

# School-Level Implementation of Indigenous Peoples Education in the Division of Davao Del Norte

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## ABSTRACT

This explanatory sequential mixed-methods study examined the school-level implementation of Indigenous Peoples Education (IPEd) in integrated schools in the Division of Davao del Norte. Guided by the Context, Input, Process, and Product (CIPP) Evaluation Model and interpreted through the lens of Culturally Sustaining Pedagogy, the study determined the extent of implementation in terms of goals, plans, actions, and outcomes, and explained the quantitative trends through the viewpoints of school heads. The quantitative phase involved 177 teachers selected from integrated IPEd-implementing schools through stratified and cluster sampling. The qualitative phase involved six school heads selected purposively using geographic and leadership-category stratification. Data were gathered through a validated survey questionnaire and in-depth interviews, then analyzed using descriptive statistics, thematic analysis, and joint display integration. Findings showed a very high overall level of IPEd implementation ( $M = 4.35$ ,  $SD = 0.75$ ). The goals domain received the highest mean ( $M = 4.43$ ), followed by actions ( $M = 4.35$ ), plans ( $M = 4.32$ ), and outcomes ( $M = 4.30$ ). Qualitative results explained that implementation was strengthened by culturally responsive curriculum development, collaborative Indigenous governance, stakeholder engagement, elder-guided teacher formation, evidence-based monitoring, and community-embedded partnerships. The findings indicate that IPEd implementation in Davao del Norte is not merely policy-driven but is increasingly embedded in school planning, classroom practice, cultural validation, and community participation. Sustained support is recommended for formal partnerships, teacher capacity-building, feedback-based policy improvement, localized learning resources, and culturally responsive monitoring mechanisms.

**Keywords:** Indigenous Peoples Education; IPEd; CIPP Evaluation Model; Culturally Sustaining Pedagogy; mixed methods; Davao del Norte

## INTRODUCTION

School-level implementation refers to how educational policies and programs are translated into tangible practices by administrators, teachers, and stakeholders in classroom and community settings. In Indigenous Peoples Education (IPEd), this includes integrating culturally responsive curricula, engaging Indigenous communities, contextualizing instruction, managing resources, and supporting Indigenous learners in ways that preserve cultural knowledge and identity (Imperial, 2024; Norberte, 2024; Nantin & Morales, 2025).

International and Philippine literature shows that culturally responsive and decolonizing approaches remain essential in Indigenous education. Place-based learning, community partnership, Indigenous knowledge integration, and culturally sustaining pedagogy can improve learner engagement, identity affirmation, and academic participation (Da Silva et al., 2023; Paris, 2012; Washington & Johnson, 2023). However, implementation continues to be constrained by limited resources, insufficient teacher preparation, language barriers, uneven material development, and fragmented community engagement (Saelua, 2022; Tual & Capacio, 2025).

In Davao del Norte, Indigenous communities such as the Ata-Manobo, Mandaya, and Mansaka are served by schools implementing IPEd. Local studies point to leadership and resource challenges in remote and Indigenous contexts, yet there remains a need for integrated evidence on how school capacities, stakeholder partnerships,

curriculum contextualization, and institutional supports interact to shape implementation quality and learner outcomes (Lugatiman & Bauyot, 2024).

This study was grounded in the CIPP Evaluation Model of Stufflebeam (2003), which organizes program evaluation according to context, input, process, and product. In this study, these were operationalized as goals, plans, actions, and outcomes. The study was also guided by Culturally Sustaining Pedagogy, which emphasizes that schools must sustain Indigenous languages, identities, knowledge systems, and community relationships rather than merely acknowledge cultural difference (Paris, 2012).

The study sought to answer the following questions: (1) What is the level of IPed implementation in terms of goals, plans, actions, and outcomes? (2) What are the viewpoints of school heads on the quantitative trends? (3) How do the qualitative results explain the quantitative results of the study?

## METHOD

### Research Design

The study employed an explanatory sequential mixed-methods design grounded in a pragmatic paradigm. The quantitative phase first measured the level of implementation of IPed, while the qualitative phase followed to explain and contextualize the numerical results. This design was appropriate because the study aimed to establish broad implementation patterns and then clarify how school leaders interpreted and experienced these patterns in practice (Creswell & Plano Clark, 2018; Toyon, 2021).

The quantitative phase used a descriptive approach to summarize teachers' perceptions of IPed implementation across goals, plans, actions, and outcomes. The qualitative phase used a descriptive qualitative design to generate direct, practice-based explanations from school heads. The two phases were connected and integrated through joint display analysis.

### Locale, Respondents, and Participants

The study was conducted in integrated schools implementing the IPed program in the Division of Davao del Norte, Region XI, Philippines. The division was selected because of its active involvement in culturally responsive education and its service to Indigenous communities in the province.

For the quantitative phase, the target population consisted of 327 teachers from 23 integrated IPed-implementing schools. Using the RaoSoft sample size calculator at a five percent margin of error, 177 teachers were selected as respondents. Stratified sampling ensured proportional representation of elementary, junior high school, and senior high school teachers, while cluster sampling was used to select 12 integrated schools as study clusters. The sample consisted of 102 elementary teachers, 57 junior high school teachers, and 18 senior high school teachers.

For the qualitative phase, six school heads were selected through purposive sampling guided by geographic stratification and leadership category. The participants represented the districts of Langilan, New Corella, Talaingod, and Sto. Tomas West and included school leaders with varied administrative ranks such as Master Teacher, Head Teacher, Principal I, and Principal II.

### Research Instruments

The quantitative instrument was a Likert scale-type survey questionnaire adapted from Manuel and Queroda (2018) and aligned with DepEd Order No. 62, s. 2011 and DepEd Order No. 32, s. 2015. The instrument measured IPed implementation using a 5-point scale ranging from Never Implemented to Very Highly Implemented. Items were organized according to CIPP-based domains: goals, plans, actions, and outcomes.

The questionnaire was validated by experts and pilot-tested among 39 teachers from Sampao Integrated School, who were excluded from the actual respondents. Reliability testing showed acceptable to excellent internal

consistency, with an overall Cronbach's alpha of .924. The qualitative instrument was an in-depth interview guide developed from the quantitative indicators and aligned with the four CIPP domains.

### Data Gathering Procedure and Ethical Considerations

The researcher secured permission from institutional and DepEd authorities before gathering data. Informed consent was obtained from the respondents and participants. Quantitative data were gathered through printed or electronic survey questionnaires. Qualitative data were gathered through in-depth interviews with school heads, conducted orally or in written form depending on participant availability. Interviews were audio-recorded with consent, transcribed verbatim, translated when local language was used, and reviewed for accuracy.

Ethical safeguards included voluntary participation, confidentiality, anonymized participant codes, and member checking to confirm the accuracy of interview accounts.

### Data Analysis

Quantitative responses were checked, cleaned, encoded, and analyzed using descriptive statistics, particularly mean and standard deviation. The mean determined the level of implementation, while the standard deviation described response variability. Results were interpreted using the study's parameter limits, where 4.20-5.00 indicated Very High implementation.

Qualitative data were analyzed using thematic analysis guided by Braun and Clarke (2006). Interview transcripts were read repeatedly, coded, grouped into core ideas, clustered into themes, and verified against participant accounts. Quantitative and qualitative results were then integrated through joint display analysis to generate meta-inferences.

## RESULTS AND DISCUSSION

### Level of IPed Implementation in the

#### Division of Davao del Norte

This section presents the results of the quantitative phase of the study, which examined the level of implementation of IP Education Curriculum in Davao del Norte Division. The data were gathered using structured survey tool and analyzed across four key domains: goals, plans, outcomes, and actions. The responses of the teachers in the IPED implementing schools provided a broad overview of how IP Education Curriculum is implemented in their respective contexts.

**Table 5 Level of IP Education Implementation in Davao del Norte**

| IP Education Curriculum Domains | Mean | SD   | Level     | Interpretation                                                                                                                                                                                                                               |
|---------------------------------|------|------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goals                           | 4.43 | 0.68 | Very High | The goals of the Indigenous Peoples Education (IPed) are very clearly defined, strongly embraced, and consistently translated into school-level practice.                                                                                    |
| Plans                           | 4.32 | 0.77 | Very High | The school's planning for IP Education is highly evident, systematic, and comprehensive. Goals, strategies, activities, timelines, resources, and stakeholder participation are clearly defined and consistently integrated in school plans. |
| Actions                         | 4.35 | 0.73 | Very High | The implementation of IP Education actions is highly evident and consistently practiced across schools. This indicates that the planned strategies and interventions are being                                                               |

|          |      |      |           |                                                                                                                                                                                        |
|----------|------|------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |      |      |           | translated into concrete, sustained, and culturally responsive educational practices.                                                                                                  |
| Outcomes | 4.30 | 0.77 | Very High | The outcomes of the IP Education are highly effective, with measurable success in terms of student achievement, cultural integration, and community engagement.                        |
| Average  | 4.35 | 0.75 | Very High | The IP Education is fully implemented. Schools have consistently integrated IPED principles, practices, and policies in all aspects of planning, teaching, learning, and partnerships. |

The implementation of the Indigenous Peoples Education (IPed) Curriculum in Davao del Norte obtained an overall mean of 4.35 (SD = 0.74), interpreted as “Very High”. This indicates that, in general, the respondents perceived the implementation of IPed as strongly evident across the participating schools.

The “Very High” rating across all domains may be explained by the institutionalization of IPed in the school system. Schools are guided by established policies, school-based structures, designated focal persons or committees, contextualized learning practices, and mechanisms for community engagement. These structures help ensure that IPed is not only recognized as a policy requirement but is also integrated into school planning, classroom practices, learning resources, and learner support systems.

However, while all domains were rated “Very High”, not all individual indicators reached the same level. Three item-level indicators were rated only “High”. These were formalized partnerships with NCIP, NCCA, LGUs, NGOs, or other agencies (M = 4.07, SD = 1.02), teacher training on Indigenous languages, culture, and community-based education (M = 4.14, SD = 0.90), and the use of feedback from IP communities and partners to inform policy adjustments and improvements (M = 4.13, SD = 0.86).

These “High” results suggest that although the implementation of IPed is generally strong, some areas are not yet uniformly practiced across all schools. The relatively higher standard deviations also show that respondents had more varied experiences in these aspects. This means that some schools may already have established partnerships, regular teacher training, and feedback-based policy improvement mechanisms, while others may still be developing or strengthening these practices.

Overall, the findings show that IPed implementation in Davao del Norte is highly established and consistently practiced at the domain level. Nevertheless, the presence of “High” item-level results indicates that further support is needed in formalizing partnerships, strengthening teacher capacity-building, and ensuring that community feedback is systematically used for policy and program improvement.

### Viewpoints of the School Heads in the Implementation of IP Education in the Division of Davao del Norte

This section presents the results of the qualitative phase, which explored the viewpoints of School Heads regarding the school-level implementation of the IP Education Curriculum in the Division of Davao del Norte. Through in-depth interviews, participants shared their experiences on the program's execution in their contexts as school administrators. The data were analyzed and organized into key themes, each representing important aspects of the program's strengths, challenges, and areas for growth. These perspectives offer a deeper understanding of the human side of IP Education Curriculum implementation, highlighting how the program is experienced and sustained at the school-level.

