SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 5 | May 2026 - Peer Reviewed Journal

INDIGENOUS PEOPLES EDUCATION IMPLEMENTATION AND PROGRAM OUTCOMES IN LAAK NORTH DISTRICT

Je-an S. Recreo[1], Dr. Jimmy L. Gonday[2]
Department of Education, Teacher 1, Nabunturan, Davao de Oro, Philippines1
Student, The Rizal Memorial Colleges, Inc. (Davao City), RMC Buildings, Población 8-A, Lopez Jaena and Torres Streets, Marfori Height, 8000 Davao City, Philippines1
Principal I, Don Marcelino District, Davao Occidental, Philippines, B8148 Samantha Homes Bago Gallera Davao City, Philippines2
External Thesis Adviser, The Rizal Memorial Colleges, Inc. (Davao City), RMC Buildings, Población 8-A, Lopez Jaena and Torres Streets, Marfori Height, 8000 Davao City, Philippines2

Article DOI: https://doi.org/10.36713/epra27958
DOI No: 10.36713/epra27958

ABSTRACT
The purpose of this study was to determine the relationship between the implementation of the Indigenous Peoples Education (IPEd) Program and IPEd Program Outcomes. A predictive correlational research design was utilized to establish the relationships and predictive effects among the study variables. The respondents consisted of 116 public school teachers from the Laak North District, Division of Davao de Oro, selected through total enumeration sampling. Data were collected using a researcher-adapted survey questionnaire and analyzed using mean and standard deviation, Pearson product–moment correlation, and multiple linear regression analysis to identify significant relationships and predictors. Findings revealed that the level of implementation of the IPEd Program was generally moderate across all indicators, while the level of program outcomes was also moderate, with improvements observed in cultural identity, literacy, and academic engagement, despite the persistence of implementation challenges. Among the indicators of implementation, only community engagement and administrative and policy support emerged as significant predictors of IPEd Program Outcomes, while training, resource availability, and curriculum contextualization did not show significant predictive influence. IPEd coordinators and DepEd training units may redesign training programs to be more practical, culture-based, and community-driven, focusing on real classroom applications. Continuous professional development may include mentorship, demonstration teaching, and collaboration with Indigenous cultural bearers to bridge the gap between theory and practice.

INDEX TERMS: *Indigenous Peoples Education, program implementation, community engagement, administrative support, cultural identity, academic engagement*

INTRODUCTION
The implementation of Indigenous Peoples Education (IPED) in the Laak North District faces several challenges that affect the quality and effectiveness of education among indigenous learners. These problems include limited culturally responsive teaching materials, insufficient teacher training on indigenous culture and language integration, inadequate community participation, language barriers, and scarce resources for implementing IPED programs effectively. In some schools, the curriculum and teaching approaches may not fully reflect the traditions, values, and identities of indigenous communities, which can result in low learner engagement, poor academic performance, and increased absenteeism or dropout rates. Despite these concerns, the study on Indigenous Peoples Education Implementation and Program Outcomes in Laak North District is highly relevant because it provides an assessment of how IPED programs are being carried out and how they influence learners' educational experiences and outcomes. The findings of the study can help school leaders, teachers, and education stakeholders strengthen program implementation, improve culturally inclusive practices, and develop appropriate interventions that promote equitable, meaningful, and quality education for indigenous learners while preserving their cultural heritage and identity.

Globally, Indigenous students remain at risk of marginalization, experiencing lower retention rates, limited cultural affirmation, and reduced access to culturally responsive learning environments. These outcome gaps suggest that while policy frameworks exist, the translation of such policies into meaningful and measurable educational outcomes remains inconsistent across different contexts (Gaite, 2025).

In international settings, specifically in Taiwan, it was found that Indigenous students continued to experience lower academic achievement and weaker cultural integration (Nesterova, 2019). Similarly, in Malaysia, there is also a limited engagement and weaker academic performance and absence of culturally relevant materials and insufficient community involvement in education programs

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 5 | May 2026 - Peer Reviewed Journal

(Mao & Chui, 2025). In Australia, there were challenges emerging in balancing cultural inclusion with academic rigor, which and low engagement and learning performance (Bakogiannis et al., 2026).

Within the Philippine context, specifically in Sarangani Province, there is an inconsistent limitations in teacher capacity and instructional delivery (Gulam & Hordista, 2024). In La Union, Indigenous learners continued to face challenges in accessing culturally appropriate education and limited development of cultural identity and engagement in school activities (Lumayas & Brazil, 2026). Furthermore, across Mindanao, there were decreased retention, weakened cultural preservation, and increased vulnerability among Indigenous students (Gultiano & Felicilda, 2025).

In connection, within Laak North District, Division of Davao de Oro, the researcher observed that the outcomes of IPEd implementation remain uneven and require closer examination. Despite the presence of IPEd programs in the district, there remains a lack of comprehensive, data-driven studies that examine the extent to which these programs influence key outcome indicators such as success, challenges, cultural identity and literacy, and academic engagement and retention. This absence of localized empirical evidence limits the ability of policymakers, school leaders, and educators to design targeted interventions that directly address outcome gaps. Hence, there is an urgency to conduct this study to provide empirical evidence that can guide data-driven decision-making, strengthen program effectiveness, and contribute to the realization of equitable and culturally responsive education for Indigenous learners.

METHODOLOGY

Method Used

The study employed a descriptive-correlational research design, a quantitative approach used to describe the current status of variables and examine the relationships among them without manipulation. According to Creswell (2020), descriptive research provides a numerical account of trends, attitudes, or conditions within a population by analyzing data gathered from a representative sample.
In the context of this study, the descriptive-correlational design was deemed appropriate in examining the influence of the implementation of the Indigenous Peoples Education (IPEd) Program on IPEd Program Outcomes. The descriptive component was used to determine the level of program implementation and the level of outcomes. Meanwhile, the correlational component was used to analyze the relationships and predictive effects between these variables using statistical tools such as Pearson correlation and multiple linear regression.

