

Cultural Inclusivity on Management Practices and Support System in Public Secondary School

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ABSTRACT

This study was conducted to determine the intercultural management practices of school heads and teachers in supporting cultural inclusivity and support system among students in Capalonga District secondary education. The study employed a quantitative research methodology using a descriptive-correlational design. Total enumeration was applied to ensure inclusion of all respondents, consisting of seven school heads two females and five males and 144 teachers 107 Junior High School, 3 LGU Funded and 34 Senior High School from the district. Data were collected through survey questionnaires. Data were analyzed using Microsoft Excel and IBM SPSS Version 20 with weighted mean and Pearson correlation as statistical tools. The findings revealed that Capalonga District Schools consistently practice intercultural management, although gaps exist in formal diversity training, integration of cultural content, instructional adaptations, and recognition of diverse traditions. Instructional, administrative, parental and community support systems are generally strong but curriculum adaptability, administrative initiative, school-parent collaboration and community involvement need improvement. Correlation analysis shows strong positive relationships ($r = .822-.941$, $p = .000$), indicating that intercultural practices, particularly in language and communication, enhance support systems and stakeholder engagement. Implementation of cultural inclusivity measures is generally consistent (weighted means 3.26–3.43), but use of diverse resources, multilingual education, anti-discrimination enforcement, and leadership modeling are limited. Overall, curriculum, language, inclusive policies and staff cultural awareness were strongly associated with support systems ($r = .871-.941$, $p = .000$), highlighting their interdependence. Based on the findings the proposed handbook “A School Heads and Teachers Guidebook for Cultural Inclusivity Management Practices and Support System” provides strategies such as cultural awareness training and inclusive classroom practices to address these gaps and institutionalize culturally responsive practices.

Keywords: Cultural Inclusivity, Intercultural Management Practices, Cultural Inclusivity

INTRODUCTION

Every school community is guided by the integration of cultural inclusivity programs and systems. The Universal Declaration of Human Rights (1948), under Article 26, plays a significant role in establishing the foundation for cultural inclusivity across various sectors, including education. Education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations and racial or religious groups.

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP, 2007) provides a vital legal foundation for promoting cultural inclusivity in public schools through the study of intercultural management practices and support systems. Articles 13 to 15 affirm the rights of Indigenous peoples to protect their culture, language, and education, among other rights, and to respect for their cultural diversity. It also marks an obligation to respect and represent the dignity and diversity of Indigenous cultures, traditions, histories, and aspirations in educational curricula and in public information. This underscores the need to create more inclusive practices in public schools that acknowledge and embrace cultural diversity while creating just and equitable learning environments for all students. Focusing on achieving cultural inclusivity in the school setting, the pursuit of Sustainable Development Goal (SDG) No. 4 is to ensure inclusive and equitable quality education and promote

lifelong learning opportunities for all. Eliminate inequities, disrupt barriers to access, quality, and attainability.

In the Division of Camarines Norte, Capalonga District stands out as a unique context for studying cultural inclusivity in public schools, as it boasts of rich and diverse cultural background as well as a unique demographic composition. It is composed of seven (7) schools that are spread across twenty-two (22) barangays that are home to indigenous people, the Manide. These tribe can be found in barangays like Alayao, Magsaysay, Tanauan, Itok, San Antonio, and San Roque. As such, Capalonga District offers a unique context for research studies focused on intercultural management practices and support systems within public schools.

The study is to identify the intercultural management practices that promote cultural inclusivity in public secondary schools in the Capalonga District. Specifically, it sought to assess the extent to which these practices are implemented in terms of cultural awareness and sensitivity training, curriculum integration, inclusive classroom practices, and promoting positive school climate and culture. The research also examined existing support systems that contribute to cultural inclusivity, focusing on instructional support, administrative support, parent involvement, and community partnerships. Additionally, it was determined if a significant relationship existed between intercultural management practices and schools' support systems. The study evaluated the level of implementation of cultural inclusion practices in relation to culture-based curriculum and instruction, language and communication systems, inclusive policies, and staff training on cultural awareness. Additionally, it analyzed the relationship between support systems and the extent of implementation of cultural inclusivity practices. Based on the results, the study proposed an intervention to strengthen intercultural management practices and support systems of school heads and teachers to enhance cultural inclusivity in secondary schools in Capalonga District.

METHODS

This study employed a quantitative method emphasizing a descriptive-correlational research design. The study population is the Capalonga District Secondary Schools, with seven school heads. Out of seven school heads, two are females and five are males. Likewise, the district comprises a total population of 144 teachers of the secondary education schools. Out of this total population, 107 teachers belong to the Junior High School department, while 34 teachers belong to the Senior High School, three are LGU funded teachers.

The relevant data and information in this study were accumulated using a researcher-made survey questionnaire. The survey form utilized in this study was researcher-made so that its contents and questions can be accurately adapted to the focal research goals and problems of the study.

The first section of the questionnaire was designed to comprehensively collect data from intercultural management practices of school leaders. This comprehensive approach ensures that all aspects promoting cultural inclusivity in public schools are covered, including cultural awareness and sensitivity training, curriculum integration, inclusive classroom practices, school climate, and culture. The second part of the survey focused on the indicators related to support systems in promoting cultural inclusivity in schools, such as administrative support, parental involvement, and community partnership. The last part, equally comprehensive, collected data from the level of cultural inclusivity of the schools, covering student achievement, student attitudes, teacher attitudes, and school climate.

The questionnaire was validated ensure that it matched the objectives of the research and remained focused and relevant. It was validated by a group of qualified individuals who play important roles in the education system. These include two school heads, who have experience in managing schools and overseeing educational programs; a master teacher, who brings expertise in pedagogy and classroom practice; an administrative officer V, who ensures compliance with organizational and administrative standards; and members of the Division Research Committee, who provide guidance in research quality and alignment with Division policies. Their combined knowledge and professional experience strengthened the reliability and credibility of the research questionnaire

Finally, the survey questionnaire was also subjected to a dry run or pilot testing by administering it to the selected five school heads and 20 teachers from the other districts not covered by the study. The dry run result was

subjected to a reliability test using the highly reliable Cronbach alpha. This test allowed the researcher to determine the functionality of the instrument and the attainability of data collection using the survey form. Cronbach alpha, represented by the Greek letter α , is used to examine the consistency or reliability of items collected. Cronbach alpha is the most commonly used statistic for organizing a scale that was developed. Alpha measures the degree to which item responses are correlated with each other. Alpha α estimates the systematic or symmetric proportion of variance in a set of survey responses.

The first variable in a Cronbach alpha coefficient of .738, which falls within the acceptable range of reliability. This indicates that the items under this construct are consistent, though there remains room for refinement to further strengthen precision. The second one obtained a coefficient of .819, reflecting good reliability. This suggests that the items are well-aligned and measure the construct consistently, providing dependable results. The third produced a coefficient of .916, followed by .901. Both values exceed the threshold of .90, signifying excellent reliability.

These results confirm that the items under these constructs are highly consistent and accurately capture the intended measures. Similarly, a coefficient of .975, and .978, demonstrate exceptionally strong reliability, indicating that the instruments are extremely dependable in measuring their respective constructs. The next variable achieved the highest coefficient of .988, which reflects near-perfect internal consistency. This suggests that the items are almost entirely uniform in capturing the construct, leaving minimal room for measurement error. Additional results both recorded coefficients of .963, further validating excellent reliability and consistency across these scales. Another has a coefficient of .955, and .973, also fall within the excellent range, confirming that these constructs are measured with a high degree of accuracy and dependability.

RESULTS

Intercultural Management Practices that Promote Cultural Inclusivity in Public Schools

The study on intercultural management practices in Capalonga District public schools centered on four key areas that support cultural inclusivity. These includes cultural awareness and sensitivity training, curriculum integration, inclusive classroom practices and school climate and culture, which examines policies, interactions, and traditions that shape an environment of belonging and respect for cultural differences.

Cultural Awareness and Sensitivity Training. This section presents the intercultural management practices that promote cultural inclusivity of Capalonga District schools in terms of cultural awareness and sensitivity training. It promotes an inclusive learning environment where diversity is valued, equity is upheld, and meaningful partnerships between learners and teachers.

