International Journal of Multidisciplinary Research and Publications
ISSN (Online): 2581-6187

Teacher's Assessment of the Implementation of Indigenous Peoples Education Program of Teachers in Gingoog City

Rainier S. Navarro
Capitol University, Cagayan de Oro City, Philippines
Email: rainier.navarro1996@deped.gov.ph

Abstract*—This study aimed to assess the implementation of the Indigenous Peoples Education (IPEd) Program of the Division of Gingoog City. The descriptive research sought to identify the program's strengths, challenges, and overall effectiveness in meeting the educational needs of Indigenous learners. The study's respondents were 97 randomly selected teachers from IPEd-implementing schools employing survey questionnaires which were validated, and pilot tested for reliability. Descriptive statistics were used involving mean, frequency and percentages. T-Test and F-test were used to determine test of differences. The findings indicate respondents have outstanding assessments on the efficacy of the implementation of the Indigenous Peoples Education (IPEd) Program. The data also show that there is no significant difference in the assessment of the efficacy of the execution of the Indigenous Peoples Education (IPEd) Program when respondents were grouped by age, gender, highest educational attainment, and position. When respondents are categorized by duration of service, the judgment of the success of the Indigenous Peoples Education (IPEd) Program differs significantly. Furthermore, results revealed that, while the IPED program has made substantial contributions to the preservation and promotion of indigenous culture and languages, some problems include inadequate resources, insufficient teacher training, and communication gaps. Thus, the study concludes that the implementation of the IPEd program demonstrates the importance of culturally responsive education in empowering indigenous students and promoting educational fairness. Despite ongoing obstacles, teachers' devotion and the possibility for community participation give a hopeful path forward. Therefore, it is recommended for enhancing the program's implementation which include increased funding, targeted professional development for teachers, and stronger community engagement.*

***Keywords*—** *Indigenous Peoples Education, IPED Program, Culturally Responsive Education, Inclusive Education.*

I. Introduction

The National Commission on Indigenous Peoples (NCIP) was created to uphold the rights, freedoms, and dignity of Indigenous Peoples (IPs) across the Philippines. Central to this mission is the protection of the right to education—one of the most fundamental human rights. As highlighted by Eduardo and Gabriel (2021), quality education should be accessible to all, regardless of social class, language, ethnicity, religion, or political beliefs. However, IP learners often face significant barriers within the mainstream education system, which tends to disregard their worldviews, languages, and cultural heritage. This disconnect creates a pressing need for education that is not only accessible but also inclusive and culturally responsive.

Indigenous education plays a crucial role in passing on traditions, values, and teaching methods from generation to generation. In the Philippines, this educational right is supported by various policies such as the Indigenous Peoples Rights Act of 1997, DepEd Order No. 62, s. 2011, and the National Indigenous Peoples Education (IPEd) Policy Framework. These serve as guiding documents to ensure that IP communities are not left behind in the country's educational development and nation-building efforts. The Department of Education, through its Indigenous Peoples Education Office (IPsEO), reported that over 2.5 million IP students were enrolled in more than 42,000 public schools during the first decade of the IPEd program.

In Gingoog City Division, the IPEd initiative has been actively implemented for more than ten years. This long-term commitment aims to correct historical educational inequities by embedding Indigenous Knowledge Systems and Practices (IKSPs) into the K–12 curriculum. Contextualization of lessons to reflect the values, language, and cultural identity of IP communities has been one of the program's notable accomplishments. Collaborative efforts with community elders and leaders have enriched lesson content and built stronger community engagement.

Despite these successes, challenges remain. Resource constraints such as limited learning materials, inadequate infrastructure, and gaps in teacher training continue to hinder program implementation. Teachers must also adapt to evolving demands, including integrating technology and maintaining cultural sensitivity amid rapid societal changes. In 2024, the launch of the "Revival and Upskilling of the IPED Core Elders for the 2nd Decade" marked a renewed commitment to engaging elders in curriculum development and cultural preservation.

Nevertheless, research has shown persistent gaps. Studies by Santoro and Reid (2011) and the OECD (2017) emphasize that many teachers lack in-depth understanding of indigenous worldviews and pedagogical approaches suited to IP learners. In Gingoog City, the hiring process for IPEd teachers has produced limited numbers of culturally aligned educators, with most IPEd schools still dominated by non-IP personnel. These conditions often result in limited contextualization, reduced cultural integration, and missed opportunities for

Rainier S. Navarro, "Teacher's Assessment of the Implementation of Indigenous Peoples Education Program of Teachers in Gingoog City," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 11, pp. 64-71, 2026.

empowering learners through education. Furthermore, many IP teachers seek better employment due to challenging working conditions and minimal opportunities for professional growth.

In light of these concerns, this study aims to assess the implementation of the IPEd Program in Gingoog City Division, focusing on the experiences of teachers as frontliners in the program. It seeks to explore their challenges, best practices, and needs, with the goal of developing a targeted training program that will improve cultural responsiveness, instructional competence, and program impact. Ultimately, this study advocates for a more inclusive, empowering, and culturally affirming education for Indigenous learners.