Sources of Data

The primary data sources for this study were public school teachers in the Laak North District, Division of Davao de Oro. As the key respondents, these educators provided professional assessments of the implementation and outcomes of the Indigenous Peoples Education (IPEd) program based on their direct involvement in classroom instruction and program delivery. Their roles as implementers of IPEd enabled them to offer informed evaluations on critical aspects such as training adequacy, resource utilization, community engagement, curriculum contextualization, and administrative support within their respective schools.

Data were gathered through adapted survey questionnaire, allowing teachers to report their experiences and perceptions regarding both the implementation process and its corresponding outcomes, including success, challenges, cultural identity and literacy, and academic engagement and retention. Their close interaction with Indigenous learners and communities ensured that the data reflected authentic classroom realities and culturally grounded educational practices.

Data Gathering Instruments

The primary research instrument used in this study was an adapted survey questionnaire designed to assess the influence of the Implementation of Indigenous Peoples Education (IPEd) on IPEd Program Outcomes. The questionnaire was researcher-adapted from empirically grounded studies and established frameworks in Indigenous education and culturally responsive pedagogy to ensure construct validity and contextual relevance.

The independent variable of this study, Implementation of IPEd, was adapted from the work of Pagaddut and Tamana (2024), who developed a structured questionnaire to measure teachers' competence in the integration of Indigenous Knowledge Systems and Practices (IKSP). Their instrument examined instructional preparation, implementation strategies, and challenges encountered by teachers, particularly in relation to training effectiveness, availability of instructional materials, and integration of Indigenous content. Drawing from this validated framework, the present study refined and reorganized the indicators to operationalize IPEd implementation in terms of training in IPEd, resource availability, community engagement, curriculum contextualization, and administrative and policy support.

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 5 | May 2026 - Peer Reviewed Journal

Score	Scale	Descriptive Level	Interpretation
5	4.20 – 5.00	Very High	The implementation of Indigenous Peoples Education Program is always observed
4	3.40 – 4.19	High	The implementation of Indigenous Peoples Education Program is oftentimes observed
3	2.60 – 3.39	Moderate	The implementation of Indigenous Peoples Education Program is sometimes observed
2	1.80 – 2.59	Low	The implementation of Indigenous Peoples Education Program is seldom observed
1	1.00 – 1.79	Very Low	The implementation of Indigenous Peoples Education Program is never observed

Similarly, the overall scale for IPEd Program Outcomes demonstrated a Cronbach's Alpha of 0.92, which is likewise interpreted as excellent reliability. Its subscales yielded coefficients of 0.89 for success, 0.87 for challenges, 0.90 for cultural identity and literacy, and 0.88 for academic engagement and retention, all of which fall within the good to excellent range. According to Pallant (2020) and Creswell (2018), a Cronbach's Alpha value of 0.70 or higher indicates acceptable reliability, while values exceeding 0.80 signify strong internal consistency.

Based on these criteria, the results confirmed that the research instrument possessed a high degree of reliability and was capable of producing stable, consistent, and dependable measurements, thereby making it statistically appropriate for assessing the implementation and outcomes of the Indigenous Peoples Education Program in the study locale.

Sampling Technique

In this study, complete enumeration was utilized to involve all 116 teachers from the ten identified Indigenous Peoples Education (IPEd)-implementing schools in the Laak North District, Davao de Oro. Given the manageable population size, this approach ensured that every qualified teacher contributed to the study, thereby enhancing the comprehensiveness, validity, and reliability of the findings. By eliminating the need for sampling, the study captured the full range of experiences from educators directly involved in IPEd implementation, providing a holistic understanding of the program's impact. To ensure institutional diversity, a stratified organizational approach was implemented, grouping teachers by school affiliation and experience, which allowed for a more nuanced interpretation of perspectives across the district.

The selection of participants was guided by specific inclusion criteria to ensure data quality. The first criterion required that respondents be currently employed as teachers in one of the ten IPEd-implementing schools in Laak North, ensuring they had firsthand knowledge of culturally responsive instruction. The second criterion mandated a minimum of one to three years of teaching experience within an IPEd-implementing school, ensuring participants were sufficiently immersed in the curriculum and community dynamics to offer informed feedback. The third criterion was the respondent's voluntary willingness to participate; all teachers were briefed on the study's objectives and potential risks, and only those who provided signed informed consent were included in the final data collection.

To ensure the integrity of the results, a specific exclusion protocol was applied in relation to the instrument's reliability testing. A total of 30 teachers from outside the study locale were purposely selected to participate in the pilot testing (test-retest) to validate the research instruments. These respondents were not included in the actual population of the study to avoid contamination of responses and minimize testing effects. Consequently, all 30 participants involved in the pilot testing were excluded from the final data collection phase. This procedure resulted in a final total of 96 respondents who provided the primary data for the study's analysis.

Data Gathering Procedure

The data gathering process followed a systematic and ethical approach, adhering strictly to the policies of the graduate institution and the Department of Education (DepEd). The procedure was designed to ensure professional transparency, participant confidentiality, and data integrity throughout the various phases of the study.

Permission and Ethical Clearance

First, the researcher initiated the formal request process by securing approval from the Research Adviser and the Dean of the Graduate School. Subsequently, formal letters of permission were submitted to the Schools Division Superintendent of DepEd Davao de Oro and the Public Schools District Supervisor (PSDS) of Laak North District. These communications clearly outlined the purpose of the study, the involvement of teacher-respondents, and the objective of examining the implementation and outcomes of the Indigenous Peoples

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 5 | May 2026 - Peer Reviewed Journal

Education (IPEd) Program. This stage ensured that all ethical considerations were addressed and that the study complied with institutional and departmental research policies.