Table 1 shows that the overall weighted mean for cultural awareness and sensitivity is 3.34 interpreted as Always Practiced which indicates that teachers consistently apply cultural knowledge in their classroom practices. The highest-rated indicator is the application of the knowledge gained from cultural sensitivity trainings to daily school practices with a weighted mean of 3.49 interpreted as Always Practiced, while the lowest-rated indicator was attending training on cultural diversity and sensitivity with a weighted mean of 3.12 interpreted as Oftentimes Practiced.

Table 1 Intercultural Management Practices that Promote Cultural Inclusivity along Cultural Awareness and Sensitivity Training

Indicators	Weighted Mean	Interpretation
1. Attended training on cultural diversity and sensitivity.	3.12	OP
2. Ensuring alignment and relevance of training contents to school profile and cultural background of learners	3.38	AP

3. Application of the knowledge gained from cultural sensitivity trainings to daily school practices	3.49	AP
4. Utilization of training knowledge in addressing cultural bias and discrimination against learners	3.29	AP
5. Fostering inclusivity of teaching and cultural responsiveness of communication with learners and parents with the aid of practical knowledge from the trainings	3.43	AP
Overall Weighted Mean	3.34	AP

Rating Scale: 3.25-4.00- Always Practiced, 2.50-3.24-Oftentimes Practiced, 1.75-2.49-Seldom Practiced, 1.00-1.74-Never Practiced

The highest rated indicator suggests that the school personnel, particularly the teachers, are highly effective in translating the theoretical knowledge acquired from cultural sensitivity training into tangible actions and behaviors within the daily school environment. This success is directly aligned to the institutionalization of culturally responsive pedagogy, notably guided by mandates such as the K to 12 Curriculum Guide and DepEd Order No. 21, s. 2019 (Policy Guidelines on the K to 12 Basic Education Program). These policies ensure that instruction respects learners' cultural backgrounds and connects learning to both local heritage and global perspectives. Teachers actively integrate indigenous language, knowledge systems, local dialects, cultural traditions, and values into their lesson delivery and learning activities, which is a concrete application of their training. Moreover, cultural events like *Buwan ng Wika* (National Language Month) further promote positive engagement with cultural diversity.

The lowest rated indicator highlights a relative weakness in the area of formal training. This indicates that although teachers excel in applying cultural knowledge within their classrooms the strongest indicator their participation in structured, dedicated training sessions appears less frequent or consistent compared to the actual implementation of inclusive practices. The schools adhere to DepEd programs like the IPed Program and conduct trainings such as Basic Retooling on IPed and workshops on Indigenous Learning Systems (ILS), this suggests that teachers are good at culturally responsive practices, but professional development is limited due to busy schedules, may school activities, and lack of funding. This finding pointed out to the need to progressively and consistently implement the trainings guided by policies DepEd Order No. 3, s. 2017 implementing guidelines in the allocation and utilization of the indigenous program education support fund, to ensure that all educators are continually refreshed and up-skilled in the latest approaches to cultural inclusivity.

Curriculum Integration. This section presents the intercultural management practices that promote cultural inclusivity of Capalonga District schools in terms of curriculum integration. This highlights how diverse cultural perspectives are embedded in lesson content and teaching strategies.

Table 2 shows that the overall weighted mean for curriculum integration is 3.38 interpreted as Always Practiced which indicates that the teachers consistently integrate elements of curriculum into their teaching practice. The results revealed that the highest-rated indicator was the inclusion of comprehensive culture-oriented contents in instruction to improve learners' engagement with a weighted mean of 3.47 interpreted as Always Practiced, while the lowest-rated indicator is the proper integration of cultural diversity to varied educational materials and resources with a weighted mean of 3.28 interpreted as Always Practiced.

Table 2 Intercultural Management Practices that Promote Cultural Inclusivity along Curriculum Integration

Indicators	Weighted Mean	Interpretation
1. Proper integration of cultural diversity to varied educational materials and resources	3.28	AP

2. Embedding diverse cultural perspectives and lived experiences into curriculum content and classroom instruction to highlight the interconnectedness of different cultures within society.	3.41	AP
3. Ensuring teachers' readiness and competence in integrating diverse culture-oriented contents in curriculum integration	3.35	AP
4. Provision of practical strategies and culture-oriented methods that are applicable in different subject areas or curriculum	3.37	AP
5. Inclusion of comprehensive culture-oriented contents in instruction to improve learners' engagement	3.47	AP
Overall Weighted Mean	3.38	AP

Rating Scale: 3.25-4.00- Always Practiced, 2.50-3.24-Oftentimes Practiced, 1.75-2.49-Seldom Practiced, 1.00-1.74-Never Practiced

The highest rated indicator, is the Inclusion of comprehensive culture-oriented contents in instruction to improve learners' engagement. This implies that schools prioritize the practical implementation of curriculum integration by actively incorporating culture-oriented knowledge into daily instructional delivery.

Teachers achieve this by integrating local cultural beliefs, traditions, knowledge systems, and practices across learning areas, which effectively promotes cultural sensitivity and inclusivity. This includes utilizing multiple languages of instruction, culturally-inspired literature, local community heritage, and cultural practices in lesson content and delivery. The teachers practice inclusion of comprehensive, culture-oriented contents through the use of differentiated instruction by integrating learners' cultural backgrounds into lessons and activities. In Araling Panlipunan or Social Sciences, teachers design projects where learners explore and share their cultural heritage, compare traditions and analyze texts from diverse authors. The instructional materials and lessons are tailored to reflect varied cultural perspectives and teachers use flexible grouping, visual aids and multilingual resources to support understanding.

The lowest rated indicator, is the proper integration of cultural diversity to varied educational materials and resources. This implies that, while the practice is consistent, it is the area that may benefit from the most focused improvement compared to the others. Despite its lower ranking, teachers are still utilizing different curriculum-based visual aids, instructional materials, learning tools, and digital media to highlight and teach cultural concepts and topics from local and global perspectives. This finding was corroborated by Basnet (2024), who provides the theoretical and practical context for understanding why this practice remains consistent, even while ranking lowest among its peers this is observed consistency by noting that educators actively initiate the development and use of lesson plans on culture-oriented topics. This involves deliberately aligning instructional content with local customs, traditions, history, and the specific culture of the learners' communities. This action, which mirrors the study's observation that teachers are utilizing different curriculum-based visual aids, instructional materials, learning tools, and digital media to teach cultural concepts.

Inclusive Classroom Practices. This section presents the intercultural management practices that promote cultural inclusivity of Capalonga District schools in terms of inclusive classroom practices. These practices ensure that all learners, regardless of their cultural background, feel respected, valued, and actively included in classroom activities.

Table 3 shows that the overall weighted mean for inclusive classroom practices is 3.44 interpreted as Always Practiced which implies that teachers implement inclusive strategies in their classroom. The results revealed that the highest-rated indicator is encouraging student-centered learning activities that promote collaboration and cooperation with a weighted mean of 3.57 interpreted as Always Practiced, while the lowest rated-indicators are the adaptation of instructional methods to the culture-based learning styles of students and facilitating classroom-based activities that are collaborative and adapted to diverse cultural backgrounds with a weighted mean of 3.36

interpreted as Always Practiced.

Table 3 Intercultural Management Practices that Promote Cultural Inclusivity along Inclusive Classroom Practices

Indicators	Weighted Mean	Interpretation
1. Use teaching strategies that accommodate the diverse learning needs of my students.	3.39	AP
2. Encourage student-centered learning activities that promote collaboration and cooperation.	3.57	AP
3. Use culturally responsive teaching strategies to engage my students.	3.51	AP
4. Adaptation of instructional methods to the culture-based learning styles of students	3.36	AP
5. Facilitating classroom-based activities that are collaborative and adapted to diverse cultural Backgrounds	3.36	AP
Overall Weighted Mean	3.44	AP

Rating Scale: 3.25-4.00- Always Practiced, 2.50-3.24-Oftentimes Practiced, 1.75-2.49-Seldom Practiced, 1.00-1.74-Never Practiced

The highest rated indicator is encouraged student-centered learning activities that promote collaboration and cooperation as result of the schools adherence to the provisions of Indigenous Peoples Education (IPED) guided by the DepEd Order No. 62, s. 2011. This mandate provides a structured framework for delivering culture-oriented instruction that respects and integrated learners’ indigenous heritage. By implementing the IPED guidelines, schools ensures that lesson plan, teaching strategies and teaching materials are culturally responsive and relevant, thereby promoting an inclusive learning environment. Teachers are also adherent to the standards of contextualization and localization of the K to 12 Basic Education Curriculum. This enables them to incorporate indigenous knowledge systems into the instructional processes, enriching the curriculum with the diverse cultural heritage of the region.