II. Methodology

This study used the mixed-method design particularly convergent parallel design. The quantitative and qualitative data streams are gathered concurrently, examined independently, and the outcomes are subsequently combined in a convergent parallel mixed-methods design. The researcher's principal function is to ask the respondents to discuss their experiences including challenges and best practices in carrying out the IPEd initiative. The study was conducted in seventeen (17) IPEd-implementing schools from the North 3, North 2, East 2, and West 3 Districts of the Division of Gingoog City, Region X. Using stratified random sampling, 97 teachers were selected as respondents of the study in different levels of education (elementary and secondary), based on parameters computed using Raosoft with a 5% margin of error and 95% confidence level.

A researcher-adapted survey-questionnaire from was used to collect data from Reyes (2022) which comprised of three parts: respondent demographics, IPEd assessment (program objectives, learning materials, capacity building, and curriculum content and planning) rated on 4-point Likert scale equivalence, and guiding questions for teacher's challenges and best practices in implementing the IPEd program. The research instrument's valididy was verified by three (3) experts – an IPEd focal person, a specialist, and a professor and its reliability were verified through a pilot test with thirty (30) outside the study area, yielding a high Kuder-Richardson 20 of 0.925. All necessary authorizations were secured from the Division Office of Gingoog City and Capitol University. Data collection was carried out through both face-to-face interactions and online via Google Forms, with strict adherence to ethical standards, including ensuring anonymity, obtaining informed consent, and upholding voluntary participation.

To guide the qualitative research, the researcher adopted a descriptive phenomenological approach. This process allowed to draw meaningful conclusions from the interviews and focus group discussions, providing a full understanding of the experiences or perceptions involved in the IPEd. The statistical tools used to analyze the data were frequency and percentage distribution, mean and standard deviation, and F/T-test to identify the relationships and examine the differences among variables.

III. Results and Discussions

This section presents the analysis of the data gathered in the study. The presentation is according to the variables of the study.

Profile of the Respondents

In terms of age distribution, the majority of respondents fall within the 25–29 years age group, comprising 34% of the sample, followed by those aged 30–34 years at 26.8%. This indicates that the teaching workforce is relatively young, with a significant proportion in the early stages of their careers. Representation decreases sharply in older age groups, with only 6.2% of respondents aged 45–49 years and a minimal 3.1% aged 55–59 years.

Sex composition reveals a predominance of female teachers, who make up 62.9% of the respondents, compared to 37.1% male. This trend underscores the significant presence of women in the teaching profession, consistent with broader patterns in the education sector.

Regarding on highest educational attainment, a notable majority of teachers, 71.1%, have completed units toward a Master's Degree, though only 6.2% have obtained a full Master's Degree. No respondents have pursued studies at the doctoral level. This data suggests that while many teachers are committed to advancing their education, there is room to support more educators in completing graduate degrees to enhance their qualifications.

The length of service among respondents also varies, with the largest group (33%) having 4–6 years of experience, followed by those with 1–3 years (28.9%). Teachers with longer service records, such as those with 10–12 years (7.2%) or 13 years and above (12.4%), form a smaller proportion of the workforce. This pattern reflects a younger, less experienced teaching population, which may benefit from targeted mentoring and professional development initiatives.

In terms of professional positions, most of the respondents are ranked as Teacher I, accounting for 73.2% of the sample, indicative of an entry-level workforce. Higher-ranking positions such as Teacher III (17.5%) and Teacher II (5.2%) are less common, while only 4.1% of respondents hold other roles. This highlights the need for career advancement opportunities and pathways for teachers to progress to higher ranks within the system.

Effectiveness of Indigenous Peoples Education (IPEd) Program Implementation (Summary)

Table 1 represents the summary of respondents' assessment in the implementation of Indigenous Peoples Education (IPEd) Program in all parameters. Weighted Arithmetic Mean with corresponding verbal descriptions and interpretation were used to determine the implementation of IPEd program.

Teachers assessed the implementation of Indigenous Peoples Edaucation (IPEd) Program of the Division of Gingoog City as "Outstanding", with an overall mean of 3.53. The weighted means obtained from the respondents were reflected from five (5) parameters: Program Objectives,

Rainier S. Navarro, "Teacher's Assessment of the Implementation of Indigenous Peoples Education Program of Teachers in Gingoog City," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 11, pp. 64-71, 2026.

Learning Materials, Hiring Process, Capacity Building, and Curriculum Content and Planning.