Orientation of Respondents

Following the approval of the research proposal, the researcher conducted an orientation session with the identified teacher-respondents. During this session, participants were informed about the purpose of the study, the nature of their participation, and their right to withdraw at any time without any consequences. The researcher also emphasized the confidentiality and anonymity of the responses. Informed consent forms were then distributed and duly signed by all participants prior to data collection, ensuring voluntary and ethical participation.

Distribution and Systematic Retrieval

During the first week of February 19, 2026, the researcher implemented a standardized process for distributing the survey questionnaires. Coordination was established with school heads of the participating schools to facilitate the smooth administration of the instrument. The questionnaires were distributed to the 116 teacher-respondents and were retrieved within a specified timeframe. To ensure completeness and reliability of responses, the researcher conducted follow-ups and clarifications for any incomplete entries. This systematic retrieval ensured that the collected data were accurate and sufficient for analysis.

Collation and Statistical Treatment

After the retrieval of all questionnaires, the researcher proceeded with careful data collation and organization. The responses were encoded and tabulated using Microsoft Excel to facilitate data cleaning and verification. Subsequently, the dataset was endorsed to a statistician for further analysis using the Statistical Package for the Social Sciences (SPSS).

Using SPSS, the statistician conducted reliability analysis through Cronbach's Alpha to determine the internal consistency of the research instrument. Descriptive statistical tools, such as mean and standard deviation, were used to determine the level of implementation of the IPEd program and the extent of its outcomes. Furthermore, Pearson Product–Moment Correlation (r) was utilized to examine the significant relationship between the implementation variables and IPEd program outcomes. Finally, Multiple Linear Regression Analysis was applied to identify which indicators of implementation significantly predicted the outcomes of the IPEd program. These statistical procedures ensured accurate interpretation and supported evidence-based conclusions for the study.

Statistical Treatment

To systematically address the research objectives, appropriate descriptive and inferential statistical tools were employed. The study utilized mean, and standard deviation to describe the level of the Implementation of the Indigenous Peoples Education (IPEd) Program and IPEd Program Outcomes based on a five-point Likert-type scale. Reliability analysis using Cronbach's Alpha was conducted to determine the internal consistency of the research instrument. To examine the relationship between the implementation of IPEd and its corresponding outcomes, the Pearson Product–Moment Correlation Coefficient was applied. Furthermore, Multiple Linear Regression Analysis was used to identify which indicators of IPEd implementation significantly influenced program outcomes.

Descriptive Statistics

For the first and second research questions, which aimed to determine the level of the Implementation of IPEd and the level of IPEd Program Outcomes, descriptive statistics were employed. Specifically, the mean and standard deviation were computed to determine the central tendency and variability of the responses. This approach provided a clear and concise summary of how teacher-respondents perceived the level of implementation and outcomes of IPEd based on their direct classroom experiences and program involvement.

Pearson Product–Moment Correlation Coefficient

For the third research question, which investigated the significant relationship between the Implementation of IPEd and IPEd Program Outcomes, the Pearson Product–Moment Correlation Coefficient (r) was applied. This inferential statistical method was appropriate for determining the strength and direction of the linear relationship between the independent variables and dependent variables. Through Pearson r, the study determined whether higher levels of program implementation were significantly associated with improved outcomes such as increased cultural identity, enhanced academic engagement, and reduced challenges.

Multiple Linear Regression Analysis

For the final research question, which sought to determine which indicators of the Implementation of IPEd Program significantly influenced IPEd Program Outcomes, Multiple Linear Regression Analysis was employed. This method enabled the study to model and quantify the predictive power of the indicators of independent variables on the dependent variable outcomes. By examining regression coefficients and significance levels, the study identified which specific implementation factors served as the strongest predictors the

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 5 | May 2026 - Peer Reviewed Journal

dependent variable. This statistical treatment provided a robust analytical basis for identifying priority areas in strengthening IPEd implementation and guided evidence-based recommendations for policy and practice.

Ethical Considerations

The ethical considerations for this study were crucial, as teachers served as the primary respondents; therefore, informed consent was obtained from all participants to ensure they understood the study's purpose, the voluntary nature of their involvement, and their right to withdraw at any time without consequence. To guarantee confidentiality, personal data were strictly anonymized so that no individual was identifiable in the final report, while the study adhered to the principles of non-maleficence and beneficence to ensure no harm came to participants and that the findings were used to improve Indigenous education. Furthermore, cultural sensitivity was maintained throughout the research process, acknowledging the specific Indigenous context of the study and ensuring that the rights and dignity of all stakeholders were respected.

Social Value

The researcher aimed to highlight the challenges teachers faced and the resources they needed to create culturally relevant learning environments in the province of Davao de Oro. The findings offered insights into how teachers could be better supported in addressing the unique needs of Indigenous students, thereby promoting more inclusive and equitable education. This study also contributed to fostering a deeper understanding of the role teachers played in shaping the future of Indigenous education, with lasting social implications for learners and their communities.

Informed Consent

Teachers were informed that participation was entirely voluntary and confidential. Formal consent was obtained after providing clear details regarding their right to withdraw at any time without any negative consequences. The assent process was conducted respectfully, ensuring that all participants were fully aware of their rights. This procedure aligned with institutional guidelines to maintain a comfortable and ethical research environment.

