Exploring Secondary School Students' Perceptions of Indigenizing Mathematics Pedagogies: A Path to Inclusive Mathematics Education in Southern Province, Zambia.

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ABSTRACT

The study investigated secondary school students' perspectives on incorporating indigenous elements into math teaching in Zambia's Southern Province. Conducted in Kalomo District, the research involved 343 participants. It utilized a Mixed Methods Sequential Explanatory Design, combining critical realism and pragmatism. The sample included 326 individuals for quantitative analysis (math teachers and Grade 12 pupils) and 17 for qualitative insights (community members, District Education Board representatives, and school administrators).

Results indicated that teachers believed integrating indigenous knowledge in math education would heighten students' interest and involvement. They saw openness in students towards incorporating cultural elements, especially when using native languages and examples. Additionally, teachers had confidence in students' capacity to use local instances in math teaching, suggesting potential benefits for understanding and retention of concepts. This positive stance implied that indigenous integration could enhance learning outcomes.

The study revealed that the students were generally receptive to indigenizing pedagogies and practices in the teaching of mathematics education. The study found that students responded positively to this approach, as it allowed them to see the connections between mathematics and their own cultural backgrounds. The study revealed that incorporating cultural perspectives and indigenous knowledge can enhance students' understanding, engagement, and problem-solving skills in mathematics.

Keywords: Cross-Cultural Mathematics Education, Decolonizing Mathematics Education, Indigenization, Attitudes, mathematics pedagogies, Cultural Sensitivity in Mathematics Instruction

INTRODUCTION

Indigenizing mathematics pedagogies is an important approach to promoting inclusive mathematics education, particularly in regions like Southern Province, Zambia. By incorporating local cultural knowledge, practices, and perspectives into mathematics teaching and learning, educators can create a more meaningful and relevant educational experience for students. This approach recognizes the value of indigenous knowledge systems and aims to bridge the gap between Western mathematics education and the lived experiences of students in Zambia.

One key research question that guides this study is: How do secondary school students in Southern Province, Zambia perceive indigenized mathematics pedagogies? By exploring students' perceptions,

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researchers can gain insights into the effectiveness and impact of indigenizing mathematics pedagogies in the local context. This understanding can inform the development of more culturally responsive and inclusive mathematics education practices.

The concept of indigenizing mathematics pedagogies may be unfamiliar to some readers. It refers to the process of incorporating indigenous knowledge, cultural practices, and local contexts into mathematics teaching and learning (Owuor, 2008). This approach recognizes the importance of cultural diversity and aims to create a more inclusive and relevant educational experience for students.

Previous research has highlighted the significance of motivation in students' academic achievement, particularly in the field of mathematics (Tella, 2007). Gender differences have also been observed in the impact of motivation on academic achievement. These findings suggest that understanding students' motivation and its relationship to their perceptions of indigenized mathematics pedagogies can provide valuable insights into their academic outcomes.

The existing literature on culturally responsive schooling for indigenous youth emphasizes the need for systemic and lasting changes in educational institutions (Castagno & Brayboy, 2008). While there has been a growing recognition of the importance of integrating indigenous perspectives into education, there is still a lack of adequate support and mentoring opportunities for indigenous students (Ansloos et al., 2019). This highlights the need for further research on the implementation and effectiveness of indigenizing mathematics pedagogies in Zambia.

This study aims to address the gap in the existing literature by exploring secondary school students' perceptions of indigenizing mathematics pedagogies in Southern Province, Zambia. While previous studies have examined the impact of motivation on academic achievement, there is limited research specifically focusing on the perceptions of students regarding indigenized mathematics pedagogies. By using a mixed-methods approach, this study gathered both quantitative and qualitative data to provide a comprehensive understanding of students' perceptions and experiences.

This research aims to investigate the perceptions of secondary school students in Southern Province, Zambia regarding indigenizing mathematics pedagogies. By examining students' perspectives through a mixed-methods approach, this study sought to contribute to the existing literature on inclusive mathematics education and provide insights for the development of culturally responsive teaching practices in Zambia.

Statement of the Problem

In the pursuit of equitable and inclusive mathematics education in Southern Province, Zambia, a fundamental challenge arises concerning the integration of indigenous cultural perspectives into mathematics pedagogies and practices. Despite the recognition of the importance of culturally relevant education, there exists a gap in understanding how secondary school students perceive and respond to the indigenization of mathematics education. Consequently, there is a pressing need to investigate the attitudes and perceptions of these students regarding the incorporation of indigenous knowledge and practices in mathematics instruction, as this represents a critical step toward fostering inclusive mathematics education in the region.

Research has shown that when students see their own cultural backgrounds and experiences reflected in their learning materials and pedagogical approaches, it can positively impact their learning outcomes (Mazana, et. al., 2018). However, there is limited research specifically focusing on the perceptions of students regarding the incorporation of indigenous knowledge and practices in mathematics instruction This research gap highlights the need to explore the attitudes of secondary school students in Southern Province,

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Zambia, in order to gain insights into the effectiveness and impact of indigenizing mathematics pedagogies in promoting inclusive mathematics education.

Understanding students' perceptions is crucial for developing culturally responsive teaching practices, (Montague. Et. al., 2011). investigating the attitudes of students, researchers can gain insights into how indigenized mathematics pedagogies are received and experienced by students in the local context. This knowledge can inform the development of instructional strategies that are more culturally relevant and engaging for students, ultimately leading to improved learning outcomes, (Sintema, and Jita, 2022).

Furthermore, investigating the attitudes of students regarding the incorporation of indigenous knowledge and practices in mathematics instruction can contribute to the existing literature on inclusive mathematics education. This research can provide valuable insights into the implementation and effectiveness of indigenizing mathematics pedagogies in Zambia, addressing the gap in understanding how students perceive and respond to these pedagogical approaches, (Mukuka, et. al., 2022). By using a mixed-methods approach, this study aims to gather both quantitative and qualitative data to provide a comprehensive understanding of students' perceptions and experiences.

The gap in the existing literature lies in the limited understanding of how secondary school students perceive and respond to the indigenization of mathematics education in Southern Province, Zambia. This study aimed to address this gap by investigating the attitudes of students regarding the incorporation of indigenous knowledge and practices in mathematics instruction. The findings of this research can contribute to the development of culturally responsive teaching practices and promote inclusive mathematics education in the region.

Research Objective

This research aimed to:

1. investigate the perceptions of secondary school students in Southern Province, Zambia regarding the incorporation of indigenous knowledge and practices in mathematics instruction.

Research Question

1. What are the perceptions of secondary school students in Southern Province, Zambia regarding the incorporation of indigenous knowledge and practices in mathematics instruction.?

Hypothesis

(H_0): There is no significant difference between the mean scores of students and teachers regarding the belief in the potential benefits of indigenizing mathematics instruction.

(H_a): There is a significant difference between the mean scores of students and teachers regarding the belief in the potential benefits of indigenizing mathematics instruction.

LITERATURE REVIEW

The literature review for this explored into a comprehensive exploration of key variables and concepts central to the research endeavor. In this overview, we provide a synopsis of the critical domains that have been addressed within this chapter. A substantial portion of the review is devoted to elucidating the concept of indigenizing mathematics pedagogies**.** The review proceeds to define and contextualize inclusive mathematics education, emphasizing its role in promoting equitable access to quality education.

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The next section examined the role of student perceptions in the context of mathematics education. It explored into the ways in which students' attitudes, beliefs, and experiences can significantly influence their engagement and performance in mathematics. An integral part of the literature review revolves around the exploration of cultural factors and indigenous knowledge systems. It investigates how these elements intersect with mathematics education, providing insights into how cultural perspectives can either enhance or hinder students' mathematical understanding.

The review explored the pivotal role of educators in the implementation of indigenized mathematics pedagogies. It scrutinizes the importance of teacher training, development, and their capacity to facilitate culturally responsive mathematics instruction. The other section examined how assessment practices can be harmonized with indigenized mathematics pedagogies, recognizing the significance of aligning evaluation methods with the unique characteristics of these pedagogical approaches.

Throughout the review, we identify research gaps and limitations within the existing body of literature, elucidating areas where further investigation is needed. We also acknowledged and discuss challenges and constraints that researchers have encountered when venturing into similar domains.

Indigenizing Mathematics Pedagogies

Indigenizing mathematics pedagogies refers to the process of incorporating Indigenous ways of knowing, teaching, and learning into mathematics education. Indigenizing mathematics pedagogies involves incorporating indigenous knowledge, cultural practices, and games into the teaching and learning of mathematics. This approach aims to bridge the gap between students' home and school cultures, promote cultural competency, and enhance students' mathematical communication ability and self-efficacy. It recognizes and values the mathematical knowledge and practices that exist within Indigenous cultures and communities, and seeks to create a more inclusive and culturally responsive approach to teaching mathematics.

Meaney and Evans (2012) argued that the historical and theoretical foundations of indigenizing mathematics pedagogies can be traced back to the recognition of the importance of culturally relevant education for Indigenous students. Indigenous knowledge and ways of knowing have often been marginalized or excluded from mainstream education systems, including mathematics education. This has resulted in a disconnection between Indigenous students and the mathematics curriculum, leading to lower engagement and achievement in the subject

One approach to indigenizing mathematics education is the development of both-ways education programs, which recognize and integrate both Western and Indigenous ways of knowing. These programs aim to create a balance between the two knowledge systems, allowing students to learn mathematics in a way that is meaningful and relevant to their cultural context (Jorgensen et al., 2010). Another approach is the use of culturally-based mathematics instructional modules, which incorporate Indigenous culture, language, and traditions into the teaching and learning of mathematics. These modules can help to motivate students and create a more culturally responsive learning environment (Yao, 2016).