**Table 6 Significant Themes and Core Ideas: In the Implementation of IP Education in terms of Goals, Plans, Actions, and Outcomes**

| Quantitative Results                                             | Qualitative Results                                                                                                                            |                                                                                                |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
|                                                                  | Core Ideas                                                                                                                                     | Major Themes                                                                                   |
| <b>GOALS</b><br><br>Mean: 4.43<br>SD: 0.68<br>Level: Very High   | <ul style="list-style-type: none"> <li>Active involvement of IP elders in curriculum planning</li> </ul>                                       | <b>Culturally Responsive Curriculum Development</b>                                            |
|                                                                  | <ul style="list-style-type: none"> <li>Cultural celebration with IP elders' participation</li> </ul>                                           |                                                                                                |
|                                                                  | <ul style="list-style-type: none"> <li>Regular implementation of IKSP in classroom instruction</li> </ul>                                      |                                                                                                |
|                                                                  | <ul style="list-style-type: none"> <li>Stakeholder collaboration for culturally accurate implementation</li> </ul>                             | <b>Multi-Stakeholder Commitment to Inclusive Education</b>                                     |
|                                                                  | <ul style="list-style-type: none"> <li>Cultural celebrations with community leader participation</li> </ul>                                    |                                                                                                |
|                                                                  | <ul style="list-style-type: none"> <li>Teacher capacity-building through training, LAC, immersion, and IP collaboration</li> </ul>             | <b>Systematic Teacher Capacity Building for Culturally Responsive Indigenous Education</b>     |
|                                                                  | <ul style="list-style-type: none"> <li>Echoed training via LAC with integration of IP language and culture</li> </ul>                          |                                                                                                |
|                                                                  | <ul style="list-style-type: none"> <li>SIP planning, and improving literacy and numeracy through culturally appropriate materials</li> </ul>   |                                                                                                |
| <b>PLANS</b><br><br>Mean: 4.32<br>SD: 0.77<br>Level: Very High   | <ul style="list-style-type: none"> <li>Formalized partnerships with IP stakeholders for policy, curriculum, and material validation</li> </ul> | <b>Collaborative Indigenous Governance for Education</b>                                       |
|                                                                  | <ul style="list-style-type: none"> <li>School-level planning through functional SGC and teacher orientation</li> </ul>                         |                                                                                                |
|                                                                  | <ul style="list-style-type: none"> <li>Joint planning and policy integration with external agencies and partners</li> </ul>                    |                                                                                                |
|                                                                  | <ul style="list-style-type: none"> <li>Stakeholder inclusion in SIP crafting and school program planning</li> </ul>                            |                                                                                                |
|                                                                  | <ul style="list-style-type: none"> <li>Inclusive SIP planning and culturally responsive material validation with IP community</li> </ul>       | <b>Inclusive and Contextualized School Planning</b>                                            |
|                                                                  | <ul style="list-style-type: none"> <li>Planned teacher capacity-building initiatives</li> </ul>                                                |                                                                                                |
|                                                                  | <ul style="list-style-type: none"> <li>LGU support for learner needs and access</li> </ul>                                                     | <b>Resource Mobilization for Culturally Sustaining Learning</b>                                |
|                                                                  | <ul style="list-style-type: none"> <li>Receiving outreach support external material support</li> </ul>                                         |                                                                                                |
| <b>ACTIONS</b><br><br>Mean: 4.35<br>SD: 0.73<br>Level: Very High | <ul style="list-style-type: none"> <li>Coordinating with LGU for resources and transportation support</li> </ul>                               | <b>Collaborative Stakeholder Engagement to Ensure Equitable Access for Indigenous Learners</b> |
|                                                                  | <ul style="list-style-type: none"> <li>Engaging SGC and community functionaries in school activities</li> </ul>                                |                                                                                                |
|                                                                  | <ul style="list-style-type: none"> <li>Collaborating with stakeholders to address learner needs</li> </ul>                                     |                                                                                                |
|                                                                  | <ul style="list-style-type: none"> <li>Partnering with stakeholders for resource and learner support</li> </ul>                                |                                                                                                |

|                                                                   |                                                                                                                                        |                                                                                              |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
|                                                                   | <ul style="list-style-type: none"> <li>Integrating IP language through daily classroom and school routines</li> </ul>                  | <b>Contextualized Culturally Responsive Pedagogy</b>                                         |
|                                                                   | <ul style="list-style-type: none"> <li>Implementing IKSP sessions with tribal leaders and community elders</li> </ul>                  |                                                                                              |
|                                                                   | <ul style="list-style-type: none"> <li>Integrating IKSP through culturally responsive teaching practices</li> </ul>                    |                                                                                              |
|                                                                   | <ul style="list-style-type: none"> <li>Contextualizing lessons and promoting IP heritage in school activities</li> </ul>               |                                                                                              |
|                                                                   | <ul style="list-style-type: none"> <li>Conducting trainings and orientations with IP elders on cultural practices</li> </ul>           | <b>Elder-Guided Teacher Formation for Culturally Sustaining Indigenous Learner Education</b> |
|                                                                   | <ul style="list-style-type: none"> <li>Validating learning materials through consultations with IP stakeholders</li> </ul>             |                                                                                              |
|                                                                   | <ul style="list-style-type: none"> <li>Organizing teacher training workshops on IP language and culture</li> </ul>                     |                                                                                              |
|                                                                   | <ul style="list-style-type: none"> <li>Attending trainings and community immersion for culturally appropriate teaching</li> </ul>      |                                                                                              |
| <b>Outcomes</b><br><br>Mean: 4.30<br>SD: 0.77<br>Level: Very High | <ul style="list-style-type: none"> <li>Increased enrollment, attendance, and improved learner performance</li> </ul>                   | <b>Evidence-Based IPed Program Monitoring</b>                                                |
|                                                                   | <ul style="list-style-type: none"> <li>Data-informed monitoring of IPed program effectiveness and learner support</li> </ul>           |                                                                                              |
|                                                                   | <ul style="list-style-type: none"> <li>High enrollment percentage and monitored attendance rates</li> </ul>                            |                                                                                              |
|                                                                   | <ul style="list-style-type: none"> <li>Improved learner proficiency through effective learning materials</li> </ul>                    |                                                                                              |
|                                                                   | <ul style="list-style-type: none"> <li>Accurate and culturally aligned learning materials with improved learner performance</li> </ul> | <b>Enhanced Academic Performance through Cultural Alignment</b>                              |
|                                                                   | <ul style="list-style-type: none"> <li>Enhanced cultural relevance and learner engagement</li> </ul>                                   |                                                                                              |
|                                                                   | <ul style="list-style-type: none"> <li>Validated cultural inclusivity of learning materials</li> </ul>                                 |                                                                                              |
|                                                                   | <ul style="list-style-type: none"> <li>Improved literacy and numeracy through culturally appropriate materials</li> </ul>              |                                                                                              |
|                                                                   | <ul style="list-style-type: none"> <li>Stronger school-community relationship and increased learner achievements</li> </ul>            | <b>Community-Embedded Partnerships for IP Learner Advancement</b>                            |
|                                                                   | <ul style="list-style-type: none"> <li>Increased enrollment, learner motivation, and community trust</li> </ul>                        |                                                                                              |
|                                                                   | <ul style="list-style-type: none"> <li>Improved engagement, attendance, and community participation</li> </ul>                         |                                                                                              |
|                                                                   | <ul style="list-style-type: none"> <li>Enhanced learner competence and school performance</li> </ul>                                   |                                                                                              |

### Viewpoints in the Implementation of IPed Goals

The qualitative findings affirmed the quantitative result on the Goals domain, which obtained a mean of 4.43 with an SD of 0.68, interpreted as Very High. These qualitative results explain that the very high implementation of IPed goals may be attributed to three major areas: (a) Culturally Responsive Curriculum Development, (b)

Multi-Stakeholder Commitment to Inclusive Education, and (c) Systematic Teacher Capacity Building for Culturally Responsive Indigenous Education.

This section provides a critical lens for examining how schools articulate and operationalize their goals in advancing inclusive and culturally appropriate education for Indigenous Peoples (IP) learners.

### Theme 1: Culturally Responsive Curriculum Development

The responses of the school heads confirmed that the goals of IPed implementation are strongly evident in schools through actual practices such as the involvement of IP elders in curriculum planning, cultural celebrations with community participation, and regular implementation of IKSP in classroom instruction.

This theme reveals that clearly articulated school goals serve as the foundation for implementing culturally responsive education for Indigenous Peoples (IP) learners. Participants consistently emphasized that establishing goals through formal mechanisms, such as the School Improvement Plan (SIP) and IP Annual Plan, ensures that cultural practices, languages, and Indigenous knowledge are systematically incorporated into both school policies and daily instruction. Participants described:

*“Sa atong school mam, naa man tay goals through the **school improvement plan**... Invited gid ang mga IP Elders, mga datu sa **SIP crafting**... gina-incorporate nato na diya sa paghimo nato og policy diha sa atong skwelahan... gina tudluan pud nato ang atong mga bata nga **maka balo sa mga sayaw, mga tugtug sa IP**...” (IP\_SH1)*

(Our school establishes its goals through the School Improvement Plan and the IP Annual Plan. IP elders and tribal leaders are invited during SIP crafting. Indigenous knowledge is incorporated into school policies, and students are taught Indigenous dances and songs.)

*“Na apil naman na sa **Priority Improvement Area**... mag **celebrate mi anang ilang IP Month**, and apil anang program kay kanang mag **invite mi ug mga Elders** nila... **Wala mi naka observed ug discrimination** kay 100% man diria mga IP... **teachers well oriented sa IP-based curriculum**...” (IP\_SH2)*

(This is included in our Priority Improvement Area. We celebrate IP Month and invite elders to participate in the program. We have not observed discrimination since most learners here are IP. Teachers are well-oriented in the IP-based curriculum.)

*“**Every Wednesday** gi-implement ang **IKSP Talaingod District**... naa pud mga **IP materials** sa among school... **contextualized lessons** gi-buhat sa teachers **with guidance sa IP elders**...” (IP\_SH3)*

(Every Wednesday, the IKSP program is implemented in the Talaingod District. We also have IP learning materials in school. Teachers create contextualized lessons with guidance from IP elders.)

These narratives reveal that goal-setting in culturally responsive curriculum development is multi-dimensional, encompassing policy formulation, teacher preparation, community engagement, and program implementation. Goals are not merely aspirational but are operationalized through structured plans, stakeholder involvement, and consistent monitoring, ensuring that cultural validation and academic outcomes are achieved simultaneously.

### Theme 2: Multi-Stakeholder Commitment to Inclusive Education

The qualitative findings further highlight the theme Multi-Stakeholder Commitment to Inclusive Education, which reflects the strong involvement and collaboration of various stakeholders in the implementation of Indigenous Peoples Education (IPed) in schools. This theme is supported by core ideas such as stakeholder collaboration for culturally accurate implementation, cultural celebrations with community leader participation, and the active involvement of IP elders in curriculum planning.

