

Causalities of the Academic Achievement and Motivation of Indigenous Learners: A Benchmark for Educational Intervention

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ABSTRACT

This study investigates the academic achievement and motivation to learn among indigenous learners. It also examines factors influencing these outcomes, including cultural, environmental, personal, school, social, and teacher-related aspects, to understand how these variables affect performance and motivation and guide the development of educational interventions.

A descriptive correlational design was employed, combining quantitative and qualitative approaches in two phases. The first phase involved a survey on academic achievement, motivation, and influencing factors, followed by key informant interviews and focus group discussions to provide deeper explanations of the quantitative results.

Based on the findings, the Systemic Accessibility: Giginhawa ang mga Indigenous People (SAGIP) program was developed to improve achievement and motivation by addressing awards, environmental barriers, and personal challenges. SAGIP offers mobility solutions such as module distribution through mobile schools, community-based learning centers, flexible scheduling, and literacy programs integrated with livelihood skills, making education more accessible, relevant, and supportive of learners' well-being.

The study concludes that cultural, environmental, personal, school, social, and teacher factors significantly influence academic achievement and motivation. Addressing systemic barriers through culturally sensitive teaching, inclusive curricula, and supportive policies fosters an environment that enhances both academic success and personal growth among indigenous learners.

Keywords: Causalities, Academic Achievement, Motivation to Learn, Educational Intervention

INTRODUCTION

Indigenous learners are vital to the educational system, yet a variety of cultural, environmental, educational, social, teacher-related, and individual factors influence their academic performance and enthusiasm to learn. According to perspectives on multicultural education, learning has greater significance when it is linked to learners' cultural origins (Ladson-Billings, 1995; Gay, 2010). By incorporating indigenous knowledge, customs, and values into the curriculum, the Department of Education's Indigenous Peoples Education (IPEd) Program in the Philippines fosters contextualized and culturally sensitive learning. Indigenous learners still face obstacles that have an impact on their academic achievement despite these efforts.

The issue is indigenous learners' consistently low academic performance and erratic motivation, which are frequently caused by language problems, a lack of learning resources, socioeconomic challenges, and a cultural mismatch between home and school. According to Bronfenbrenner's (1979) ecological systems theory and Vygotsky's (1978) sociocultural theory, learning outcomes are impacted by a variety of interrelated environments. If these problems are not adequately resolved, indigenous learners may become disengaged and have less success in school.

Finding and comprehending the elements affecting the academic success and motivation of indigenous learners is necessary to solve these issues. The creation of culturally sensitive educational intervention programs that improve instructional strategies, foster inclusive learning environments, and include indigenous knowledge systems can be guided by this understanding. These interventions can close educational disparities, boost motivation, and give indigenous learners worthwhile chances to achieve academic success.

REVIEW OF RELATED LITERATURE

Indigenous People Education (IPED)

An educational methodology that is firmly anchored in the customs, knowledge systems, culture, and lived experiences of indigenous groups is known as Indigenous Peoples Education (IPED). It places a strong emphasis on education that is contextualized within indigenous peoples' values, customs, and worldview, giving it greater significance and relevance to their identity and surroundings. This type of education guarantees the preservation and transmission of indigenous knowledge to future generations because it is strongly linked to ancestral territories and cultural legacy. Recent research has shown that by connecting classroom learning with community life, culturally grounded education enhances indigenous learners' sense of identity, engagement, and academic participation (UNESCO, 2021; United Nations Permanent Forum on Indigenous Issues, 2022).

In the Philippines, the Department of Education (DepEd) institutionalized the Indigenous Peoples Education (IPED) Program through DepEd Order No. 62, s. 2011, as part of its commitment to inclusive and equitable education. The program responds to the right of indigenous peoples to access basic education that respects their cultural identity, recognizes their indigenous knowledge systems, and adapts to their community context. It also supports the implementation of the K to 12 Basic Education Curriculum by promoting principles of inclusivity, flexibility, and cultural sensitivity, allowing schools to localize and indigenize learning materials based on community needs.

Through DepEd Order No. 62, s., the Department of Education (DepEd) in the Philippines established the Indigenous Peoples Education (IPED) Program. 2011, as part of its dedication to equal and inclusive education. The program addresses indigenous peoples' entitlement to a basic education that respects their cultural identity, acknowledges their indigenous knowledge systems, and is tailored to their particular community. By encouraging inclusivity, adaptability, and cultural sensitivity, it also facilitates the implementation of the K–12 Basic Education Curriculum by enabling schools to indigenize and localize instructional materials in accordance with community needs.

The importance of culturally responsive education in raising academic achievement and motivation among indigenous learners is frequently emphasized in contemporary educational discourse. Indigenous learners exhibit greater involvement, greater motivation, and better academic results when learning environments support indigenous identity and culture (OECD, 2020; UNESCO, 2021). However, indigenous learners are more likely to become disengaged and perform worse when there is a mismatch between school procedures and indigenous culture.

In general, IPED provides a vital framework for advancing cultural preservation and educational justice. Addressing enduring educational inequalities requires strengthening its implementation through updated curriculum approaches, teacher capacity building, and ongoing community involvement. According to recent research, boosting indigenous learners' academic performance and motivation in modern educational institutions requires culturally sensitive and context-based instruction.

Learners Academic Achievement of Indigenous Learners

Academic achievement of indigenous learners in this study refers to their grade point average in the latest grading period, school attendance, participation in classroom and co-curricular activities, and awards received in academic and non-academic competitions at the local, regional, and national levels. This concept reflects not only cognitive performance but also engagement and participation in school life, which are important indicators of learning success among indigenous learners.

According to Buenaflor (2023), a large number of indigenous learners expressed unhappiness with their academic performance because they had trouble understanding the teachings, which was frequently brought on by language hurdles and a lack of instructional support. According to the United Nations Educational, Scientific, and Cultural Organization (2021), poverty, remote location, and limited access to culturally appropriate educational resources all contribute to the disproportionate impact of educational inequality on indigenous learners.

According to the World Bank (2023), socioeconomic disadvantage is one of the best indicators of poor academic achievement among indigenous people, especially in emerging nations. Additionally, the United Nations Children's Fund (2022) highlighted that insufficient integration of indigenous knowledge systems in school curricula, restricted access to qualified teachers, and inadequate instructional resources all contribute to learning gaps for indigenous learners. Additionally, according to OECD (2020), educational systems that disregard linguistic and cultural diversity have a tendency to increase the achievement inequalities between learners who are indigenous and those who are not.

The evidence consistently demonstrates that a variety of interconnected issues, such as socioeconomic position, language barriers, cultural mismatch, and a lack of educational resources, influence academic attainment among indigenous learners. Indigenous learners frequently find it difficult to relate to the material when classroom instruction is not in line with their cultural experiences, which lowers their motivation and academic achievement. However, research also shows that indigenous learners demonstrate increased engagement and accomplishment when culturally sensitive teaching practices are used (UNESCO, 2021; UNICEF, 2022).

Some indigenous learners still perform well academically in spite of these obstacles, especially when they have supportive families, teachers who are sensitive to cultural differences, and inclusive learning environments. This implies that when structural and instructional barriers are removed, academic success is achievable.

Overall, the results show that raising academic achievement among indigenous learners necessitates a comprehensive and culturally sensitive educational framework that strengthens support networks in schools and communities while addressing institutional, linguistic, socioeconomic, and cultural barriers.

Factors in Academic Achievement and Motivation

In education, academic achievement and motivation to learn are closely related concepts. Highly motivated learners typically perform better academically, and academic achievement can boost motivation and engagement even more. Achievement and motivation in the context of indigenous learners are influenced by a multitude of interconnected elements that impact their educational experiences.