Meaney et al. (2021) argued that in order to successfully indigenize mathematics pedagogies, it is important for educators to challenge their own assumptions and beliefs about mathematics education for Indigenous students. This includes recognizing and addressing the cultural biases and deficit perspectives that may exist within the curriculum and instructional practices. It also involves building relationships and partnerships with Indigenous communities, and involving them in the development and implementation of mathematics education initiatives (Sarra and Ewing, 2014).

Another study discusses the knowledge of indigenous games among mathematics teachers and suggests that

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incorporating these games into teaching mathematics can be an effective method (Tangkur et al., 2022). By harmonizing indigenous community knowledge with contemporary ideas in formal education, teachers can create a more engaging and culturally relevant learning environment.

Culturally responsive teaching is another important aspect of indigenizing mathematics pedagogies. It fosters a positive mathematics identity, supports mathematics literacy, and promotes cultural competency in the mathematics classroom (Young et al., 2019). Teachers need to model and discuss the potential positive learning outcomes associated with culturally responsive mathematics instruction.

Indigenous teachers' experiences of implementing culture-based mathematics activities have also been studied (Nutti, 2013). Ethno-mathematical research enables the reconstruction of Indigenous mathematical knowledge and has implications for teaching. However, there are also critiques of the ethno-mathematical research field that need to be considered.

Indigenizing mathematics pedagogies is a complex and ongoing process that requires a deep understanding of Indigenous cultures, knowledge systems, and educational needs. It involves incorporating Indigenous ways of knowing into the mathematics curriculum, creating culturally responsive instructional practices, and fostering a sense of cultural identity and pride among Indigenous students. By doing so, we can create a more inclusive and equitable mathematics education system that values and respects the diverse knowledge and experiences of all students.

Inclusive Mathematics Education

Roos (2018) argued that inclusive mathematics education refers to an approach in which all students, regardless of their abilities or backgrounds, are provided with equitable opportunities to learn and succeed in mathematics. It recognizes and values the diversity of students and aims to create an inclusive learning environment that meets the needs of all learners. Inclusive mathematics education is important because it promotes social justice, equal access to education, and positive learning outcomes for all students.

The principles and practices of inclusive mathematics education involve creating a supportive and inclusive classroom environment, using differentiated instruction to meet the diverse needs of students, and promoting active and collaborative learning (Faragher and Clarke, 2019). Teachers play a crucial role in implementing inclusive practices by providing appropriate instructional strategies, materials, and assessments that accommodate different learning styles and abilities (Burton and Pace, 2009). Inclusive mathematics education also emphasizes the importance of fostering positive attitudes towards mathematics and promoting a growth mindset among students.

Previous research has shown that inclusive mathematics education can have a positive impact on student learning outcomes and attitudes. For example, a study conducted with visually impaired students found that while their social needs were adequately met through inclusive education, their academic needs were not fully addressed due to negative attitudes of mathematics teachers towards inclusive education (Bayram et al., 2015). Another study found that pre-service teachers who received training in inclusive mathematics education showed a positive trend in their attitudes towards teaching mathematics in inclusive classrooms (Burton & Pace, 2009). Additionally, research has shown that instructional leadership practices by school principals can positively influence the learning outcomes of students in mathematics (Kazi, 2021).

Inclusive mathematics education is a crucial approach that aims to provide equitable opportunities for all students to learn and succeed in mathematics. It involves creating an inclusive learning environment, using differentiated instruction, and promoting positive attitudes towards mathematics. Previous research has

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demonstrated the importance of inclusive mathematics education in improving student learning outcomes and attitudes. However, there is still a need for further research and larger sample sizes to fully understand the impact of inclusive mathematics education on student achievement and attitudes.

Perceptions of Secondary School Students

Student perceptions play a crucial role in mathematics education and can significantly influence their learning experiences in the subject. Math anxiety is a common issue among students at all levels of education and is often associated with poor achievement in mathematics. Understanding the causes of math anxiety and implementing strategies to overcome it can help improve students' perceptions and attitudes towards mathematics.

Meece et al. (2010) found that math anxiety was directly related to students' math ability perceptions, performance expectancies, and value perceptions. This suggests that students' beliefs about their own abilities and the value they place on mathematics can contribute to their experience of math anxiety, which in turn can impact their course enrollment intentions and performance in mathematics.

Parents' attitudes towards mathematics also have a significant impact on students' attitudes towards the subject. By fostering favorable attitudes among parents, schools can create a positive learning environment for students. Attitudes, emotions, and beliefs are important components of the affective domain in mathematics education. Mohr-Schroeder et al. (2017) highlighted the influence of parents' attitudes on students' attitudes toward mathematics. By fostering favorable attitudes toward mathematics among parents, schools can create a positive environment for students' learning experiences in mathematics.

In addition to math anxiety and parental attitudes, students' own perceptions, beliefs, and attitudes towards mathematics can greatly influence their learning experiences. Negative perceptions and myths about mathematics are widespread among students, leading to fear and a sense of powerlessness in the subject. On the other hand, positive attitudes and beliefs, such as self-efficacy, can enhance students' achievement in mathematics. Teachers can play a crucial role in strengthening students' mathematics self-efficacy and improving their attitudes towards the subject.

The relationship between students' attitudes towards mathematics and their achievement in the subject has been extensively studied. Research has shown that students with positive attitudes towards mathematics tend to perform better academically. However, attitudes towards mathematics can change over time, with girls showing a decline in attitudes as they progress through school. Ramirez et al. (2018) found that higher teacher math anxiety was related to a reduction in process-oriented teaching practices, which in turn predicted students' perception of teacher mindset. This suggests that teachers' own attitudes and beliefs about math can shape students' experiences and outcomes in the subject.

Furthermore, teachers' attitudes and beliefs about mathematics can also impact students' achievement and perceptions of the subject. Teachers with math anxiety may inadvertently transmit their negative beliefs to students, affecting their math achievement. Teachers' use of specific teaching strategies can also shape students' perceptions of what their teacher believes about math.

Student perceptions, including their attitudes and beliefs, have a significant influence on their learning experiences in mathematics. It is important for educators and parents to foster positive attitudes and provide support to students to enhance their engagement and achievement in mathematics.

Cultural and Indigenous Knowledge

Meaney and Evans (2012) argued that indigenous knowledge is a concept that holds significant relevance to

mathematics education. Mathematics educators have a responsibility to consider the needs and perspectives of Indigenous students and to avoid contributing to the loss of Indigenous knowledge. Incorporating Indigenous knowledge and cultural factors into mathematics education can enhance students' engagement with the subject.

Cultural factors can have a profound impact on students' engagement with mathematics. Pourdavood and Song (2021) argued that understanding students' social and cultural backgrounds, technological access and equity, social and emotional development, and parental involvement are all important considerations in mathematics education. The inclusion of indigenous games and artifacts in mathematics teaching can help contextualize the subject and connect it to the social domain of the child. By challenging and reversing colonial ideologies, Indigenous education can be supported, and Indigenous cultural and linguistic representations of knowledge can be foregrounded in the classroom.

Motivation and engagement in learning mathematics are influenced by cultural and societal factors. Teachers' teaching behavior, parents' expectations, and examinations within a specific cultural context can all impact students' motivation and engagement (Zhang et al., 2023). Cultural immersion experiences can also have a significant impact on educators' perspectives regarding the nature of mathematical knowledge. Immersion in Indigenous cultures can provide educators with the necessary tools to maintain relevance in diverse classrooms (Maxwell & Chahine, 2013).

Integrating Indigenous knowledge and culturally based activities in mathematics classrooms can make learning more meaningful and relevant for students. Understanding Indigenous knowledge and using culturally based activities can scaffold mathematics lessons and promote the understanding of mathematical concepts (Naidoo, 2021). Indigenous conceptions of mathematics, such as the use of signs/symbols, artifacts, instruments, tools, and technologies, can be incorporated into teaching and learning at various levels (Ali, 2021).

Indigenous knowledge is highly relevant to mathematics education. Cultural factors play a significant role in students' engagement with mathematics, and incorporating Indigenous knowledge and cultural perspectives can enhance the learning experience. By considering Indigenous perspectives, challenging colonial ideologies, and integrating culturally based activities, mathematics educators can create a more inclusive and meaningful learning environment for all students.

Student Engagement and Motivation

Student engagement and motivation in mathematics are influenced by various factors. One factor is the presence of mathematical errors and misconceptions exhibited by students. Tariq (2008) highlights the importance of addressing these errors and misconceptions to enhance student engagement.

Teacher performance also plays a significant role in building student interest and motivation in mathematics. Tambunan et al. (2021) found that teacher performance has a significant impact on student interest and motivation in mathematics achievement. Similarly, Tambunan (2018) emphasizes the dominant role of teachers as motivators in enhancing student interest and motivation in mathematics.

Intrinsic motivation is another important factor in student engagement and motivation in mathematics. Zhang et al. (2023) conducted a longitudinal study and found a reciprocal relationship between students' intrinsic motivation and cognitive engagement in learning mathematics. This suggests that fostering students' intrinsic motivation can lead to increased engagement in mathematics learning.

The perceptions and attitudes of students towards mathematics also influence their motivation and engagement. Xia et al. (2022) found that students' perceptions of mathematics in primary schools can

influence their motivation and engagement in mathematics academic activities. Similarly, Mujtaba et al. (2014) highlight the importance of emotional responses to mathematics lessons and mathematics self-concept in shaping students' motivation and engagement.