TABLE 1. Effectiveness of Indigenous Peoples Education (IPED) Program Implementation (Summary)

Indicators	Mean	SD	Description	Interpretation
Program Objectives	3.60	.438	Always	Outstanding
Learning Materials	3.66	.298	Always	Outstanding
Hiring Process	3.18	.684	Frequently	Satisfactory
Capacity Building	3.60	.344	Always	Outstanding
Curriculum Content and Planning	3.63	.397	Always	Outstanding
Overall	**3.53**	**.337**	**Always**	**Outstanding**

The program objectives received an average score of 3.60, categorized as "Outstanding." It suggests that the IPED program has been successful in defining clear and effective objectives aligned with its goals and mission. Then, the learning materials aspect received a mean rating of 3.66, also categorized as "Outstanding." This suggests that the IPED program has effectively developed and provided high-quality learning materials that support the educational needs of Indigenous Moreover, the hiring process received a slightly lower mean rating of 3.18, categorized as "Satisfactory." It implies that although the IPED employment procedure may need some work, generally it satisfies acceptable requirements. The satisfactory rating suggests that the criteria for hiring may not consistently align with the unique requirements of the IPEd program. This could include a lack of emphasis and familiarity on cultural competence, or proficiency in local languages, which are critical for effective implementation. By the same principle, newly hired teachers may lack adequate preparation or orientation regarding the IPEd framework. The hiring process might not include comprehensive screening for readiness to engage with Indigenous communities or adapt to culturally responsive teaching practices.

Capacity building received a mean rating of 3.60, categorized as "Outstanding." This suggests that efforts to build the capacity of educators and stakeholders within the IPED program have been highly effective. Next, Curriculum content and planning received a mean rating of 3.63, also categorized as "Outstanding." This indicates that the IPED program has successfully developed a curriculum that is culturally sensitive, relevant, and well-planned. The overall mean rating for the implementation of the IPED program is 3.53, categorized as "Outstanding." This reflects the program's overall success and effectiveness across various aspects, with a strong emphasis on meeting objectives, delivering high-quality educational resources and efficient development of capacity.

To sum up, while hiring process aspect may have some room for improvement, the IPED program's entire implementation is highly successful and aligns with its goals of providing quality education to Indigenous communities.

Significant Difference in the Implementation of the Indigenous Peoples Education (IPEd) Program when Grouped According to Profile

TABLE 2. Test of Difference in the Implementation of the Indigenous Peoples Education (IPEd) Program when Group according to Age

Age	N	Mean	SD	F	Sig	Decision
20-24 years	1	3.74	-	1.191	.318	Failed to Reject H_0
25-29 years	33	3.45	.328			
30-34 years	26	3.52	.384			
35-39 years	15	3.54	.354			
40-44 years	13	3.62	.214			
45-49 years	6	3.59	.36366			
50-54 years	-	-	-			
55-59 years	3	3.90	.02797			
60 years and above	-	-	-			

Table 2 presents the test of difference in the implementation of the Indigenous Peoples Education (IPEd) program as assessed by the teachers when grouped according to their age yielding an F-value of 1.191 and a p-value of .318 which means it accept the null hypothesis.

The lack of significant differences in teacher perceptions based on age, as indicated in Table 15, reflects a notable uniformity in understanding the IPEd program. This consistency suggests that policies, training, and resources are disseminated effectively across all age groups, ensuring that educators, regardless of their generational perspectives, approach the program with similar knowledge and strategies. Such uniformity aligns with the principles of equity in education, as advocated by DepEd Order No. 62, s. 2011, which prioritizes inclusion and cultural awareness while teaching Indigenous students.

However, this homogeneity may also indicate a one-size-fits-all approach to teacher training and support. Younger teachers, often less experienced, may struggle with contextualizing lessons or engaging Indigenous learners in meaningful ways. Meanwhile, older teachers, who may have developed teaching practices over decades, could benefit from training that integrates modern approaches, such as digital tools or collaborative learning strategies, into culturally responsive education. Studies like those by Smith et al. (2021) emphasize the value of age-specific professional development, highlighting how generational differences in teaching styles and technological proficiency can either hinder or enhance program implementation.

Table 3 presents the test of difference in the implementation of the Indigenous Peoples Education (IPEd) program as assessed by the teachers when grouped according to their sex yielding an F-value of .038 and p-value of .845 which means accept the null hypothesis.

TABLE 3. Test of Difference in the Implementation of the Indigenous Peoples Education (IPEd) Program when Group according to Sex

Sex	N	Mean	SD	F	Sig	Decision
Male	36	3.52	.347	.038	.845	Failed to Reject H_0
Female	61	3.54	.334			

This parity underscores the IPEd program's success in creating a gender-inclusive environment, where educators of all genders are equally prepared and empowered to deliver culturally responsive education. The absence of bias in program implementation aligns with global educational equity

Rainier S. Navarro, "Teacher's Assessment of the Implementation of Indigenous Peoples Education Program of Teachers in Gingoog City," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 11, pp. 64-71, 2026.

standards, ensuring that all teachers, regardless of gender, can contribute effectively to the program's objectives.