The academic performance and motivation of indigenous learners are greatly enhanced by cultural factors like cultural integration in education, according to recent studies. Learners' feeling of identification and belonging is strengthened when indigenous languages, knowledge systems, and customs are incorporated into the curriculum. According to a 2021 research by the United Nations Educational, Scientific, and Cultural Organization, culturally responsive education increases student engagement and lowers dropout rates among indigenous learners. In a similar vein, the United Nations Children's Fund (2022) emphasized that culturally based education enhances academic achievement, involvement, and self-esteem.

Environmental conditions such as school location, transportation accessibility, and availability of learning resources significantly affect learners' educational experiences. According to the World Bank (2023), indigenous learners in remote areas face persistent barriers due to geographic isolation and limited infrastructure, which negatively impact attendance and achievement. OECD (2020) also noted that unequal access to learning resources contributes to widening educational disparities.

Academic achievement and motivation are influenced by individual factors such as learners' interests, self-efficacy, mental health, and encounters with prejudice. According to UNESCO (2021), social exclusion and historical trauma might lower learners' self-esteem and involvement in class activities. Learning outcomes are further impacted by the interactions between these inner difficulties and environmental circumstances.

The school environment has a significant impact on the academic achievement of indigenous learners. Better learning outcomes are a result of inclusive school policies, encouraging leadership, and robust monitoring methods. According to UNICEF (2022), schools that use family involvement initiatives and culturally inclusive practices see increases in student attendance and academic performance. Enhancing motivation and engagement is more likely to occur in schools that create safe and encouraging environments.

Indigenous learners' academic achievement and motivation to learn is strongly predicted by social support from their families and communities. Learners' confidence and sense of belonging are increased by strong cultural identity, community involvement, and familial support. Social cohesiveness and cultural continuity have a good impact on learners' enthusiasm and perseverance in their studies, according to UNESCO (2021).

The motivation and success of indigenous learners are greatly influenced by their teachers. Effective learning requires individualized education, good teacher-student connections, and culturally sensitive teaching. According to the OECD (2020), academic results are much enhanced when teachers modify their lessons to take into account the cultural and language backgrounds of their learners. Similarly, UNICEF (2022) emphasized that narrowing achievement inequalities requires teachers to be equipped in culturally responsive teaching.

According to this, a complex interplay of cultural, environmental, personal, school-based, social, and teacher-related factors affects academic attainment and motivation among indigenous learners. Because of their interdependence and mutual reinforcement, improving learning outcomes requires addressing more than one of these aspects. Instead, to properly help indigenous learners, a comprehensive and culturally sensitive strategy is needed.

Educational systems that are inclusive, culturally sensitive, and context-sensitive are necessary to boost academic attainment and motivation among indigenous learners. To provide fair learning opportunities for all indigenous learners, interventions should expand community involvement, improve school environments, increase teacher capacity, and address structural constraints.

The academic success and motivation of Indigenous learners continue to be major issues in educational institutions where cultural diversity is not properly included into instructional strategies. Due to cultural, environmental, school, social, teacher-related, and individual factors that impact their learning experiences, many indigenous learners still face educational disadvantages.

Through the Indigenous Peoples Education (IPEd) Program, the Philippine Department of Education integrates Indigenous Knowledge Systems and Practices (IKSPs), mother tongue-based instruction, and community involvement to promote culturally sensitive and contextualized education. But despite these initiatives, there are still inequalities in indigenous learners' academic performance and enthusiasm. Sources were analyzed thematically based on four key areas: Culturally responsive education, Community engagement, Teacher capacity development, and Institutional and policy support.

For culturally relevant education, results indicate that indigenous learners' motivation, engagement, and academic performance are greatly enhanced by culturally responsive education. Condeza and Mongas (2025) discovered that incorporating indigenous culture into education increases involvement and self-esteem. UNESCO (2021) affirms that academic achievement and identity are strengthened by culturally informed education.

By incorporating indigenous knowledge systems and practices into the curriculum, the DepEd IPEd framework promotes learning experiences that are culturally significant.

For community engagement, involving the community is essential to educational interventions. Collaboration between schools, families, elders, and indigenous leaders enhances learning outcomes, conduct, and attendance, according to a 2024 study published in the *Journal of Social, Humanity, and Education*. Strong family and community support boosts learner motivation and lowers dropout rates, according to UNICEF (2022).

For teacher capacity development, effective instruction requires teachers to be proficient in culturally sensitive pedagogy. According to Esparrago-Kalidas (2024), teacher preparation enhances the capacity to meet a variety

of cultural demands. According to OECD (2020), instructors who have received training in inclusive education techniques greatly raise student accomplishment. Closing learning gaps requires culturally responsive teacher preparation, according to UNESCO (2021).

For Institutional and Policy Support, maintaining intervention programs requires institutional support. According to the World Bank (2023), indigenous learners do better in educational systems that make investments in inclusive policies, infrastructure, and teacher development. Intervention programs continue to be dispersed and ineffective in the absence of robust policy implementation.

The results show that educational intervention programs for indigenous learners need to be system-supported, holistic, and culturally anchored. While community engagement increases participation and a sense of belonging, culturally responsive education improves academic performance and motivation. While institutional and policy support maintains long-term effects, teacher capacity building guarantees the successful use of inclusive pedagogy. Because these components are interrelated, improving the educational results of indigenous learners requires addressing more than one of them. In order to address educational disparities, comprehensive intervention programs that incorporate cultural responsiveness, community involvement, teacher preparation, and policy reinforcement are firmly supported by the literature.

The most successful educational intervention programs for indigenous learners are those that are community-driven, culturally sensitive, and backed by capable educators and robust institutional regulations. Improving academic attainment and motivation requires addressing socioeconomic, cultural, and instructional hurdles. A comprehensive and all-encompassing strategy guarantees fair educational opportunities and helps indigenous learners realize their greatest potential.

Theoretical Framework

This study is anchored on contemporary educational theories and recent international frameworks that explain how indigenous learners' academic achievement and motivation are shaped by cultural, social, environmental, teacher-related, and institutional factors. These are primarily grounded in culturally responsive education, inclusive education frameworks, and systems-based learning perspectives.

A major foundation of this study is the Culturally Responsive Education Framework, which continues to be strengthened in recent literature by the United Nations Educational, Scientific and Cultural Organization (2021). This framework emphasizes that learning is most effective when it reflects learners' cultural identity, language, and lived experiences. UNESCO (2021) further argues that education systems that integrate indigenous knowledge systems and cultural practices improve engagement, motivation, and academic achievement. This aligns with recent findings (2020–2025) that culturally responsive teaching enhances learners' self-esteem, participation, and academic confidence.

This framework is also supported by the Inclusive and Equitable Education Perspective promoted by the United Nations Children's Fund (2022), which highlights that marginalized learners, including indigenous learners, require learning environments that address barriers such as language differences, poverty, and limited access to educational resources. UNICEF (2022) stresses that inclusive education improves retention, motivation, and academic performance by ensuring that no learner is excluded from meaningful participation.

In addition, the study is guided by the Systems-Based Educational Perspective supported by the World Bank (2023), which explains that learners' academic outcomes are influenced by interconnected structural factors such as school infrastructure, teacher quality, socio-economic conditions, and community support. This perspective emphasizes that improving indigenous learners' performance requires coordinated interventions across multiple levels of the education system.

Complementing these frameworks is the OECD (2020) learning systems perspective, which highlights that education systems that fail to recognize diversity and inclusion tend to widen achievement gaps. The OECD stresses that equity-focused reforms and adaptive learning environments are essential in improving outcomes for disadvantaged learners.

Conceptual Framework

Figure 1 shows the schematic relationship of the two variables, such as the factors or causalities as independent variables and environmental and academic achievement and motivation to learning as dependent variable.