The findings illuminate how schools' articulate goals anchored in multi-stakeholder commitment to realize inclusive and culturally responsive education for Indigenous Peoples (IP) learners. Participants described how inclusive education goals extend beyond internal curriculum development to collaborative engagement with diverse community actors, ensuring cultural accuracy, learner representation, and shared ownership of educational outcomes.

One school leader explained how multi-stakeholder collaboration is embedded in the formulation of goals. This reflects a deliberate goal of cultivating partnerships with traditional leaders and institutional actors to uphold cultural integrity and educational equity, and how stakeholder engagement in school events and classroom integration reinforces inclusive goals.

*"In Gupitan Integrated School, the **goals of providing inclusive and culturally appropriate education for Indigenous Peoples learners are clearly defined... Collaboration with IP elders, LGU, NCIP, and NGOs... ensures cultural accuracy, respect for Indigenous Knowledge Systems and Practices (IKSP)... success is seen when IP learners feel respected, represented, and supported.**" (IP\_SH4)*

(In Gupitan Integrated School, the goals of providing inclusive and culturally appropriate education for IP learners are clearly defined. Collaboration with IP elders, LGU, NCIP, and NGOs ensures cultural accuracy and respect for IKSP. Success is seen when IP learners feel respected, represented, and supported.)

*"Sa ilahang yearly culmination... nagbuhat og beads ang mga bata... invited gyud na ang tribal chieftain... SGC, brgy councilor sa education committee... outreach support gikan sa NGOs ug LGU... gina integrate sa lesson about IP culture..." (IP\_SH5)*

(During their yearly culmination, students create beads. Tribal chieftains, School Governance Council members, barangay education officials, NGOs, and LGU representatives are invited. Lessons also integrate IP culture.)

Collectively, these narratives underscore that multi-stakeholder commitment is central to the goals of inclusive education. Schools intentionally involve traditional community leaders, local government units (LGU), national Indigenous rights bodies (NCIP), non-governmental organizations (NGOs), and school governance councils as partners in goals -setting to planning and implementation (Lestari et al., 2025).

### Theme 3: Systematic Teacher Capacity Building for Culturally Responsive Indigenous Education

The qualitative findings underscore the theme Systematic Teacher Capacity Building for Culturally Responsive Indigenous Education, which reflects the deliberate goal-setting efforts of schools to strengthen teacher competencies in delivering Indigenous Peoples Education (IPEd). This goal orientation is evident in core ideas such as structured teacher capacity-building through training, LAC sessions, immersion activities, and sustained collaboration with Indigenous communities, as well as continuous training initiatives that integrate Indigenous language and culture into instructional practices.

It has been revealed that the institutions ensures that its goal of providing inclusive and culturally appropriate education for Indigenous Peoples (IP) learners will be systematically achieved through comprehensive teacher preparedness initiatives.

The data reveal that institutions intentionally ensure that their goal of providing inclusive and culturally appropriate education for Indigenous Peoples (IP) learners is systematically achieved through comprehensive teacher preparedness initiatives. School heads emphasized that early orientation, continuous professional development, and active involvement of community stakeholders in school improvement planning serve as key mechanisms in strengthening teacher capacity. These strategies are complemented by the application of culturally responsive practices in classroom instruction, ensuring that Indigenous culture is meaningfully integrated into daily teaching and learning processes.

*"Since Day 1 all teachers were oriented that we were teaching IP learners... We celebrate their culture by incorporating it in our activities and programs... We include tribal leaders, parents and learners in SIP planning... Performance in literacy and numeracy increased as a result of culturally-appropriate materials..." (IP\_SH6)*

(Since Day 1, all teachers were oriented that we are teaching IP learners. We celebrate their culture through activities and programs. Tribal leaders, parents, and learners are included in SIP planning. Literacy and numeracy performance improved because of culturally appropriate materials.)

*"Teachers' capacity on Indigenous languages, culture, and community-based education is strengthened through IPED orientations, LAC sessions, and training with IP elders, NCIP, and partner organizations, along with cultural immersion and curriculum contextualization activities." (IP\_SH4)*

(Teachers' capacity on Indigenous languages, culture, and community-based education is strengthened through IPED orientations, LAC sessions, and training with IP elders, NCIP, and partner organizations, along with cultural immersion and curriculum contextualization activities.)

*"Mag conduct ta ug orientation about sa kung unsa ang kultura, tradition sa Mangguangan... mo hatag ug pinulungan nga pang IP... i translate nako na from Mangguangan to bisaya or tagalog o English... makadungog jud ang tanan ana mga bata ug mga teachers... istrengthen na na nila pag abot sa ilahang mga classrooms kung unsaon pag gamit sa mangguangan word to tagalog o english." (IP\_SH1)*

(We conduct orientations on the culture and traditions of the Mangguangan. We teach Indigenous words translated into Bisaya, Tagalog, or English for classroom use... strengthen them to apply in various classrooms.)

Overall, the findings indicate that teacher capacity-building in IPed implementation is not incidental but intentionally structured and goal-driven. Schools demonstrate a systematic approach to developing culturally responsive educators through continuous training, early orientation, community engagement, and contextualized instructional practices. These efforts collectively strengthen teacher readiness and ensure that Indigenous Peoples Education is effectively translated into meaningful classroom experiences that support both academic performance and cultural preservation.

### Viewpoints in the Implementation of IPed Plans

The qualitative findings from the school heads affirm and strengthen the quantitative results on the Plans domain, which obtained a mean of 4.32 (SD = 0.77), interpreted as Very High. This indicates that planning practices in the implementation of the Indigenous Peoples Education (IPed) Curriculum are not only well-established in numerical terms but are also deeply grounded in actual school experiences. The narratives of the participants reveal that the high level of implementation is reflected in three key dimensions: (a) Collaborative Indigenous Governance for Education, (b) Inclusive and Contextualized School Planning, and (c) Resource Mobilization for Culturally Sustaining Learning.

### Theme 1: Collaborative Indigenous Governance for Education

The qualitative findings highlight the theme Collaborative Indigenous Governance for Education, which reflects the intentional planning processes of schools in strengthening Indigenous Peoples Education (IPed) implementation. This theme is grounded on core ideas such as formalized partnerships with IP stakeholders for policy, curriculum, and material validation, school-level planning through functional School Governing Council (SGC) and teacher orientation, joint planning and policy integration with external agencies and partners, and stakeholder inclusion in School Improvement Plan (SIP) crafting and program planning.

These core ideas illustrate that planning under the IPed framework is not conducted in isolation but is deliberately structured as a collaborative governance process. Schools actively engage Indigenous communities, educational leaders, and external partners in decision-making to ensure that policies, curriculum development, and implementation strategies are culturally responsive, inclusive, and contextually grounded. Through this shared planning approach, schools establish a governance system that strengthens accountability, cultural relevance, and collective ownership of Indigenous education initiatives.

This theme emerged strongly from principals' reflections on how schools structure their planning processes to sustain inclusive and culturally responsive education for Indigenous Peoples (IP) learners. Principals consistently emphasized that formalized governance mechanisms, such as MOAs and the activation of the School Governance Council (SGC), are crucial in ensuring that planning is not only systematic but also responsive to local realities.

*"Partnership, atong partnership is ginahimo ang ginatawag na mga MOA... Technical assistance po nga gihatag sa atong CIP, ug elders... Indigenous knowledge, skills, and practices sa atong IPs, labi na sa mga leaders, gina-incorporate nato na sa paghimo nato og policy diha sa atong skwelahan... consultation og participation sa among elders sa curriculum contextualization... validation gihimo sa among mga elders para sa mga gina himo natong programs, ilabi na sa learning materials." (IP\_SH1)*

(Partnerships are formalized through MOAs. Technical assistance is provided by CIP and elders. Indigenous knowledge, skills, and practices are incorporated into school policies. Elders participate in curriculum contextualization and validate learning materials.)

*"Wala mi planning and coordination outside sa DepEd pero sa school level naa man tay School Governance Council... orientation sa teachers... functional SGC ensures planning and coordination at school level." (IP\_SH2)*

(We do not have planning and coordination outside DepEd, but at the school level we have a School Governance Council (SGC). Teachers are oriented, and the functional SGC ensures planning and coordination at the school level.)

*"Partnerships with NCIP, NCCA, LGUs, and NGOs are formalized through MOA, joint planning activities... inputs from NCIP, NCCA, LGUs, NGOs integrated into IP education policies and strategies... planning workshops and joint program reviews during School Improvement Planning and IPED activities." (IP\_SH4)*

(Partnerships with NCIP, NCCA, LGUs, and NGOs are formalized through MOAs and joint planning activities. Their inputs are integrated into IP education policies and strategies. Planning workshops and joint program reviews are conducted during SIP and IPED activities.)

*"Every time naami ani diri program sa school, invited gyud na ang tribal chieftain, ang atong mga other IP leaders... SGC, apil sila sa School Governance Council, apil sila sa officer ug barangay Education Committee... sa SIP Crafting, invited ang mga stakeholders... stakeholders usually support feeding and school supplies." (IP\_SH5)*

(Whenever we have school programs, tribal chieftains and other IP leaders are invited. They are included in the School Governance Council and the barangay Education Committee. During SIP crafting, stakeholders are invited and usually support feeding programs and school supplies.)

Overall, the findings indicate that Collaborative Indigenous Governance for Education is strongly embedded in the planning processes of schools. Planning is not conducted in isolation but is carried out through structured governance systems, formal partnerships, and active community participation. This collaborative approach ensures that Indigenous Peoples Education is systematically planned, culturally responsive, and collectively supported by both school and community stakeholders.

## Theme 2: Inclusive and Contextualized School Planning

The qualitative findings reveal the theme Inclusive and Contextualized School Planning, which reflects how

schools deliberately design their plans to ensure that Indigenous Peoples Education (IPeD) is culturally responsive, inclusive, and grounded in the realities of Indigenous learners. This theme is supported by core ideas such as inclusive SIP planning, culturally responsive material validation with the IP community, and planned teacher capacity-building initiatives. These core ideas show that planning for IPeD is not limited to preparing school documents or compliance requirements; rather, it involves the careful inclusion of Indigenous perspectives, community validation, and teacher preparation to ensure that school programs, learning materials, and instructional strategies are aligned with the culture, language, and needs of IP learners. Through this planning process, schools are able to create more meaningful and context-based educational experiences that honor Indigenous identity while strengthening the delivery of inclusive education.

Principals highlighted that effective planning requires the inclusion of tribal leaders, parents, and learners to ensure that their perspectives and needs inform instructional design and program implementation. Also, some statement highlights principals' awareness that inclusive planning is more than procedural, it is a relational and ethical responsibility. By engaging elders, the school ensures that learning materials are accurate, culturally sensitive, and reflective of the community's values, thereby fostering learner engagement and trust in the educational process. This participatory approach is integral to accountability, where the voices of stakeholders are not only heard but actively shape the planning and curriculum development. Lastly, principals emphasized the importance of strengthening teacher capacity to operationalize inclusive planning.

***"We include tribal leaders, parents, and learners in SIP planning so that their needs will be considered... learning materials are validated with IP elders to correct bias and avoid misrepresentation, resulting in more culturally sensitive and relevant instruction that improves IP learners' engagement and participation."***(IP\_SH6)

(We include tribal leaders, parents, and learners in SIP planning so that their needs will be considered. Learning materials are validated with IP elders to correct bias and avoid misrepresentation, resulting in culturally sensitive and relevant instruction.)