However, the lowest rated indicator is adaptation of instructional methods to the culture-based learning styles of students and facilitating classroom-based activities that are collaborative and adapted to diverse cultural backgrounds concerns the adaptation of instructional methods to the culture-based learning styles of students and clearly signals that this critical area represents the greatest challenge for educators. Teachers serving Manide learners, often rely on standardized lesson plans written in Filipino or English. While they show cultural respect through greetings or visual aids, instructional methods rarely reflect indigenous learning styles such as oral storytelling, communal tasks.

School Climate and Culture. This section presents the intercultural management practices that promote cultural inclusivity of Capalonga District schools in terms of school climate and culture. It highlights how school heads and teachers create safe, respectful and welcoming environment were learners from diverse cultural backgrounds feel valued and included.

Table 4 shows that the overall weighted mean for school climate and culture is 3.38 interpreted as Always Practiced this indicates that school consistently foster positive environment that values collaboration and inclusivity among learners. The results revealed that the highest-rated indicator is the school leaders support initiatives to promote cultural understanding with a weighted mean of 3.53 interpreted as Always Practiced. However, the lowest-rated is the regular acknowledgment of diverse cultural traditions and programs with a

weighted mean of 3.22 interpreted as Always Practiced.

Table 4 Intercultural Management Practices that Promote Cultural Inclusivity along School Climate and Culture

Indicators	Weighted Mean	Interpretation
1. The school leaders support initiatives to promote cultural understanding.	3.53	AP
2. The school provides adequate resources to support cultural diversity initiatives.	3.36	AP
3. Letting students from diverse cultural backgrounds feel welcomed and nurtured as parts of the learning community	3.42	AP
4. Ensuring fair and equitable treatment and support to all learners from diverse cultural Backgrounds	3.37	AP
5. Regular acknowledgment of diverse cultural traditions and Programs	3.22	OP
Overall Weighted Mean	3.38	AP

Rating Scale: 3.25-4.00- Always Practiced, 2.50-3.24-Oftentimes Practiced, 1.75-2.49-Seldom Practiced, 1.00-1.74-Never Practiced

Thus, the school heads active involvement serves as the engine driving the school's commitment to cultural inclusivity and fostering goodwill with parents and the community, demonstrating that leadership is both a structural and moral force. Likewise, the school heads actively promote cultural understanding by organizing and supporting programs that celebrate diversity, equity and inclusion. They lead initiatives such as multicultural education weeks, cultural awareness seminars and community outreach events that bring together students, parents and local cultural groups. Administrators provide professional development trainings for teachers on culturally responsive teaching and ensure that policies and curricula reflect respect to all cultural backgrounds. They also model inclusive leadership by encouraging open dialogue, recognizing cultural holidays and creating a welcoming environment where every student and family feels represented and valued.

However, the lowest rated indicator is the regular acknowledgment of diverse cultural traditions and programs this indicates a clear gap in consistently and formally integrating cultural celebrations and programs into the school calendar. This finding suggests potential challenges in implementation, such as time constraints, resource limitations, or a lack of systematic integration of cultural events into the standard curriculum and routine. Although schools actively follow nationally mandated events such as Buwan ng Wika, Independence Day and other DepEd led celebrations, they also incorporate local and indigenous practices such as community traditions. Cultural activities are often linked to national directives or religious occasions, leaving limited opportunities for systematic acknowledgment of the rich heritage of the district. This challenge is further affected by tight academic calendars and limited resources.

The finding was corroborated by Johnson and Elliott (2020), who emphasized the necessity of school leaders in promoting inclusive education, the leaders who demonstrate cultural responsiveness not only enhance school inclusivity but also influence teacher behavior by modeling equitable practices and encouraging open intercultural dialogue. Such leadership fosters institutional transformation by embedding diversity and inclusion into school policies and practices.

Support Systems in Promoting Cultural Inclusivity

The study presents the support systems in promoting cultural inclusivity in schools. These were examined and analyzed in the contexts of instructional support, administrative support, parental involvement and community

partnership.

Instructional Support. This section presents the support system in promoting cultural inclusivity of Capalonga District schools in terms of instructional support. The presence of culturally responsive teaching guides, appropriate teaching resources, and ongoing mentorship helps teachers create lessons that acknowledge and value learners diverse cultural backgrounds.

Table 5 shows that the overall weighted mean for instructional support is 3.35 interpreted as Always Practiced which implies that the schools consistently provide learners with guidance, materials, and support needed to deliver culturally responsive instructions. The results revealed that the highest-rated indicator is the use of differentiated learning materials with a weighted mean of 3.40 interpreted as Always Practiced, while the lowest-rated indicator is ensuring adaptability of curriculum to the diverse cultural needs of learners with a weighted mean of 3.28 interpreted as Always Practiced.

Table 5 Support Systems in Promoting Cultural Inclusivity along Instructional Support

Indicators	Weighted Mean	Interpretation
1. Use of differentiated learning Materials	3.40	AP
2. Ensuring adaptability of curriculum to the diverse cultural needs of Learners	3.28	AP
3. Integrating global contents and perspectives to curriculum-based Instruction	3.38	AP
4. The teachers use multicultural learning materials.	3.36	AP
5. The teachers are mandated to ensure integration of learners' cultural awareness in assessment strategies.	3.32	AP
Overall Weighted Mean	3.35	AP

Rating Scale: 3.25-4.00- Always Practiced, 2.50-3.24-Oftentimes Practiced, 1.75-2.49-Seldom Practiced, 1.00-1.74-Never Practiced

The use of differentiated learning materials emerges as the highest rated indicator, it is directly addressing the diverse needs of learners in public secondary schools. Creating a variety of resources accommodate linguistic differences, cultural backgrounds and academic levels, teachers ensure that every student can engage with the lesson content. For instance, mainstream learners visual aids, indigenous learners integrate oral traditions and community practices, while advanced learners are challenged by enrichment activities that connect local history with global perspective. The schools use differentiated learning materials as part of intercultural management by providing resources reflect students' diverse languages, cultures and learning styles. Teachers select texts, visuals and examples from various cultural contexts to ensure inclusivity and relevance for all learners. Reading materials include stories from different regions, while math and science problems might incorporate culturally familiar settings or real-life situations.

The lowest rated indicator is ensuring adaptability of curriculum to the diverse cultural needs of learners reveals a significant and meaningful gap between the recognition of cultural inclusivity as an educational priority and its consistent, deep implementation within the curriculum. This result suggests that while teachers and schools acknowledge the importance of culturally responsive instruction, actual practices in adapting the curriculum remain limited and inconsistent. Ensuring the adaptability of the curriculum to meet the diverse cultural needs of the learners is the least practiced aspects. This is particularly evident among newly hired, who often struggle to effectively address their students diverse cultural backgrounds, learning styles, and language differences. This practice was corroborated by Lindner et al. (2021), who emphasized that differentiated instruction and grouping

practices allow teachers to tailor content, process, and product to meet diverse student needs, thereby fostering inclusivity in multicultural classrooms.

Administrative Support. This section presents the support system in promoting cultural inclusivity of Capalonga District schools in terms of administrative support. School heads play a vital role in implementing policies, allocating resources and monitoring programs that ensure the cultural backgrounds of all students are recognize and integrate into school activities.

Table 6 shows that the overall weighted mean for administrative support is 3.39 interpreted as Always Practiced which implies that school administrators continually provide necessary guidance, resources and monitoring to promote cultural inclusivity. The results revealed that the highest-rated indicator is the school leaders encourage teachers to incorporate cultural diversity into their teaching with a weighted mean of 3.52 interpreted as Always Practiced, while the lowest-rated indicator are the school administrators support initiatives to promote cultural diversity and the school heads enforce programs and policies that promote inclusive education with a weighted of 3.31 interpreted as Always Practiced.

Table 6 Support Systems in Promoting Cultural Inclusivity along Administrative Support

Indicators	Weighted Mean	Interpretation
1. The school administrators support initiatives to promote cultural diversity.	3.31	AP
2. The school leaders encourage teachers to incorporate cultural diversity into their teaching.	3.52	AP
3. The school heads enforce programs and policies that promote inclusive education	3.31	AP
4. The school leaders manage the collaborative resource allocation for cultural programs.	3.44	AP
5. The school administrators engage the parents and families from diverse cultural identities in the decision-making systems and programs	3.39	AP
Overall Weighted Mean	3.39	AP

Rating Scale: 3.25-4.00- Always Practiced, 2.50-3.24-Oftentimes Practiced, 1.75-2.49-Seldom Practiced, 1.00-1.74-Never Practiced

The highest rated indicator emphasizes that the most prominent form of administrative support lies in school leaders initiative to encourage teachers to integrate cultural diversity into their teaching. School heads regularly encourage teachers to integrate cultural diversity into their lessons by organizing monthly learning action cell (LAC) sessions.