It is hypothesized that the independent variables—which include personal, social, cultural, school, and environmental—have an impact on the dependent variables of academic achievement and learning motivation. A link between the variables and learning motivation and academic accomplishment is shown by a line traced from the independent variable to the dependent variable. An educational intervention program will be created in light of the findings to better meet the needs of the indigenous learners, as indicated by the third box.

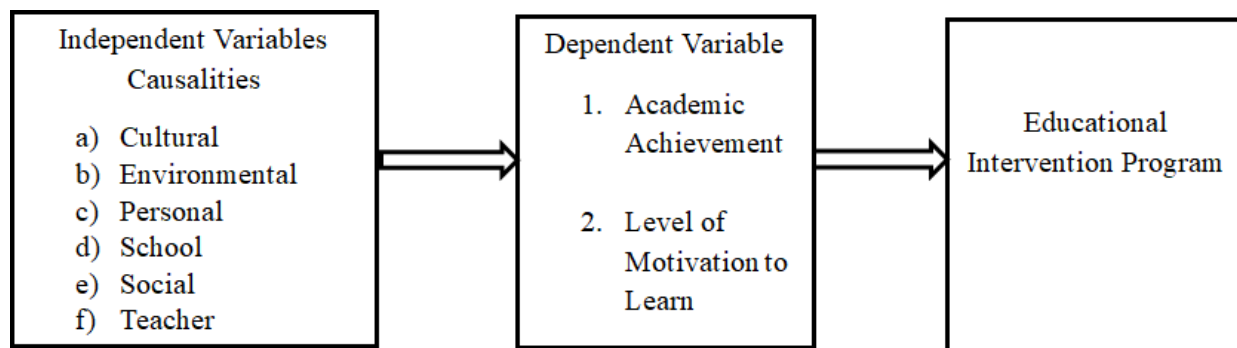


Figure 1. The conceptual Framework of the study

Statement of the Problem

1. What are the factors influencing the academic achievement and motivation to learn among indigenous learners?
2. How do the causalities influence the academic achievement and motivation to learn among indigenous learners?
3. What educational intervention can be designed to improve the academic achievement and motivation to learn among indigenous learners?

Research Design

This study employed descriptive correlational design which combines both quantitative and qualitative collection techniques. This research design consists of two consecutive phases; it started with a survey with target respondents about their academic achievement, motivation to learn, and the factors affecting their academic achievement and motivation to learn. After this, the second phase immediately followed where qualitative data are gathered through key informant interview (KII) and focus group discussion (FGD). The qualitative phase responds to the quantitative data which requires further and deeper explanation.

Locale of the Study

The study was conducted in North Cotabato in Region XII where there is a presence of indigenous people education (IPEd) schools and community in the region. The criteria for selecting the schools were an IPEd implementing school in North Cotabato Division. The school should have at least majority of the total population was IP learners. Based on this criterion, the study involved four (4) IPEd elementary schools in the Cotabato Division namely: Temuey Aguang B. Campong Integrated School, Barongis Elementary School under Libungan East District; Lampaki Elementary School in Pigcawayan North District; and Malapang Elementary School in Aleosan East District.

Respondents

The respondents of the study was grade six elementary learners who belong to the Manobo tribe and their parents; class advisers; and the school principal in the school year 2023-2024. The parents of the pupil respondents may be either both IPs or mixed.

Sampling Technique and Sampling Size

The four schools were chosen using purposive sampling. To select respondents from among the indigenous learners and parents, the researcher employed simple random selection for the categories. The class adviser and school head as key informants were purposively selected. A total of 40 indigenous learners, 10 parents, 4 class adviser and 4 school head. A total of 58 respondents for the entire study.

Research Instruments

The quantitative data was collected via the survey questionnaire. There were four components to it. Part I inquired about the respondent's personal profile such as age, gender, tribal affiliation of parents, and distance of residence to school. Part II asked about their academic achievement; Part III on their motivation to learn; and Part IV gathered the factors which influenced their academic achievement and motivation to learn.

The Focus Group Discussion (FGD) guide was used to gather in-depth qualitative data both from the learners and parents. With reference to the results of the survey, the FGD guide substantiate the results of the survey with a primary focus on the indigenous learners' academic achievement, motivation in learning, and their causes.

The KII guide was used to gather qualitative in-depth interviews with people who know what is going on in the indigenous community. The purpose of key informant interviews is to collect information from teachers and school heads who have knowledge about the indigenous learners' performance in school.

The content analysis guide was used to gather the secondary data pertaining to the respondents' academic grade, school attendance, and other documents on participation and awards on academic and non-academic competitions. This data was secured from the class adviser of the respondents.

Reliability and Validity of Instrument

The research instruments underwent thorough validity and reliability assessments. For validity, the survey questionnaire and the interview and FGD guides were submitted to three experts, who evaluated their alignment with the research objectives and the accuracy of the items and questions. The instruments were confirmed valid as they clearly correspond with the key variables of the study, particularly academic achievement and the various factors influencing motivation to learn among Indigenous learners, and the questionnaire items were refined to capture cultural, environmental, personal, school, social, and teacher-related dimensions, ensuring comprehensive representation of the constructs. Moreover, regarding reliability, the validation sheet indicates a calculated average of 29.33, reflecting the consistency of the data, which demonstrates that the measurement process produces stable and repeatable results with minimal variation, implying that the instrument can be trusted to yield consistent outcomes when applied under similar conditions.

Data Gathering Procedure

To conduct the study, the researcher got authorization from the dean of Notre Dame University's Graduate School. With this, the superintendent of the Schools Division then grants the researcher permission to use four (4) of the division's elementary schools as research sites. After approving, the researcher secured permission from the school heads of each school for using their school and learners in the study.

The researcher asked permission from the National Commission of Indigenous People office for the conduct of the study involving indigenous children as a show of respect to the norms and standards of indigenous society. To protect the rights of the respondents as minors, the researcher secured permission and consent of parents in conducting data collection from their children. There was also orientation on research ethics like informed consent, confidentiality and voluntary participation. After complying with the aforesaid requirements and

protocols, data gathering commenced. The procedure was divided into two parts. The first began with a survey asking target respondents about their academic performance and desire to study. The second phase, which collects quantitative data through focus groups and key informant interviews (KII), starts right after this. The quantitative statistics that call for a more thorough explanation were addressed in the qualitative phase.

Data Analysis

The analysis of data is divided into three (3) parts. Part 1 is about analysis of quantitative data, Part 2 on qualitative data while Part 3 will explain the process in drafting the intervention plan.

The first part examined the respondents' self-reported academic achievement and level of motivation to learn and the factors that influence their academic achievement and motivation. The factors consist of personal; social; cultural; teacher; school; and environmental.

Descriptive statistics were used in the analysis of the independent variables (factors) and dependent variables (academic achievement and level of motivation to learn). Multiple regression analysis will be utilized to determine and examine the causative elements while the measures of central tendency, such as mean and standard deviation, will be computed to summarize the data.

The part two was the qualitative data. The study used narrative approach to gather the respondents' personal experiences on how the factors affected their academic achievement and motivation to learn. The analysis on the effect of the pre-determined factors examined the participants' knowledge, opinions, and feelings on the changes on their academic achievement and motivation to learn.

Part three was the educational intervention to answer the last objective of the study. The researcher analyzed the qualitative and quantitative data before proceeding to the development of intervention program. This intervention program is a blueprint of an educational program designed to enhance indigenous learners' academic achievement and motivation to learn that focuses on enabling knowledge, values, and skills in completing the elementary education. This intervention program includes a goal, objectives, intervention strategy, timeline, and progress monitoring mechanism. This later be used as a benchmark to assess or compare the academic achievement and motivation to learn to ensure clarity, consistency and comparability in assessing outcomes.

Treatment of Data

The researcher used descriptive statistics such as measures of central tendency and variability for the quantitative data. Specifically, the weighted mean and standard deviation was used to summarize and analyze the data. For the qualitative data, thematic analysis was employed to analyze the respondents' answers generated through the key informant interview and FGD.