Vulnerability of Research Respondents

Teachers in the Laak North District, as professionals within the education system, occasionally experienced a sense of power imbalance or apprehension when providing honest feedback regarding IPEd implementation. To address this, the researcher ensured that all participation was strictly voluntary and reassured the teachers that their responses remained confidential and anonymous. The study mitigated potential discomfort by creating a safe environment where educators expressed their perspectives without fear of reprisal. Furthermore, the researcher-maintained sensitivity to the cultural context, ensuring that Indigenous teachers in the Laak North District felt respected and heard throughout the process.

Privacy and Confidentiality

In this study, privacy was a top priority to protect the personal boundaries and identities of the teacher participants. All personal information was kept secure and remained accessible only to the researcher, while any identifying information in the surveys was immediately removed or replaced with numerical codes to ensure that no individual could be identified during the data collection process.

Confidentiality was strictly maintained by anonymizing teachers' identities in the final report and storing all data in password-protected, encrypted files to prevent unauthorized access. The researcher remained committed to using the collected information solely for academic research purposes, ensuring that all responses were handled in accordance with established ethical research standards.

Risk, Benefits and Safety

The primary risk for the teachers in Laak North District stemmed from the potential discomfort of discussing challenges or perceived shortcomings in the IPEd program's implementation. To mitigate this, the researcher fostered a supportive and confidential environment, ensuring that participants felt secure in sharing their honest perspectives without fear of professional repercussions or judgment.

The benefits of participation included the opportunity for educators to contribute to the systemic improvement of IPEd programs, which potentially enhanced future teaching practices and student outcomes. Furthermore, teachers benefited from a structured reflection on their professional experiences, allowing them to share insights that could inform and refine future educational policies within the division.

Regarding safety, all procedures strictly adhered to ethical guidelines to ensure the psychological and professional well-being of the participants. Appropriate safeguards were implemented to protect participant privacy and ensure that all data were handled through secure, encrypted channels, so that every teacher felt comfortable and confident throughout the study.

Justice

This involved providing equal opportunity for all teachers in the Laak North District, regardless of their background or position, to participate in the study. Teachers were given the necessary information to make an informed decision about their involvement, ensuring that no one was coerced or excluded based on any personal or professional factors. The study also ensured that the benefits derived from

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 5 | May 2026 - Peer Reviewed Journal

the research, such as improvements in IPEd programs, were shared equitably among all stakeholders, particularly Indigenous communities. The researcher remained committed to conducting the study with integrity, ensuring that all participants' voices were heard and respected, and that the findings contributed to positive educational outcomes for all involved.

Transparency

The researcher provided participants with detailed information about the research process, including the specific methods used to collect, analyze, and report data. Participants were also informed of their rights, specifically their right to withdraw from the study at any time without any negative consequences. Additionally, the researcher ensured that the study's findings were shared with participants and relevant stakeholders in a clear, accessible manner. This transparent approach was designed to build trust with the participants, ensuring they felt comfortable and confident in their involvement while contributing to the overall credibility and integrity of the research.

Qualification of the Researcher

The researcher earned a degree in Bachelor of Elementary Education from Laak Institute Foundation Inc. Currently, the researcher has been serving as a Teacher I at Inakayan Elementary School for six years. Throughout this period, the researcher participated in various trainings and seminars that contributed to professional growth and instructional competence.

As a classroom teacher and the designated Indigenous Peoples Education (IPEd) Program Coordinator at the school level, the researcher developed a comprehensive understanding of the program's operational framework. The researcher also possessed foundational knowledge in both qualitative and quantitative research methods, including statistical techniques such as linear regression analysis. Having undergone formal training in ethical research practices involving human participants, the researcher demonstrated a strong commitment to cultural sensitivity and ethical responsibility.

Conflict of Interest

As the researcher, no personal, financial, or professional interests existed that could have influenced the outcomes or the interpretation of the study. Any potential conflicts of interest that arose during the research were fully disclosed to ensure transparency with the participants and relevant stakeholders in the Laak North District. The study was conducted impartially, and rigorous efforts were made to ensure that the findings were not biased by external influences or the researcher's dual role as a teacher and IPEd coordinator. By maintaining a clear distinction between professional responsibilities and the research process, the researcher upheld participants' trust and confidence, ensuring that the study contributed meaningfully and objectively to the field of Indigenous Peoples Education.

Adequacy of Facilities

The researcher had access to the necessary resources, including appropriate software for data analysis, such as Statistical Package for the Social Sciences (SPSS) for conducting statistical procedures, including linear regression analysis. To ensure the accuracy and validity of the data analysis, the researcher also consulted with a statistician who provided technical guidance in the proper application and interpretation of statistical tools. Additionally, secure systems were utilized for storing and managing participant data, ensuring confidentiality and data protection.

The study was conducted in environments that respected participants' comfort and privacy, with appropriate spaces provided to maintain confidentiality during data collection. Furthermore, the research was supported by institutional infrastructure, including access to research databases, academic journals, and ethical review mechanisms, which ensured adherence to established academic and ethical standards. These facilities and professional supports contributed to the successful implementation of the study and to the reliability and accuracy of the collected and analyzed data.

Community Involvement

To ensure the study was culturally relevant and respectful, the researcher actively involved Indigenous communities and educators in the research process. This involvement included engaging with community leaders and IPEd coordinators to seek their input and ensure that the research aligned with their specific educational priorities. Teachers participating in the study were encouraged to share their experiences and perspectives regarding community engagement within IPEd programs. By integrating the voices of the community, the study remained inclusive and ensured that the research findings reflected the community's needs and aspirations, ultimately contributing to the development of more effective and culturally appropriate educational practices in the Laak North District.