Meanwhile, the lowest rated indicator pertains to school managers’ initiatives to promote cultural diversity through the enforcement of inclusive education programs and policies. Therefore, strengthening administrative capacity, localized policy adaptation, and systematic monitoring is essential because policy enforcement alone does not guarantee meaningful integration. Some leaders focus more on routine administrative duties rather than actively leading and supporting cultural inclusion initiatives. Limited funding, unclear policy guidelines and multiple responsibilities further challenge the effective implementation and monitoring of inclusive programs, making it difficult for schools to fully address the diverse cultural needs of their learners.

This practice was corroborated by Martinez (2024), who emphasized that intercultural leadership among

Philippine school administrators is most evident in their ability to encourage teachers to adopt inclusive and culturally responsive practices. The study’s interpretation elaborates further that this encouragement often takes the form of targeted professional development programs focusing on culturally responsive pedagogies and the creation of learning resources reflective of various cultural identities. Such practices demonstrate a leadership approach that is both proactive and supportive, emphasizing capacity building and empowerment of teachers to ensure that inclusivity is not only policy-based but also deeply embedded in daily classroom instruction.

Parental Involvement. This section presents the support system in promoting cultural inclusivity of Capalonga District schools in terms of parental involvement. Active participation of parents in school activities, decision-making and cultural events promotes respect for diverse cultural backgrounds and enhances the school and parents partnership.

Table 7 shows that the overall weighted mean for parental involvement is 3.32 interpreted as Always Practiced which significantly contributes in creating a supportive and culturally inclusive learning environment for all students. The results revealed that the highest-rated indicator is parents encourage their children to interact with students from diverse background with a weighted mean of 3.45 interpreted as Always Practiced, while the lowest-rated indicator is school encourages school-parent collaboration in culturally-oriented program with a weighted mean of 3.04 interpreted as Oftentimes Practiced.

Table 7 Support Systems in Promoting Cultural Inclusivity along Parental Involvement

Indicators	Weighted Mean	Interpretation
1. Parents are involved in school activities that promote cultural diversity.	3.42	AP
2. Parents support the school's efforts to create a culturally inclusive environment.	3.38	AP
3. Parents encourage their children to interact with other students from diverse backgrounds.	3.45	AP
4. The school integrates cultural sensitivity programs to parental engagement practices.	3.29	AP
5. The school encourages school-parent collaboration in culturally-oriented programs.	3.04	OP
Overall Weighted Mean	3.32	AP

Rating Scale: 3.25-4.00- Always Practiced, 2.50-3.24-Oftentimes Practiced, 1.75-2.49-Seldom Practiced, 1.00-1.74-Never Practiced

The highest rated indicator of support system under parental involvement implies that parents play a crucial role in promoting cultural respect and empathy, inspiring their children to connect with students from diverse cultural identities. Parents play a vital role in nurturing their children engagement in multicultural activities, such as talent exhibitions during community festivals. Many actively encourage their children to interact with classmates and peers from diverse backgrounds, recognizing that inclusivity strengthens both education and community life. During Family Day celebrations, school events, and community gatherings, parents often remind their children to show respect, build friendships, and learn from others regardless of differences in culture, traditions, or socio-economic status. This consistent encouragement fosters openness, empathy, and cooperation, helping children grow into individuals who value diversity and contribute positively to their communities.

However, the lowest rated indicator is the school implements a parent-teacher association (PTA) and organizes programs to engage families in cultural activities, many parents do not participate consistently due to busy work schedules or living in far-flung locations. This limited participation weakens the effectiveness of the programs.

The lack of organized systems such as parent councils for cultural activities and regular discussions on local traditions helps parents contribute creates gaps in maintaining inclusivity. Many parents are unable to attend school activities consistently due to distance, work commitments, or family responsibilities. These situations create challenges for schools in actively involving parents in cultural activities, highlighting the importance of finding alternative and more practical strategies to encourage family support for cultural programs.

Community Partnership. This section presents the support system in promoting cultural inclusivity of Capalonga District schools in terms of community partnership. The schools actively collaborate with local organizations, barangay councils, and cultural groups to implement programs that celebrate and preserve local traditions, ensuring that students experience a learning environment that values and respects their cultural heritage.

Table 8 shows that the overall weighted mean for community partnership is 3.31 interpreted as Always Practiced, which means schools constantly engage with the community to support educational programs and initiatives. The results revealed that the highest-rated indicator is the school collaborates with community organizations to promote cultural understanding with a weighted mean of 3.37 interpreted as Always Practiced, while the lowest-rated indicator is the school collaborates with community sectors to support diverse cultural groups with a weight mean of 3.26 interpreted as Always Practiced.

Table 8 Support Systems in Promoting Cultural Inclusivity along Community Partnership

Indicators	Weighted Mean	Interpretation
1. The school collaborates with community organizations to promote cultural understanding	3.37	AP
2. The community supports the school's efforts to create a culturally inclusive environment	3.30	AP
3. The school partners with local businesses to support cultural diversity initiatives	3.32	AP
4. The community is actively involved in school activities that promote cultural understanding	3.30	AP
5. The school collaborates with community sectors to support diverse cultural groups	3.26	AP
Overall Weighted Mean	3.31	AP

Rating Scale: 3.25-4.00- Always Practiced, 2.50-3.24-Oftentimes Practiced, 1.75-2.49-Seldom Practiced, 1.00-1.74-Never Practiced

The highest rated indicator under the support system in terms of community partnership schools collaboration with community organizations to promote cultural understanding indicates that schools consistently uphold the Department of Education’s (DepEd) directives on cultural inclusivity and community engagement. This strong partnership demonstrates the schools’ commitment to implementing DepEd programs such as the Indigenous Peoples’ Education (IPEd) Program, which supports the localization and contextualization of the curriculum to make it more culturally responsive, and the Madrasah Education Program, which integrates the Arabic language and Islamic values into the public school system to promote inclusivity among Muslim learners.

The finding that the school’s initiative to collaborate with community sectors to support diverse cultural groups obtained the lowest weighted mean, although still within the always practiced, it indicates that while schools acknowledge the importance of external partnerships in promoting cultural inclusivity, the actual extent of collaboration remains relatively limited. This may be due to challenges such as the lack of structured partnership frameworks, limited community engagement mechanisms, or resource constraints that hinder consistent

collaboration with local cultural groups and organizations. Despite DepEd Order No. 44, s. 2016 Guidelines on the School-to-School Partnerships (SSP), provides a framework for promoting collaboration, cooperation, and partnership between schools and community stakeholders to enhance educational quality and inclusivity.

The schools organize events that involve indigenous practices, but these are usually performed only once and do not continue on a regular basis. Elders and cultural leaders are sometimes asked to share their knowledge, but their participation is not included in the school's annual plans or lessons. Local government units and NGOs occasionally provide help, such as providing materials or sponsorship, but their support usually comes only when requested, not as part of long-term planning. Because of this, the rich cultural diversity, including indigenous traditions, coastal ways of life and faith-based practices, is not fully utilized in everyday teaching and learning. This reflects the need for strong and ongoing collaboration, where schools and community groups work together to plan, implement, and review programs that truly promote and maintain cultural inclusivity.

Significant Relationship between Intercultural Management Practices and the Support Systems in Promoting Cultural Inclusivity

Table 9 illustrates the relationship between intercultural management practices and support systems in fostering cultural inclusivity. The Pearson Product-Moment Correlation Coefficient (r) was employed to determine whether a significant relationship exists between these two variables.

The table presents the computed correlation coefficients (r) and corresponding p -values, which measure both the strength and significance of the relationships among the different aspects of intercultural management practices and support systems namely instructional, administrative, parental involvement, and community partnership.

The results reveal that all variables tested cultural awareness and sensitivity training, curriculum integration, inclusive classroom practices, and school climate and culture showed strong positive correlations with instructional support, administrative support, parental involvement, and community partnership, with correlation coefficients ranging from .822 to .920 and p -values of .000, indicating highly significant relationships at the 0.01 level.