Data Interpretation

The reliability of the instrument used to measure Indigenous learners' academic motivation and influencing factors was assessed using Cronbach's alpha. The results indicate that the Level of Motivation scale achieved an alpha of 0.70, suggesting acceptable internal consistency among the ten items measuring learners' interest, persistence, and engagement in academic activities. The Environmental Factor scale, with an alpha of 0.72, shows that items assessing family support, access to learning resources, and study environment are reliably capturing environmental influences on learner motivation. The Personal Factor scale of 0.75 demonstrates strong consistency among items measuring self-discipline, confidence, goal-setting, and problem-solving skills. The School Factor scale achieved an alpha of 0.71, indicating that the items assessing classroom instruction quality, school resources, and curriculum relevance are reliably measuring school-related influences. Finally, the Social Factor scale of 0.70 shows acceptable reliability for items assessing peer support, family guidance, community involvement, and social recognition.

Overall, these results suggest that the instrument is reliable and consistent in measuring both the academic motivation of Indigenous learners and the environmental, personal, school, and social factors that influence their

learning. The acceptable Cronbach's alpha values strengthen the validity of subsequent statistical analyses, such as correlation or regression, in exploring the relationship between these factors and learners' academic achievement.

Ethical Consideration

This research adhered to the requirements of research ethics and standards. First, the researcher secured a clearance letter from the office of the Dean of the Graduate School, NDU Cotabato that allowed him to access the four (4) schools in data collection in Cotabato province. Second, the researcher asked a letter of permission to conduct the study from the office of the Schools Division Superintendent of Cotabato. Lastly, the researcher secured a letter of permission from the office of Indigenous People at the place where the research will be implemented.

To safeguard the rights of Indigenous learners, the researcher first obtained the respondents' parents or guardians' informed agreement for their voluntary participation. Other participants, such as parents and teachers, were asked for their informed consent before they could participate.

Furthermore, there was no harm done to research subjects in any way. Prioritized study participants' dignity was important. The researcher guaranteed a sufficient degree of confidentiality for the study data. About the goals and objectives of the study, the researcher did not lie or exaggerate. The researcher noted that any correspondence on the study must be done so in an open and sincere manner. Misleading information of any kind was avoided, as must biased reporting of primary data findings.

The researcher changed the names of respondents by providing them with codes and shielding them from any harm or embarrassment. The confidentiality of the data and the participants was guaranteed. The respondents were given their free will to participate in the study, but they are free to change their minds at any point. It was imperative to guarantee the anonymity of the participants involved in the research.

RESULTS AND DISCUSSION

Table 1. Factors Influencing Academic Achievement and Motivation to Learn

Factor	#	Statement (short)	Mean	SD	Desc
Cultural	1	Education for self-determination	4.42	1.04	Strongly Agree
	2	Preserve customs & sacred sites	4.40	0.81	Strongly Agree
	3	Proud to share language	4.78	0.48	Very Strongly Agree
	4	Preserve beliefs for future	4.70	0.56	Very Strongly Agree
	5	Cultural identity and uniqueness	4.13	0.94	Strongly Agree
	6	Cultural sensitivity helps relate	4.38	0.87	Strongly Agree
	7	Stereotyping doesn't interfere	3.85	1.19	Strongly Agree
Overall Cultural	—	—	3.75		Strongly Agree
Environmental	1	Distance hinders attendance	2.90	1.53	Agree
	2	Transportation available	3.62	1.55	Strongly Agree
	3	Roads safe & well-kept	4.10	1.26	Strongly Agree

	4	Community safe from calamities	4.00	1.11	Strongly Agree
	5	Community peaceful & orderly	4.25	0.81	Strongly Agree
	6	Infrastructure supports dev	4.37	0.67	Strongly Agree
	7	Terrain/wildlife no harm	4.30	1.02	Strongly Agree
Overall Environmental	—	—	3.93		Strongly Agree
Personal	1	Look forward to class	4.85	0.36	Strongly Agree
	2	School develops knowledge & skills	4.58	0.81	Strongly Agree
	3	Active in class participation	4.52	0.85	Very Strongly Agree
	4	Participation improves interaction	4.82	0.45	Very Strongly Agree
	5	Improve performance for recognition	4.58	0.84	Very Strongly Agree
	6	Education = brighter future	4.83	0.45	Very Strongly Agree
	7	Education overcomes poverty/illiteracy	4.32	0.76	Strongly Agree
Overall Personal	—	—	4.64		Very Strongly Agree
School	1	Tribal dances recognize identity	4.07	1.10	Strongly Agree
	2	Indigenous costumes allowed	4.35	0.95	Strongly Agree
	3	Communication in native tongue	4.48	0.85	Strongly Agree
	4	Prepares learners for competitions	4.45	0.93	Strongly Agree
	5	Trains confidence in leadership	4.60	0.63	Very Strongly Agree
	6	Learning materials based on culture	4.35	0.66	Strongly Agree
	7	Facilities cater to learners	4.32	0.76	Strongly Agree
Overall School	—	—	4.37		Strongly Agree

Legend:

Scale	Range of Means	Interpretation	Description
5	4.50-5.00	Very strongly agree	Always a factor
4	3.50-4.49	Strongly agree	Often a factor
3	2.50-3.49	Agree	Sometimes a factor
2	1.50-2.49	Strongly disagree	Rarely a factor
1	1.00-1.49	Very strongly disagree	Never a factor

For cultural factor, indigenous learners strongly recognize the importance of culture in their academic motivation and performance. They agreed that education contributes to self-determination (Mean = 4.42), preserving customs and sacred sites is vital (Mean = 4.40), and they feel proud to share their language (Mean = 4.78). Other aspects, such as maintaining cultural beliefs for the future and cultural sensitivity, also received high agreement. The overall mean for cultural factors was 3.75 which was Strongly Agree, indicating that learners value cultural identity and see it as a key factor in their educational engagement.

For environmental factor, it generally support learners' participation and engagement, with high agreement on transportation availability (Mean = 3.62), safe roads (Mean = 4.10), and supportive infrastructure (Mean = 4.37). However, distance to school was reported as a hindrance (Mean = 2.90), highlighting a challenge in physical accessibility. The overall mean for environmental factors was 3.93 which was Strongly Agree, suggesting that while environmental conditions are mostly conducive, some logistical barriers still affect attendance and active learning.

For personal factor, learners exhibited very strong personal motivation toward learning. They look forward to classes (Mean = 4.85), actively participate (Mean = 4.52), and perceive education as a pathway to a brighter future and overcoming poverty (Mean = 4.83). Overall, personal factors had the highest mean at 4.64 which was Very Strongly Agree, demonstrating that intrinsic motivation, engagement, and valuing education are major drivers of learners' academic success.

For school factor, it was also highly supportive of Indigenous learners' motivation. The integration of cultural practices, such as tribal dances (Mean = 4.07), indigenous costumes (Mean = 4.35), communication in native tongue (Mean = 4.48), and leadership training (Mean = 4.60), reinforced learners' sense of identity and confidence. The overall mean for school factors was 4.37 which was Strongly Agree, indicating that culturally responsive school practices and facilities significantly enhance learners' participation, engagement, and overall academic performance.

The results reveal that all four domains—cultural, environmental, personal, and school factors—are perceived by indigenous learners as significant influences on their academic achievement and motivation to learn. However, the degree of influence varies, with personal factors emerging as the strongest driver, followed by school, environmental, and cultural factors. This pattern suggests that while external conditions are important, internal motivation plays a central role in shaping learners' academic engagement.