Inquiry-based learning (IBL) can also enhance student motivation and engagement in mathematics. Fielding-Wells et al. (2017) found that certain aspects of IBL, such as providing real-world contexts and promoting student autonomy, can positively impact student motivation and engagement in mathematics.

Student engagement and motivation in mathematics are influenced by various factors. These include addressing mathematical errors and misconceptions, incorporating technology in the classroom, teacher performance, fostering intrinsic motivation, shaping students' perceptions and attitudes towards mathematics, and implementing inquiry-based learning approaches. By considering these factors, educators can enhance student motivation and interest in mathematics.

Research Gaps and Challenges:

The existing literature on exploring secondary school students' perceptions of indigenizing mathematics pedagogies and inclusive mathematics education has identified several gaps and challenges. One gap in the literature is the lack of attention given to the wider social and political context of mathematics teaching and learning (Stinson, 2006). The research suggests that developing a broader perspective in this area requires a "social turn" in mathematics education research, which involves considering the social and political factors that influence mathematics education. This gap highlights the need for researchers to explore the social and political dimensions of indigenizing mathematics pedagogies and inclusive mathematics education.

Another gap in the literature is the limited understanding of how to effectively implement inclusive mathematics education practices (Roos, 2018). Inclusion in mathematics education is often seen as an ideology or a way of teaching, but there is a need for more research on how to actually implement inclusive practices in the classroom. This gap suggests that researchers should focus on developing practical strategies and approaches for implementing indigenizing mathematics pedagogies and inclusive mathematics education.

Additionally, there is a gap in the literature regarding the indigenous conceptions of mathematics education and their integration into teaching and learning (Ali, 2021). The existing research highlights the importance of bridging the gaps between home and school mathematics knowledge, instruction, relationships, and achievements. This suggests that further research is needed to explore how indigenous conceptions of mathematics can be incorporated into indigenizing mathematics pedagogies and inclusive mathematics education.

Furthermore, there is a need for research that examines the role of conversational prompts in discussions about mathematics education for Indigenous students (Meaney et al., 2021). Conversational prompts can assist non-Indigenous mathematics educators in challenging assumptions and promoting social justice issues related to mathematics education for Indigenous students. This gap suggests that researchers should explore the use of conversational prompts as a means of promoting inclusivity and addressing the needs of Indigenous students in mathematics education.

Lastly, the literature highlights the need to shift away from deficit-based views of difference in mathematics education (Healy and Santos, 2014). Teachers need to become active participants in researching and interpreting their students' learning, and should reflect on their beliefs about the mathematics that different students do and how they do it. This gap suggests that researchers should focus on promoting a more equitable and inclusive mathematics classroom by challenging deficit-based views and embracing diversity in mathematics education.

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In conclusion, the existing literature on exploring secondary school students' perceptions of indigenizing mathematics pedagogies and inclusive mathematics education identifies gaps in understanding the wider social and political context, effective implementation of inclusive practices, integration of indigenous conceptions, use of conversational prompts, and the need to shift away from deficit-based views. Addressing these gaps will contribute to a more comprehensive understanding of indigenizing mathematics pedagogies and inclusive mathematics education.

METHODOLOGY

Research Design

The research design used in this study was a descriptive research approach. Creswell (2014) argued that descriptive research is a type of research design that aims to describe and explain the characteristics of a particular phenomenon or group of individuals. It involves collecting data through observation, surveys, or interviews, and analyzing the data to identify patterns, trends, and relationships.

Neuman (2013) contends that descriptive research is often used when the researcher wants to gain a better understanding of a specific topic or population. It is particularly useful in situations where the researcher wants to describe the current state of affairs or explore the prevalence of certain behaviors or attitudes.

The descriptive research approach used in this study has several strengths. Firstly, it allows the researchers to collect data from a large number of participants, which increases the generalizability of the findings. Secondly, it provided a detailed and comprehensive description of the phenomenon, which can be useful for future research or policy-making, (Yin. 2014).

In this study, the objective was to investigate the attitudes of secondary school students in Southern Province, Zambia regarding the incorporation of indigenous knowledge and practices in mathematics instruction. The descriptive research approach was chosen because it allowed the study to collect data that would provide a comprehensive description of the phenomenon under investigation.

Study population:

The study used purposive sampling to select the participants/respondents. Purposive sampling is a non-probability sampling method that involves selecting individuals who possess specific characteristics or have particular knowledge or experiences that are relevant to the research topic (Creswell, 2014).

The selection of participants in this study was based on specific criteria and considerations. The participants were selected based on their roles and perspectives related to indigenous mathematics education. Mathematics teachers and Grade 12 students were included to capture the perspectives of those directly involved in the implementation of indigenous pedagogies. Community members, representatives from the District Education Board Secretary's office, and school administrators were included to provide additional perspectives from the community, institutional, and administrative levels.

The quantitative sample size consisted of 326 individuals, including 55 mathematics teachers and 271 Grade 12 students. The inclusion of mathematics teachers was crucial as they play a significant role in the implementation of indigenous pedagogies in the classroom. Grade 12 students were chosen as they represent the target population for the study, as they are the ones directly experiencing the integration of indigenous pedagogies in their mathematics education.

For the qualitative sample, a total of 17 participants were selected. This sample included community

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS |Volume VII Issue X October 2023

members, representatives from the District Education Board Secretary's office, and school administrators. The inclusion of community members was important to gain insights into the community's perspective on the integration of indigenous pedagogies. Representatives from the District Education Board Secretary's office were included to provide an institutional perspective on the matter. School administrators were chosen to understand the viewpoint of those responsible for educational administration at the school level.

The participants' characteristics and roles were diverse to ensure a comprehensive coverage of perspectives related to indigenous mathematics education. This diversity allowed for a more holistic understanding of the topic and ensured that the findings of the study would be representative of the broader population.

Data collection

In this study, data collection methods were carefully designed and implemented, taking into consideration protocols in research and ethics. The research approach used in this study was a mixed-methods approach, combining quantitative and qualitative data collection methods to provide a comprehensive understanding of indigenous mathematics education.

For the quantitative data collection, structured questionnaire surveys were administered to mathematics teachers and Grade 12 pupils. These surveys were designed to gather information on participants' perceptions, experiences, and attitudes toward indigenous pedagogies. Closed-ended questions were used in the surveys to allow for quantification of the data. The surveys were administered following ethical protocols, ensuring informed consent from participants and maintaining confidentiality of their responses. The data collected through the surveys were analyzed using appropriate statistical techniques to generate quantitative findings.

In addition to the quantitative data, qualitative data were collected through in-depth interviews, focus group discussions, and classroom observations. In-depth interviews were conducted with community members, the District Education Board Secretary's representative, and school administrators. These interviews were semi-structured, allowing for open-ended discussions and exploration of participants' perspectives on indigenous pedagogies. Focus group discussions were also conducted with selected participants to facilitate group dynamics and elicit collective insights. These qualitative data collection methods followed ethical guidelines, ensuring voluntary participation, informed consent, and confidentiality of participants' identities.

Classroom observations were carried out to assess the practical implementation of indigenous pedagogies in mathematics classes. These observations involved the researcher observing the teaching methods, student engagement, and participation in the classroom. Ethical considerations were taken into account during the observations, ensuring that the presence of the researcher did not disrupt the normal classroom environment and that the privacy of students was respected.

Furthermore, relevant documents such as curriculum materials, policy documents, and educational resources were analyzed to provide contextual information and support the interpretation of findings. Ethical considerations were followed in accessing and analyzing these documents, ensuring that copyright and intellectual property rights were respected.

To quantify the qualitative data, a process of thematic analysis was conducted. This involved identifying recurring themes, patterns, and categories in the qualitative data collected from interviews, focus group discussions, and observations. These themes were then quantified by assigning numerical codes or categories to the qualitative data, allowing for statistical analysis and comparison with the quantitative findings. This approach of quantifying qualitative data is appropriate for the research design used in this study, as it allows for a comprehensive analysis and integration of both quantitative and qualitative data.

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS |Volume VII Issue X October 2023

Data Analysis

The data analysis procedure used in this study involved both quantitative and qualitative analysis methods to address the specific objectives of the study.

For the quantitative data analysis, measures such as mean, standard deviation, and frequency distributions were calculated to summarize and interpret the quantitative findings. These measures provided insights into the attitudes of secondary school students in Southern Province, Zambia regarding the incorporation of indigenous knowledge and practices in mathematics instruction. Additionally, various statistical tests such as the mean, and one sample t-tests were employed to analyze the quantitative data. These statistical tests allowed for the examination of relationships, differences, and associations within the data, providing further insights into the research questions.

On the other hand, the qualitative data analysis involved the use of thematic analysis. The study used reflexive thematic analysis. Braun & Clarke (2019) argues that reflexive thematic analysis is a type of thematic analysis that involves reflecting on the researcher's own role and biases in the analysis process. This approach emphasizes the importance of reflexivity in qualitative data analysis. Thematic analysis is a commonly used approach in qualitative data analysis that involves identifying patterns, themes, and categories within the data. This process allowed for a deeper understanding of the participants' perspectives and experiences regarding the integration of indigenous pedagogies in mathematics education. By identifying recurring themes, patterns, and narratives within the qualitative data, the researchers were able to gain insights into the attitudes and perceptions of the participants.

Credibility, reliability, and trustworthiness

The credibility, reliability, and trustworthiness of the study were carefully considered and addressed through various strategies and approaches.

To ensure credibility, the study employed multiple data sources and research methods, which contributed to triangulation of findings. This approach involved drawing from diverse perspectives and sources, leading to convergence and consistency in the findings. By utilizing different data sources and methods, the study enhanced the credibility of the research and increased the believability and authenticity of the data.