This means that the more effectively intercultural management practices are implemented, the stronger the support systems become in sustaining cultural inclusivity within schools. This is because these practices create a shared framework of values, skills, and strategies that align teachers, administrators, parents, and communities toward inclusivity.

Table 9 Test for Significant Relationship between Intercultural Management Practices and the Support Systems in Promoting Cultural Inclusivity

Intercultural Management Practices	Cultural Inclusivity							
	Instructional Support		Administrative Support		Parental Involvement		Community Partnership	
	R	p -value	R	p -value	R	p -value	R	p -value
Cultural Awareness and Sensitivity Training	.853**	.000	.920**	.000	.863**	.000	.856**	.000
Curriculum Integration	.823**	.000	.890**	.000	.851**	.000	.822**	.000
Inclusive Classroom Practices	.851**	.000	.871**	.000	.844**	.000	.841**	.000
School Climate and Culture	.860**	.000	.895**	.000	.851**	.000	.854**	.000

Legend: *Correlation is Significant @ 0.05 level **Correlation is Significant @ 0.01 level

The results showed that the intercultural management practices in terms of cultural awareness and sensitivity training significantly correlate with instructional support with a correlational value of 853**, with administrative support with 920**, with parental involvement with a value of 863** and with community partnership with a value of 856**. It implies that the intercultural management practices, particularly those centered on cultural awareness and sensitivity training, significantly correlate with instructional support, administrative support, parental involvement and community partnership because they foster an inclusive and emphatic environment that values diversity and mutual respect. When educators and administrators are culturally competent, they are better equipped to design instructional strategies that meet the diverse learning needs of students, provide equitable administrative policies and engage parents from different cultural backgrounds more effectively. Such awareness also strengthens communication and trust between schools and the wider community, encouraging partnership that reflect shared values.

It was also found that the intercultural management practices in terms of curriculum integration significantly correlate with instructional support with a value of 823**, with administrative support with a value of 890**, with parental involvement with 851** and with community partnership with 822**. It implies that the curriculum integration practices significantly correlate with instructional support, administrative support, parental involvement and community partnership because they connect learning to real-life contexts and promote collaboration among all stakeholders.

On the other hand, the intercultural management practices in terms of inclusive classroom practices significantly correlate with instructional support with 851**, with administrative support (871**), with parental involvement (844**) and with community partnership (841**). These findings imply that the intercultural management practices in inclusive classrooms correlate with instructional support, administrative support, parental involvement and community partnership because creating an inclusive learning environment requires collaboration across all educational stakeholders. Instructional support ensures teachers have the strategies and resources to address diverse cultural and learning needs. Administrative support establishes policies and allocates resources that promote equity and inclusivity. Parental involvement strengthens cultural understanding and continuity between home and school, while community partnerships provide broader social and cultural perspectives that enrich students' experiences.

Finally, the study also found that the intercultural management practices in terms of school climate and culture significantly correlate with the instructional support with a value of 860**, with administrative support (895**), with parental involvement (851**) and with community partnership (854**). It implies that the school climate under intercultural management significantly correlates with instructional support, administrative support, parental involvement and community partnership because a positive and inclusive school environment depends on collective efforts that value diversity and mutual respect. Instructional and administrative supports establish fair practices and culturally responsive teaching, while active parental involvement and strong community partnerships promote shared understanding and collaboration among diverse groups. Together, these factors create a supportive, inclusive climate where all students feel valued, respected and empowered to succeed. With this, the null hypothesis is rejected.

This was conformed to by the study of Eyanuku (2020), which also concluded that the provision of support systems for inclusivity promotes the functional application and integration of cultural sensitivity into the school's value system and daily educational operations, beginning from curriculum development to disciplinary policies and management. Overall, the results imply that intercultural management practices are not isolated initiatives but are systemically linked to the strength of support systems. Schools that invest in training, curriculum integration, inclusive pedagogy, and positive climate-building are more likely to sustain cultural inclusivity through strong instructional, administrative, parental, and community support.

Level of Implementation of Cultural Inclusivity Practices

The level of implementation of cultural inclusivity practiced were presented in table 10 to 13. Specifically, it delved into the level of cultural inclusivity of selected schools in terms of culture-oriented curriculum and instruction, language and communication system, inclusive policies, cultural awareness training for staff.

Culture-oriented Curriculum and Instruction. This section presents the level of implementation of cultural inclusivity practices of Capalonga District schools in terms of culture-oriented curriculum and instructions. Integration of local cultures, traditions and indigenous knowledge into lesson plan, activities and teaching materials, ensuring that the students not only learn academic content but also develop appreciation for cultural heritage.

Table 10 shows that the overall weighted mean for culture-oriented curriculum and instructions is 3.31 interpreted as Always Implemented indicates that school consistently integrate cultural elements into their curriculum and teaching strategies. The results revealed that the highest-rated indicators is promoting learner-centered education with a weighted mean of 3.47 interpreted as Always Implemented, while the lowest-rated indicators are utilizing culturally-diverse learning resources and reflection and integration of learners cultural experiences in educational resources with a weighted mean of 3.36 interpreted as Always Implemented.

Table 10 Level of Implementation of Cultural Inclusivity Practices along Culture-oriented Curriculum and Instruction

Indicators	Weighted Mean	Interpretation
1. Utilizing culturally-diverse learning resources	3.36	AI
2. Integrating multicultural perspectives in teaching	3.42	AI
3. Using culturally-responsive pedagogies	3.38	AI
4. Promoting learner-centered education	3.47	AI
5. Reflection and integration of learners' cultural experiences in educational resources	3.36	AI
Overall Weighted Mean	3.31	AP

Rating Scale: 3.25-4.00- Always Implemented, 2.50-3.24- Oftentimes Implemented, 1.75-2.49- Seldom Implemented, 1.00-1.74- Never Implemented

The highest rated indicator under curriculum- oriented curriculum and instruction as to promotion of learner-centered education implies that schools foster curriculum-oriented instruction towards student-centered education by aligning their teaching strategies with the learners’ needs, interests, and learning styles while still addressing curriculum objectives. This involves the utilization of flexible instructional plans, integration of collaborative learning approaches, and activities like group work, project-based learning and technology-aided instruction. Teachers utilize guided inquiry approach, hands-on learning, a participatory approach, and strategies that build students’ higher-order thinking skills. Teachers also employ assessment and feedback tools and systems to track students’ individual learning progress as a basis for further interventions. These are guided by the provisions of the DepEd Order No. 21, s. 2019 or the Policy Guidelines on the K to 12 Basic Education Program. It prescribes that the teachers employ pedagogical approaches such as collaborative learning, project-based and inquiry-based learning and the integration of the Information and Communication Technology (ICT) and other modern strategies in instruction.

The results revealed that the lowest rated indicator under the dimension of cultural inclusivity practices along culture-oriented curriculum and instruction were the utilization of culturally diverse learning resources and the reflection and integration of learners’ cultural experiences in educational materials. This finding implies that while teachers recognize the importance of fostering an inclusive learning environment, there remains limited integration of localized and culture-based materials in actual classroom instruction. The intent of these practices, as guided by DepEd Order No. 74, s. 2009, is to institutionalize Mother Tongue-Based Multilingual Education (MTB-MLE), which emphasizes the incorporation of learners’ linguistic and cultural backgrounds in teaching

to enhance comprehension and engagement. However, the lower level of implementation may suggest existing challenges in contextualizing learning materials due to the limited availability of culturally relevant resources, inadequate teacher training on developing indigenized instructional materials and curriculum adaptation.

Many schools rely heavily on standardized textbooks and centrally provided modules that contain limited local or indigenous content, making it difficult for teachers to contextualize lessons according to learners' lived experiences in fishing, farming or indigenous people's communities. Teachers also face heavy workloads and numerous administrative tasks, leaving little time to develop local teaching materials that reflect students' languages, traditions, and community practices. In some remote areas, access to supplementary resources such as culturally relevant storybooks, audio-visual materials, or digital materials is hindered by limited funding, unstable Internet connectivity, and inadequate training on culturally responsive pedagogy.

Language and Communication System. This section presents the level of implementation of cultural inclusivity practices of Capalonga District schools in terms of language and communication system. Announcements, school programs, and community activities use both Filipino and local language, while teachers encourage students to express themselves in their mother tongue during discussions and cultural activities, demonstrating respect for linguistic diversity and recognizing cultural identity.