Table 1. Factors Influencing Academic Achievement and Motivation to Learn

Factor	#	Statement (short)	Mean	SD	Desc
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	6	Cultural sensitivity helps relate	4.38	0.87	Strongly Agree
	7	Stereotyping doesn't interfere	3.85	1.19	Strongly Agree
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	2	Transportation available	3.62	1.55	Strongly Agree
	3	Roads safe & well-kept	4.10	1.26	Strongly Agree
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Personal	1	Look forward to class	4.85	0.36	Strongly Agree
	2	School develops knowledge & skills	4.58	0.81	Strongly Agree
	3	Active in class participation	4.52	0.85	Very Strongly Agree
	4	Participation improves interaction	4.82	0.45	Very Strongly Agree
	5	Improve performance for recognition	4.58	0.84	Very Strongly Agree
	6	Education = brighter future	4.83	0.45	Very Strongly Agree
	7	Education overcomes poverty/illiteracy	4.32	0.76	Strongly Agree
Overall Personal	—	—	4.64		Very Strongly Agree
School	1	Tribal dances recognize identity	4.07	1.10	Strongly Agree
	2	Indigenous costumes allowed	4.35	0.95	Strongly Agree
	3	Communication in native tongue	4.48	0.85	Strongly Agree
	4	Prepares learners for competitions	4.45	0.93	Strongly Agree
	5	Trains confidence in leadership	4.60	0.63	Very Strongly Agree
	6	Learning materials based on culture	4.35	0.66	Strongly Agree
	7	Facilities cater to learners	4.32	0.76	Strongly Agree
Overall School	—	—	4.37		Strongly Agree

Legend:

Scale	Range of Means	Interpretation	Description
5	4.50-5.00	Very strongly agree	Always a factor
4	3.50-4.49	Strongly agree	Often a factor
3	2.50-3.49	Agree	Sometimes a factor

2	1.50-2.49	Strongly disagree	Rarely a factor
1	1.00-1.49	Very strongly disagree	Never a factor

For cultural factor, indigenous learners strongly recognize the importance of culture in their academic motivation and performance. They agreed that education contributes to self-determination (Mean = 4.42), preserving customs and sacred sites is vital (Mean = 4.40), and they feel proud to share their language (Mean = 4.78). Other aspects, such as maintaining cultural beliefs for the future and cultural sensitivity, also received high agreement. The overall mean for cultural factors was 3.75 which was Strongly Agree, indicating that learners value cultural identity and see it as a key factor in their educational engagement.

For environmental factor, it generally support learners' participation and engagement, with high agreement on transportation availability (Mean = 3.62), safe roads (Mean = 4.10), and supportive infrastructure (Mean = 4.37). However, distance to school was reported as a hindrance (Mean = 2.90), highlighting a challenge in physical accessibility. The overall mean for environmental factors was 3.93 which was Strongly Agree, suggesting that while environmental conditions are mostly conducive, some logistical barriers still affect attendance and active learning.

For personal factor, learners exhibited very strong personal motivation toward learning. They look forward to classes (Mean = 4.85), actively participate (Mean = 4.52), and perceive education as a pathway to a brighter future and overcoming poverty (Mean = 4.83). Overall, personal factors had the highest mean at 4.64 which was Very Strongly Agree, demonstrating that intrinsic motivation, engagement, and valuing education are major drivers of learners' academic success.

For school factor, it was also highly supportive of Indigenous learners' motivation. The integration of cultural practices, such as tribal dances (Mean = 4.07), indigenous costumes (Mean = 4.35), communication in native tongue (Mean = 4.48), and leadership training (Mean = 4.60), reinforced learners' sense of identity and confidence. The overall mean for school factors was 4.37 which was Strongly Agree, indicating that culturally responsive school practices and facilities significantly enhance learners' participation, engagement, and overall academic performance.

Cultural Factor

The findings indicate that cultural factors are strongly valued by indigenous learners, particularly in terms of language pride, cultural preservation, and identity affirmation. This suggests that learners do not view education as separate from their cultural identity but rather as a mechanism for sustaining it. From a critical perspective, this reflects a shift away from assimilationist education models toward culturally sustaining pedagogy. This finding aligns with the culturally responsive education framework of Gloria Ladson-Billings (1995) and Geneva Gay (2010), which emphasize that academic success is enhanced when learners' cultural identities are integrated into instruction. However, the high appreciation of culture also implies a potential gap in formal schooling: when learners strongly emphasize cultural preservation, it may indicate that schooling is still perceived as partially detached from their lived realities.

From a broader perspective, UNESCO (2021) argues that education systems that fail to fully embed indigenous knowledge risk creating "cultural discontinuity," which can weaken engagement despite positive attitudes toward learning. Thus, while cultural identity is a strength, it also highlights the need for deeper curriculum transformation beyond symbolic inclusion.

Environmental Factor

Environmental factors were generally perceived as supportive, particularly in terms of infrastructure and community safety. However, the persistent challenge of distance to school reveals a structural inequity that continues to affect access to education. This indicates that while educational participation is supported at the community level, geographic and logistical barriers remain unresolved.

This finding is strongly consistent with the ecological systems theory of Urie Bronfenbrenner (1979), particularly the exosystem level, where external environmental structures such as transportation and infrastructure directly influence learner participation. Similarly, the World Bank (2023) emphasizes that geographic isolation remains one of the most persistent causes of educational inequality among indigenous populations. Critically, this suggests that even when motivation and school support are strong, structural barriers can still limit actual attendance and learning continuity. Therefore, environmental improvement must be treated as an educational equity issue, not merely an infrastructure concern.

Personal Factor

Personal factors emerged as the strongest influence on academic achievement and motivation. Learners demonstrated high intrinsic motivation, strong future orientation, and a clear belief that education is a pathway out of poverty. This indicates a high level of educational aspiration despite contextual barriers.

From a theoretical standpoint, this supports Lev Vygotsky's (1978) view that learning is socially mediated but internally constructed through meaning-making processes. It also reflects OECD (2020) findings that learner agency, aspiration, and self-efficacy are key predictors of academic resilience. Critically, the high personal motivation observed may function as a protective psychological factor, buffering learners from environmental disadvantages. However, relying on motivation alone without structural support risks placing responsibility on learners rather than addressing systemic inequalities. This highlights a key policy concern: motivation must be matched with equitable learning conditions.

School Factors

School-related factors were also rated highly, indicating that learners perceive schools as important spaces for cultural validation and academic support. Practices such as using native language, incorporating indigenous clothing, and promoting leadership development suggest progress toward culturally responsive schooling.

This aligns strongly with the Indigenous Peoples Education (IPEd) framework of the Department of Education (Philippines), which promotes contextualized and inclusive education. It also supports UNESCO (2021), which emphasizes that schools play a critical role in bridging cultural identity and academic success. However, a critical reading of these results suggests that some practices may still be surface-level rather than fully transformative. For example, cultural activities (e.g., dances, costumes) may support identity expression but do not automatically guarantee deep curriculum integration or academic transformation. OECD (2020) warns that superficial multicultural practices may fail to close achievement gaps unless accompanied by systemic instructional reform.

Across all factors, a clear pattern emerges: indigenous learners demonstrate high motivation and strong cultural identity, supported by moderately strong school systems and improving environmental conditions. However, structural barriers such as distance and uneven implementation of culturally responsive education still limit full educational equity.

This interaction reflects UNESCO (2021) and UNICEF (2022) frameworks, which argue that indigenous education outcomes depend on the alignment of four systems: learner agency, cultural relevance, institutional support, and structural accessibility. When one system is weak—particularly infrastructure or curriculum depth—the effectiveness of the others is reduced.

Thus, the findings suggest that improving indigenous learners' academic achievement requires a systems-based intervention approach, not isolated improvements. Indigenous learners are not lacking motivation or capability; rather, they are operating within an education system that is only partially aligned with their cultural and environmental realities. Therefore, educational improvement efforts should shift from focusing on learner deficits to addressing systemic gaps in cultural integration, infrastructure, and instructional design.