RESULTS AND DISCUSSION

Level of Implementation of the Indigenous Peoples Education Program

The following table presents the level of implementation of the Indigenous Peoples Education (IPEd) Program as a multidimensional construct with descriptive findings among indicators, namely: training in IPEd, resource availability, community engagement, curriculum contextualization, and administrative and policy support.

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 5 | May 2026 - Peer Reviewed Journal

Level of Training in the Indigenous Peoples Education Program

Presented in Table 1 is the level of training in the Indigenous Peoples Education (IPEd) Program, as measured through indicators related to teacher preparedness, relevance of training content, confidence in integrating Indigenous knowledge, responsiveness to teaching challenges, and acquisition of practical knowledge. The table shows an overall mean interpreted as Moderate, indicating that while training opportunities are available, their effectiveness and consistency in equipping teachers across all dimensions remain uneven.

Table 1
Level of Training in Indigenous Peoples Education Program

No	Training	Mean	SD	Descriptive Level
1	Training programs provided have effectively prepared teachers to implement Indigenous Peoples Education (IPEd) in the classroom.	2.53	1.01	Low
2	The content covered in IPEd training is highly relevant to the needs of Indigenous learners.	2.97	0.59	Moderate
3	Teachers feel confident in incorporating Indigenous knowledge and culture into lessons after completing IPEd training.	3.47	0.50	High
4	IPEd training programs address the specific challenges of teaching Indigenous students effectively.	3.88	0.69	High
5	Teachers have received enough practical knowledge during training to apply IPEd concepts in daily teaching.	2.85	0.83	Moderate
	Mean Average	**3.14**	**0.72**	**Moderate**

Very High (4.20–5.00); High (3.40–4.19); Moderate (2.60–3.39); Low (1.80–2.59); Very Low (1.00–1.79)

Table 1 presents the level of training with an overall mean of 3.14 and an SD of 0.72, described as Moderate, indicating that teachers experience training in IPEd to a reasonable extent but not consistently across all areas of instructional preparation. This suggests that while professional development initiatives are in place, the depth, accessibility, and practical application of these trainings vary among educators.

Among the indicators, the highest mean was obtained by IPEd training programs addressing the specific challenges of teaching Indigenous students effectively, with a mean of 3.88 and an SD of 0.69, described as High. This reflects the responsiveness of training programs to contextual teaching needs and the growing emphasis on equipping teachers with strategies to address the unique realities of Indigenous learners. The next highest indicator was teachers feeling confident in incorporating Indigenous knowledge and culture into lessons after completing IPEd training, with a mean of 3.47 and an SD of 0.50, described as High. This indicates that teachers are able to translate training content into classroom practices related to cultural integration.

Following this was the relevance of training content to the needs of Indigenous learners, which obtained a mean of 2.97 and an SD of 0.59, described as Moderate. This implies that while training content is generally aligned, there are still gaps in contextual specificity and adaptability. The indicator on acquiring enough practical knowledge during training to apply IPEd concepts in daily teaching registered a mean of 2.85 with an SD of 0.83, described as Moderate, suggesting that the application component of training remains an area needing improvement. Finally, the lowest mean was recorded for training programs effectively preparing teachers to implement IPEd in the classroom, with a mean of 2.53 and an SD of 1.01, described as Low. This finding points to a critical limitation in the overall effectiveness of training, particularly in bridging theory and actual classroom implementation.

The findings indicate that the implementation of IPEd training is at a moderate level, demonstrating the development of competencies such as cultural integration and contextual responsiveness, while revealing gaps in practical preparedness and consistency of delivery. This result is consistent with Ceric et al. (2022), who emphasized that training must align with Indigenous learning preferences, and Joncas et al. (2023), who found that culturally grounded training enhances program effectiveness.pdf). Similarly, Wright and Quirk (2024) highlighted the importance of relational and practice-oriented approaches in strengthening implementation, while Nesterova (2024) identified persistent limitations in teacher preparedness due to systemic constraints in training systems.

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 5 | May 2026 - Peer Reviewed Journal

Level of Resource Availability

Presented in Table 2 is the level of resource availability in the Indigenous Peoples Education (IPEd) Program, as measured through indicators related to the provision of culturally relevant materials, access to learning tools, availability of cultural experts, quality of resources, and technological support. The table shows an overall mean interpreted as Moderate, indicating that while resources are generally available to support IPEd implementation, their accessibility and adequacy are not consistently experienced across all indicators.

Table 2
Level of Resource Availability

No	*Resource Availability*	Mean	SD	Descriptive Level
1	The school provides sufficient materials that reflect Indigenous cultures and knowledge for teaching IPEd.	3.15	0.48	Moderate
2	Teachers have access to learning tools and resources that effectively support the integration of Indigenous knowledge into lessons.	2.54	0.81	Low
3	The availability of cultural experts or community leaders to support IPEd teaching is adequate.	3.45	0.53	High
4	The resources available are of high quality and relevant to the needs of Indigenous learners.	3.48	0.57	High
5	Teachers are equipped with sufficient technological resources to effectively implement IPEd.	3.76	0.87	High
	Mean Average	**3.28**	**0.65**	**Moderate**

Very High (4.20–5.00); High (3.40–4.19); Moderate (2.60–3.39); Low (1.80–2.59); Very Low (1.00–1.79)

Table 2 presents the level of resource availability with an overall mean of 3.28 and an SD of 0.65, described as Moderate, indicating that schools are able to provide resources to support IPEd to a fair extent, but gaps remain in ensuring equitable access and consistent utilization across instructional contexts. This suggests that while foundational support systems are in place, resource distribution and practical usability vary among teachers.