Nonetheless, as researcher, we must question whether this parity reflects the program's full potential. While gender neutrality is commendable, gender-specific strategies could enhance program delivery in certain contexts. For instance, male teachers might benefit from additional training in culturally appropriate communication, as Indigenous communities often have deeply ingrained gender roles that influence teacher-student interactions. Conversely, female educators, particularly in early-grade teaching, could be encouraged to lead community-based initiatives, leveraging their nurturing roles to foster deeper connections with Indigenous families. Garcia and Martinez (2019) emphasize that gender-sensitive approaches, when thoughtfully applied, can enhance educational outcomes by tackling the particular difficulties that both male and female teachers encounter.

Table 4 presents the test of difference in the implementation of the Indigenous Peoples Education (IPEd) program as assessed by the teachers when grouped according to their highest educational attainment yielding an F-value of 1.496 and p-value of .229 which means accept the null hypothesis.

TABLE 4. Test of Difference in the Implementation of the Indigenous Peoples Education (IPEd) Program when Group according to Highest Educational Attainment

HEA	N	Mean	SD	F	Sig	Decision
Undergraduate	22	3.49	.252	1.496	.229	Failed to Reject H_0
MA Units	69	3.56	.326			
MA Degree	6	3.33	.640			
PhD Units	0	-	-			
PhD Degree	0	-	-			

This suggests that advanced degrees may not necessarily translate into greater efficacy in culturally responsive teaching, especially when such qualifications lack a focus on Indigenous education.

This finding aligns with Tupas and Martin's (2016) assertion that experiential learning and localized training are more critical than formal qualifications in delivering education that resonates with Indigenous learners. However, the absence of significant differences could also reflect a missed opportunity to leverage the potential of highly qualified educators as agents of innovation. Teachers with advanced degrees could be encouraged to conduct research on IKSPs, develop innovative teaching materials, and mentor less experienced colleagues. This dual approach—grounded in both practical training and academic expertise—could bridge gaps in program delivery and improve the general standard of instruction for learners.

Table 5 presents the test of difference in the implementation of the Indigenous Peoples Education (IPEd) program as assessed by the teachers when grouped according to their length of service yielding and F-value of 2.518 and p-value of .047 which means reject the null hypothesis indicating with longer service perceive the program's implementation more favorably.

TABLE 5. Test of Difference in the Implementation of the Indigenous Peoples Education (IPEd) Program when Group according to Length of Service

Length of Service	N	Mean	SD	F	Sig	Decision
1-3 years	28	3.55	.259	2.518	.047	Reject the H_0
4-6 years	32	3.49	.402			
7-9 years	18	3.39	.352			
10-12 years	7	3.67	.257			
13 years and above	12	3.74	.218			

This finding underscores the transformative role of experience in navigating the complexities of IPEd implementation. Long-serving teachers are likely to have developed a deep understanding of Indigenous cultures, built trust within the community, and refined their ability to contextualize lessons. These qualities make them invaluable assets to the program.

However, the gap in perceptions between newer and veteran teachers highlights the challenges faced by less experienced educators. Managing multigrade classrooms, contextualizing lessons, and engaging Indigenous learners can be daunting for teachers who lack sufficient training or exposure to IKSPs. According to Strekalova-Hughes et al. (2021), the significance of mentorship such contexts, advocating for structured programs where veteran educators mentor their less experienced counterparts. By encouraging teamwork and ongoing learning, this strategy not only helps new educators advance professionally but also guarantees the long-term viability of the IPEd program.

Table 6 presents the test of difference in the implementation of the Indigenous Peoples Education (IPEd) program as assessed by the teachers when grouped according to their position yielding and F-value of .413 and p-value of .744 which means accept the null hypothesis. This indicates that program policies and training are effectively reaching teachers at all levels, from entry-level positions to senior roles. While parity is beneficial, the data suggests an opportunity to tailor program implementation strategies to the specific responsibilities of different positions. Research by Krasnof (2016) suggests that leadership roles often require additional training in program implementation, an area that could be explored further in this context.

TABLE 6. Test of Difference in the Implementation of the Indigenous Peoples Education (IPEd) Program when Group according to Position

Length of Service	N	Mean	SD	F	Sig	Decision
Teacher I	71	3.53	.307	.413	.744	Failed to Reject H_0
Teacher II	5	3.50	.424			
Teacher III	17	3.51	.452			
Others	4	3.71	.265			

Table 7's findings reveal that there is no significant difference in the assessment of the effectiveness of the implementation of Indigenous Peoples Education (IPEd) Program when the respondents are grouped according to age ($f=1.191;p>0.05$), sex ($t=-.196;p>0.05$, highest educational attainment ($f=1.496;p>0.05$), and position ($f=.413;p>0.05$). Considering those characteristics, the respondents have the same perceptions of effectiveness of the performance of IPEd. The lack of significant differences in perceptions across

demographics (age, gender, educational attainment, and position) suggests that the IPEd program's efficacy is consistently perceived by diverse groups. This widespread opinion indicates that the show is effectively addressing a broad audience without favoring any certain group.