Table 2: Table on the Academic Achievement of Indigenous Learners

Theme	Findings	Supporting Quote	Interpretation
Academic Achievement (GPA)	Most Indigenous learners achieved a very satisfactory GPA, meeting or exceeding academic standards.	L6: <i>"We, as tribal learners, are also good in class and have high grades, and we are proud of it."</i>	High GPA demonstrates academic capability and pride, indicating learners can achieve personal and academic goals.
Cultural Pride and Identity (GPA)	Academic success fosters cultural pride and positive self-identity.	L6 (same as above)	Achieving high grades strengthens confidence, validates efforts, and promotes culturally responsive learning environments.
Attendance	Many learners miss multiple days of class, affecting learning and academic performance.	L39: <i>"Many of our tribal classmates are often absent from class, so it is hard for them to learn and they may fail."</i> T2: <i>"Many of the learners are often absent in class, that is why they have difficulty learning and getting high grades."</i>	Chronic absenteeism creates learning gaps, reduces engagement, and negatively affects literacy, numeracy, and overall achievement.
Academic Participation	Most learners actively join academic competitions such as quiz bees, debates, and spelling contests.	P6: <i>"Our youth like to join quizzes and competitions, and we feel happy when they can show their abilities."</i> L35: <i>"Many of us actively participate in class and competitions because we want to learn."</i>	Active engagement in academic opportunities shows willingness to excel and enhances academic performance.
Non-Academic Participation	Learners engage in singing, dancing, and sports, which support social skills, creativity, self-confidence, and teamwork.	L1: <i>"Some of our tribal classmates join singing, dancing, and sports because they want to and it helps with their learning."</i>	Non-academic activities contribute to holistic development, reinforcing both cognitive and social growth.
Awards and Recognition	Learners participate in local, regional, and national competitions, gaining recognition that boosts self-esteem, cultural pride, and confidence.	P2: <i>"Our tribal classmates join competitions and activities at school because we are happy to see their talents and culture."</i> L33: <i>"Some of our tribal classmates always participate in class and sports because they are recognized and it is part of schooling."</i>	Recognition validates learners' efforts, fosters cultural identity, motivates continued participation, and contributes to personal and community empowerment.

Academic Achievement (GPA)

The results show that many indigenous learners attain a very good GPA, demonstrating their intellectual aptitude and ability to meet or beyond curriculum requirements. The conventional deficit perspective, which frequently depicts indigenous learners as performing below expectations, is challenged by this. Rather, the findings imply that indigenous learners can achieve academic success on par with or even better when given supporting learning conditions.

This is consistent with Gloria Ladson-Billings' (1995) concept for culturally responsive education, which highlights that learners do better when their cultural identity is validated during the educational process. Additionally, it promotes UNESCO (2021), which emphasizes how culturally grounded education improves student involvement and accomplishment. Thus, high GPA results might only represent learners who stay in school and regularly attend, pointing to a potential survivorship effect in which learners who face more obstacles might already be left out or underrepresented in accomplishment data.

Cultural Pride and Identity

According to the statistics, academic achievement boosts indigenous learners' sense of self and cultural pride. Learners exhibited satisfaction in both their academic achievement and cultural identity, suggesting that when culturally responsive practices are implemented, education can operate as a platform for identity affirmation.

This result bolsters the claim made by UNESCO (2021) that learning environments that incorporate indigenous identity enhance student engagement and wellbeing. Additionally, it is in line with the Department of Education's (Philippines) Indigenous Peoples Education (IPED) framework, which encourages education that is both identity-affirming and culturally sensitive. From a critical perspective, this implies that academic success promotes cultural self-worth and is not only cognitive but also profoundly identity-based. However, whether or not schools regularly affirm indigenous culture instead of viewing it as supplemental will determine whether or not this positive identity formation occurs.

Attendance

Frequent absences have a detrimental impact on academic achievement and learning continuity, making attendance a critical problem. Both learners and teachers have seen that absences result in poorer academic performance and trouble understanding teachings.

This result is consistent with Urie Bronfenbrenner's ecological systems theory (1979), specifically the relationship between the microsystem (school) and exosystem (community conditions). Additionally, it is consistent with the World Bank's (2023) findings that socioeconomic limitations and geographic isolation are the main causes of school absenteeism among indigenous groups. Thus, absenteeism is a reflection of structural obstacles like distance, livelihood responsibilities, and restricted transportation, not just a lack of interest. This changes the focus from personal accountability to structural disparities in schooling.

Academic Participation

The results demonstrate a high level of engagement in academic events, including spelling bees, debates, and quizzes. This suggests that when given the chance, indigenous learners are open to participating in cognitive tasks. This backs up the OECD's (2020) assertion that student participation and engagement are important indicators of academic achievement. Additionally, it is consistent with Vygotsky's sociocultural theory, which holds that active social engagement and shared task involvement improve learning. Thus, competition participation may also be an example of performative inclusion, in which learners participate in organized activities but may not always receive the same level of support in regular classroom instruction. This implies that it is important to make sure that opportunities for engagement result in long-term academic growth rather than individual successes.

Non-Academic Participation

Participating in athletics, dance, and singing demonstrates a strong commitment to extracurricular activities that foster self-expression, creativity, and teamwork. These exercises support the growth of learners holistically. UNICEF (2022) highlights that holistic education, which incorporates sports and the arts, improves socioemotional development and school participation. This is in line with UNESCO's (2021) advocacy for educational institutions that promote learners' overall development rather than just their academic achievement. In order to avoid being viewed as extracurricular rather than essential to education, a critical interpretation

contends that although these activities increase engagement, they must be purposefully connected to academic learning outcomes.

Awards and Recognition

Acknowledgment at the local, regional, and national levels boosts learners' motivation, self-worth, and sense of cultural pride. In both academic and cultural contexts, awards acknowledge learners' efforts and strengthen their sense of accomplishment. This is consistent with motivational theories found in OECD (2020), which emphasize how learner motivation and persistence are greatly increased by acknowledgment and achievement feedback. Additionally, it backs UNESCO (2021), which highlights how recognition programs boost student empowerment, particularly in underprivileged communities. Thus, though, acknowledgment needs to be fair and inclusive. It may inadvertently increase motivation disparities among those who receive less recognition if just a small percentage of learners consistently receive honors.

Overall, the results indicate that indigenous learners exhibit great academic aptitude, high levels of interest, and active participation in both academic and extracurricular activities. Nevertheless, these advantages coexist with enduring structural issues like absenteeism. This is consistent with UNESCO (2021) and UNICEF (2022), which stress that the alignment of cultural, institutional, and structural systems shapes indigenous education results. The full capability of the other systems is limited when one system (such as access or attendance) is inadequate. One important realization is that indigenous learners' academic performance is influenced by systemic limitations and unequal access rather than a lack of aptitude or drive. This implies that increasing achievement calls for more than just promoting involvement; it also calls for removing obstacles to attendance, bolstering learning continuity, and making sure that systems of acknowledgment are fair and inclusive.

Table 3: Motivation to Learn among Indigenous Learners

Theme	Findings	Supporting Quote	Interpretation
Culturally Sensitive Lessons	Learners are highly motivated when lessons respect their culture.	L2: <i>"Their class teaches the way to respect their culture."</i>	Cultural sensitivity increases engagement, pride, and interest in learning.
Learning Materials	Learning materials that are easy to understand motivate learners.	L4: <i>"We really like the learning materials that our teachers introduce because they are easier for us to understand and help us learn better."</i> P3: <i>"The learning materials used in class help the learners become more motivated and interested in their learning."</i>	Properly designed materials enhance comprehension, interest, and academic motivation.
Group Cooperation (Assignments/Projects)	Projects requiring group work motivate learners by promoting peer learning and teamwork.	L5: <i>"We really like assignments and projects that require group cooperation because we can learn from others and understand the lessons more easily."</i> Adviser: <i>"Group cooperation in class helps learners become motivated, more interested in learning, and strengthens teamwork and social skills."</i>	Cooperative learning builds social skills, motivation, and deeper understanding of lessons.
School Clubs and Organizations	Participation in clubs helps learners overcome shyness and develop interpersonal skills.	L8: <i>"We really like joining school clubs and organizations because they help us overcome our shyness, and we learn how to talk to others and work together."</i> P1: <i>"Participating in clubs and organizations helps learners</i>	Extracurricular involvement enhances confidence, social interaction, and engagement.