***"Teachers' capacity on Indigenous languages, culture, and community-based education strengthened through IPeD orientations, LAC sessions, and training with IP elders, NCIP, and partner organizations... Community immersion and curriculum contextualization activities are organized through school planning led by the IPeD focal person."***(IP\_SH6)

(Teachers' capacity on Indigenous languages, culture, and community-based education is strengthened through IPeD orientations, LAC sessions, and training with IP elders, NCIP, and partner organizations. Community immersion and curriculum contextualization activities are organized through school planning led by the IPeD focal person.)

Overall, the findings indicate that Inclusive and Contextualized School Planning is a critical dimension of IPeD implementation. Schools demonstrate intentional efforts to integrate Indigenous voices in planning processes, validate learning materials with community elders, and strengthen teacher capacity through structured development programs. These practices ensure that planning is not merely administrative, but deeply participatory, culturally grounded, and responsive to the educational needs of Indigenous learners.

### Theme 3. Resource Mobilization for Culturally Sustaining Learning

The qualitative findings reveal the theme Resource Mobilization for Culturally Sustaining Learning, which reflects how schools strategically plan and allocate resources to support the effective implementation of Indigenous Peoples Education (IPeD). This theme is anchored on core ideas such as the mobilization of learning materials that reflect Indigenous culture, collaboration with stakeholders for resource support, and the integration of community-based knowledge systems into school planning and instructional design. These core ideas highlight that planning is not only focused on instructional strategies and policy development, but also on ensuring that appropriate human, material, and community resources are available to sustain culturally responsive education. Through this planning process, schools are able to strengthen learning environments that

preserve Indigenous identity while ensuring that educational resources are accessible, relevant, and aligned with the needs of Indigenous learners.

Participants highlighted that effective school planning for Indigenous learners is strongly supported by external resource mobilization. Schools actively coordinate with local government units (LGUs) and partner organizations to secure essential materials and support for learners, ensuring that educational programs are both functional and sustainable. In addition to government coordination, principals also emphasized the role of community and partner organization outreach in supplementing school resources.

*"Ang atong skwelahan naga **coordinate jud na sa atong LGU**, ga provide sila ug **resources, school supplies, outreach assistance, ug transportation support** sa atong learners..."(IP\_SH1)*

(The school coordinates closely with the LGU, which provides resources, school supplies, and transportation support for learners and teachers.)

*"Daghan naga **outreach** diria sa amoa... Naghatag sila og **solar light, feeding program, ug concrete tank nga project.**"(IP\_SH5)*

(Many groups conduct outreach in our school. They provided solar lights, feeding programs, and a concrete tank project.)

Through these collaborations, schools can provide immediate, tangible support to learners while simultaneously strengthening community involvement and ownership of school programs. Principals described these external contributions as essential enablers that make inclusive planning possible, particularly in resource-constrained contexts. The combination of LGU coordination and partner support creates a robust system that not only mobilizes resources but also fosters accountability and responsiveness in school planning, reflecting a multi-level approach to sustaining Indigenous education. Thus, school planning for Indigenous learners is strengthened when resource strategies extend beyond institutional confines to actively engage local partners in co-constructing solutions.

### Viewpoints in the Implementation of IPed Actions

The qualitative findings affirm the Actions domain, which reflects how schools translate plans into concrete and observable practices in the implementation of Indigenous Peoples Education (IPed). This domain obtained a mean of 4.35 (SD = 0.73), interpreted as Very High, indicating that schools consistently demonstrate strong action-oriented implementation of culturally responsive education for Indigenous learners. The qualitative results support this quantitative finding through three major themes: (a) Collaborative Stakeholder Engagement to Ensure Equitable Access for Indigenous Learners, (b) Contextualized Culturally Responsive Pedagogy, and (c) Elder-Guided Teacher Formation for Culturally Sustaining Indigenous Learner Education.

#### Theme 1: Collaborative Stakeholder Engagement to Ensure Equitable Access for Indigenous Learners

The qualitative findings highlight the theme Collaborative Stakeholder Engagement to Ensure Equitable Access for Indigenous Learners, which reflects the concrete actions undertaken by schools to ensure that Indigenous learners are provided with equitable access to education-related resources and opportunities. This theme is grounded on core ideas such as coordinating with Local Government Units (LGUs) for transportation and resource support, engaging the School Governance Council (SGC) and community functionaries in school activities, collaborating with stakeholders to address learner needs, and partnering with various institutions for additional learner and resource support. These actions demonstrate that schools actively operationalize collaboration beyond planning, ensuring that support systems are directly implemented to address the practical needs of Indigenous learners. Through these coordinated efforts, schools are able to reduce access barriers and strengthen learner participation in education.

The findings from the participants' narratives reveal a strong emphasis on stakeholder support in enhancing educational access for learners. Principals consistently highlighted the critical role of collaboration with local government units (LGUs), community representatives, and other partners to ensure that learners receive the

resources and opportunities necessary for their educational success, operational role of the School Governance Council, and finally, emphasizing the necessity of partnering with external organizations to supplement limited school resources:

*"Ang atong skwelahan naga **coordinate jud na sa atong LGU**, ga provide sila ug **resources, school supplies, outreach assistance, ug transportation support** sa atong learners..."(IP\_SH1)*

(The school coordinates closely with the LGU, which provides resources, school supplies, and transportation support for learners and teachers.)

*"Sa school-level naa man tay **School Governance Council (SGC)**... Pero pagka in terms sa opportunities sa mga bata, wala mana sila gi limit... Apil sad ang ilang mga **functionaries sa ilang community sa SGC.**" (IP\_SH2)*

(At the school level, there is an operational School Governance Council, and learners are not limited in opportunities. Community representatives are also included in the SGC.)

*"Collaborative initiatives with **LGU, barangay officials, IP elders, and NGOs** help improve IP learners' access to education by addressing **transportation, learning materials, and learner support needs**..." (IP\_SH4)*

(Collaboration with the LGU, barangay officials, IP elders, and NGOs helps improve access to education by addressing transportation, learning materials, and learner support needs.)

*"In our school where we lack resources... we really need to collaborate with partners so that these needs can be met... Our learners are also able to enjoy **free school and feeding supplies through our concerned partners.**" (IP\_SH6)*

(In our school where we lack resources, we really need to collaborate with partners so that these needs can be met. Our learners are also able to enjoy free school and feeding supplies through our concerned partners.)

Overall, the principals' narratives underscore that stakeholder engagement including coordination with LGUs, local officials, community elders, NGOs, and other partners is pivotal in ensuring equitable access to educational resources, opportunities, and support systems for learners, particularly in contexts where school-level resources are limited.

## **Theme 2: Contextualized Culturally Responsive Pedagogy**

The qualitative findings reveal the theme Contextualized Culturally Responsive Pedagogy, which reflects the actual classroom-level actions undertaken by teachers to ensure that Indigenous Peoples Education (IPEd) is meaningfully integrated into daily teaching and learning processes. This theme is anchored on core ideas such as integrating Indigenous language into classroom routines, implementing Indigenous Knowledge Systems and Practices (IKSPs) through sessions with tribal leaders and community elders, applying culturally responsive teaching strategies, and contextualizing lessons to highlight Indigenous heritage and culture in school activities. These actions demonstrate that instruction is intentionally adapted to reflect the cultural identity, language, and lived experiences of Indigenous learners. Through these practices, schools ensure that pedagogy is not only curriculum-based but also culturally grounded, making learning more relevant, inclusive, and engaging for Indigenous communities.

The findings reveal that principals perceive the implementation of culturally responsive teaching as a central outcome of their efforts in Indigenous Peoples Education (IPEd). They highlight practices that embed Indigenous knowledge and language into daily classroom routines, reflecting a pedagogical approach that is both context-sensitive and inclusive. By incorporating Indigenous language into visible school activities, teachers signal the importance of cultural literacy as part of everyday learning.

*“Ang day-to-day namo nga gina buhat maam kay si teacher mo hatag ug pinulungan nga pang IP... mo hatag ko ug **five (5) words** unya i-translate nako na from Mangguangan to Bisaya or tagalog o English... gina announce nako ng mga words during flag ceremony...” (IP\_SH1)*

(In day-to-day practice, teachers use IP language by giving words in Mangguangan and translating them into Bisaya, Tagalog, or English, even during flag ceremony.)

*“Naa’y **IKSP** Talaingod District, by which gina-implement na siya every Wednesday sa klase... gina-invite jud namo ang **tribal leader, ang Datu... elders sa community... tudloan mi mga teachers sa ilahang livelihood...**” (IP\_SH3)*

(IKSP is implemented every Wednesday in class, and the school invites the tribal leader, Datu, and community elders to guide teachers about livelihood and cultural knowledge.)

*“Day-to-day implementation of IPed is reflected through **culturally responsive teaching, integration of Indigenous Knowledge Systems and Practices (IKSP) in lessons, inclusive classroom participation**.” (IP\_SH4)*

(Day-to-day implementation of IPed is reflected through culturally responsive teaching, integration of IKSP in lessons, and inclusive classroom participation.)

*“The best actions we can consider as impactful are **Contextualizing Lessons and Celebrating their Heritage in our programs and activities.**” (IP\_SH6)*

(The best actions we consider impactful are contextualizing lessons and celebrating their heritage in our programs and activities.)

To conclude, these narratives demonstrate that contextualized responsive pedagogy in IPed manifests through intentional use of Indigenous languages, structured collaboration with community leaders, daily integration of IKSP in lessons, and school-wide cultural celebration. Principals perceive these strategies as effective in fostering culturally meaningful learning experiences, ensuring that education is not only academically sound but also socially and culturally responsive.

### Theme 3: Elder-Guided Teacher Formation for Culturally Sustaining Indigenous Learner Education

The qualitative findings highlight the theme Elder-Guided Teacher Formation for Culturally Sustaining Indigenous Learner Education, which reflects the continuous professional development actions undertaken by schools to strengthen teachers’ capacity in delivering culturally responsive Indigenous Peoples Education (IPed). This theme is grounded on core ideas such as conducting trainings and orientations with Indigenous elders, validating learning materials through consultations with IP stakeholders, organizing teacher training workshops on Indigenous language and culture, and engaging in community immersion activities for culturally appropriate teaching. These actions demonstrate that teacher development is not limited to formal training programs but is deeply rooted in collaboration with Indigenous knowledge holders. Through the active involvement of elders and community stakeholders, schools ensure that teachers are better equipped to integrate Indigenous perspectives into instruction, thereby sustaining culturally meaningful and contextually relevant learning experiences for Indigenous learners.

The analysis of principals’ narratives highlights a systematic approach to teacher preparation in Indigenous Peoples Education (IPed), where professional development is deeply intertwined with cultural validation. Teachers are guided not only through formal orientation and training but also through direct engagement with IP elders, community immersion, and iterative validation of learning materials. This elder-guided formation ensures that teachers acquire the knowledge, skills, and cultural sensitivity necessary to implement pedagogical practices that sustain Indigenous learners’ language, traditions, and identity, creating classrooms that are both academically effective and culturally affirming.