Among the indicators, the highest mean was obtained by teachers being equipped with sufficient technological resources to effectively implement IPEd, with a mean of 3.76 and an SD of 0.87, described as High. This reflects the growing integration of technology as a support mechanism in delivering culturally relevant instruction. The next highest indicator was the availability of high-quality and relevant resources to meet the needs of Indigenous learners, with a mean of 3.48 and an SD of 0.57, described as High. This indicates that when resources are available, they are generally appropriate and aligned with learner needs. Closely following was the availability of cultural experts or community leaders to support IPEd teaching, with a mean of 3.45 and an SD of 0.53, described as High, highlighting the important role of community involvement in enriching instructional delivery.

Following this was the provision of sufficient materials that reflect Indigenous cultures and knowledge, with a mean of 3.15 and an SD of 0.48, described as Moderate. This implies that while culturally relevant materials are present, their sufficiency and diversity may be limited. Finally, the lowest mean was recorded for teachers having access to learning tools and resources that effectively support the integration of Indigenous knowledge into lessons, with a mean of 2.54 and an SD of 0.81, described as Low.

The findings reveal that resource availability in IPEd is at a moderate level, indicating that while schools provide culturally relevant materials and technological support, there remain gaps in access to learning tools and instructional resources. This result is consistent with Porter and Morrison (2024), who emphasized that limited and uneven resources hinder program effectiveness, and Firdaussy et al. (2024), who highlighted that inadequate infrastructure and materials constrain the delivery of Indigenous education. Similarly, Johnston (2023) noted that underfunded educational settings limit access to culturally aligned resources, while Addo and Adu (2022) stressed that insufficient materials and infrastructure weaken the integration of culturally relevant teaching practices in classrooms.

Conclusion and Recommendations

Summary of Findings

1.The study revealed that the overall level of implementation of the Indigenous Peoples Education (IPEd) Program was moderate across all key indicators, namely training in IPEd, resource availability, community engagement, curriculum contextualization, and administrative and policy support. Among these, community engagement and curriculum contextualization showed relatively stronger manifestations, while training and resource availability exhibited areas requiring further enhancement.

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 5 | May 2026 - Peer Reviewed Journal

2.In terms of the level of IPEd Program Outcomes, the results likewise indicated a moderate level across the identified dimensions, including successes, challenges, cultural identity and literacy, and academic engagement and retention. Teachers perceived that the program contributed positively to cultural awareness, appreciation, and identity formation, as well as improved participation and engagement of Indigenous learners. However, persistent challenges such as limited resources, inconsistent training, and gaps in implementation support remained evident, suggesting that while the program yields meaningful outcomes, its full potential has yet to be maximized.

3.Furthermore, the study established that there exists a significant relationship between the implementation of the IPEd program and IPEd Program Outcomes. This indicates that higher levels of implementation are associated with improved program results, particularly in terms of learner engagement, cultural identity development, and educational participation. The findings confirm that the effectiveness of the IPEd program is largely dependent on how well it is implemented in the school setting, reinforcing the importance of systematic and consistent implementation across all domains.

4.Lastly, the regression analysis revealed that among the implementation indicators, only community engagement and administrative and policy support significantly influenced IPEd Program Outcomes. These findings highlight that relational factor (community involvement) and systemic factors (leadership and policy support) play a more critical role in determining program effectiveness compared to technical aspects such as training and resource availability. This suggests that strengthening school-community partnerships and ensuring strong institutional commitment are essential in achieving sustainable and impactful outcomes in Indigenous Peoples Education.

Conclusion

1.The findings of the study established that the implementation of the Indigenous Peoples Education (IPEd) Program in the Laak North District was moderately evident across its key dimensions.

2.Similarly, the program outcomes were perceived to be at a moderate level.

3. A significant relationship was found between program implementation and outcomes, confirming that improvements in implementation lead to better educational results.

4. Notably, community engagement and administrative and policy support emerged as the strongest predictors of program success, emphasizing the importance of collaborative partnerships and institutional commitment in achieving meaningful, culturally responsive, and sustainable educational outcomes for Indigenous learners.

The results of the study partially supported the guiding theoretical frameworks, particularly Culturally Responsive Pedagogy (CRP), Critical Race Theory (CRT), and Indigenous Knowledge Systems (IKS). While the significant influence of community engagement and administrative support strongly aligned with CRP and CRT principles emphasizing relational and systemic factors, the non-significant effects of training, resource availability, and curriculum contextualization indicated that these theoretical ideals were not fully realized in practice.

Recommendations

Based on the results of this study, the following recommendations are proposed:

1. School heads, in partnership with Indigenous community leaders and elders, should establish structured and sustained engagement programs such as regular community consultations, cultural immersion activities, and co-designed school initiatives. This will address the low level of active participation and enhance meaningful collaboration beyond passive involvement.

2. The Department of Education (DepEd) Division Office, together with school heads, should intensify monitoring, supervision, and policy implementation by providing clear guidelines, timely resource allocation, and continuous technical assistance. Strengthening leadership commitment and accountability mechanisms will further improve program outcomes.

3. IPEd coordinators and DepEd training units should redesign training programs to be more practical, culture-based, and community-driven, focusing on real classroom applications. Continuous professional development should include mentorship, demonstration teaching, and collaboration with Indigenous cultural bearers to bridge the gap between theory and practice.

4. DepEd and school administrators should prioritize the development and distribution of localized and culturally appropriate instructional materials, including IKSP-based modules and multimedia resources. Collaboration with Indigenous communities is recommended to ensure authenticity, relevance, and sustainability of learning materials.

5. Future researchers are encouraged to conduct similar studies using mixed-method or qualitative approaches to explore deeper insights into the lived experiences of teachers and Indigenous learners. Further studies may also include additional variables such as student achievement data, parental involvement, and longitudinal program evaluation to strengthen the evidence base of IPEd implementation and outcomes.