TABLE 7. Test of Difference in the Implementation of the Indigenous Peoples Education (IPEd) Program (Summary)

Characteristics	f/t-value	p-value	Interpretation
Age	1.191	.318	Not Significant
Sex	-.196	.845	Not Significant
Highest Educational Attainment	1.496	.229	Not Significant
Length of Service	2.518	.047	Significant
Position	.413	.744	Not Significant

However, there is a significant difference in the assessment of the effectiveness of the implementation of Indigenous Peoples Education (IPEd) Program when the respondents are grouped according to length of service ($f=2.518$; $p<0.05$).

TABLE 8. LSD Post Hoc Testing and Multiple Comparisons in the Implementation of the Indigenous Peoples Education (IPEd) Program (Length of Service)

Length of Service (Comparison Group)	Years in Service	Mean Difference	Sig
1-3 years	4 to 6 years	.0618867	.467
	7 to 9 years	.1593726	.110
	10 to 12 years	-.1256293	.366
	13 years-above	-.1868046	.101
4 to 6 years	1-3 years	-.0618867	.467
	7 to 9 years	.0974859	.315
	10 to 12 years	-.1875159	.173
	13 years-above	-.2486913*	.027
7 to 9 years	0-3 years	-.1593726	.110
	4 to 6 years	-.0974859	.315
	10 to 12 years	-.2850019	.054
	13 years-above	-.3461772*	.006
10 to 12 years	0-3 years	.1256293	.366
	4 to 6 years	.1875159	.173
	7 to 9 years	.2850019	.054
	13 years-above	-.0611754	.695
13 years and above	0-3 years	.1868046	.101
	4 to 6 years	.2486913*	.027
	7 to 9 years	.3461772*	.006
	10 to 12 years	.0611754	.695

Post Hoc LSD tests reveal that respondents with 13 years or more of service tend to perceive the IPEd implementation as more successful than those with 4–6 or 7–9 years of service. This finding implies that longer exposure and interaction with the IPEd program likely led to a deeper understanding of its advantages and outcomes. To capitalize on this insight, schools should promote experience-sharing initiatives, such as collaborative lesson planning and peer observations, and provide professional development programs tailored to the needs of less experienced teachers to build their cultural competencies.

Howard (2023) supports this by stating that rural and community-embedded educators with longer tenure demonstrate greater confidence and autonomy in delivering context-specific education. These experienced teachers, immersed in their communities, are more capable of adapting instruction to local values and traditions, thereby enhancing teaching relevance and effectiveness. Similarly, Bulut (2022) found that in-service training has differentiated impacts depending on the teacher's length of service. While novice teachers benefit from foundational cultural sensitization, veteran educators use their tenure to refine, lead, and innovate implementation practices. They often take on mentoring roles, contribute to contextualizing the curriculum, and facilitate peer learning.

Furthermore, Daniels and Varghese (2020, as cited in Cho, 2022) emphasize that adaptability and decision-making are essential in the successful implementation of programs like IPEd. The lower perception of effectiveness among teachers with 4–6 and 7–9 years of service may indicate gaps in training or understanding. Thus, there is a pressing need to provide structured mentorship and continuous capacity-building for these teachers to bridge the disparity and ensure effective delivery of the IPEd program.

Challenges Encountered by the Teachers in IPEd Implementation

These are the challenges encountered by the teachers in handling the IPEd Program in the school with corresponding five (5) themes emerging from the conduct of thematic data analysis such as Language and Communication Barriers, Resource and Support Accessibility, Teacher Training and Professional Development, School-Community Linkages and Collaboration, and Classroom Management.

1. Language and Communication Barriers

According to Bohm et. al (2002), as cited by Alusabaie (2015), that educators and having different languages would make it difficult for pupils to understand and express themselves to one another in a straightforward and understandable manner. Closely linked to language barriers is the broader issue of cultural understanding. Language is an illustration of one's identity and cultural background in addition to being a medium for connection.

2. Resource and Support Accessibility

These challenges range from limited teaching materials tailored to Indigenous learners' needs to insufficient access to specialized support services such as language interpreters or cultural facilitators. The study's findings are similar to those of Ghavifekr and Rosdy (2015), They found that although majority of educators believed ICT integration works, the tools accessible by schools are inadequate and in need of repair. Furthermore, Padayachee (2017) suggested that a lack of ICT resources might possibly impede the type of education learners receive, thus affecting their performance. On the other hand, technology seamlessly is pivotal for engaging IPED students and enhancing learning outcomes.

3. Teacher Training and Professional Development

The IPED program's educational integrity is at stake due to the lack of culture-based resources for education and the limited expertise of its teachers. Equally important, educators must possess the requisite knowledge and skills to integrate Indigenous culture seamlessly into curriculum delivery. This finding also aligned with the study of Thomas (2022) that educators should Accept and participate in transformation by assuming accountability for creating the course material rather than distributing knowledge which has been created by others.

Rainier S. Navarro, "Teacher's Assessment of the Implementation of Indigenous Peoples Education Program of Teachers in Gingoog City," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 11, pp. 64-71, 2026.