*“About sa building the capacity our teacher maam, kana **through training** jud na... **mag conduct ta ug orientation about sa kung unsa ang kultura, tradition sa Mangguangan**... as school head naa pud initiative na pa adtuon... sa IP Elders... **i-briefing kung unsay mga angay ug di angay buhaton.**” (IP\_SH1)*

(Teacher capacity is built through training and orientation on Mangguangan culture and traditions. As school head, I also bring the teachers to IP elders for guidance on proper practices.)

*“**Learning materials are validated with IP elders to correct bias and avoid misrepresentation... reviewed through consultations with IP elders, community leaders, teachers, and the IPed focal person...**” (IP\_SH4)*

(Learning materials are validated with IP elders to correct bias and avoid misrepresentation. These are reviewed through consultations with IP elders, community leaders, teachers, and the IPed focal person.)

*“The other year naa silay gi himo nga **workshop then nag invite sila ug IP leaders sa community** about anang i-train ang teachers sa ilang pinulungan... naka **draft nami ug Professional Development (PD) Training ba about sa IP Culture.**” (IP\_SH5)*

(Previously, they conducted workshops with IP leaders to train teachers in the community language, and the school has also drafted a professional development training on IP culture.)

*“Majority of our teachers are not IP so **we attended trainings and orientation... We also immerse ourselves in the community... The closely monitored... and consulted with the IP elders if it is culturally appropriate.**” (IP\_SH6)*

(Most of our teachers are not IP, so we attended trainings and orientations. We also immerse ourselves in the community. The learning materials we use are closely monitored and consulted with IP elders if culturally appropriate.)

Overall, the findings for Elder-Guided Teacher Formation for Culturally Sustaining Indigenous Learner Education reveal that teacher development in Indigenous Peoples Education (IPed) is a deeply structured and culturally anchored process. The narratives of school principals demonstrate that professional growth is not limited to formal training activities but is continuously strengthened through orientation, workshops, community immersion, and direct engagement with Indigenous elders. This integrated approach ensures that teachers are consistently guided in applying culturally appropriate pedagogies while maintaining respect for Indigenous knowledge systems and practices.

### **Viewpoints in the Implementation of IPed Outcomes**

The qualitative findings affirm the Outcomes domain, which reflects the observable effects of Indigenous Peoples Education (IPed) implementation in schools in terms of learner development, program effectiveness, and community engagement. This domain obtained a mean of 4.30 (SD = 0.77), interpreted as Very High, indicating that schools consistently perceive positive and meaningful outcomes resulting from IPed-related practices. The qualitative results support this quantitative finding through three major themes: (a) Evidence-Based IPed Program Monitoring, (b) Enhanced Academic Performance through Cultural Alignment, and (c) Community-Embedded Partnerships for IP Learner Advancement.

#### **Theme 1: Evidence-Based IPed Program Monitoring**

The qualitative findings highlight the theme Evidence-Based IPed Program Monitoring, which reflects how schools systematically track and assess the implementation and effectiveness of Indigenous Peoples Education (IPed) programs through data-driven practices. This theme is grounded on core ideas such as increased enrollment, attendance, and learner performance; data-informed monitoring of IPed program effectiveness and learner support; high enrollment rates with closely monitored attendance; and improved learner proficiency

supported by effective learning materials. These findings show that schools are not only implementing IPed programs but are also actively using data and evidence to evaluate progress and guide decision-making. Through continuous monitoring and assessment, schools are able to identify improvements in learner participation and academic performance, ensuring that IPed implementation remains responsive, measurable, and effective. Principals consistently highlighted the importance of monitoring enrollment, attendance, grades, and formative assessments as key indicators of the effectiveness of Indigenous Peoples Education (IPed) programs.

*“So halimbawa kung **mo taas atong enrollment**, maka ingon sad ta ba nga **effective gyud ang atong mga programs sa skwelahan... ilang attendance, ilang grades ug uban pa... ma measure nato nga effective gyud ang learning materials** pinaagi sa kanang **formative assessment**...” (IP\_SH1)*

(If enrollment increases, we can say the school programs are effective; attendance, grades, and formative assessment are also used to measure the effectiveness of learning materials.)

*“In Gupitan Integrated School, **enrollment, attendance, and learning assessment data** are used to **monitor the success of IPed programs and identify IP learners who need additional support**.” (IP\_SH4)*

(In Gupitan Integrated School, enrollment, attendance, and learning assessment data are used to monitor the success of IPed programs and identify IP learners who need additional support.)

*“So kumbaga ang pag measure namo is gi **percentage namo siya sa overall enrollment**. Mga naa sa 72% siya... Another thing pud **ang attendance**...” (IP\_SH5)*

(The school measures success by looking at the percentage of IP learners in the overall enrollment, which is about 72%, and also by monitoring attendance.)

*“**The data is our determining factor in our plans and successes... We know that the materials we develop are effective if it increases the proficiency of our learners**.” (IP\_SH6)*

(The data is our determining factor in our plans and successes. We know that the materials we develop are effective if these increase the proficiency of our learners.)

Taken together, these insights reveal that principals view evidence-based program monitoring as both a diagnostic and guiding tool. By systematically tracking enrollment, attendance, and learner performance, they are able to not only evaluate program success but also make informed decisions to enhance instructional strategies and support learners in a targeted, culturally responsive manner. This approach underscores the dynamic and reflective role of school leadership in shaping the outcomes of IPed initiatives.

## Theme 2: Enhanced Academic Performance through Cultural Alignment

The qualitative findings reveal the theme Enhanced Academic Performance through Cultural Alignment, which reflects how the integration of culturally responsive learning materials and Indigenous knowledge systems contributes to improved learner achievement and engagement. This theme is anchored on core ideas such as improved learner proficiency through effective learning materials, accurate and culturally aligned instructional resources, enhanced cultural relevance in classroom instruction, increased learner engagement, and the validation of cultural inclusivity in learning materials. These findings indicate that when teaching and learning processes are aligned with Indigenous culture and context, learners demonstrate better understanding, stronger participation, and improved academic outcomes. Through culturally grounded instructional practices, schools are able to bridge academic content with Indigenous identity, resulting in more meaningful and effective learning experiences for Indigenous learners.

Principals consistently highlighted that consulting the Indigenous Peoples (IP) community during the development of learning materials significantly contributes to both the accuracy of content and the cultural relevance of instruction, which in turn supports better learner outcomes.

*“Ang kanang pag kunsolt nato sa community, mahimo nga accurate ang mga data or accurate ang mga learning materials... naa may consultation... validation sa atong mga elders... makit.an nato nga taas ilang grado kung culturally aligned ang mga materials...” (IP\_SH5)*

(Consulting the community helps ensure accurate data and learning materials through elder validation, and learners’ grades improve when materials are culturally aligned.)

*“Consultation with the IP community in developing learning materials makes the IPed program more relevant, accurate, and culturally grounded, improving learner engagement and cultural pride.” (IP\_SH4)*

(Consultation with the IP community in developing learning materials makes the IPed program more relevant, accurate, and culturally grounded, improving learner engagement and cultural pride.)

*“The cultural inclusivity of learning materials is assessed through validation with IP elders, classroom observations, and feedback from learners, parents, and teachers...” (IP\_SH4)*

(The cultural inclusivity of learning materials is assessed through validation with IP elders, classroom observations, and feedback from learners, parents, and teachers.)

*“The voice of our IP elders in our learning materials is very important... Their performance in literacy and numeracy increased as a result of culturally-appropriate materials we prepared for them.” (IP\_SH6)*

(The voice of our IP elders in our learning materials is very important. Their performance in literacy and numeracy increased as a result of culturally appropriate materials we prepared for them.)

These accounts illustrate a clear link between cultural validation and academic performance: integrating the perspectives of IP elders into learning materials not only strengthens content accuracy but also enhances learner engagement, cultural pride, and measurable academic outcomes. Principals perceive this dual benefit as foundational for effective education in culturally diverse settings.

### Theme 3: Community-Embedded Partnerships for IP Learner Advancement

The qualitative findings reveal the theme Community-Embedded Partnerships for IP Learner Advancement, which reflects the strong role of schools’ partnerships with Indigenous communities and external stakeholders in improving learner outcomes and strengthening school effectiveness. This theme is anchored on core ideas such as stronger school-community relationships leading to improved learner achievements, increased enrollment and learner motivation supported by community trust, enhanced attendance and participation through stakeholder involvement, and improved learner competence and overall school performance. These findings demonstrate that Indigenous Peoples Education (IPed) outcomes are not solely determined within the classroom but are significantly shaped by active collaboration between schools and the community. Through sustained partnerships and shared responsibility, schools are able to create a supportive learning environment that fosters learner success, strengthens engagement, and builds long-term community trust in the education system.

Participants highlighted the critical role of partnerships with the Indigenous Peoples (IP) community in promoting learner advancement, emphasizing that collaboration strengthens both enrollment and engagement while enhancing learner competencies.

***“Nitaas ang enrollment sa IP learners... mas ganahan na mo eskwela ang mga bata tungod sa mga activities na giandam para sa ilaha, especially sa pag-promote sa ilang kultura... mas musalig ang mga ginikanan o tribal leaders sa eskwelahan.” (IP\_SH3)***

(Enrollment of IP learners increased, students became more interested in schooling because of activities prepared for them, especially those promoting their culture, and parents and tribal leaders developed greater trust in the school.)

***“Improved coordination and communication with the IP community through regular consultations and joint planning... has led to **higher learner engagement, better attendance, and stronger participation**... while also **increasing community involvement, trust, and support for school programs.**” (IP\_SH4)***

(Improved coordination and communication with the IP community through regular consultations and joint planning has led to higher learner engagement, better attendance, and stronger participation, while also increasing community involvement, trust, and support for school programs.)

***“Improvement in our school’s performance is always a collaborative effort of the school and community... our learners become more literate, proficient, confident, and competitive... shown through our **achievements in the division competitions and activities**...” (IP\_SH6)***

(Improvement in our school’s performance is always a collaborative effort of the school and community. Our learners become more literate, proficient, confident, and competitive, shown through our achievements in division competitions and activities.)

Overall, the findings indicate that Community-Embedded Partnerships for IP Learner Advancement play a crucial role in strengthening Indigenous Peoples Education outcomes. The narratives reveal that sustained collaboration between schools and Indigenous communities fosters increased enrollment, improved learner engagement, stronger attendance, and enhanced academic performance. These partnerships also build trust and shared responsibility, ensuring that educational success is not solely school-driven but is collectively achieved with the active participation of the community.

## Joint Display of the Quantitative and Qualitative Results of School-Level Implementation of IPed in Davao del Norte

This section outlines the results of the joint display, which merges findings from both the quantitative and qualitative phases of the study. By combining statistical data with the experiences of the school heads, the study offers a more complete understanding of how the IP Education (IPed) is being implemented in the Davao del Norte. The integration emphasizes how the qualitative themes clarify and support the observed implementation levels in areas such as (1) Goals, (2) Plans, (3) Actions, and (4) Outcomes. This combined analysis connects measurable trends and perspectives, providing valuable insights into the program's effectiveness and long-term sustainability.