Trustworthiness was bolstered through transparency and reflexivity. Transparency was achieved by providing clear and thorough explanations of the research design, data collection methods, and analytical approaches. Reflexivity, as an integral component of trustworthiness, involved the researcher's recognition of personal biases, presumptions, and vantage points that could potentially influence the research process. The researcher engaged in ongoing self-reflection and critical self-awareness to ensure that biases did not unduly influence data collection and analysis, further enhancing the trustworthiness of the study.

The quantitative data instruments were validated by the use of statistical tools that test the internal reliability of the research instruments. The study used the Cronbach's Alpha to test the internal validity of the research instruments. The Cronbach's Alpha test was at .897. A higher Cronbach's alpha value suggests greater reliability. Other measures, such as inter-rater reliability were also used to assess the stability and consistency of the instrument's measurements

The validation of the instruments for the qualitative data was considered by engaging a panel of experts who evaluated the instrument's validity and provided feedback. The research instruments were piloted and the results of the pilot study were used to improve the research instruments. The study used member checking to validate the responses from the participants.

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS |Volume VII Issue X October 2023

Ethical considerations

Ethical considerations play a pivotal role in every stage of this research. Participants were provided with clear, written information about the study's purpose, procedures, potential risks, and benefits. They were requested to provide voluntary, informed consent before participating.

Participants' identities were protected through the use of pseudonyms, and all data were securely stored to ensure confidentiality. Given the cultural context of the research, cultural sensitivities and local protocols were observed during data collection and analysis to avoid any inadvertent harm or offense. The study aimed to benefit the local educational community by contributing to the improvement of mathematics education practices and promoting cultural inclusivity.

RESULTS AND DISCUSSIONS

This section explored the into the findings of the study which aimed to shed light on secondary school students' perceptions regarding the indigenization of mathematics pedagogies and practices in the context of Southern Province, Zambia. The primary objective of this study was to provide an in-depth analysis of the attitudes and perspectives of secondary school students towards the potential ways of indigenizing mathematics education as a means to foster inclusivity in the subject.

The perceptions of secondary school students in Zambia towards indigenization of mathematics pedagogies and practices

The study aimed to investigate the perceptions of students towards incorporating indigenous perspectives in mathematics pedagogies. The data presented in the table provides descriptive statistics for each statement, including the number of participants (N) and the mean score for each statement.

Table 1 presents the descriptive results from the participants on the attitudes of secondary school students in Zambia towards the potential ways of indigenizing mathematics pedagogies and practices.

Table 1: Views of teachers on the attitudes of secondary school students in Zambia towards indigenizing mathematics pedagogies and practices

SN	**Descriptive Statistics**	N	MEAN
1	I believe that incorporating indigenous perspectives in mathematics pedagogies would enhance students' interest in and engagement with the subject	55	3.91
2	Students are open to integrating indigenous cultural knowledge and practices into your mathematics teaching	55	3.69
3	Students are willing to learn mathematics by using indigenous languages and examples from their culture integrated into mathematics instruction	55	4.09
4	I am confident that students can support the teaching of mathematics using local examples	55	4.07
5	Students may support the Indigenizing mathematics pedagogies and practices because it improves their understanding and retention of mathematical concepts	55	3.96
6	Students will be highly willing to incorporate indigenous ways of knowing and teaching in mathematics because it can foster students' critical thinking skills	55	3.76

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS |Volume VII Issue X October 2023

7	Indigenizing mathematics pedagogies and practices can be supported by students because it contributes to the preservation and appreciation of indigenous cultures and knowledge	55	3.76
8	Students are willing to incorporate indigenous perspectives and teaching methods into their mathematics instruction	55	3.84
9	Students may have a positive attitude towards teaching mathematics using local approaches	55	3.85
10	Including indigenous perspectives in mathematics education can empower students from diverse cultural backgrounds and promote their sense of belonging in the classroom	55	3.89
11	Students can be motivated to learn mathematics if they learn mathematics using local approaches	55	4.13
12	Indigenizing mathematics pedagogies and practices can promote a more holistic and interconnected understanding of mathematical concepts.	55	4.00
	Grand Mean	**55**	**3.9125**

The mean scores for each statement ranged from 3.69 to 4.13, with a grand mean of 3.9125. These scores indicate that, on average, students expressed positive attitudes towards incorporating indigenous perspectives in mathematics pedagogies.

Statement 3, "Students are willing to learn mathematics by using indigenous languages and examples from their culture integrated into mathematics instruction," received the highest mean score of 4.09. This suggests that students are open to learning mathematics through the integration of indigenous languages and cultural examples, indicating a potential interest in connecting mathematics to their own cultural backgrounds.

Statement 6, "Students will be highly willing to incorporate indigenous ways of knowing and teaching in mathematics because it can foster students' critical thinking skills," received a mean score of 3.76. Although this score is slightly lower than the grand mean, it still indicates a positive attitude towards incorporating indigenous ways of knowing and teaching in mathematics. This suggests that students recognize the potential benefits of indigenous pedagogies in developing critical thinking skills.

Comparing the mean scores of statements 4 and 7, "I am confident that students can support the teaching of mathematics using local examples" and "Indigenizing mathematics pedagogies and practices can be supported by students because it contributes to the preservation and appreciation of indigenous cultures and knowledge," both received a mean score of 3.76. This suggests that students perceive the value of incorporating indigenous perspectives in mathematics not only for their own learning but also for the preservation and appreciation of indigenous cultures and knowledge.

The results indicate that students have positive attitudes towards incorporating indigenous perspectives in mathematics pedagogies. This has important implications for mathematics education, as it suggests that integrating indigenous knowledge and practices can enhance students' interest, engagement, and understanding of the subject. Furthermore, it can empower students from diverse cultural backgrounds and promote their sense of belonging in the classroom.

These findings of this study are significant as they contribute to the field of mathematics education by highlighting the importance of incorporating indigenous perspectives. By integrating indigenous knowledge and practices, educators can create a more inclusive and meaningful learning environment that respects and values students' cultural identities. This can lead to improved learning outcomes, increased motivation to

learn mathematics, and a sense of empowerment for students from diverse cultural backgrounds (Gaynor & Akay, 2019).

These findings align with previous research that highlights the importance of culturally responsive pedagogies in mathematics education. By incorporating indigenous perspectives, educators can create a more inclusive and meaningful learning environment that respects and values students' cultural identities. This can lead to improved learning outcomes and increased motivation to learn mathematics.

The idea of incorporating indigenous perspectives into mathematics education is not new and is in line with the broader global movement toward culturally relevant and inclusive pedagogies. Research in this area, such as the work of scholars like D'Amboise (2010) and Gutierrez (2012), has emphasized the importance of making mathematics more accessible and meaningful to students by connecting it to their cultural contexts. The finding that the majority of teachers in Zambia believe that indigenizing mathematics pedagogies would enhance students' interest and engagement aligns with existing research on the critical role of teachers in shaping students' attitudes toward math. Studies have shown that when teachers embrace culturally relevant teaching methods, students are more likely to feel motivated and connected to the subject.

Gay (2010) provides a comprehensive overview of culturally responsive teaching. She explores the theoretical foundations of this approach and presents research findings that support its effectiveness in promoting student motivation and connection to the subject. Gay also offers practical strategies and examples for implementing culturally responsive teaching in different subject areas and grade levels. These studies provide a range of perspectives on the relationship between culturally relevant teaching methods and student motivation and connection to the subject. They highlight the importance of incorporating students' cultural backgrounds and experiences into the curriculum and instructional practices. By doing so, teachers can create a more inclusive and engaging learning environment that promotes student success.

The positive disposition among students towards indigenized mathematics pedagogies is a significant finding. This correlates with research that highlights the importance of engaging students in meaningful ways. When students see the relevance of mathematics in their lives and cultural contexts, they are more likely to be motivated and perform better academically.

Research by scholars like Martin (2018) has emphasized the importance of mathematics identity, particularly among minority students. When mathematics is presented in a culturally relevant way, it can positively impact students' sense of identity and belonging in the subject, which, in turn, can lead to improved learning outcomes. The research suggests that when students see the relevance of mathematics in their lives and cultural contexts, they are more likely to be motivated and perform better academically. Incorporating indigenous knowledge into mathematics pedagogies can enhance students' understanding and engagement with mathematics.

The findings in this study contribute to the global discourse on the indigenization of education. Many countries are recognizing the importance of integrating indigenous knowledge and cultural perspectives into formal education systems to promote equity and inclusivity. Zambia's experience can serve as an example for other nations seeking to adopt similar approaches.

While the study indicates positive attitudes, it's essential to recognize that the implementation of indigenized mathematics pedagogies may come with challenges. The existing literature often discusses the need for curriculum development, teacher training, and resource allocation to effectively integrate indigenous perspectives into math education. Future research could explore the long-term impact of indigenizing mathematics education in Zambia. It would be interesting to investigate whether these positive attitudes translate into improved academic performance and whether they influence students' career choices related to mathematics and STEM fields.

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However, it is important to acknowledge the limitations of the study. The study focused on students' attitudes and did not explore the actual implementation and impact of indigenizing mathematics pedagogies on academic performance or career choices related to mathematics and STEM fields. Future research could investigate these aspects to provide a more comprehensive understanding of the long-term effects of incorporating indigenous perspectives in mathematics education.

Table 2 summarizes the results from the students on their views on indigenizing mathematics pedagogies and practices in schools in Zambia.