In addition, Mula et al. (2017) should ground the IPEd framework for programs that prepare teachers, which has to be adjusted.

4. School-Community Linkages and Collaboration

Strong community-school linkages facilitate meaningful engagement with local communities, stakeholders, and Indigenous leaders. Similarly, Peterson et. al, (2018) pointed out that school's relationship with community members were viewed by participants as a continuation of the significant contribution schools make to the community. In other words, collaborative initiatives such as cultural exchanges, community service projects, and outreach programs strengthen relationships and promote mutual understanding.

5. Classroom Management

Classroom management encompasses strategies and challenges related to creating a conducive learning environment, maintaining discipline, and meeting the various necessities for students, particularly when managing distinct stages of education within a single classroom setting. It is common in Gingoog City Division to have multigrade class especially in rural areas due to number of enrolled students and availability of classrooms. Therefore, Mortazavizadeh (2017) stated that for multigrade courses to be effectively managed, the educator must have a clear notion of the tasks they should choose and how to properly organize them.

Best Practices Employed in Teaching-Learning Process

This section indicates the methods or strategies that teacher-respondents do employed in the teaching-learning in classroom with corresponding six (6) themes emerging from the conduct of thematic data analysis such as Collaborative Learning and Engagement, Technology Integration, Experiential Learning, Contextualized Approach, Inquiry-based Exploration, and Student-Centered Learning.

Collaborative Learning and Engagement involves a variety of strategies aimed at fostering active student participation, critical thinking, and cooperative interaction. These methods include cooperative learning structures, interactive discussions, hands-on activities, group work, and differentiated instruction to accommodate diverse learner needs. Fathi and Ejargah (2015) assert that collaborative learning is inherently student-centered, adaptable, and effective for optimizing classroom environments. The data indicate that such collaborative practices enhance students' social competencies, including communication, teamwork, leadership, and conflict resolution, thereby preparing learners for real-world collaborative tasks.

Technology Integration refers to the application of various technological tools, platforms, and methodologies in the teaching-learning process to enhance student engagement, streamline instruction, and prepare learners for participation in the digital age. This includes the use of Information and Communication Technology (ICT), digital resources, multimedia presentations, and interactive learning platforms. However, Ashiono (2018) notes that inadequate technical support and poor maintenance of computer systems increase the risk of ICT failure during instruction, limiting students' ability to fully benefit from technological advancements in education.

Experiential Learning is characterized by a hands-on, immersive approach that emphasizes practical application, real-world relevance, and active student involvement. This strategy connects classroom concepts to everyday experiences, such as agricultural cycles, cultural traditions, or community challenges, enhancing the authenticity and relevance of learning. Menon (2021) highlights that exposure to cultural practices can raise awareness of environmental, social, and gender-related issues, while also facilitating language development and skill acquisition. The use of storytelling further supports the transmission of knowledge across cultural and geographical boundaries.

A Contextualized Approach to instruction involves adapting lessons, content, and pedagogical methods to align with learners' backgrounds, interests, and lived experiences. Incorporating authentic materials—such as artifacts, props, and culturally relevant resources—fosters deeper engagement and enhances conceptual understanding. Gerodias (2023) supports this approach, asserting that contextualization enriches the learning environment by integrating intellectual and emotional elements that extend beyond rote knowledge acquisition.

Inquiry-Based Exploration promotes active learning by encouraging students to investigate questions of personal and academic interest through critical thinking and problem-solving. Grob et al. (2021) emphasize the importance of formative assessment in supporting inquiry-based learning, where teachers assume the roles of facilitators and mentors. Similarly, Harrison et al. (2018) advocate for a shift from direct instruction to a more facilitative teaching style that nurtures students' autonomy in the learning process.

Finally, the Student-Centered Learning approach empowers students to take ownership of their education by setting goals, making informed choices, and engaging in learning activities that align with their interests and strengths. This strategy fosters autonomy, responsibility, and the development of lifelong learning skills. Sturgis (2016) underscores the importance of recognizing students as individuals with diverse developmental stages and unique learning needs, necessitating flexible and responsive instructional practices.

Comprehensive Teacher Training Program for Empowering Educators through Indigenous Peoples Education

The "Empowering Educators through Indigenous Peoples Education (EEIPEd): A Comprehensive Training Program" was developed to address critical gaps in cultural sensitivity, curriculum contextualization, community engagement, multigrade teaching, and ICT integration within resource-constrained environments under the Indigenous Peoples Education (IPEd) initiative. Introduced by the researcher in the Division of Gingoog City, the program aligns with the Department of Education's mandate to meet the unique educational needs of Indigenous Peoples (IP) learners.