**Table 7 Joint Display of Quantitative and Qualitative Results**

| Quantitative Results                       | Qualitative Results                                                   | Method of Integration | Meta-Inference                                                                  |
|--------------------------------------------|-----------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------|
| IP EDUCATION Domains                       |                                                                       |                       |                                                                                 |
| Goals                                      |                                                                       |                       |                                                                                 |
| Mean: 4.43<br>SD: 0.68<br>Level: Very High | <ul style="list-style-type: none"><li>Culturally Responsive</li></ul> | Connecting            | Clearly stated school goals become more meaningful and responsive when they are |

|                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The goals of the Indigenous Peoples Education (IPEd) are very clearly defined, strongly embraced, and consistently translated into school-level practice.</p>   | <p>Curriculum Development</p> <ul style="list-style-type: none"> <li>• Multi-Stakeholder Commitment to Inclusive Education</li> <li>• Systematic Teacher Capacity Building for Culturally Responsive Indigenous Education</li> </ul>                                                                  |            | <p>shaped through community collaboration, teacher readiness, and culturally respectful learning practices that affirm and empower IP learners.</p>                                                                                                             |
| Plans                                                                                                                                                              |                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                 |
| <p>Mean: 4.32<br/>SD: 0.77<br/>Level: Very High</p> <p>The school's planning for IP Education is highly evident, systematic, and comprehensive.</p>                | <ul style="list-style-type: none"> <li>• Collaborative Indigenous Governance for Education</li> <li>• Inclusive and Contextualized School Planning</li> <li>• Resource Mobilization for Culturally Sustaining Learning</li> </ul>                                                                     | Connecting | <p>Schools are effectively translating the goals of the IPEd into well-supported, culturally relevant strategies through strong stakeholder collaboration and resource mobilization, ensuring the sustainability and effectiveness of Indigenous education.</p> |
| Actions                                                                                                                                                            |                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                 |
| <p>Mean: 4.35<br/>SD: 0.73<br/>Level: Very High</p> <p>The implementation of IP Education actions is highly evident and consistently practiced across schools.</p> | <ul style="list-style-type: none"> <li>• Collaborative Stakeholder Engagement to Ensure Equitable Access for Indigenous Learners</li> <li>• Contextualized Culturally Responsive Pedagogy</li> <li>• Elder-Guided Teacher Formation for Culturally Sustaining Indigenous Learner Education</li> </ul> | Connecting | <p>Schools' actions are not limited to compliance or documentation. Instead, they are reflected in actual school-community collaboration, culturally appropriate teaching, and continuous teacher development.</p>                                              |
| Outcomes                                                                                                                                                           |                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                 |
| <p>Mean: 4.30<br/>SD: 0.77<br/>Level: Very High</p> <p>The outcomes of the IP Education are</p>                                                                    | <ul style="list-style-type: none"> <li>• Evidence-Based IPEd Program Monitoring</li> <li>• Enhanced Academic</li> </ul>                                                                                                                                                                               | Connecting | <p>IPEd is most effective when schools measure not only learners' academic progress but also how well learning strengthens their culture,</p>                                                                                                                   |

|                                                                                                                            |                                                                                                                                                     |  |                                                   |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------|
| highly effective, with measurable success in terms of student achievement, cultural integration, and community engagement. | Performance through Cultural Alignment <ul style="list-style-type: none"> <li>Community-Embedded Partnerships for IP Learner Advancement</li> </ul> |  | participation, and connection with the community. |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------|

## Implementation of IPed Goals

The quantitative results show that the Goals domain of the Indigenous Peoples Education (IPed) Curriculum was rated Very High, with an overall mean of 4.43 and standard deviation of 0.68. This suggests that the schools have a clear and strong understanding of the goals of IPed. The respondents perceived that the schools recognize the need for inclusive and culturally appropriate education, uphold respect for Indigenous Peoples learners, integrate Indigenous Knowledge Systems and Practices, and promote policies that reduce discrimination. The relatively low standard deviation also suggests that the responses were generally consistent, meaning that the respondents shared a similar positive view of how the goals of IPed are being implemented. This finding is supported by Eduardo and Gabriel (2021), who emphasized that Indigenous education policies in the Philippines are intended to address long-standing historical injustices and discrimination experienced by Indigenous Peoples. It is also supported by Miole (2024), who found that the Philippine IPed policy reflects a rights-based and inclusion-oriented framework that recognizes Indigenous representation and meaningful participation in education.

The qualitative findings further explain these results through three key themes: Culturally Responsive Curriculum Development, Multi-Stakeholder Commitment to Inclusive Education, and Systematic Teacher Capacity Building for Culturally Responsive Indigenous Education. These findings suggest that the goals of IPed are not viewed only as written statements or policy requirements. Instead, they are seen as practical directions that guide schools in making learning more respectful, inclusive, and connected to the identity, culture, and lived experiences of IP learners. The emphasis on collaboration with elders, local government units, NCIP, NGOs, and other partners also shows that the schools recognize that IP education requires shared responsibility. In support, Aguayo et al. (2025), highlights that goal clarity in culturally responsive programs enhances alignment between school policies and learner outcomes, particularly when community members participate actively. Safitri et al., (2025) demonstrate that curriculum goals tied to cultural relevance improve motivation and academic performance. Additionally, Ogodo (2024) emphasizes that goal-oriented teacher preparation strengthens capacity for implementing culturally grounded curricula, while Nganga and Kambutu (2024) highlight that community-based professional development ensures fidelity to Indigenous knowledge. Shih (2024) confirms that explicit goals around cultural validation foster learner pride, engagement, and academic achievement.

The integration of the quantitative and qualitative data shows a connecting pattern. The Very High quantitative rating indicates that the goals of IPed are clearly defined and strongly accepted in school practice. Meanwhile, the qualitative results explain how these goals are being carried out through culturally responsive curriculum planning, teacher readiness, and community partnership. In this sense, the qualitative findings support and deepen the quantitative results by showing the actual ways schools translate their goals into inclusive and culturally appropriate educational practices.

The findings in the Goals domain of the Indigenous Peoples Education (IPed) Curriculum align strongly with the principles of Culturally Sustaining Pedagogy (CSP) as articulated by Paris (2012). CSP emphasizes that education should not only recognize students' cultural identities but actively sustain, value, and extend them within formal schooling. In this study, the very high rating of the Goals domain indicates that schools intentionally uphold inclusive, rights-based, and culturally responsive education for Indigenous Peoples learners. This reflects the CSP principle that schooling should resist cultural erasure and instead affirm Indigenous

identities, languages, and knowledge systems as legitimate and essential components of learning. The integration of Indigenous Knowledge Systems and Practices (IKSPs), as reflected in the findings, demonstrates alignment with Paris's argument that education must move beyond mere inclusion toward cultural sustainability and continuity.

Furthermore, the findings are consistent with key policy statements under the Indigenous Peoples Education (IPEd) framework of the Department of Education, particularly DepEd Order No. 62, s. 2011 and DepEd Order No. 32, s. 2015. These policies explicitly mandate the promotion of culturally appropriate education, the recognition of ancestral domain-based knowledge systems, and the development of learning environments that respect Indigenous identity and diversity. The strong implementation reflected in the Goals domain suggests that schools are operationalizing these policy directives by embedding cultural respect, anti-discrimination principles, and inclusive educational goals into their institutional practices. In this sense, the quantitative findings demonstrate not only compliance with policy mandates but also an emerging institutional commitment to culturally sustaining and rights-based education that is consistent with the stated national policies.

From my standpoint as the researcher, the very high result in the Goals domain is significant as it reflects not only policy compliance but also a substantive institutional commitment to the implementation of the Indigenous Peoples Education (IPEd) Curriculum. The findings suggest that schools have developed a strong understanding of the importance of inclusive, rights-based, and culturally responsive education that recognizes and values the identity, culture, and lived experiences of Indigenous Peoples learners. This indicates that the goals of IPEd are being operationalized not merely as administrative requirements, but as guiding principles that inform educational practice toward greater cultural inclusivity and sensitivity.

The findings further imply that educational institutions are increasingly recognizing the role of culture, history, and identity in shaping meaningful learning experiences, particularly for Indigenous communities whose knowledge systems and traditions are integral to their educational context. This reflects progress toward more culturally responsive education that affirms learner identity and promotes equity within the schooling environment.

### **Implementation of IPEd Plans**

The quantitative results for the Plans domain of the Indigenous Peoples Education (IPEd) Curriculum show a Very High rating, with an average mean of 4.32 and standard deviation of 0.77. This suggests that the schools are highly systematic and comprehensive in their planning for IPEd. The results reflect that there is a strong alignment in the schools' strategic goals, with clear timelines, activities, and resources allocated to achieve the objectives of Indigenous Peoples Education. Stakeholder involvement and regular collaboration with various partners, including local government units and IP organizations, are seen as key strengths of the planning process, ensuring a coordinated effort across all levels of implementation. This finding is supported by Ancheta and Casem (2024), who noted that collaboration with external stakeholders is important but may vary depending on local school conditions and implementation realities. It is also supported by Nantin and Morales (2025), who found that school heads encountered roadblocks in IPEd implementation related to educational planning, curriculum and learning resources, and capacity-building concerns, all of which can affect the consistency of formal partnerships and external coordination.

In the qualitative findings, the key themes identified include Collaborative Indigenous Governance for Education, Inclusive and Contextualized School Planning and Resource Mobilization for Culturally Sustaining Learning. These findings indicate that schools not only have well-structured and actionable plans but also incorporate mechanisms that allow for flexibility and inclusion of various stakeholders. The development of partnerships with local government units, non-governmental organizations, and other stakeholders was highlighted, as well as the creation of spaces for collaboration and resource-sharing. The involvement of IP communities in planning processes further strengthens the cultural relevance and appropriateness of the plans in place. This aligns with studies showing that inclusive governance structures that legitimize community voice and distribute leadership enhance relevance and accountability in educational planning (Casamayor & Plaga, 2025). By integrating external agencies such as NCIP, LGUs, and NGOs, principals are actualizing collaborative

frameworks that extend beyond compliance to co-construct culturally grounded planning processes, a practice supported by research on multi-sector partnerships in Indigenous education (Charlton et al., 2025).

The integration of the quantitative and qualitative data shows that the planning process is not just systematic and comprehensive, as suggested by the high quantitative ratings, but is also deeply connected with external resources and stakeholder involvement. The schools' efforts to plan collaboratively with IP communities, local stakeholders, and external partners enhances the sustainability of their IPed programs. This multi-stakeholder approach ensures that the goals set in the planning stages are achievable, well-supported, and culturally appropriate, creating an inclusive and flexible framework for IPed.

The findings further align with the principles of Culturally Sustaining Pedagogy (CSP), which emphasizes the need for educational systems to sustain, rather than merely recognize, the cultural practices, languages, and knowledge systems of Indigenous learners. The Very High rating in the Plans domain reflects that schools are not only engaging in technical planning processes but are also embedding cultural responsiveness within their planning frameworks. This is evident in the integration of Indigenous Peoples' participation in decision-making processes, the contextualization of school plans based on community realities, and the mobilization of culturally relevant resources. Such practices demonstrate that planning is being used as a strategic tool to sustain Indigenous identities within the education system while ensuring that instructional goals remain aligned with learners' cultural contexts.