		<i>become confident, more self-assured, and build good relationships."</i>	
Socio-Cultural & Sports Activities	Cultural and sports activities motivate learners by developing talents and confidence.	L3: <i>"We like joining sports and cultural activities because they help us develop our talents and become confident."</i>	Engagement in activities fosters holistic development, self-expression, and skill-building.
Grades and Awards	Achieving good grades and awards strongly motivates learners.	L17: <i>"We are very happy when we get high grades and awards because we are proud of ourselves and want to learn more."</i> P1: <i>"Giving grades and awards helps learners become more motivated, confident, and interested in learning."</i>	Recognition reinforces effort, self-esteem, and continued motivation for learning.
Teachers' Assistance and Support	Learners are motivated when teachers provide guidance and address their needs.	L11: <i>"We really like it when our teachers help and understand our needs in class because it makes lessons easier to understand and learning more enjoyable."</i> T3: <i>"Teachers' support helps learners become more motivated, engaged, and improve their learning."</i>	Teacher support enhances comprehension, engagement, and academic motivation.
Parental Encouragement and Support	Learners are motivated when parents encourage and support their studies.	L24: <i>"We really like it when our parents support and encourage our learning because it makes us more motivated and happy in class."</i> Teacher: <i>"Parents' support and encouragement help learners become more confident, resilient, and improve their learning."</i>	Parental encouragement strengthens confidence, resilience, and interest in school.
Parental Attendance in School Programs	Parents' participation in school activities motivates learners.	L39: <i>"We really like it when our parents join school programs and meetings because we can see that they support our learning."</i> T4: <i>"Parents' participation helps learners become more motivated, confident, and improve their learning."</i>	Visible parental involvement reinforces learners' motivation and sense of support.
Family and Relatives' Support	Family and relatives' assistance in studies motivates learners.	L2: <i>"We really like it when our family and relatives support and help us in our studies because it makes lessons easier to understand and we become more motivated."</i> T3: <i>"Family support helps learners stay focused, resilient, and improve their learning."</i>	Supportive family environment promotes focus, resilience, and academic engagement.

The results show how interrelated elements functioning within a larger educational system influence Indigenous learners' motivation. According to a systems-based educational perspective, the curriculum, teachers, peers, family, and community all have an impact on learners' experiences. The topics (such as parental participation, learning resources, school activities, and teacher assistance) show how several subsystems interact to either help or impede learner motivation. For example, the function of the classroom subsystem is highlighted by culturally sensitive lessons and teacher support, while the home-school relationship is emphasized by parental encouragement and family support. But a crucial problem arises: the alignment of these subsystems determines their efficacy. The system as a whole may not be able to maintain motivation if one component—such as culturally appropriate instruction—is there but others—such as institutional resources or family support—are lacking. This implies that coordinated interventions, as opposed to standalone tactics, are necessary to improve the outcomes of Indigenous learners.

From the standpoint of inclusive and equitable education perspective, the results show that when learners feel understood, encouraged, and given equal chances to succeed, their motivation is increased. Differentiated instruction and scaffolding are examples of equitable methods that assist address diverse learning requirements, as seen by the favorable reaction to accessible learning resources and instructor supervision. In a similar vein, club involvement and group cooperation foster inclusion by offering venues for social contact and a sense of belonging. A more thorough examination, however, raises questions regarding equitable disparities. Due to financial and geographical limitations, not every student may have equal access to helpful teachers, engaging extracurricular activities, or active parental participation. Therefore, even though the results show inclusive practices, they also highlight possible implementation inequalities. In order to ensure that all Indigenous learners benefit similarly across settings, true educational equity necessitates both equitable opportunity and specialized help for those who are most disadvantaged.

Learning becomes more relevant when it reflects learners' identities, customs, and lived experiences. This is confirmed by the major emphasis on culturally sensitive teaching and sociocultural activities, which is rooted in Culturally Responsive Education. This paradigm explains why when their culture is valued and incorporated into the curriculum, Indigenous learners exhibit higher levels of motivation. A sense of pride and belonging, which are essential for involvement and perseverance in the classroom, are fostered by cultural affirmation. A critical viewpoint, however, contends that merely adding cultural components is insufficient. Instead of being viewed as a sporadic activity, it is necessary to make sure that cultural integration is genuine, ongoing, and integrated throughout the curriculum. Additionally, in order to successfully apply culturally responsive approaches, educators must possess the necessary knowledge and abilities; otherwise, efforts may stay superficial.

A conflict between inner and extrinsic motivation is further demonstrated by the results on grades, rewards, and recognition. Recognition systems may encourage performance-based success rather than deeper learning, even though they inspire learners and boost their self-esteem. Assessment procedures should go beyond rewards in an inclusive and culturally sensitive framework and take into account holistic, culturally appropriate learning metrics that recognize not only academic success but also cultural awareness, teamwork, and personal development.

Furthermore, the significance of expanding education outside of the classroom is highlighted by the role of community and parental involvement. A systems-based perspective emphasizes that schools cannot operate independently; significant collaborations with families and communities are crucial. However, participation may be hampered by obstacles such a lack of parental availability or a lack of knowledge with educational procedures. This need more adaptable and culturally aware methods of family interaction that acknowledge different situations rather than presuming consistent participation.

Overall, the findings confirm that Indigenous learners' motivation is a result of an integrated system formed by cultural relevance, inclusive practices, and fair support systems rather than being a purely individual trait. According to the alignment of these three frameworks, inclusive and equitable practices that address a range of needs and lessen disparities, culturally responsive approaches that affirm identity and foster meaningful learning, and a cohesive system where school, family, and community collaborate are all necessary for effective education for Indigenous learners. It also highlights the need for systemic, long-term, and context-sensitive educational changes by exposing serious gaps in implementation depth, consistency, and access.

Educational Intervention Program for Indigenous Learners

I. Rationale

The complex and interrelated aspects affecting the motivation, engagement, and academic success of Indigenous learners led to the development of this educational intervention program. The results highlight the need for a coordinated and system-based approach by showing that learning outcomes are influenced by teacher capacity, family support, and community involvement in addition to classroom methods.

The program, which is based on a systems perspective, acknowledges that coordinated efforts among all parties involved are necessary for long-term educational development as opposed to discrete treatments. From the perspective of inclusive and equitable education, it tackles inequalities by encouraging access to high-quality learning opportunities and offering focused assistance to satisfy a range of learner needs. Additionally, the program is based on the concepts of culturally responsive education, which guarantees that the culture, identity, and lived experiences of Indigenous learners are incorporated into the teaching and learning process to increase motivation and relevance.

In light of these factors, the program suggests a methodical, theory-based intervention intended to foster inclusive, equitable, and culturally sensitive practices while enhancing cooperation between communities, families, and schools. In the end, it seeks to enhance the academic achievement, engagement, and overall development of Indigenous learners using a sustainable and culturally relevant teaching methodology.

II. Methods

Three important theoretical stances are integrated into the framework-based design of this intervention program: the systems-based educational perspective, which directs the cooperation of community, family, and school initiatives, the perspective of inclusive and equitable education, which guarantees access, equity, and adaptability to the diversity of learners and culturally responsive education incorporates identity, culture, and life experiences into instruction.