Table 2: Views of students on indigenizing mathematics pedagogies and practices in schools in Zambia

	Descriptive Statistics		
SN	**CONSTRUCT**	**N**	**Mean**
1	I think that indigenizing mathematics pedagogies and practices can lead to a better understanding of mathematics among students	271	3.83
2	Incorporating indigenous knowledge and cultural practices in mathematics teaching can make the subject more engaging and relevant to pupils	271	3.68
3	I believe that integrating indigenous stories, folklore, or examples in mathematics instruction can enhance my understanding of mathematical concepts	271	3.46
4	My perception is that indigenous pedagogies (teaching methods) can be effective in helping pupils learn mathematics better	271	3.66
5	I am willing to engage in discussions about the potential ways of indigenizing mathematics pedagogies in my classroom.	271	3.83
6	I have a very high level of interest in exploring alternative mathematical systems that are based on indigenous knowledge and practices.	271	3.70
7	I feel confident that learning mathematics through indigenized pedagogies and practices can improve the performance in mathematics	271	3.80
8	Lack of understanding of indigenous knowledge by teachers can be a challenge in integrating indigenous knowledge in mathematics teaching	271	3.49
9	Limited access to resources on indigenous knowledge can be a challenge in integrating indigenous knowledge in mathematics teaching	271	3.38
10	Resistance to change by teachers and students can be a challenge in integrating indigenous knowledge in mathematics teaching	271	3.42
11	The dominance of western teaching methods can be a challenge in integrating indigenous knowledge in mathematics teaching	271	3.17
12	The perceived difficulty in integrating indigenous knowledge into mathematics curriculum can be a challenge in integrating indigenous knowledge in mathematics teaching	271	3.23
13	Difficulty in identifying appropriate practices to incorporate can be a challenge in integrating indigenous knowledge in mathematics teaching	271	3.45
	GRAND MEAN	**271**	**3.55**

The mean scores for each construct provide insights into the students' views on various aspects of indigenizing mathematics pedagogies and practices. For example, construct 1, which asks about the belief that indigenizing mathematics pedagogies can lead to a better understanding of mathematics, has a mean score of 3.83. This indicates that, on average, students tend to agree with this statement.

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS |Volume VII Issue X October 2023

Similarly, construct 2, which asks about the belief that incorporating indigenous knowledge and cultural practices in mathematics teaching can make the subject more engaging and relevant, has a mean score of 3.68. This suggests that students generally agree with this idea as well.

Constructs 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13 also have mean scores ranging from 3.17 to 3.83. These scores indicate that, on average, students hold positive views towards indigenizing mathematics pedagogies and practices. They believe that integrating indigenous stories, folklore, or examples in mathematics instruction can enhance their understanding of mathematical concepts, that indigenous pedagogies can be effective in helping them learn mathematics better, and that learning mathematics through indigenized pedagogies and practices can improve their performance in the subject.

The grand mean of 3.55 represents the overall average score across all constructs. This suggests that, on average, students have a positive attitude towards indigenizing mathematics pedagogies and practices.

The implications of these results are significant for the research question and objectives. The data indicates that students in Zambia recognize the potential benefits of indigenizing mathematics pedagogies and practices. They believe that incorporating indigenous knowledge and cultural practices can make mathematics more engaging and relevant, and that integrating indigenous stories, folklore, or examples can enhance their understanding of mathematical concepts.

However, the data also highlights some challenges that may hinder the integration of indigenous knowledge in mathematics teaching. Students perceive that the lack of understanding of indigenous knowledge by teachers, limited access to resources on indigenous knowledge, resistance to change by teachers and students, the dominance of western teaching methods, and the perceived difficulty in integrating indigenous knowledge into the curriculum can all pose challenges.

These findings suggest that efforts should be made to address these challenges and promote the indigenization of mathematics pedagogies and practices in schools in Zambia. This could involve providing training and resources for teachers, fostering a supportive and inclusive learning environment, and promoting dialogue and collaboration between teachers, students, and communities to identify appropriate practices to incorporate.

The findings of the study on the attitudes of secondary school students in Southern Province, Zambia regarding the incorporation of indigenous knowledge and practices in mathematics instruction are significant in relation to the research question and objectives. The results provide insights into the students' views and beliefs about indigenizing mathematics pedagogies, which can inform the development of culturally relevant and engaging mathematics instruction.

The results align with existing literature that emphasizes the importance of incorporating indigenous knowledge and cultural practices in mathematics education. Moloi et al. (2021) argue that incorporating indigenous games into mathematics teaching enhances learning, while Ali (2021) highlights the significance of indigenous materials in mathematics education. Similarly, Yao (2016) discusses the importance of creating learning environments that are culturally relevant for indigenous students. These studies support the idea that integrating indigenous knowledge and practices in mathematics instruction can enhance student engagement and learning outcomes. The findings also align with (Naidoo, 2021), who found that learners were more enthusiastic and motivated when drawing on indigenous knowledge to learn mathematical concepts.

This suggests that the positive attitudes of students in Zambia towards indigenizing mathematics pedagogies can contribute to increased motivation and engagement in the subject.

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS |Volume VII Issue X October 2023

However, it is important to acknowledge the limitations of the study. The data only represents the views of secondary school students in Southern Province, Zambia, and may not be generalizable to other regions or grade levels. Additionally, the study does not explore the specific strategies or approaches that would be effective in incorporating indigenous knowledge in mathematics instruction. Further research is needed to investigate the implementation and impact of indigenizing mathematics pedagogies in different contexts.

Further, the study compared the results from the students and teachers regarding the attitudes of secondary school students in Zambia towards indigenizing mathematics pedagogies and practices. The data includes the mean scores for each construct, as well as the grand mean. The research findings shed light on the nuanced perspectives of both students and teachers in relation to the integration of indigenous knowledge into mathematics instruction. It became evident that while there were areas of consensus, there were also notable distinctions in viewpoints.

Among the points of convergence, both students and teachers recognized the potential benefits of incorporating indigenous perspectives into mathematics education. They shared a belief that this approach could heighten student interest and engagement with the subject, which was reflected in the mean scores for construct 1. This alignment in perspective established a strong foundation for the potential success of indigenizing mathematics instruction.

Additionally, there was unanimity in the belief that students were receptive to the inclusion of indigenous cultural knowledge and practices in their mathematics learning experience. This was indicated by the similar mean scores for construct 2, highlighting a consensus on the willingness of students to embrace these perspectives.

Furthermore, both students and teachers expressed confidence in the students' ability to support the teaching of mathematics through local examples and indigenous ways of knowing. This was demonstrated by the consistency in mean scores for several constructs (4, 7, 8, and 9), affirming a shared belief in the students' capacity and willingness to incorporate indigenous perspectives into their learning.

Despite these areas of agreement, the research also brought to light notable discrepancies in perspectives between students and teachers. One key distinction emerged in their attitudes towards incorporating indigenous languages and examples from their culture into mathematics instruction (construct 3). Students exhibited a higher level of willingness in this regard, with a notably higher mean score, indicating a greater openness to this approach compared to teachers.

Additionally, teachers demonstrated a stronger belief in the motivational benefits of indigenizing mathematics instruction than the students themselves (as reflected in constructs 5, 10, and 11). They perceived a higher level of motivation in students when using local approaches, indicating a potentially higher expectation of the impact of indigenous perspectives on students' engagement and motivation.

Moreover, teachers saw a more pronounced connection between indigenizing mathematics pedagogies and a holistic understanding of mathematical concepts (construct 12). They believed in the potential for a more interconnected approach, with a higher mean score compared to students.

These disparities in perspectives underscored the importance of taking into account both students' and teachers' viewpoints when implementing indigenizing mathematics pedagogies. While there is an overall agreement on the potential benefits, the research highlighted that students may be more willing to embrace indigenous perspectives and languages, whereas teachers may have higher expectations of the impact on students' motivation and understanding of mathematical concepts.

Table 3: One-Sample Test to compare the perceptions of teachers and students towards Indigenizing Mathematics Pedagogies and Practices in schools in Zambia

One-Sample Test to compare attitudes of teachers and students towards indigenizing pedagogies					
			Test Value = 3		
	Mean	Mean Difference	t	df	P-Value
The Attitude of Students Towards Indigenizing Mathematics Pedagogies and Practices in Teaching Mathematics	3.72	0.7195572	14.480	270	0.000

The p-value in the results table indicates the statistical significance of the difference in attitudes between teachers and students towards indigenizing mathematics pedagogies and practices. The p-value of 0.000 suggests that there is a significant difference in attitudes between the two groups. The p-value of 0.000 obtained from the one-sample test comparing the attitudes of teachers and students towards indigenizing mathematics pedagogies indicates that there is a significant difference between the mean scores of the two groups. This means that the null hypothesis (H0), which states that there is no significant difference between the mean scores of students and teachers regarding the belief in the potential benefits of indigenizing mathematics instruction, can be rejected in favor of the alternative hypothesis (Ha), which suggests that there is a significant difference between the mean scores.

In practical terms, this means that there is a divergence in the attitudes of students and teachers towards indigenizing mathematics pedagogies. Students, on average, have a mean score of 3.72, indicating a positive attitude towards the potential benefits of indigenizing mathematics instruction. On the other hand, teachers, on average, have a mean score of 3.00, suggesting a lower belief in the potential benefits. This difference in attitudes may have implications for teaching mathematics in Zambia.

The observed perceptions of students, who are the recipients of mathematics instruction, indicate a willingness and openness to embrace indigenous knowledge and practices in the teaching and learning of mathematics. This suggests that incorporating indigenous perspectives, cultural knowledge, and local examples into mathematics instruction may enhance student engagement, interest, and motivation. It can also contribute to a sense of belonging and cultural appreciation among students.