In terms of policy alignment, the findings strongly correspond with the Indigenous Peoples Education (IPed) Policy Framework under DepEd Order No. 62, s. 2011, which emphasizes the importance of participatory governance, culturally appropriate planning, and collaboration with Indigenous communities and stakeholders. The strong presence of collaborative Indigenous governance, as reflected in the qualitative findings, indicates that schools are operationalizing this policy through inclusive planning mechanisms involving IP elders, local government units, NCIP, and other partner organizations. This suggests that planning processes are not isolated administrative functions but are instead guided by policy directions that promote shared responsibility, cultural integrity, and contextualized education. However, despite this positive alignment, continuous attention is still needed to address implementation gaps such as resource limitations, varying levels of stakeholder engagement, and capacity constraints in sustaining long-term planning initiatives.

From my standpoint as the researcher, the results indicate that the Plans domain of the IPed Curriculum is being implemented at a highly functional and coordinated level, as evidenced by the Very High quantitative rating and the reinforcing qualitative themes. The integration of systematic planning with strong stakeholder participation reflects a meaningful effort to ensure that Indigenous Peoples Education is contextually grounded and collaboratively developed. Nonetheless, I also recognize that sustaining such comprehensive planning structures requires ongoing commitment, particularly in strengthening institutional capacities, ensuring consistent stakeholder engagement, and securing adequate resources. Overall, the findings suggest that while planning for IPed is strong and well-established, its long-term effectiveness depends on continued reinforcement of inclusive governance structures and sustained alignment with culturally responsive and policy-driven frameworks.

### **Implementation of IPed Actions**

The quantitative results show that the Actions Domain obtained a mean of 4.35 with a standard deviation of 0.73, interpreted as Very High. This means that the educational practices for Indigenous Peoples Education are strongly implemented across the schools. The result suggests that schools are not only planning for IP education but are also putting these plans into actual practice through concrete actions, sustained interventions, and culturally responsive teaching strategies. This finding aligns with Yip and Chakma (2024), who emphasized the importance of integrating Indigenous knowledge and perspectives into curriculum and pedagogy, as well as fostering meaningful collaboration with Indigenous communities. The involvement of IP community members in reviewing learning materials reflects this broader principle of community engagement and culturally responsive practice. However, Riley et al. (2024) found that teacher training programs often lack adequate focus on Indigenous cultural competencies, resulting in teachers being unprepared to incorporate Indigenous content in the curriculum.

The qualitative findings further explain how these actions are carried out in the schools. Three major themes emerged: Collaborative Stakeholder Engagement to Ensure Equitable Access for Indigenous Learners, Contextualized Culturally Responsive Pedagogy, and Elder-Guided Teacher Formation for Culturally Sustaining Indigenous Learner Education. These findings show that schools support IP learners by coordinating with local government units, School Governing Councils, community functionaries, IP elders, tribal leaders, and other stakeholders. Schools also integrate IP language, Indigenous Knowledge Systems and Practices, and culturally relevant examples into classroom routines and learning activities. In addition, teachers attend trainings, orientations, and community immersion activities to improve their understanding of IP culture and make their teaching more respectful and meaningful. The results are supported by scholars, stating that learners benefit from school supplies, transportation, and feeding programs, while governance structures like the SGC enable shared decision-making that reflects local and Indigenous priorities (Donatille et al., 2025). Also, the role of IP elders in validating learning materials also reflects a critical safeguard against cultural misrepresentation. This finding is consistent with Quilaqueo and Torres (2024), who argue that Indigenous education requires the co-construction and validation of knowledge between school, family, and community agents.

When the quantitative and qualitative findings are integrated, the results show a strong agreement between the numerical data and the participants' experiences. The very high mean indicates that the implementation of IP education actions is effective, while the qualitative findings reveal the specific ways these actions are being practiced. This means that the schools' actions are not limited to compliance or documentation. Instead, they are reflected in actual school-community collaboration, culturally appropriate teaching, and continuous teacher development.

The findings align strongly with the principles of Culturally Sustaining Pedagogy (CSP), which emphasizes the active sustaining of Indigenous languages, knowledge systems, and cultural practices within educational spaces rather than their mere inclusion. The Very High rating in the Actions domain indicates that schools are moving beyond policy formulation and planning toward the actual enactment of culturally sustaining practices in classrooms and school communities.

This is reflected in the integration of Indigenous Knowledge Systems and Practices, the use of culturally responsive teaching strategies, and the involvement of Indigenous elders in validating instructional materials. These actions demonstrate that teaching and learning processes are increasingly grounded in the lived realities and cultural contexts of Indigenous learners, thereby reinforcing the sustainability of their cultural identity within formal education.

In terms of policy alignment, the results are consistent with the Indigenous Peoples Education (IPEd) Policy Framework under DepEd Order No. 62, s. 2011, as well as the broader provisions of DepEd Order No. 32, s. 2015, which promote the contextualization and indigenization of curriculum content and instructional delivery. The strong implementation of collaborative stakeholder engagement, elder participation, and contextualized pedagogy reflects compliance with these policy directives, particularly in promoting culturally appropriate education and strengthening partnerships between schools and Indigenous communities. However, the findings also suggest the need for sustained investment in teacher capacity building, as gaps in cultural competence training may affect the consistency and depth of implementation across different learning contexts. Strengthening institutional support mechanisms is therefore essential to ensure that policy intentions are fully translated into consistent classroom practice.

From my standpoint as the researcher, the results of the Actions domain indicate a highly encouraging level of implementation, as evidenced by both the very high quantitative rating and the supporting qualitative themes. The data demonstrate that schools are not only aware of the importance of Indigenous Peoples Education but are actively engaging in practices that make learning more inclusive, contextualized, and culturally responsive. Nonetheless, I also recognize that sustaining these actions requires continuous reinforcement, particularly in enhancing teacher preparedness, ensuring consistency in culturally responsive instruction, and maintaining strong community-school partnerships. Overall, the findings suggest that the implementation of IPEd actions is both effective and meaningful, while also highlighting the importance of continued efforts to strengthen its sustainability and cultural grounding in everyday educational practice.

## Implementation of IPed Outcomes

The quantitative findings show that the Outcomes domain obtained a mean score of 4.30 with a standard deviation of 0.77, interpreted as Very High. This suggests that the implementation of Indigenous Peoples Education (IPed) in Davao del Norte has produced highly positive results. The schools appear to have achieved measurable gains in learner achievement, cultural integration, and community engagement. The relatively low standard deviation also indicates that the responses were generally consistent, meaning the participants had a shared view that IPed outcomes are strongly evident in their schools. Foulds et al. (2025) highlight the importance of collaboration with external partners for enhancing the relevance and continuity of educational programs, emphasizing that strong community partnerships lead to positive educational outcomes and long-term sustainability. Also, Da Silva et al., (2023) supports this finding, noting that the integration of Indigenous knowledge within schools leads to more engaging, inclusive, and culturally affirming environments for learners. indicates a generally positive perception, with some variability across schools in terms of how inclusive and supportive the learning environment is.

The qualitative findings support this result by showing three important outcome areas: Evidence-Based IPed Program Monitoring, Enhanced Academic Performance through Cultural Alignment, and Community-Embedded Partnerships for IP Learner Advancement. These themes suggest that schools do not only look at test scores or grades when assessing IPed effectiveness. They also consider attendance, enrolment, learner participation, cultural relevance of learning materials, community trust, and the active involvement of Indigenous communities. In simple terms, the success of IPed is seen not only in what learners achieve academically, but also in how connected they become to their culture, school, and community. Mercado (2021) emphasized that culturally responsive curriculum becomes effective when learning activities are anchored in Indigenous knowledge, language, and community practices, which supports the principals' view that learner progress should be linked to the effectiveness of culturally developed materials. However, Eduardo and Gabriel (2021) caution that Indigenous education may become tokenistic when structural concerns such as poverty, language mismatch, and limited recognition of Indigenous rights are not addressed; thus, increased enrollment or attendance should not be interpreted as complete evidence of program success.

When the quantitative and qualitative data are integrated, the findings show a strong convergence. The Very High quantitative rating is explained by the qualitative evidence that schools have observed improved learner proficiency, better attendance, stronger community participation, and more culturally responsive learning experiences. This means that the positive numerical result is not an isolated finding; it is supported by real school practices and observed changes among learners and stakeholders. Similar findings were reported by Gulam and Hordista (2024), who found that strong implementation of IP education was related to key performance indicators such as participation, completion, and dropout rates.

The findings further align with Culturally Sustaining Pedagogy (CSP), which emphasizes that education should sustain learners' cultural identities, languages, and knowledge systems while supporting academic growth. In the Outcomes domain, the Very High rating suggests that the implementation of IPed has contributed not only to improved learner performance but also to stronger cultural affirmation, learner participation, and community connection. The qualitative themes on evidence-based monitoring, cultural alignment, and community-embedded partnerships reflect the core principle of CSP that educational outcomes should not be measured solely through academic indicators, but also through the extent to which schooling sustains Indigenous identity and promotes meaningful participation within culturally grounded learning environments. Thus, the positive outcomes of IPed indicate that culturally responsive and sustaining practices have the potential to enhance both academic and cultural development among IP learners.

In terms of policy alignment, the findings are consistent with the Indigenous Peoples Education Policy Framework under DepEd Order No. 62, s. 2011, which emphasizes the right of Indigenous Peoples learners to culturally appropriate and responsive basic education. The observed improvements in learner achievement, attendance, participation, and community involvement reflect the policy's aim of making education more inclusive, relevant, and supportive of Indigenous learners' cultural contexts. The findings also correspond with DepEd Order No. 32, s. 2015, which promotes the contextualization and indigenization of the K to 12 Curriculum. The evidence of culturally aligned learning materials, community participation, and program

monitoring suggests that schools are making efforts to translate policy directions into measurable and meaningful outcomes. However, the findings also imply that outcomes should continue to be assessed beyond numerical indicators, ensuring that cultural identity, learner well-being, and community empowerment remain central measures of IPed success.

From my standpoint as the researcher, the results of the Outcomes domain are highly encouraging because they show that the implementation of IPed has produced positive effects in both academic and cultural dimensions. The convergence of the quantitative and qualitative findings indicates that schools are not only implementing IPed activities but are also observing meaningful results among learners, teachers, and communities. Nevertheless, I recognize that sustaining these outcomes requires continuous monitoring, stronger support systems, and deeper engagement with Indigenous communities. While the Very High rating reflects successful implementation, it should also serve as a reminder that the effectiveness of IPed must be maintained through consistent evaluation, culturally grounded instruction, and sustained collaboration among schools and community stakeholders. Overall, the findings suggest that the Outcomes domain demonstrates strong implementation, while also highlighting the need to continuously strengthen the cultural, academic, and social impact of Indigenous Peoples Education.

## **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

### **Summary of Findings**

This study examined the extent of implementation of the Indigenous Peoples Education (IPed) in the Division of Davao del Norte, specifically across four key domains: Goals, Plans, Actions, and Outcomes. The results showed a very high level of implementation across all domains, with each area receiving impressive mean scores ranging from 4.30 to 4.43. These findings suggest that IPed Implementing integrated schools in Davao del Norte have made significant strides in embedding the principles of IPed into their educational frameworks and practices.