Program Design

The intervention consists of four major components:

1. Instructional Enhancement
 - Integration of culturally relevant content in lessons
 - Use of contextualized and simplified learning materials
 - Application of differentiated instruction and scaffolding
 - Implementation of cooperative learning strategies
2. Teacher Capacity Development
 - Training on culturally responsive and inclusive pedagogy
 - Peer mentoring and coaching
 - Development of localized instructional materials
3. Learner Development Activities
 - Participation in clubs, organizations, and leadership programs
 - Engagement in cultural and sports activities
 - Recognition of academic and cultural achievements
4. Family and Community Engagement
 - Regular parent-teacher interactions
 - Community participation in school programs
 - Collaboration with local cultural leaders
5. Equity Support Mechanisms

- Provision of academic support (tutorials and remediation)
- Access to appropriate learning resources
- Implementation of inclusive school policies

Participants and Setting

The program targets Indigenous learners in basic education, with involvement from teachers, parents, and community stakeholders to ensure a holistic and system-wide approach.

III. Expected Outcomes

The implementation of the intervention program is expected to yield the following outcomes:

Academic Outcomes

- Improved comprehension and academic performance
- Increased classroom participation and engagement
- Reduced learning gaps among learners

Motivational and Behavioral Outcomes

- Increased learner motivation and interest in learning
- Higher levels of confidence and self-esteem
- Improved collaboration and social interaction skills

Cultural Outcomes

- Strengthened cultural identity and pride
- Greater appreciation of Indigenous knowledge and traditions
- Increased relevance of learning experiences

Systemic Outcomes

- Enhanced teacher competence in inclusive and culturally responsive practices
- Stronger home–school–community partnerships
- Increased parental involvement in education

Program Design	Objectives	Planned Activities / Strategies	Expected Outcomes	Timeline	Source of Fund
1. Culturally Responsive Instruction	Integrate culture into teaching and enhance learner engagement	- Contextualize lessons using Indigenous knowledge and practices - Use mother tongue/local language in instruction - Develop culturally relevant lesson plans	- Increased learner motivation and participation - Strengthened cultural identity and pride - Improved academic understanding	1st–4th Quarter (Continuous Implementation)	School MOOE, DepEd Funds, NGO support

2. Development of Learning Materials	Improve comprehension through accessible and contextualized materials	- Create simplified and localized learning materials - Provide visual and interactive resources - Adapt modules suited to learners' context	- Improved comprehension and academic performance - Increased learner interest in lessons	1st–2nd Quarter (Development) 3rd–4th Quarter (Utilization)	School MOOE, LGU support, External Grants
3. Teacher Capacity Building	Strengthen teachers' competence in inclusive and culturally responsive pedagogy	- Conduct training/workshops on inclusive teaching - Peer mentoring and coaching - Development of localized instructional strategies	- Enhanced teaching effectiveness - Increased learner engagement - Consistent implementation of inclusive practices	1st–2nd Quarter (Training) Ongoing coaching throughout the year	DepEd Training Funds, School Budget
4. Cooperative Learning Strategies	Promote collaboration and peer learning	- Implement group activities and projects - Use peer tutoring strategies - Encourage collaborative problem-solving tasks	- Improved teamwork and social skills - Better understanding of lessons - Increased participation	1st–4th Quarter (Continuous Implementation)	School Funds, Minimal Cost
5. Learner Development Programs (Clubs & Activities)	Enhance confidence, leadership, and holistic development	- Organize school clubs and organizations - Conduct cultural and sports activities - Facilitate leadership training programs	- Increased confidence and self-esteem - Development of talents and skills - Stronger school engagement	2nd–4th Quarter (Implementation)	School Funds, LGU, PTA Support
6. Recognition and Motivation System	Encourage academic effort and positive behavior	- Provide awards and recognition programs - Celebrate achievements (academic & cultural) - Conduct recognition ceremonies	- Increased motivation and goal-setting - Enhanced self-confidence - Sustained learner engagement	Quarterly	School Funds, PTA Contributions
7. Family and Community Engagement	Strengthen home–school–community partnership	- Conduct parent–teacher meetings - Organize community involvement programs - Invite cultural leaders for school activities	- Increased parental involvement - Stronger support system for learners - Improved learner motivation	Quarterly / Ongoing	PTA Funds, LGU, Community Donations

8. Equity and Support Mechanisms	Address learning gaps and ensure inclusive support	- Provide tutorials and remediation programs - Offer counseling and guidance services - Ensure access to learning resources	- Reduced learning gaps - Improved academic performance - Increased retention and participation	1st–4th Quarter (Continuous)	DepEd Funds, School Budget, NGO Support
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Theoretical and practical contribution

This study advances our understanding of how several interrelated factors within the educational system affect the motivation, engagement, and academic achievement of Indigenous learners. It reinforces the idea that classroom procedures, teacher conduct, family support, and community involvement interact to affect student results, which cannot be described by a single element alone. By offering actual data on how learner-centered, culturally grounded approaches boost Indigenous learners' motivation and engagement, the study also contributes to conversations about inclusive and responsive education. By illustrating how incorporating learners' cultural identities into instruction enhances engagement, confidence, and learning relevance—especially in marginalized contexts—it also broadens the conversation on culturally responsive education.

For practicality, it offers a foundation for creating and executing an educational intervention program that educators, school administrators, and other education stakeholders can use to enhance the educational experiences of Indigenous learners. It provides practical advice on how to improve learning materials to meet the requirements of learners, strengthen classroom instruction through culturally relevant teaching practices, and increase teacher capacity through focused training and support. The report also emphasizes how crucial it is to improve school-home-community ties and promote increased community and parental involvement in education. Additionally, it offers direction to educational leaders on how to create more equal and inclusive school policies, allocate resources more effectively, and guarantee ongoing program monitoring and evaluation. All things considered, the study is a useful guide for enhancing school administration procedures meant to boost Indigenous learners' enthusiasm, involvement, and academic achievement.

CONCLUSION

Based on the study's findings, the researcher draws the conclusion that cultural, environmental, personal, school, social, and teacher factors can have an impact on indigenous learners' academic performance and enthusiasm to learn. Indigenous learners encounter significant obstacles that affect their academic achievement and motivation to learn. To solve these issues, inclusive curricula, culturally responsive instruction, and regulations that promote equitable access to high-quality education while respecting indigenous identities are all essential.

RECOMMENDATIONS

Based on the outcomes of this study, the researcher came up with the following recommendations:

1. Encourage learners from Indigenous Peoples (IP) to actively engage in both academic and extracurricular activities while utilizing literacy, livelihood, and skills training programs to improve their skills, boost self-esteem, facilitate personal development, and overcome obstacles.
2. In addition to encouraging cultural pride and taking part in at-home learning activities that boost learners' engagement, self-assurance, and resilience, parents and families are urged to actively participate in school programs and meetings to better support their children's academic progress and motivation.
3. Teachers are urged to use instructional materials that reflect Indigenous heritage and experiences, conduct culturally sensitive lessons, offer individualized coaching, and recognize a variety of accomplishments through equitable and inclusive award systems.

4. In order to increase student attendance and access to education, school administrators are urged to implement policy-level initiatives like flexible scheduling and community-based learning centers. By addressing potential systemic biases and encouraging inclusive practices, they can also ensure equitable access to awards, recognitions, and learning resources.
5. In addition to encouraging a culture of shared responsibility that actively supports learners' motivation, engagement, and general academic success, community leaders and organizations are urged to support educational programs by providing the required infrastructure, resources, and mentorship opportunities.
6. In order to maximize academic achievement and motivation, encourage all stakeholders—learners, parents, teachers, administrators, and community members—to work together in the planning, execution, and evaluation of the intervention program. This will ensure that the program meets the needs of Indigenous learners, incorporates culturally relevant practices, and is responsive to feedback.

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