EEIPEd focuses on equipping educators with practical and collaborative strategies through training sessions, hands-on

Rainier S. Navarro, "Teacher's Assessment of the Implementation of Indigenous Peoples Education Program of Teachers in Gingoog City," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 8, Issue 11, pp. 64-71, 2026.

workshops, and sustained Learning Action Cell (LAC) and Community of Practice (CoP) activities. Core components include contextualized lesson planning, the development of culturally relevant materials—such as big books in the Higaunon language—orthography development, and mock teaching in local dialects. Teachers are mentored by cultural bearers and engage in community-based learning to strengthen ties between schools and IP communities.

The program incorporates a strong monitoring and evaluation framework that tracks teacher outputs, community engagement, and learner progress through journals, reports, and feedback mechanisms. Outcomes include validated lesson plans, enhanced communication in Indigenous languages, and sustainable instructional strategies. Ultimately, EEIPEd seeks to foster a culturally responsive and inclusive education system by building lasting educator-community partnerships and promoting localized, innovative practices that advance the goals of the IPEd program.

REFERENCES

[1]. Aporbo, R. (2022). Cultural Responsive Teaching of Language Teachers in Indigenous Classrooms: A Phenomenological Inquiry. *International Journal of Research Publications*, *94*(1). https://doi.org/10.47119/ijrp100941220222830

[2]. Barkaskas, P., & Gladwin, D. (2021). Pedagogical Talking Circles: Decolonizing Education through Relational Indigenous Frameworks. *Journal of Teaching and Learning*, *15*(1), 20–38. https://doi.org/10.22329/jtl.v15i1.6519

[3]. Bastida, E., Ana, M., Quimbo, T., Ortega-Dela Cruz, R., Serrano, E., Paunlagui, M., Centeno, E., Ng Lungsod Ng Dasmarinas, K., & Philippines. (2023). Towards Liberating Education: A Proposed Rights-based Instructional Planning Approach for Teaching Higaonon Learners in the Philippines. *International Journal of Asian Education*, *4*(2772-8592). https://doi.org/10.46966/ijae.v3i3.297

[4]. Bastida, E., Saysi, J., Vigil, L., Batuctoc, M., & Orcid. (2022). Pedagogical struggles and gaps in language literacy enhancement: the case of indigenous people's education teachers in the Philippines conditions of the Creative Commons Attribution license (CC BY-NC-ND) (http://creativecommons.org/licenses/by-nc-nd/4.0/). *International Journal of Curriculum and Instruction*, *15*(1), 142–165.

[5]. Berame, J. S., Mercado, R. L., & Bulay, M. L. (2023). Implementation of Sinaka Mother Tongue-Based Multilingual Education in Indigenous Peoples Education Curriculum: A Qualitative Study. *American Journal of Education and Technology*, *2*(1), 52–59. https://doi.org/10.54536/ajet.v2i1.1152

[6]. Brant, J., Stagg Peterson, S., & Friedrich, N. (2023). Partnership Research with Indigenous Communities: Fostering Community Engagement and Relational Accountability. *Brock Education Journal*, *32*(1), 99–118. https://doi.org/10.26522/brocked.v32i1.962

[7]. Bulut, A. (2022). Perceptions of teachers towards in-service training activities. Journal of Education and Learning, 11(3), 1–10. https://files.eric.ed.gov/fulltext/EJ1344872.pdf

[8]. C. Reyes, A. (2022). The Implementation of Indigenous Peoples Education (IPED) Program: Towards A Proposed Plan of Action. *APJAET - Journal Ay Asia Pacific Journal of Advanced Education and Technology*, *2815 – 2468*, 13–24. https://doi.org/10.54476/apjaet/69215

[9]. Casas, M., & Quiambao, V. (2023). Academic Challenges Of Indigenous Peoples: A Qualitative Study. *Southeast Asian Journal of International Peer Reviewed Journal Multidisciplinary Studies*, *3*(3), 2815–1445.

[10]. Cawaling-Mauntol, J., & Padua, S. (2022). IJAMS 88 Uncovering Diversity in Social Studies Through Culturally Responsive Pedagogy Among Indigenous Students in The Philippines. *International Journal Of Advanced Multidisciplinary Studies*, *II*(2799-0664), 2799-0664.

[11]. Cucio, M. R. R., & Roldan, Ma. D. G. Z. (2020). Inclusive Education for Ethnic Minorities in the Developing World: The Case of Alternative Learning System for Indigenous Peoples in the Philippines. *European Journal of Sustainable Development*, *9*(4), 409. https://doi.org/10.14207/ejsd.2020.v9n4p409

[12]. Daniels, C., & Nimeczyk, E. (2022). *Carlo Daniels & Ewelina K Niemczyk Strengthening Sustainable Development in Academic Activities: Focus on Teacher Training and Professional Development*.