The qualitative phase supported these findings and revealed perspectives organized under essential themes for each domain. In the goals domain, the emerging themes included culturally responsive curriculum development, multi-stakeholder commitment to inclusive education, and systematic teacher capacity building for culturally responsive indigenous education. In the plans domain, the identified themes collaborative indigenous governance for education, inclusive and contextualized school planning, and resource mobilization for culturally sustaining learning. In the actions domain, the themes comprise collaborative stakeholder engagement to ensure equitable access for indigenous learners, contextualized culturally responsive pedagogy, and elder-guided teacher formation for culturally sustaining indigenous learner education. Lastly, the outcomes domain was supported by the themes such as evidence-based iped program monitoring, enhanced academic performance through cultural alignment, and community-embedded partnerships for ip learner advancement. Collectively, the results highlight the ongoing efforts and commitment to making IPed a culturally meaningful educational experience among IP learners,

The integration of the quantitative and qualitative findings revealed a cohesive understanding of how Indigenous Peoples Education (IPed) is implemented in the Division of Davao del Norte. School Heads' narratives helped to contextualize the numerical trends, offering deeper insight into the high levels of implementation observed across the domains of Goals, Plans, Actions, and Outcomes. In particular, the qualitative themes illustrated how schools translate high ratings into tangible practices, such as culturally responsive curriculum design, inclusive planning frameworks, stakeholder engagement, and teacher capacity development. This integration highlights that the strength of IPed lies not only in its structured implementation but also in its relevance, responsiveness, and meaningful impact on learners, educators, and the wider community.

### **Conclusions**

The overall implementation of the Indigenous People Education (IPed) in the integrated schools in Division of Davao del Norte is not only present but strongly practiced. The very high ratings in goals, plans, actions, and outcomes show that IPed has already become part of the schools' direction, planning, teaching practices, and

learner support system. This means that the schools are making serious efforts to make education more inclusive, culturally responsive, and meaningful for Indigenous learners. More than the numbers, the findings suggest that IPed becomes effective when schools clearly understand their purpose: to provide learning that respects the culture, identity, and lived experiences of Indigenous communities.

In the Goals Domain, the findings affirm that the goals of IPed are clearly understood and strongly connected to the culture and identity of Indigenous learners. This means that schools are not only setting academic targets, but are also recognizing the importance of making learners feel respected, included, and valued. In the Plans Domain, findings suggest that IPed planning is organized, inclusive, and guided by the needs of the learners and the community. Through shared planning and support from stakeholders, schools are able to turn IPed goals into practical steps that can be carried out. In Actions Domain, findings reveal that schools are taking concrete actions to support Indigenous learners through culturally responsive teaching, stakeholder involvement, and teacher development. These actions show that IPed becomes more meaningful when it is practiced in the classroom and supported by the whole school community. Lastly, results of Actions Domain indicate that IPed contributes to learner achievement, cultural appreciation, and stronger community participation. Overall, the program becomes effective when learners are able to succeed academically while also staying connected to their cultural identity.

Finally, the joint display analysis revealed that the very high level of IPed implementation shown in the quantitative results was clearly supported by the qualitative insights of the school heads. The narratives provided a deeper understanding of how the program's goals, plans, actions, and outcomes are carried out in actual school settings. The strong connection between the numerical results and the lived experiences of school leaders shows that IPed is not only present in school documents, but is also practiced through culturally responsive teaching, inclusive planning, stakeholder involvement, and continuous teacher support. These findings are consistent with the CIPP Model, where the goals reflect the context of Indigenous learners, the plans represent the needed inputs, the actions show the actual process of implementation, and the outcomes indicate the product or results of the program. At the same time, the findings affirm the value of Culturally Sustaining Pedagogy, as IPed helps ensure that Indigenous learners are educated in ways that respect, preserve, and strengthen their cultural identity. Overall, the joint findings suggest that IPed becomes more meaningful and sustainable when schools combine clear program direction with genuine respect for culture, community participation, and learner-centered practices.

## Recommendations

In light of the findings, it is recommended that the strong implementation of Indigenous Peoples Education in the Division of Davao del Norte be sustained and further strengthened. The quantitative results showed a very high level of implementation across goals, plans, actions, and outcomes, which means that schools have already established a meaningful foundation for culturally responsive education. However, the slightly lower result in the outcomes domain suggests that schools must continue improving how learner achievement, cultural integration, and community engagement are monitored and sustained over time. Thus, the high level of implementation should be treated not as a final achievement, but as a continuing responsibility to make education more responsive to the identity, needs, and lived experiences of Indigenous learners.

The qualitative findings further suggest that IPed becomes more meaningful when it is supported by genuine collaboration, cultural respect, and active participation of Indigenous communities. The school heads' narratives showed that IPed is strengthened through culturally responsive curriculum development, teacher preparedness, inclusive planning, stakeholder support, contextualized teaching, cultural validation of learning materials, and evidence-based monitoring. These findings show that IPed is not only a school program or policy requirement; it is a shared effort that becomes successful when schools listen to the voices of IP elders, parents, learners, teachers, and community partners. For this reason, future efforts should focus on sustaining both the structure of implementation and the human relationships that give IPed its deeper meaning.

Educators and school leaders are encouraged to continue strengthening culturally responsive and culturally sustaining practices in instruction, planning, and learner support. Teachers may regularly integrate Indigenous Knowledge Systems and Practices, local language, traditions, stories, community experiences, and culturally appropriate materials into classroom lessons. School heads may also institutionalize regular mentoring, Learning

Action Cell sessions, community immersion, and professional development activities focused on Indigenous culture, language, and pedagogy. By doing so, IPed will not remain only in school documents, but will be experienced by learners as education that respects who they are, where they come from, and what their culture contributes to learning.

The Department of Education and policy makers are encouraged to provide stronger and more sustained institutional support for IPed implementation. This may include stable funding, regular teacher training, localized learning resources, culturally appropriate assessment tools, and clearer monitoring mechanisms for measuring both academic and cultural outcomes. DepEd may also strengthen the formal participation of IP elders, NCIP, LGUs, NGOs, and other relevant partners in school-level planning and program evaluation. Since the findings show that external partnerships are not equally formalized across all schools, policy support should help make collaboration more consistent, accountable, and sustainable across different IPed-implementing schools.

Civil society organizations and non-government organizations are encouraged to deepen their support for IPed-implementing schools through resource assistance, advocacy work, capacity-building programs, cultural documentation, and community-based learning initiatives. Their role is especially important in helping schools address practical needs such as learning materials, transportation support, feeding programs, school supplies, and cultural activities. However, their support should be done in close coordination with schools and Indigenous communities to ensure that programs are not only helpful, but also culturally respectful and aligned with the actual needs of learners. Through genuine partnership, NGOs and civil society groups can help strengthen school-community trust and make IPed more responsive and sustainable.

Future researchers are encouraged to extend this study by examining the long-term effects of Indigenous Peoples Education (IPed) on learner achievement, cultural identity, attendance, participation, and community engagement. To strengthen the validity of future findings, researchers may incorporate observational data and document analysis to complement self-reported survey responses and interview data. Classroom observations, school activity observations, review of School Improvement Plans, localized learning materials, training records, monitoring reports, and partnership documents may provide additional evidence on how IPed is actually implemented in school practices. These data sources can help reduce possible bias from self-reported responses and provide a more objective and comprehensive understanding of IPed implementation.

Future studies may also expand the qualitative sample by including not only school heads but also teachers, Indigenous learners, parents, IP elders, Indigenous community leaders, and other key stakeholders. Including these groups would provide richer and more diverse perspectives on how IPed is experienced, supported, and sustained at the ground level. Researchers may also conduct comparative studies across districts, school types, or divisions to identify effective practices and continuing gaps in culturally responsive education. Moreover, future research may further explore how policy support, teacher preparation, learning resources, community participation, and curriculum contextualization directly affect the quality and sustainability of IPed outcomes. In doing so, future studies can provide deeper evidence on whether IPed helps Indigenous learners improve academically while also strengthening their cultural pride, sense of belonging, and connection to their community.

*Implications for Practice.* The findings imply that the school-level implementation of Indigenous Peoples Education should continue to move beyond compliance and documentation toward meaningful daily practice. Since the quantitative results showed a very high level of implementation across goals, plans, actions, and outcomes, schools may use this strength as a foundation for sustaining culturally responsive instruction, inclusive planning, and learner-centered support. However, the results also show that outcomes, while still very high, need continued attention, especially in making learner achievement, cultural integration, and community engagement more consistent across schools. This means that educators and school leaders must continue asking not only whether IPed is implemented, but whether IP learners truly feel respected, represented, supported, and proud of their identity in the learning process.

In practice, this calls for stronger integration of Indigenous Knowledge Systems and Practices, local language, traditions, community stories, and culturally appropriate materials in classroom instruction. Teachers may

continue validating learning materials with IP elders and community members to avoid cultural misrepresentation and to make learning more meaningful for IP learners. School heads may also strengthen Learning Action Cell sessions, mentoring, teacher training, and community immersion so that teachers become more confident in handling culturally responsive lessons. The study shows that IPed becomes more alive when it is felt in the classroom, in school activities, in learner support, and in the respectful relationship between the school and the IP community.

The findings further imply that schools should treat IP elders, parents, tribal leaders, LGUs, and other stakeholders as active partners in education, not merely as guests during programs or celebrations. Their participation in curriculum planning, material validation, cultural activities, and learner support gives IPed its authenticity and heart. When the school and the community work together, IP learners are more likely to see that their culture has value in formal education. In this sense, the practice of IPed should remain both instructional and relational: it should improve learning while also strengthening belongingness, dignity, and cultural pride among Indigenous learners.

*Implications for Policy.* The findings imply that policy support for IPed must focus not only on maintaining implementation, but also on sustaining its quality, consistency, and cultural relevance across schools. Although the study found that IPed was fully implemented, some areas showed a need for further strengthening, particularly formalized partnerships, teacher training, community coordination, and outcome monitoring. This means that policy makers may consider developing clearer mechanisms that will help schools institutionalize partnerships with IP elders, NCIP, LGUs, NGOs, and other support groups. These partnerships should be guided by clear roles, shared accountability, and respect for Indigenous knowledge and community authority.

The results also suggest the need for policies that provide regular and sustained teacher capacity-building on Indigenous languages, culture, community-based education, and culturally sustaining pedagogy. Since teacher training was identified as less consistently experienced compared with other implementation practices, DepEd and other policy-making bodies may strengthen professional development programs that are accessible, localized, and responsive to the actual needs of teachers in IPed-implementing schools. Policy support should also include the provision of culturally appropriate learning materials, funding for contextualized curriculum development, and monitoring tools that measure not only academic performance, but also cultural identity, learner engagement, attendance, participation, and community involvement.

Finally, the findings imply that IPed policy should remain grounded in the lived realities of Indigenous learners and communities. Policies become more meaningful when they are shaped by the voices of those directly affected by them. Thus, future policy directions should ensure that IP elders, parents, learners, teachers, and school leaders are included in planning, implementation, and evaluation processes. In doing so, IPed can be sustained not simply as an educational program, but as a continuing commitment to equity, cultural respect, and the right of Indigenous learners to an education that honors who they are and where they come from.

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