Acknowledgements

First and foremost, I offer my deepest gratitude to the Almighty God, whose Grace, Wisdom, and Strength sustained me throughout this arduous academic journey. This accomplishment is a testament to His divine guidance during moments of uncertainty and exhaustion.

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 5 | May 2026 - Peer Reviewed Journal

I wish to express my sincere appreciation to the Schools Division of Davao de Oro and the District of Laak North for the privilege of conducting this study. To the Public Schools District Supervisor, school heads, and the dedicated teachers of Laak North District, thank you for your overwhelming cooperation and for sharing the invaluable data that formed the foundation of this research.

A special debt of gratitude is owed to my Thesis Adviser, Sir Jimmy L.Gonday, PhD for the unwavering support, scholarly rigor, and patient mentorship. I also extend my thanks to the members of the Board of Examiners for their constructive criticisms and expert guidance, which refined this manuscript into its final form.

Lastly, I dedicate this work to my family. To my parents Antonio G. Saguing and Jean G. Saguing, to my Husband Jehizkiah G. Recreo, thank you for the endless sacrifices, the emotional support, and the understanding you showed during the countless nights I spent away from you to focus on this endeavor. To my friends and colleagues who offered words of encouragement. This milestone is as much yours as it is mine.

Funding
This research received no external funding from any public, commercial, or not-for-profit funding agency, and no organization provided financial support for the conduct of the study, authorship, or publication of this article.

Competing Interests Statement
The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement
Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

REFERENCES

1. *Alfanta, J., & Aves, B. N. (2025). The moderating effect of school culture on the relationship of Indigenous peoples language attitude and usage. Zenodo (CERN European Organization for Nuclear Research). https://doi.org/10.5281/zenodo.14967830*
2. *Ancheta, O. J., & Casem, R. Q. (2024). Navigating Educational Crossroads: An In-Depth Analysis of the Indigenous Peoples Education (IPED) program in Santol, La Union, Philippines. Diversitas Journal, 9(2). https://doi.org/10.48017/dj.v9i2.2998*
3. *Atay, E. J., Murry, A. T., Barnabe, C., Sawyer, O., & Bednar, M. A. (2023). Indigenous Mentorship for the Health Sciences: An appraisal of a contemporary model by Indigenous stakeholders. Teaching and Learning in Medicine, 36(5), 637–653. https://doi.org/10.1080/10401334.2023.2230577*
4. *Bakogiannis, A., Lorrimer, S., & Papavasiliou, E. (2026). Inclusive pedagogies and practices of English for Academic Purposes (EAP) in higher education (HE): An exploratory survey-based study. Journal of English for Academic Purposes, 80, 101649. https://doi.org/10.1016/j.jeap.2026.101649*
5. *Barney, K., & Williams, H. (2025). Re-defining 'success' in relation to outreach programs for Aboriginal and Torres Strait Islander students: centering the voices of students, staff and caregivers. The Australian Educational Researcher, 52(3), 2301–2321. https://doi.org/10.1007/s13384-025-00812-w*
6. *Beltran, K. A., Agripa, S. A., Bustarga, A. J. O., Cruz, K. B. D., Marmol, S. L., & Morallo, S. J. A. (2025). Practices and Challenges in implementing inclusive education in Philippine Elementary Schools. Journal of Education Research, 6(1), 8–22. https://doi.org/10.37985/jer.v6i1.2251*
7. *Bularon, E. D. (2025). Mother tongue-based instruction: Effects on learners' performance. Sprin Journal of Arts Humanities and Social Sciences, 4(2), 47–54. https://doi.org/10.55559/sjahss.v4i2.472*
8. *Cameron, R. E., Bird, M. J., First, D. D. N., & Fuller-Thomson, E. (2024). Creating a "sense of belonging" for Indigenous students: identifying supports to improve access and success in post-secondary education. AlterNative an International Journal of Indigenous Peoples, 20(4), 732–740. https://doi.org/10.1177/11771801241291242*
9. *Chung, U. M., & Ginting, D. (2021). Student engagement and factors affecting active learning in English language teaching. Voices of English Language Education Society, 5(2), 215–228. https://doi.org/10.29408/veles.v5i2.3968*
10. *Colicol, F. L. (2024). Pragmatism as basis of the integration of Indigenous knowledge systems and practices in the Philippine K-12 Indigenous Peoples Education Program: Problematizing and ways forward. Educational Philosophy and Theory, 56(10), 1021–1033. https://doi.org/10.1080/00131857.2024.2348807*
11. *Cozmescu, H. (2024). Settler teachers' engagement with first nations content in the Australian curriculum. Pedagogy Culture and Society, 33(4), 1373–1395. https://doi.org/10.1080/14681366.2024.2361855*
12. *Culduz, M. (2023). The impact of educational leadership in improving the learning experience. In Advances in educational marketing, administration, and leadership book series (pp. 168–189). https://doi.org/10.4018/978-1-6684-8332-9.ch008*