Table 11 shows that the overall weighted mean for language and communication system is 3.26 interpreted as Always Implemented which implies that inclusive language and communication practices are regularly implemented, cultural identities are recognized and clear understanding, mutual respect and effective engagement between students, parents and staff from diverse cultural and linguistic backgrounds. The results revealed highest rated-indicator is using bilingual education programs with a weighted mean of 3.32 interpreted as Always Implemented, while the lowest-rated indicators are using multilingual education with a weighted mean of 3.19 interpreted as Oftentimes Implemented and relying on culturally sensitive communication with a weighted mean of 3.21 interpreted as Oftentimes Implemented.

Table 11 Level of Implementation of Cultural Inclusivity Practices along Language and Communication System

Indicators	Weighted Mean	Interpretation
1. Using multilingual education	3.19	OI
2. Using bilingual education programs	3.32	AI
3. Relying on culturally sensitive communication	3.21	OI
4. Ensuring language support for educators	3.30	AI
5. Fostering students' opportunities and voice in different cultural activities and programs	3.28	AI
Overall Weighted Mean	3.26	AI

Rating Scale: 3.25-4.00- Always Implemented, 2.50-3.24- Oftentimes Implemented, 1.75-2.49- Seldom Implemented, 1.00-1.74- Never Implemented

The highest rated indicator under language and communication systems as to the use of bilingual education programs implies that schools adhere to this initiative by complying with the provisions of DepEd on the use of both Filipino and English as languages of instruction. Specifically, in junior and senior high schools, English served as the major medium of instruction for learning areas such as Science, Mathematics and English while Filipino is utilized for subjects like Araling Panlipunan and Filipino. Schools actively implement bilingual education programs and language integration strategies that promote learners' understanding and language proficiency. The language integration approach ensures that instructional delivery supports both content understanding and linguistic development. The district enhances language skills through a variety of programs

and activities, including reading initiatives, debates, essay writing competitions, literary events, and campus journalism. In line with this, the Special Program in Journalism (SPJ) has been implemented to strengthen students' writing proficiency and linguistic proficiency, align with DepEd's media literacy and information literacy standards, and promote confidence in the quality of education.

However, the lowest rated indicator under language and communication systems as to the use of multilingual education implies that the multilingual education is primarily implemented through the sustainable application and integration of Filipino and English as the focal languages of instruction. Different factors such as; time limitations, large class sizes, and diverse linguistic backgrounds of learners in the same classroom make the consistent use of multiple local languages more complex. As a result, despite its recognized value, multilingual education is often implemented in a limited and practical manner compared to other language and communication strategies.

This finding was corroborated by Shih (2024), who concluded that language systems and communication practices play a vital role in multilingual education as they allow learners to access knowledge more effectively through their first language. This approach promotes better comprehension, cognitive development, and a deeper sense of cultural identity among learners. Moreover, it emphasizes the importance of linguistic inclusivity in creating equitable learning environments where all students, regardless of linguistic background, can participate fully and meaningfully in the educational process.

Inclusive Policies. This section presents the level of implementation of cultural inclusivity practices of Capalonga District schools in terms of inclusive policies. These policies promote fairness enrollment, non-discriminatory practices, and culturally sensitive programs, embedding inclusivity into school rules and guidelines to create an environment where diversity is respected, valued, and supported for all learners.

Table 12 shows that the overall weighted mean for inclusive policies is 3.35 interpreted as Always Implemented which implies that school consistently implement policies that promote inclusivity, ensuring that all students regardless of cultural, linguistic or social background are provided equal opportunities and support in the school environment. The highest rated-indicator is enforcing non-discrimination policies with a weighted mean of 3.50 interpreted as Always Implemented while the lowest-rated indicator is enforcement of policies and standards for anti-discrimination and equity programs with a weighted mean of 3.38 interpreted as Always Implemented.

Table 12 Level of Implementation of Cultural Inclusivity Practices along Inclusive Policies

Indicators	Weighted Mean	Interpretation
1. Enforcing non-discrimination policies	3.50	AI
2. Ensuring access to equitable Resources	3.49	AI
3. Inclusive admission practices	3.44	AI
4. Implementing anti-bullying Policies	3.46	AI
5. Enforcement of policies and standards for anti-discrimination and equity programs	3.38	AI
Overall Weighted Mean	3.45	AI

Rating Scale: 3.25-4.00- Always Implemented, 2.50-3.24- Oftentimes Implemented, 1.75-2.49- Seldom Implemented, 1.00-1.74- Never Implemented

The highest rated indicator of inclusive policies is enforcing non-discrimination policies implies that schools implement inclusive policies that enforce non-discrimination by setting clear guidelines and rules that offer protection to teachers and staff against cultural biases and discrimination. These inclusive policies are imparted

to the schools through the use of educational handbook, trainings to teachers and school-based conferences on culture-oriented programs. The schools establish systems for evaluation and feedback on cultural awareness trainings by using surveys, reflection forms, peer observations and performance reviews to assess participants' understanding and application of intercultural skills. These tools help identify strengths, gaps and areas for improvement, ensuring that the training effectively promotes inclusivity and cultural competence among staff and students.

The lowest rated indicator as to modeling of leadership support systems for culturally oriented training underscores the need for schools and learning communities to prioritize cultural awareness programs by integrating culturally-responsive practices and strategies into their professional development system. School leaders, in particular, play a crucial role in motivating teachers and staff to consistently participate in professional development trainings that address cultural bias, equity, and inclusivity. Educational managers also play a significant role by allocating time, resources, and sustainable support to culturally-responsive training programs. The schools have taken this a step further by establishing and fostering accountability structures that include reflective assessments and professional learning communities, which promote culturally-responsive pedagogies and educational and holistic practices. These practices are anchored with the provisions of the DepEd Order No. 35, s. 2016 that institutionalizes the Learning Action Cell (LAC) as a school-based professional learning community where teacher collaboratively improve teaching and assessment practices.

Cultural Awareness Training for Staff. This section presents the level of implementation of cultural inclusivity practices of Capalonga District schools in terms of cultural awareness training for staff. These training programs equip staff with practical strategies for integrating cultural sensitivity into classroom management, lesson planning, and student engagement

Table 13 shows that the overall weighted mean for cultural awareness training for staff is 3.43 interpreted as Always Implemented indicates that such training equips teachers with the knowledge and skills needed to effectively address cultural differences, promote respectful interactions, and create an inclusive learning environment. The highest-rated indicator is placing systems for evaluation and feedback of the cultural awareness trainings with a weighted mean of 3.52 interpreted as Always Implemented, while the lowest-rated indicator is modelling leadership support systems for the culturally-oriented trainings with a weighted mean of 3.38 interpreted as Always Implemented.

Table 13 Level of Implementation of Cultural Inclusivity Practices along Cultural Awareness Training for Staff

Indicators	Weighted Mean	Interpretation
1. Regularity of professional development trainings on cultural Awareness.	3.42	AI
2. Coverage of in-depth cultural understanding and culturally-responsive practices.	3.41	AI
3. Ensuring all teaching personnel participation in cultural awareness and inclusivity training.	3.42	AI
4. Placing systems for evaluation and feedback of the cultural awareness Trainings.	3.52	AI
5. Modelling leadership support systems for the culturally-oriented Trainings.	3.38	AI
Overall Weighted Mean	3.43	AI

Rating Scale: 3.25-4.00- Always Implemented, 2.50-3.24- Oftentimes Implemented, 1.75-2.49- Seldom Implemented, 1.00-1.74- Never Implemented

The schools establish systems for evaluation and feedback on cultural awareness trainings by using surveys, reflection forms, peer observations and performance reviews to assess participants' understanding and application of intercultural skills. These tools help identify strengths, gaps and areas for improvement, ensuring that the training effectively promotes inclusivity and cultural competence among staff and students.

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The findings were corroborated by Dhungana and Campus (2020), who highlighted that integrating cultural diversity into the curriculum creates meaningful learning opportunities. Training initiatives such as exposure to diverse cultural perspectives, use of multicultural resources, engagement with community members from different cultural backgrounds, and intercultural or language training are more effective when they are systematically planned and supported by leadership. Furthermore, ongoing reflection and regular, leader-initiated training activities help to ensure that cultural awareness programs remain relevant to the local context. With strong leadership support, cultural awareness training for staff becomes a powerful tool in creating inclusive school environments that respect cultural diversity while preparing learners and teachers for a global society.