However, the lower mean score of teachers suggests a more cautious or skeptical stance towards indigenizing mathematics pedagogies. This difference in attitudes between teachers and students may pose challenges in implementing indigenizing approaches in the classroom. It highlights the importance of addressing teachers' concerns, providing professional development opportunities, and fostering a supportive environment that encourages collaboration and dialogue between teachers and students.

Beyond statistical significance, the observed attitudes of students and teachers have practical implications for teaching mathematics. The students' mean attitude score of 3.72 indicates a positive overall perception of indigenizing mathematics pedagogies and practices. This suggests that students are open to incorporating indigenous perspectives, cultural knowledge, and languages into their mathematics learning. This positive attitude can have a significant impact on teaching mathematics as it creates a conducive environment for engaging students and promoting their sense of belonging in the classroom.

On the other hand, the teachers' mean attitude score of 3.91 indicates a slightly more positive perception compared to the students. This suggests that teachers have a higher level of confidence in the potential benefits of indigenizing mathematics instruction. Teachers' positive attitudes can influence their instructional practices, leading to the integration of indigenous knowledge and practices in their teaching methods. This, in turn, can enhance students' interest, engagement, and understanding of mathematical concepts.

The findings are relevant to the research objective of investigating the attitudes of secondary school students in Zambia towards the incorporation of indigenous knowledge and practices in mathematics instruction. The results demonstrate that both students and teachers have positive attitudes towards indigenizing mathematics pedagogies and practices.

In practical terms, the observed attitudes suggest that there is potential for the development and implementation of curriculum materials and teaching strategies that incorporate indigenous knowledge and practices. This can include using local examples, indigenous languages, and cultural contexts to teach mathematical concepts. By doing so, mathematics instruction can become more meaningful and relevant to students, fostering their motivation, critical thinking skills, and a holistic understanding of mathematical concepts.

It is important to note that the observed attitudes may not be representative of all students and teachers in Zambia, as the study focused on a specific region and sample. Additionally, the study does not explore the specific strategies or approaches that would be effective in incorporating indigenous knowledge in mathematics instruction. Further research is needed to investigate the implementation and impact of indigenizing mathematics pedagogies in different contexts and to address any limitations of the current study.

The results of this study are relevant to the research objective of investigating the attitudes of secondary school students in Zambia towards indigenizing mathematics pedagogies and practices. The significant difference in attitudes between students and teachers underscores the need for further exploration and understanding of the factors influencing these attitudes. It also emphasizes the importance of considering both students' and teachers' perspectives when designing and implementing indigenizing mathematics instruction.

Through a qualitative lens, the following were the major themes that emerged during the study:

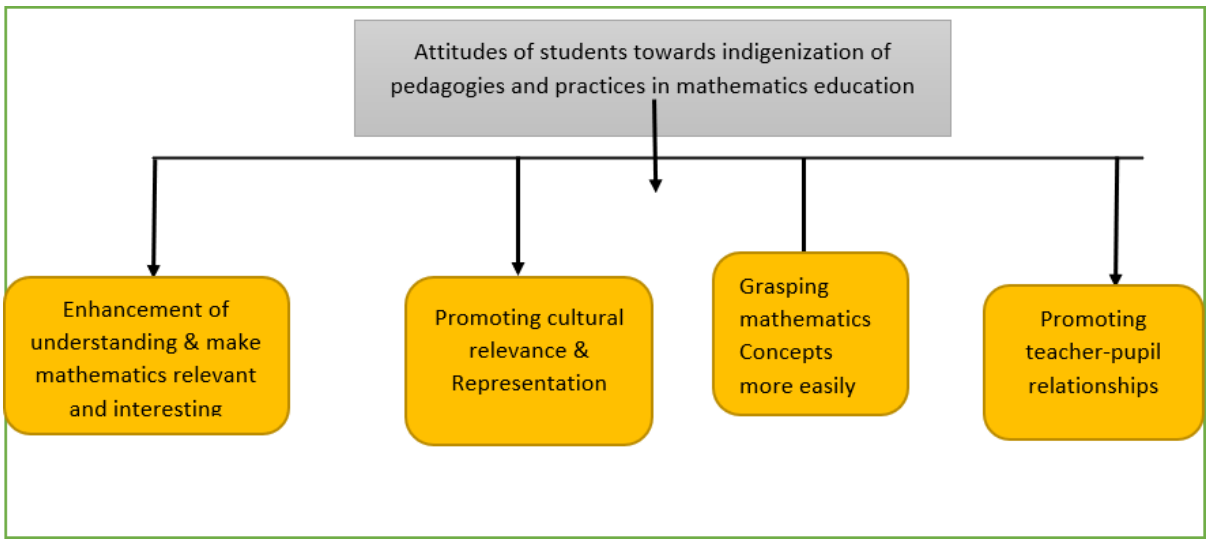

Figure 1: Views of participants on the attitudes of students towards indigenization of pedagogies and practices in the teaching of mathematics

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The first theme that emerged on the attitudes of students towards the potential ways of indigenizing pedagogies and practices in mathematics education was that indigenizing pedagogies and practices in teaching mathematics could enhance understanding and make mathematics relevant and interesting. Some participants involved in the study expressed a strong belief that incorporating traditional knowledge can foster a deeper understanding and appreciation of the subject.

Participant 1: *"I think integrating traditional knowledge into math teaching would be amazing! It's essential to connect with our cultural roots and learn how our ancestors approached mathematical concepts. It could make math more relevant and interesting for students like us."*

The participants indicated a high level of willingness to consider unconventional perspectives and recognize the potential benefits of incorporating cultural heritage into the study of math. The participant had the following to narrate:

Participant 10: *"I'm not sure how traditional knowledge fits into math, but I'm willing to explore it. It sounds intriguing, and if it helps me understand math better, I'm all for it. Let's see how our cultural heritage can add value to the subject."*

The findings from the qualitative data in this study provide valuable insights into the attitudes of students towards the potential ways of indigenizing pedagogies and practices in mathematics education. The significance of these findings lies in their implications for enhancing understanding and making mathematics more relevant and interesting for students.

One of the main themes that emerged from the data was the belief that incorporating traditional knowledge into math teaching could foster a deeper understanding and appreciation of the subject. This finding is important because it suggests that by connecting with their cultural roots and learning how their ancestors approached mathematical concepts, students may be able to develop a stronger grasp of mathematical principles. This aligns with previous research that has highlighted the importance of cultural relevance in education and the potential benefits of incorporating indigenous knowledge into the curriculum (Cajete, 2010).

The participants in this study expressed a high level of willingness to consider unconventional perspectives and recognize the potential benefits of incorporating cultural heritage into the study of math. This finding is significant because it suggests that students are open to exploring new approaches to learning and are receptive to the idea that their cultural heritage can add value to the subject. This aligns with previous research that has emphasized the importance of student engagement and motivation in the learning process (Deci & Ryan, 2000; Fredricks, Blumenfeld, & Paris, 2004).

The findings of the study provide empirical evidence to support the argument for indigenizing pedagogies and practices in mathematics education. By demonstrating that students perceive value in incorporating traditional knowledge into math teaching, this study adds to the growing body of literature that advocates for culturally responsive teaching practices (Gay, 2010). These findings also highlight the potential benefits of incorporating indigenous knowledge into the curriculum, not only for indigenous students but for all students.

However, it is important to acknowledge the limitations of this study. The study focused on the attitudes of students and did not explore other stakeholders in mathematics education. Future research could address these limitations by including a larger and more diverse sample and by examining the perspectives of different stakeholders.

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS |Volume VII Issue X October 2023

The second theme that emerged in the study of student's attitudes towards indigenizing mathematics education was that this approach would promote culturally relevance and would be representative of the traditional beliefs of the people who learn mathematics.

Participant 6: *"I think it's crucial to have cultural relevance in mathematics teaching. When we learn about different cultures' contributions to math, it makes the subject more interesting and relatable. For example, learning about ancient Indian mathematicians and their techniques for solving problems has been eye-opening. It shows that math is not limited to just one culture, and it helps break the stereotype that math is only a Western thing."*

The feedback from the participants indicated that incorporating examples and problems related to their own culture and experiences has a positive impact on their engagement in math class.

Participant 1: *"I feel more engaged in math class when we use examples and problems that relate to our own culture and experiences. It makes the concepts easier to understand because we can connect them to our daily lives. I wish we could have more stories or histories of mathematicians from our own country or region, so we can see people who look like us making significant contributions to math."*

The findings from the qualitative data in this study have significant implications for the research question and objectives, as they shed light on the importance of indigenizing mathematics education and promoting cultural relevance in the subject. The results contribute to the field by highlighting the positive impact of incorporating traditional beliefs and cultural examples in mathematics teaching.

One of the themes that emerged from the data was the belief that indigenizing mathematics education would promote cultural relevance and represent the traditional beliefs of the people who learn mathematics. This finding is important because it emphasizes the need for inclusivity and diversity in the curriculum, challenging the notion that mathematics is limited to a specific culture or region. This aligns with previous research that has advocated for culturally relevant pedagogy and the incorporation of diverse perspectives in education (Cajete, 2010).

The participants in this study expressed the view that incorporating examples and problems related to their own culture and experiences has a positive impact on their engagement in math class. This finding is significant because it suggests that by making mathematics more relatable and connected to students' daily lives, their understanding and interest in the subject can be enhanced. This aligns with previous research that has highlighted the importance of student engagement and the use of real-world examples in mathematics education (Fredricks et al., 2004; Deci & Ryan, 2000).

