinidad, A. R. T. (2016). Learning to be Indigenous: Education and Social Change among the Manobo People in the Philippines". Thesis. University of Manchester. UK
- Valdez, H. U. (2017). Enhancing the Education of the Dumagats: Developing a Specialized Curriculum. Bulacan. Thesis. Bulacan State College.
- Villaluna, Jennilyn C. (2017). The Academic and Socially Oriented Impacts of the Implementation of Brigada Eskwela Program in the Elementary Schools of Nueva Vizcaya. Thesis. Aldersgate College, Nueva Vizcaya.
- Villaplaza, L. B. (2021). Level of Implementation of Indigenous Peoples Education Program in Agusan del Sur, Philippines. Retrieved on January 12, 2022, from [apiar.org.au/wp-content/uploads/2021/031/3-APJECT-V711-pp20-33.pdf](http://apiar.org.au/wp-content/uploads/2021/031/3-APJECT-V711-pp20-33.pdf)
- Wa-Mbaleka, L. I. (2016). Quality Education for Native Filipinos: A Phenomenological Case Study of Indigenous Learners. Retrieved on October 1, 2020, from [www.ipedscholars.com/wa-mbaleka.thesis](http://www.ipedscholars.com/wa-mbaleka.thesis)
- Yano, B. (2016). Actualizing the Inclusion of Indigenous People's Rights in Education: A Policy Initiative in the Philippines. Retrieved on November 3, 2021 from [hurights.or.jp/archives/asia-pacific/section/1/9%20indigenous%20peoplesrights%.pdf](http://hurights.or.jp/archives/asia-pacific/section/1/9%20indigenous%20peoplesrights%.pdf)
- Zinyeka, Gracious R. (2015). The Epistemological Basis of Indigenous Knowledge Systems in Science Education. Thesis. University of Pretoria.

## Affiliations and Corresponding Information

**Chona Rose A. Dumapias**

Caburacanan Elementary School

Department of Education – Philippines

**Susan S. Olana, PhD**

Valencia Colleges (Bukidon), Inc. – Philippines