Significant Relationship between the Support System and the Level of Implementation of Cultural Inclusivity of Schools

Table 14 presents the test for significant relationships between the support systems and the level of implementation of cultural inclusivity. The relationship across various parameters was analyzed using the Pearson Product-Moment Correlation Coefficient (r). The results reveal that all variables culture-oriented curriculum and instruction, language and communication system, inclusive policies, and cultural awareness training for staff showed strong positive correlations with instructional support, administrative support, parental involvement, and community partnership.

The correlation coefficients ranged from .871 to .941, with p -values of .000, indicating highly significant relationships at the 0.01 level. This means that the more effectively cultural inclusivity practices are implemented, the stronger the support systems become in sustaining inclusivity across schools. Culture-oriented curriculum and instruction showed very strong and significant correlations with all support systems, namely instructional support ($r = .938$), administrative support ($r = .914$), parent involvement ($r = .931$), and community partnership ($r = .916$).

This indicates that when culture is meaningfully embedded in curriculum content and teaching strategies, it strengthens not only classroom practices but also the broader networks of support around learners. Instructionally, teachers are better able to contextualize lessons and respond to learners' cultural backgrounds, while administratively, school leaders are more able to provide policies, resources, and guidance that sustain inclusive instruction. The strong correlation with parent involvement and community partnerships suggests that culture-oriented instruction resonates beyond the classroom, encouraging families and community members to become more actively engaged when they see their identities and values reflected in school programs.

Table 14 Test for Significant Relationship between the Support System and the Level of Implementation of Cultural Inclusivity

Level of Implementation of Cultural Inclusivity Practices	Cultural Inclusivity							
	Instructional Support		Administrative Support		Parental Involvement		Community Partnership	
	<i>R</i>	<i>p-value</i>	<i>R</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>R</i>	<i>p-value</i>
Culture-Oriented Curriculum and Instruction	.938**	.000	.914**	.000	.931**	.000	.916**	.000
Language and Communication System	.936**	.000	.893**	.000	.909**	.000	.941**	.000
Inclusive Policies	.899**	.000	.917**	.000	.883**	.000	.871**	.000
Cultural Awareness Training for Staff	.876**	.000	.856**	.000	.917**	.000	.863**	.000

*Correlation is Significant @ 0.05 level, **Correlation is Significant @ 0.01 level

Language and communication systems similarly demonstrated very strong correlations with instructional support ($r = .936$), administrative support ($r = .893$), parent involvement ($r = .909$), and community partnerships ($r = .941$). These results highlight the important role of inclusive, multilingual and culturally sensitive communication in strengthening support systems for inclusion. Effective language practices help teachers provide clear and accessible instruction, while administrators are better able to coordinate policies and programs that respond to diverse linguistic needs.

Inclusive policies also revealed very strong and significant relationships with instructional support ($r = .899$), administrative support ($r = .917$), parent involvement ($r = .883$), and community partnership ($r = .871$). This means that clear and consistently enforced policies on non-discrimination, equity and student safety provide a stable framework that underpins all dimensions of school support. Administratively, inclusive policies guide decision making and resource allocation, while instructionally, they ensure that classroom practices are consistent with principles of fairness and respect. Strong correlations with parent and community involvement suggest that stakeholders are more willing to participate and collaborate when they are confident that schools maintain equity and protect the rights of learners.

Cultural awareness training for staff showed very strong correlations with instructional support ($r = .876$), administrative support ($r = .856$), parent involvement ($r = .917$), and community partnerships ($r = .863$). These findings indicate that professional development plays an important role in strengthening support systems by equipping teachers and school leaders with the knowledge and skills needed to address bias, discrimination, and cultural diversity. Trained teachers are more able to implement inclusive teaching strategies, while administrators are better prepared to lead and sustain culturally responsive initiatives. The strong relationship with parent involvement suggests that culturally aware teachers foster more respectful and productive interactions with families, leading to increased trust and cooperation.

This is also supported by Gomez (2022), who emphasized that the use of multilingual communication practices promotes equity and encourages family and community involvement in diverse school settings.

Proposed Intervention to Enhance the Intercultural Management Practices and Support System of School Heads and Teachers towards Cultural Inclusivity

Based from the results of the survey the study came up with the design and development of a proposed handbook

to enhance the intercultural management practices and support systems of school leaders and teachers of Capalonga District towards cultural inclusivity.

Table 15 presents the proposed handbook, a comprehensive tool designed to address key areas in need of improvement, with a particular focus on the lowest rated indicators. The table accompanying the handbook summarizes the findings, establishes clear and measurable goals, and provides targeted recommendations. Ultimately, this handbook serves as a comprehensive guide for school heads and teachers, providing practical strategies and insights for effectively promoting cultural inclusivity in the school environment.

The proposed handbook will serve as a practical guide for schools to systematically implement cultural awareness, inclusivity and multilingual practices. Anchored on DepEd Order No. 62, s. 2011 (adopting the National Indigenous Peoples' Education Policy Framework), the Handbook will outline clear processes for integrating cultural sensitivity and inclusivity into professional development, school programs, and classroom instruction. Implementation will begin with annual in-service training (INSET) sessions where teachers will undergo workshops on cultural awareness and sensitivity, ensuring they are equipped to handle diverse learners.

Table 15 Basis of the Proposed Handbook

Findings	Goals	Recommendation
The overall weighted mean of cultural awareness and sensitivity training were interpreted as “Always Practiced” although there is a need to address the attended training on cultural diversity and sensitivity interpreted as oftentimes practiced	<p>To improve teachers capacity to handle diverse learners by integrating cultural awareness into professional development programs</p> <p>To conduct continuous sensitivity workshops and reflection sessions that foster empathy and respect for all learners.</p>	<p>Conduct annual in-service training (INSET) on cultural awareness and sensitivity.</p> <p>Integrate indigenous peoples’ education (IPEd) and inclusive practices in the Learning Action Cell (LAC) sessions.</p> <p>Partner with local cultural organizations for seminars and workshops showcasing diverse traditions.</p>
Intercultural management practices that promote cultural inclusivity along school climate and culture. Regular acknowledgement of diverse cultural traditions and programs interpreted as oftentimes practiced	<p>To promote a school environment that value inclusivity by including intercultural activities in the annual school calendar.</p> <p>To achieve a culture of respect and acceptance trough continued recognition of diverse traditions in curricular and co-curricular programs.</p>	<p>Organize Cultural Heritage Month celebrations featuring student performances, exhibits, and storytelling.</p> <p>Include intercultural themes in Values Education and EsP projects (e.g., poster-making, debates, role plays).</p>
Support systems in promoting cultural inclusivity along parental involvement. The school encourages school-parent collaboration in culturally-oriented programs interpreted as oftentimes practiced	<p>To strengthen home-school partnerships by involving parents in planning and implementing culturally inclusive activities.</p> <p>To address gaps in parental involvement by creating structured programs that encourage collaboration in multilingual and cultural initiatives.</p>	<p>Establish a Parent-Culture Committee under the PTA to co-design cultural programs.</p> <p>Host Family Cultural Nights where parents share food, music, and traditions. Conduct parent seminars on supporting multilingual learning at home. Encourage parent volunteers in school-based cultural clubs.</p>
Level of implementation of Cultural Inclusivity Practices	To Improve communication and instruction by expanding the use of	Expand Mother Tongue-Based Multilingual Education (MTB-

<p>along Language and Communication System. Using Multilingual education. Relying on culturally sensitive communication interpreted as oftentimes implemented</p>	<p>mother tongue-based multilingual education (MTB-MLE). To attain culturally responsive by integrating local languages, literature, and communication practices into classroom instruction and school communication systems.</p>	<p>MLE) in early grades and provide teacher training on multilingual pedagogy. Develop bilingual newsletters and announcements for parents. Integrate local proverbs, folktales, and literature.</p>
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The handbook will also mandate the inclusion of Indigenous Peoples' Education (IPED) topics and intercultural practices in Learning Action Cell (LAC) sessions, thereby promoting ongoing reflection and collaboration among teachers. To strengthen the school climate, the handbook will prescribe the celebration of Cultural Heritage Month and integration of intercultural themes into value education and ESP projects, thereby inculcating respect and acceptance in both curricular and co-curricular activities. Parent participation will be institutionalized through the creation of a parent-culture committee under the PTA, with guidelines for organizing family cultural nights and parent seminars on multilingual education.