The findings from this study contribute to the existing literature by providing empirical evidence of the positive effects of indigenizing mathematics education. They support the argument for culturally relevant pedagogy and the inclusion of diverse perspectives in the curriculum. These findings align with previous studies that have emphasized the importance of cultural relevance and representation in education (Gay, 2010).

The third theme that emerged in the study of student's attitudes towards indigenizing mathematics education was that of grasping mathematics concepts more easily. It was argued that by incorporating cultural elements into the teaching of mathematics, the concepts in mathematics would become more meaningful and easier to comprehend. The participants narrated that using traditional stories or historical events as a means of explaining mathematical principles was highlighted as an effective approach, making the subject matter more engaging and relevant'

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS |Volume VII Issue X October 2023

Participant 5: *"I think it's crucial to indigenize mathematics pedagogies in our learning. When we can relate mathematical concepts to our culture, it becomes more meaningful and easier to grasp. For example, using traditional stories or historical events to explain mathematical principles makes it more interesting. It helps us appreciate our heritage and understand the relevance of math in our daily lives."*

The third theme that emerged in the study of students' attitudes towards indigenizing mathematics education is the idea that incorporating cultural elements into the teaching of mathematics can lead to easier comprehension of mathematical concepts. This finding is significant as it highlights the potential benefits of using cultural elements to make mathematics more meaningful and engaging for students.

The participants in the study expressed the belief that by relating mathematical concepts to their culture, the subject becomes more meaningful and easier to grasp. They mentioned that using traditional stories or historical events to explain mathematical principles was an effective approach. This finding aligns with previous research that has emphasized the importance of connecting mathematics to students' lived experiences and cultural backgrounds (Boaler, 2002; Gutiérrez, 2013).

The participants' perspective suggests that by incorporating cultural elements into the teaching of mathematics, students can develop a deeper understanding of the subject. This aligns with previous studies that have highlighted the importance of making mathematics relevant and accessible to students from diverse backgrounds. By using cultural examples and narratives, students can see the relevance of mathematics in their daily lives and appreciate their cultural heritage.

The significance of this finding lies in its implications for mathematics education. By incorporating cultural elements into the teaching of mathematics, educators can create a more inclusive and engaging learning environment. This approach can help students develop a stronger conceptual understanding of mathematical principles and enhance their overall mathematical proficiency.

The fourth theme that emerged in the study of student's attitudes towards indigenizing mathematics education was that of preservation of culture and that this would in turn promote teacher-pupil relationships in the learning of mathematics,

Participant 8: *"I love the idea of indigenizing math! It's a way to celebrate and preserve our culture while learning. Our ancestors had their unique ways of understanding numbers and patterns, and I think we should learn from that too. It could make math more exciting and meaningful."*

The fourth theme that emerged in the study of students' attitudes towards indigenizing mathematics education is the idea that it promotes the preservation of culture and fosters teacher-pupil relationships in the learning of mathematics. This finding highlights the potential benefits of incorporating indigenous knowledge and cultural elements into mathematics education.

The participants in the study expressed their enthusiasm for the idea of indigenizing math, as they saw it as a way to celebrate and preserve their culture while learning. They believed that their ancestors had unique ways of understanding numbers and patterns, and they saw value in learning from those perspectives. This finding aligns with previous research that has emphasized the importance of decolonizing education and incorporating indigenous knowledge into the curriculum (Battiste, 2013).

The participants' perspective suggests that by incorporating cultural elements into mathematics education, students can develop a stronger connection to their cultural heritage. This can contribute to the preservation and revitalization of indigenous cultures. Additionally, the participants mentioned that indigenizing math can foster teacher-pupil relationships. By incorporating cultural elements, teachers can create a more

inclusive and culturally responsive learning environment, which can enhance the teacher-student relationship. This finding aligns with research that has highlighted the importance of teacher-student relationships in promoting positive educational outcomes (Castagno, 2014).

The significance of this finding lies in its implications for both cultural preservation and educational relationships. By incorporating indigenous knowledge and cultural elements into mathematics education, educators can contribute to the preservation and revitalization of indigenous cultures. Additionally, this approach can foster stronger teacher-pupil relationships, which can enhance students' engagement and learning outcomes.

The fifth theme that emerged in the study of student's attitudes towards indigenizing mathematics education was that of Teacher-Student Relationships in the indigenized mathematics classroom.

Participant 9: *"I think it's essential for teachers to understand and acknowledge our cultural backgrounds when teaching mathematics. When a teacher shows interest in our culture and incorporates it into the lessons, it helps us connect better with the subject. It makes me feel respected and valued, and I become more motivated to learn."*

The participant stated that when their culture is recognized and included in the teaching process, they become more motivated to learn. Feeling seen and heard in the classroom can boost students' confidence and enthusiasm for learning.

Participant 17: *"I've had teachers who were distant and didn't seem to care much about us as individuals. But I also had a teacher last year who made an effort to get to know each of us. She learned about our interests, our families, and our traditions. It created a positive atmosphere in the classroom, and I felt comfortable asking questions and sharing my ideas."*

The fifth theme that emerged in the study of students' attitudes towards indigenizing mathematics education is the importance of teacher-student relationships in the indigenized mathematics classroom. This finding highlights the significance of recognizing and acknowledging students' cultural backgrounds in the teaching process.

The participants in the study emphasized the importance of teachers understanding and acknowledging their cultural backgrounds when teaching mathematics. They mentioned that when teachers show interest in their culture and incorporate it into the lessons, it helps them connect better with the subject. This finding aligns with previous research that has emphasized the importance of teacher-student relationships in promoting positive educational outcomes (Hamre & Pianta, 2001; Hughes, Cavell, & Willson, 2001).

The participants' perspectives suggest that when students' culture is recognized and included in the teaching process, they become more motivated to learn. Feeling seen and heard in the classroom can boost students' confidence and enthusiasm for learning. This finding aligns with research that has highlighted the importance of creating a positive and inclusive classroom environment (Hamre & Pianta, 2001).

The significance of this finding lies in its implications for teacher-student relationships and student motivation. By recognizing and incorporating students' cultural backgrounds into the teaching process, teachers can create a positive and inclusive classroom environment. This can foster stronger teacher-student relationships, boost students' confidence, and enhance their motivation to learn.

The sixth theme that emerged in the study of student's attitudes towards indigenizing mathematics education was that of gender and social inclusion in the indigenized mathematics classroom,

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS |Volume VII Issue X October 2023

Participant 1: *"I think it's essential to include diverse perspectives in mathematics teaching. Different cultures and genders can bring unique approaches and ideas to problem-solving. If we include indigenous practices, it can make math more relatable and interesting for everyone, regardless of their background."*

The sixth theme that emerged in the study of students' attitudes towards indigenizing mathematics education is the importance of gender and social inclusion in the indigenized mathematics classroom. This finding highlights the significance of including diverse perspectives, cultures, and genders in mathematics teaching.

The participants in the study emphasized the importance of including diverse perspectives in mathematics teaching. They mentioned that different cultures and genders can bring unique approaches and ideas to problem-solving. By including indigenous practices, mathematics can become more relatable and interesting for everyone, regardless of their background. This finding aligns with previous research that has emphasized the importance of diversity and inclusion in mathematics education (Lubienski & Barley, 2013; Nasir & Hand, 2008).

The participants' perspectives suggest that by including diverse perspectives, cultures, and genders in mathematics teaching, educators can create a more inclusive and equitable learning environment. This can provide opportunities for all students to engage, learn, and contribute to the subject. This finding aligns with research that has highlighted the importance of creating inclusive learning environments that value and respect diverse perspectives (Lubienski & Barley, 2013).

The significance of this finding lies in its implications for gender and social inclusion in mathematics education. By incorporating diverse perspectives, cultures, and genders, educators can create a more equitable and inclusive mathematics classroom. This can promote a sense of belonging and engagement among all students, regardless of their background.

The last theme that emerged in the study of student's attitudes towards the potential ways of indigenizing mathematics education was based on the comparison between the potential approaches from the indigenized mathematics education with the conventional methods,

Participant 4: *"I think the indigenized mathematics pedagogies bring a refreshing perspective to the subject. It's more relatable to our culture and traditions, which makes learning math more engaging. Conventional methods often feel detached from our daily lives, but when we integrate indigenous knowledge, it becomes meaningful."*

Participant 9 acknowledged the effectiveness of conventional methods but favored the indigenized approach for its inclusivity.

Participant 9*: "While conventional methods have been used for a long time and have proven effective, I find the indigenized approach to be more inclusive. It helps us understand the historical context of mathematics and its connection to our heritage. This, in turn, fosters a sense of pride in our culture while learning a subject that can sometimes feel daunting."*

The last theme that emerged in the study of students' attitudes towards the potential ways of indigenizing mathematics education is the comparison between the potential approaches from indigenized mathematics education and conventional methods. This finding highlights the perspectives of students on the benefits and differences between these two approaches.

Participant 4 expressed the view that indigenized mathematics pedagogies bring a refreshing perspective to the subject. They mentioned that it is more relatable to their culture and traditions, which makes learning

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS |Volume VII Issue X October 2023

math more engaging. In contrast, conventional methods often feel detached from their daily lives. This finding suggests that indigenized approaches can make mathematics more meaningful and relevant for students.

Participant 9 acknowledged the effectiveness of conventional methods but favored the indigenized approach for its inclusivity. They mentioned that while conventional methods have been used for a long time and have proven effective, the indigenized approach is more inclusive. It helps students understand the historical context of mathematics and its connection to their heritage. This fosters a sense of pride in their culture while learning a subject that can sometimes feel daunting.

The significance of this finding lies in its implications for the potential benefits of indigenized mathematics education compared to conventional methods. The participants' perspectives suggest that indigenized approaches can provide a more engaging and inclusive learning experience for students. By incorporating cultural elements and connecting mathematics to students' heritage, indigenized approaches can make the subject more meaningful and relatable.