[13]. Dawson, N. M., Coolsaet, B., Sterling, E. J., Loveridge, R., Gross-Camp, N. D., Wongbusarakum, S., Sangha, K. K., Scherl, L. M., Phan, H. P., Zafra-Calvo, N., Lavey, W. G., Byakagaba, P., Idrobo, C. J., Chenet, A., Bennett, N. J., Mansourian, S., & Rosado-May, F. J. (2021). The role of Indigenous peoples and local communities in effective and equitable conservation. *Ecology and Society*, *26*(3). https://doi.org/10.5751/es-12625-260319

[14]. Eppard, J., Kaviani, A., Bowles, M., & Johnson, J. (2021). EdTech Culturation: Integrating A Culturally Relevant Pedagogy into Educational Technology. *Electronic Journal of E-Learning*, *19*(6), pp516-530. https://doi.org/10.34190/ejel.19.6.2065

[15]. Funk, J., & Woodroffe, T. (2023). A differentiated approach to Indigenous pedagogies: addressing gaps in teachers' knowledge. *The Australian Educational Researcher*, *51*(2), 631–650. https://doi.org/10.1007/s13384-023-00616-w

[16]. Ganal, N. (2017). The University of Ottawa Indigenous Peoples Education Curriculum Model: Basis in the Development of Indigenous Peoples Education Curriculum for PNU-North Luzon. *The Normal Lights*, *11*(1). https://doi.org/10.56278/tnl.v11i1.381

[17]. Gerodias, D. (2023). International Journal of Multidisciplinary Educational Research and Innovation A Focus On The Contextualized Learning Activity Sheets. *International Journal of Multidisciplinary Educational Research and Innovation*, *01*(2980-4752). https://doi.org/10.5281/zenodo.7377366

[18]. Hernandez, A. (2022). Closing the Achievement Gap in the Classroom Through Culturally Relevant Pedagogy. *Journal of Education and Learning*, *11*(2), 1. https://doi.org/10.5539/jel.v11n2p1

[19]. Howard, J. (2023). Teachers' perceptions of readiness and support of online instruction in rural school settings. Journal of Online Learning Research, 9(2), 123–138. https://files.eric.ed.gov/fulltext/EJ1455377.pdf

[20]. Jean, D., & Phillips Bachelor, M. (2011). *Resisting Contradictions: Non-Indigenous Pre-Service Teacher Responses To Critical Indigenous Studies*.

[21]. Koksalan, S., & Ogan-Bekiroglu, F. (2024). Examination of Effects of Embedding Formative Assessment in Inquiry-Based Teaching on Conceptual Learning. *Science Insights Education Frontiers*, *20*(2), 3223–3246. https://doi.org/10.15354/sief.24.or512

[22]. Le, L.-A. T., & Tran, T. Q. (2023). Effectiveness of experiential learning in teaching Vietnamese language in primary schools: Perspectives of teachers and administrators. *International Journal of Education and Practice*, *11*(1), 85–93. https://doi.org/10.18488/61.v11i1.3263

[23]. Lumapenet, H. (2022). Stakeholders' Support On The Implementation Of Indigenous Peoples Education (IPED) Program. In *ResearchGate*. https://www.researchgate.net/publication/361488153

[24]. Mortazavizadeh, S. H., Nili, M. R., Nasr Isfahani, A. R., & Hassani, M. (2017). Teachers' Lived Experiences about Teaching-Learning Process in Multi-Grade Classes. *Journal of Education and Learning*, *6*(4), 354. https://doi.org/10.5539/jel.v6n4p354

[25]. Mwinzi, J. (2015). Theoretical Frameworks and Indigenous Knowledge Systems Subject Area: Philosophy of Education. *International Journal of Education and Research*, *3*(2).

[26]. Nataño, N. (2022). Perspectives on Curriculum Contextualization and Localization as Integral to Promoting Indigenous Knowledge View project. *International Journal of Academic and Practical Research On*, *1*(1). https://doi.org/10.5281/zenodo.8031639

[27]. Oxtero, I. (2022). Problems Encountered in the Implementation of Indigenous Peoples Education (IPEd) Program in Agusan del Sur: Basis for Proposed Intervention Program. *Asian Journal of Research in Education and Social Sciences*, *2682-8502*. https://doi.org/10.55057/ajress.2022.4.2.10

[28]. Raballe, D., Perez, D., Illescas, C., Dacanay, R., & Campus, B. (2021). Lived Experiences Of Indigenous People (Ip) Learners In Predominantly Non-Ip Schools In Southern Palawan. In *European Scholar Journal (ESJ)*.

[29]. Robiños, J., Dasig, J., & Mendoza, L. (2020). Learning and Sharing: Understanding Experiences in Teaching Indigenous Learners of Mindoro. *IOER International Multidisciplinary Research Journal*, *2*(2), 108–116.

[30]. Villaplaza, L. (2021). Level Of Implementation of Indigenous Peoples

Education Program In Agusan Del Sur, Philippines. In *Asia Pacific Journal of Contemporary Education and Communication Technology*. APJCECT.

[31]. Violante, A., Whittenburg, S., Goforth, A., Brown, J., Psychology, L., Nichols, Williamson, R., & Psychology. (2024). *"Real Collaboration Is Empowering:" Facilitators, Barriers, And Benefits of a Community-School Partnership in an Indigenous Community Preview ii Acknowledgements*.