Finally, the handbook will emphasize the expansion of mother tongue-based multilingual education, supported by teacher training and communication strategies such as bilingual newsletters and culturally sensitive announcements. This Handbook ensures that schools not only comply with the national policy but also develop inclusive, culturally responsive environments that value diversity and empower all learners. The output can be located at Appendix H.

DISCUSSION

The findings of the study revealed that while Capalonga District Public Schools generally practices cultural inclusivity, some areas still require improvement, particularly the lowest rated indicators in intercultural management practices and support systems. In terms of cultural awareness and sensitivity training, the lowest rated indicator was teachers' attendance at formal training on cultural diversity and sensitivity, this suggests that teachers are good at culturally responsive practices, but professional development is limited due to busy schedules, may school activities, and lack of funding. This is aligned with Garcia and Pantao (2021), who emphasized that although high cultural sensitivity positively impacts classroom management, inadequate formal training limits the sustainability of culturally responsive practices. Teachers may have the skills, but professional development programs are essential to ensure continued and consistent application.

For curriculum integration, the lowest rated practice was appropriate integration of cultural diversity into various educational materials and resources. While teachers actively incorporate culture-oriented content into lessons, there is limited use of diverse materials that reflect students' local and Indigenous experiences. Basnet (2024) supported this, noting that the availability of culturally relevant resources and lesson plans often determines how effectively teachers can contextualize teaching according to learners' cultural backgrounds.

Among inclusive classroom practices, adaptation of teaching methods to culture-based learning styles was the lowest rated indicator. Teachers often use standardized lesson plans in Filipino or English, which may not align with indigenous learners' preferences, such as oral storytelling or community learning. Camiring-Picpican et al. (2025) highlighted that culturally responsive teaching frameworks rooted in local practices, such as panagtutok (focused listening) and pagtutulungan (communal learning), are often ignored, leading to reduced student engagement and understanding. This difference underlines the challenge of translating cultural knowledge into practical, inclusive teaching strategies.

Regarding school climate and culture, the lowest rated practice was regular acceptance of diverse cultural traditions and events. While schools celebrate national and local events, integration of indigenous and community-specific practices is often limited due to tight academic calendars and resource constraints. Mpofu et al. (2025) emphasized that regular cultural celebrations strengthen students' sense of belonging and reduce prejudice, indicating that a systematic approach to cultural acceptance is necessary to foster an inclusive school

climate.

Within support systems, the lowest rated indicators highlight similar gaps. Parental involvement in culturally oriented programs was limited, as many parents could not attend school activities due to work, distance, or family responsibilities. Agustin and Padilla (2023) emphasize that parents are important allies in promoting inclusivity, not mere supporters, suggesting that schools need innovative approaches to continually engage families.

For community partnerships, collaboration with local areas to support diverse cultural groups was the lowest indicator. Although schools organize community events, these are often one-off activities and not systematically incorporated into school planning. Chi and Mulligan (2021) argue that ongoing partnerships with local cultural organizations require structured structures, mutual commitment, and resources, which are necessary to maintain ongoing cultural support.

The level of implementation of cultural inclusivity also reflects these gaps. The least implemented areas were the use of culturally diverse learning resources, reflection of learners' cultural experiences, multilingual education, and modeling leadership support for staff training. Limited access to local learning materials, lack of time and inadequate leader-driven initiatives were the primary reasons. Yesil (2024) emphasized that integrating learners' cultural experiences into instruction increases engagement and intercultural competence, while Dhungana and Campus (2020) stated that strong leadership support is critical to sustaining cultural awareness programs.

Overall, these findings suggest that while Capalonga District Schools has established strong intercultural management practices and support systems, the effectiveness of cultural inclusivity depends heavily on structured professional development, accessible learning resources, inclusive instructional strategies, and active engagement from parents and the community. Addressing these gaps, the proposed Handbook, serve as a comprehensive tool designed to address key areas in need of improvement. Ultimately, this handbook serves as a comprehensive guide for school leaders and teachers, providing practical strategies and insights for effectively promoting cultural inclusivity in school environments.

CONCLUSION

Based on the findings, the following integral conclusions were drawn; the intercultural management practices in Capalonga District were always practiced and consistently implemented through diverse means such as cultural awareness and sensitivity trainings, curriculum application, and promotion of an inclusive educational climate and culture. The intercultural management practices reflect a strong dedication of schools to foster respect and understanding across diverse cultural backgrounds and identities in the learning and social environment.

Likewise, the support systems play integral and vital roles in fostering cultural inclusivity in the educational and social learning environment. The instructional support, administrative guidance, parental engagement, and community involvement were sufficiently applied and collaboratively implemented and pursued towards the promotion of a more inclusive and culturally-sensitive educational environment and system.

Moreover, the findings reflect a direct significant relationship between the intercultural management practices and the support systems in schools in fostering cultural inclusivity. The positive relationship was attained because of the sufficient and sustainable intercultural management support, such as inclusive policies, culturally-responsive leadership, and equitable and holistic practices that harmonize with the key support systems, such as instructional support, administrative guidance, parental support, and community engagement.

In the same context, the cultural inclusivity in Capalonga District schools was highly implemented. The curriculum and instruction reflect cultural diversity. Language and communication systems are well-supported for the learners. Non-discrimination policies are practically enforced, and the school staff reflects strong cultural awareness.

Furthermore, there is a strong link between the cultural inclusivity practices and the support systems in Capalonga District schools. The relationship is statistically significant and evident, as schools with functional

inclusivity practices had stronger support systems and services.

Thus, the proposed handbook highlighted several key strategies and innovations, such as cultural awareness trainings, student-led cultural exchange programs, inclusive classroom practices, cultural awareness events, and other collaborative and supportive strategies.

RECOMMENDATION

Hence, it is recommended to further enhance and improve the intercultural management practices and support system in Secondary School in Capalonga District, teacher capacity building through training and professional development by conducting annual in-service training (INSET) on cultural awareness and sensitivity, which can be facilitated by school principals, HRMOs and LAC coordinators. Teachers can also integrate Indigenous Peoples' Education (IPED) and inclusive practices in Learning Action Cell (LAC) sessions, guided by designated master teachers and department heads. Additionally, schools can partner with local cultural organizations to host seminars, workshops, and performances showcasing diverse local and indigenous traditions.

Likewise, to further enhance, promote school-community cultural engagement programs, schools can celebrate Cultural Heritage Month through student performances, demonstrations and storytelling coordinated by the school cultural committee and student organizations. Values education and ESP projects can include intercultural topics, such as poster making, debates and role plays, which the class teacher can monitor. Additionally, schools can organize culture-oriented advocacy, including local heritage weeks, cultural immersion activities and community outreach projects, co-planned by school heads and community partners, to ensure meaningful participation of all stakeholders.

Moreover, the school leaders, educators, and stakeholders may collaboratively ensure that the intercultural management practices and support systems are consistently implemented through sustainable trainings, volunteerism, culture-oriented events and programs, stakeholders' engagement in culturally-sensitive programs, and other practices.

Additionally, enhancing student-centered cultural and multilingual programs could include expanding mother tongue-based multilingual education (MTB-MLE) and providing teacher training on multilingual pedagogy. Schools can also develop bilingual newsletters and announcements for parents, which can be managed by the school communications team. These initiatives can be led by school leaders to ensure alignment with district priorities, while teaching and non-teaching personnel can take charge of the production and distribution of bilingual materials, ensuring that parents are fully engaged and informed.

Furthermore, schools should strategically allocate resources to support both the cultural inclusivity programs and the systems that sustain them. This could include funding for culturally relevant teaching materials, organizing professional development sessions, supporting research-based practices for integration, and providing holistic services that cater to students' cultural and social needs. Encouraging collective innovation among teachers and stakeholders ensures that programs remain dynamic, practical, and responsive to the school's cultural context.

In line with this, implementing and monitoring the cultural inclusivity handbook could include setting up quarterly program evaluations using surveys, focus group discussions and observation reports, which could be led by a school monitoring team. Stakeholder feedback sessions can also be conducted with teachers, parents, and students to assess the effectiveness of the program, and adjustments can be made based on the evaluation findings to ensure continuous improvement in intercultural management practices and support systems.

Lastly, future researchers are encouraged to test and improve the handbook in different schools to ensure that it remains useful and effective in promoting inclusive education. They may also study how intercultural management practices and support systems impact students' education, social-emotional development, and community involvement over time.

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