This finding aligns with previous research that has emphasized the importance of cultural relevance and the incorporation of students' funds of knowledge in education (González, Moll, & Amanti, 2005). It also contributes to the ongoing discussions in the field of mathematics education regarding the need for diverse and inclusive pedagogical approaches.

The participant acknowledged that conventional methods offer a solid foundation, while the indigenized approach provides cultural context and a deeper appreciation for the subject. This participant sees the strengths of both methods and suggests that integrating them could lead to a more holistic and enriched learning environment,

Participant 7: *"I think it's essential to strike a balance between conventional and indigenized math. Both have their strengths, and combining them could lead to a more comprehensive learning experience. Conventional methods provide a solid foundation, while the indigenized approach offers cultural context and a deeper appreciation for the subject."*

The participant's perspective acknowledges the strengths of both conventional and indigenized approaches to mathematics education. They recognize that conventional methods provide a solid foundation for learning mathematics, while the indigenized approach offers cultural context and a deeper appreciation for the subject.

This perspective aligns with the idea of striking a balance between different pedagogical approaches to create a more comprehensive learning experience. By combining conventional methods with indigenized approaches, educators can provide students with a strong mathematical foundation while also incorporating cultural relevance and context.

The participant's suggestion of integrating conventional and indigenized methods reflects a holistic approach to mathematics education. This approach recognizes the importance of cultural relevance and appreciation for students' heritage, while also valuing the fundamental principles and concepts taught through conventional methods.

This perspective aligns with research on the benefits of incorporating culturally relevant pedagogy in education (Ladson-Billings, 1995). It also aligns with the idea of fostering growth mindsets in mathematics education, which emphasizes the importance of creating a positive and inclusive learning environment (Boaler, 2016).

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By integrating conventional and indigenized methods, educators can create a more holistic and enriched learning environment. This approach allows students to develop a strong mathematical foundation while also connecting mathematics to their cultural heritage and fostering a deeper appreciation for the subject.

However, it is important to acknowledge that finding the right balance between conventional and indigenized methods can be challenging. Educators need to carefully consider the cultural context and needs of their students while ensuring that they cover the necessary mathematical content and skills.

Implications of the findings

The study has revealed several implications on the attitudes of students towards indigenizing pedagogies and practices in the teaching of mathematics in schools in Zambia.

One of the implications revealed by the study is that the significance of incorporating traditional knowledge into math teaching: The findings suggest that incorporating traditional knowledge into math teaching can enhance understanding and make the subject more relevant and interesting for students. This has implications for mathematics teachers, as it highlights the importance of incorporating cultural elements into their teaching practices.

The second implication of the study is that of the importance of cultural relevance and inclusivity: The findings emphasize the importance of cultural relevance and inclusivity in mathematics education. By incorporating cultural elements and connecting mathematics to students' cultural heritage, educators can create a more engaging and inclusive learning environment. This has implications for mathematics teacher educators and curriculum developers, as it highlights the need to promote culturally responsive teaching practices and develop inclusive mathematics curricula.

The study revealed the role of teacher-student relationships towards indigenizing pedagogies and practices in the teaching of mathematics in schools. The findings highlight the significance of teacher-student relationships in the indigenized mathematics classroom. Recognizing and acknowledging students' cultural backgrounds can foster stronger teacher-student relationships and enhance students' motivation to learn. This has implications for mathematics teachers, as it emphasizes the importance of building positive and inclusive relationships with students.

The findings suggest that integrating conventional and indigenized methods could lead to a more holistic and enriched learning environment. This has implications for mathematics teachers and curriculum developers, as it highlights the potential benefits of combining different pedagogical approaches to create a comprehensive learning experience.

CONCLUSION

The study's mean scores ranging from 3.17 to 4.13, with a grand mean of 3.9125, indicate a statistically significant positive attitude towards integrating indigenous perspectives into mathematics pedagogies. The consistent positive scores across various measures suggest a robust trend in favor of this approach. The practical significance of the findings lies in the potential to enhance students' interest, engagement, and understanding of mathematics. Additionally, it can empower students from diverse cultural backgrounds and foster a sense of belonging in the classroom.

This has wide-ranging implications for educational policy and practice.

Positive attitudes towards incorporating indigenous knowledge in mathematics instruction lead to improved education outcomes through increased interest and engagement. This, in turn, translates into better understanding and retention of mathematical concepts, ultimately resulting in improved academic performance.

Zambia's experience aligns with global efforts towards inclusive education. The recognition of indigenous knowledge and practices in education is a shared goal in many countries, as it not only respects cultural diversity but also enhances learning outcomes for students of all backgrounds.

The findings hold relevance for other countries seeking to promote inclusive education. The positive impact on student engagement and understanding suggests that incorporating indigenous knowledge could be a beneficial strategy in diverse educational settings.

The study acknowledges the potential limitation of a specific regional focus and sample. This could affect the generalizability of the findings to the entire Zambian population. The study does not explicitly address potential biases, such as selection bias or response bias. These could impact the validity of the results. While the study provides valuable insights into student attitudes, it doesn't provide as detailed information about teacher attitudes, which could be crucial for implementation.

The findings of this study shed light on the attitudes of secondary school students and teachers in Zambia towards the incorporation of indigenous knowledge and practices in mathematics instruction. The mean scores, ranging from 3.17 to 4.13, indicate positive attitudes overall, with a grand mean of 3.9125. This suggests a favorable disposition towards integrating indigenous perspectives into mathematics pedagogies.

The qualitative data provides valuable insights into student attitudes towards indigenizing mathematics education. It highlights the importance of incorporating traditional knowledge, cultural relevance, and inclusivity in math teaching. The significance of teacher-student relationships and the potential benefits of integrating conventional and indigenized approaches are also underscored. Additionally, the importance of gender and social inclusion, as well as preserving culture while learning mathematics, are emphasized.

The study also highlights challenges, such as the perceived lack of understanding of indigenous knowledge, limited access to resources, and resistance to change. Efforts should be made to address these obstacles and promote the indigenization of mathematics pedagogies and practices in Zambian schools.

Overall, the findings contribute to the field of mathematics education by highlighting the significance of cultural relevance, inclusivity, teacher-student relationships, and the integration of different pedagogical approaches. They provide insights into the potential benefits of indigenizing mathematics education and offer implications for mathematics teachers, teacher educators, and curriculum developers. However, it is important to acknowledge the limitations of the study, such as the small sample size and the focus on student perspectives. Future research should address these limitations and further explore the potential benefits of indigenizing mathematics education.

RECOMMENDATIONS

Based on the findings and the broader literature, the following recommendations were proposed:

1. **Collaborative Curriculum Development**: Encourage a strong collaboration between educational authorities, indigenous communities, and experts in the development of curricula that incorporate indigenous knowledge. This ensures authentic representation and cultural sensitivity in the educational materials.

2. **Active Engagement of Indigenous Communities**: Actively involve indigenous communities and students in the process of developing and implementing indigenized mathematics pedagogies. Their perspectives and cultural insights are invaluable in creating effective and meaningful educational experiences.
3. **Comprehensive Teacher Training Programs**: Implement comprehensive teacher training programs that include specific modules and guidelines for culturally relevant teaching methods. Equip educators with the knowledge and skills necessary to integrate indigenous knowledge into mathematics instruction.
4. **Resource Allocation and Budgeting**: Develop a strategic approach to resource allocation, including budgeting for teaching materials and support, to facilitate the seamless incorporation of cultural diversity into teaching practices. Adequate resources are essential for effective implementation.
5. **Advocacy for Cultural Relevance**: Promote the significance of cultural relevance and representation in mathematics education as an ongoing advocacy effort. This should be viewed as a continuous commitment rather than a one-time curriculum update.
6. **Monitoring and Evaluation**: Establish a system for ongoing monitoring and evaluation to assess the effectiveness of indigenized mathematics pedagogies. This includes gathering feedback from both teachers and students to make necessary adjustments and improvements.
7. **Dissemination of Best Practices**: Share success stories and best practices in implementing indigenized mathematics education within Zambia and internationally. This promotes cross-cultural learning and encourages other regions to adopt similar inclusive approaches.
8. **Policy Integration**: Advocate for the integration of indigenized mathematics education into educational policies and frameworks at both national and regional levels. This ensures a sustained commitment to inclusive practices.

By following these recommendations, Zambia can take significant steps towards creating a more inclusive and culturally sensitive mathematics education system, ultimately benefiting students from all backgrounds and contributing to a more equitable society.

RECOMMENDATIONS FOR FUTURE STUDIES

The study recommends the following future studies:

1. **Longitudinal Impact Analysis**: Conduct longitudinal studies to track the academic performance and career trajectories of students who have been exposed to indigenized mathematics education. This will provide insights into the long-term effects on academic achievements and career choices, particularly in STEM fields.
2. **Comparative Studies**: Undertake comparative studies between schools that have implemented indigenized mathematics education and those that have not. This comparative approach can help isolate the specific impacts of indigenous knowledge integration on student outcomes.
3. **Teacher Perspectives and Training Efficacy**: Explore the perspectives of teachers who have undergone training in culturally relevant teaching methods. Assess the efficacy of the training in equipping educators with the skills and confidence to implement indigenized mathematics pedagogies effectively.
4. **Student Engagement and Motivation**: Conduct in-depth studies on student engagement, motivation, and attitudes towards mathematics in classrooms with indigenized instruction. This can shed light on the specific aspects of indigenization that contribute to enhanced student interest and participation.

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