13. *Da Silva, C., Pereira, F., & Amorim, J. P. (2023). The integration of indigenous knowledge in school: a systematic review. Compare a Journal of Comparative and International Education, 54(7), 1210–1228. https://doi.org/10.1080/03057925.2023.2184200*
14. *Dalengga, G., & Naanep, N. (2025). Implementation of National Indigenous People's Education Policy Framework and the level of Indigenous Knowledge System Practices of Blaan Tribe in Sultan Kudarat. Psychology and Education a Multidisciplinary Journal, 40(10), 1255–1265. https://doi.org/10.70838/pemj.401001*
15. *Datta, R., Chapola, J., Charles, C., & Haque, C. E. (2025). Land-based meanings of disaster adaptations from Woodland Cree First Nation, Canada. Canadian Geographies / Géographies Canadiennes, 69(2). https://doi.org/10.1111/cag.70014*
16. *Dillon, A., Riley, P., Filardi, N., Franklin, A., Horwood, M., McMullan, J., Craven, R. G., & Schellekens, M. (2024a). What are the success factors for schools in remote Indigenous communities? British Educational Research Journal, 50(3), 944–963. https://doi.org/10.1002/berj.3962*
17. *Dohinog, J., Aniñon, C., Gornez, I., Pagador, A. F., Garupa, M. J., Pocong, G. M., Bolo, C. C., Deniega, L. M., Sitones, J., Ducanes, R. J., Lai, J. A., Pescante, R. S., Temple, E., & Cabello, C. (2025). Utilization of Contextualized Instructional materials in Education: A Systematic review. Psychology and Education a Multidisciplinary Journal, 44(2), 203–214. https://doi.org/10.70838/pemj.440203*
18. *Gabriela, M., Alejandro, R. C., & Diego, R. M. (2024). Challenges and developments in multilingual education in Indigenous Amazonian communities of Peru. Research and Advances in Education, 3(1), 33–43. https://doi.org/10.56397/rae.2024.01.04*
19. *Gaite, C. R. (2025a). Academic goals and aspirations of the Indigenous students. Journal of Interdisciplinary Perspectives, 3(8). https://doi.org/10.69569/jip.2024.196*
20. *Gulam, E. R. F., F., & Hordista, A. S. (2024). Implementation of Indigenous people education in Sarangani Province. In Psychology And Education: A Multidisciplinary Journal (Vol. 27, Issue 4, pp. 392–406) [Research Article]. https://doi.org/10.5281/zenodo.14018756*
21. *Gultiano, J. O., & Felicilda, R. (2025). Heritage Tourism in Davao City: Challenges in preservation and promotion of historical sites. International Journal of Research and Innovation in Social Science, IX(VI), 1791–1795. https://doi.org/10.47772/ijriss.2025.906000140*
22. *Holmes, C., Guenther, J., Oliver, R., & Ober, R. (2024). 'Learning can be anywhere' – On the ground views of what impacts student engagement and attendance in remote Australian schools. Australian Journal of Education, 69(1), 79–98. https://doi.org/10.1177/00049441241303785*
23. *Ilić, B. Ć., Gregorová, A. B., & Heinzová, Z. (2025). Community Engagement in Higher Education manual. https://doi.org/10.62343/cehem.2025*
24. *Kaur, A. (2025). The Influence of Institutional culture on student Retention in Higher Education: a Systematic review. Zenodo (CERN European Organization for Nuclear Research). https://doi.org/10.5281/zenodo.15388110*
25. *Kurdiati, L. A. (2026). Collaborative Integration of Indigenous knowledge and Pedagogical Approaches in science Education: A Systematic Review of Epistemological Perspectives (2020–2025). Abjadia International Journal of Education, 11(1), 128–142. https://doi.org/10.18860/abj.v11i1.40284*
26. *Latupeirissa, J. J. P., Dewi, N. L. Y., Prayana, I. K. R., Srikandi, M. B., Ramadiansyah, S. A., & Pramana, I. B. G. a. Y. (2024). Transforming Public Service Delivery: A Comprehensive Review of Digitization Initiatives. Sustainability, 16(7), 2818. https://doi.org/10.3390/su16072818*
27. *Lumayas, S. R. S., & Brazil, M. C. (2026). The learning experiences of Indigenous Peoples' (IP) children in Glan. International Journal of Research and Innovation in Social Science, 10(2), 982–993. https://doi.org/10.47772/ijriss.2026.10200071*
28. *Malinao, A. J., & Miano, J. J. (2025). Implementing the MATATAG Curriculum: a qualitative study on teachers' challenges, adaptation strategies, and support needs. Journal of Interdisciplinary Perspectives, 3(5). https://doi.org/10.69569/jip.2025.133*
29. *Mansfield, K. C., & Lambrinou, M. (2024). Culturally responsive leadership: a critical analysis of one school district's five-year plan. Frontiers in Education, 9. https://doi.org/10.3389/feduc.2024.1385788*
30. *Mao, J., & Chui, H. (2025). Indigenous education in Taiwan: policy gaps, community voices, and pathways forward. Genealogy, 9(3), 88. https://doi.org/10.3390/genealogy9030088*
31. *McDonald, S., Saunders, G., Eley, A., Parish, G., Lister, K., Tansell, A., Reid, K. L., Morgan, J., & Carver, L. (2025). Student perspectives on building belonging through inclusive teaching and learning practices and learning opportunities. Open Scholarship of Teaching and Learning, 5(1). https://doi.org/10.56230/osotl.137*
32. *Muliati, A., Sihotang, W., Octaviany, R. A., & Darwin. (2022). Effectiveness of school resources management in improving the quality of education. East Asian Journal of Multidisciplinary Research, 1(6), 901–916. https://doi.org/10.55927/eajmr.v1i6.480*
33. *Nataño, N. M. (2023). Perspectives on curriculum contextualization and localization as integral to promoting Indigenous knowledge. Zenodo (CERN European Organization for Nuclear Research). https://doi.org/10.5281/zenodo.8031638*
34. *Noorman, K., & Brancale, J. N. (2025). Individual and institutional facilitators and barriers to reentry preparedness among detained and committed youth. Social Sciences, 14(4), 222. https://doi.org/10.3390/socsci14040222*
35. *Norberte, N. (2024a). Implementation and responsiveness of indigenous people education program in Socsargen. Journal of Social Humanity and Education, 4(4), 263–275. https://doi.org/10.35912/jshe.v4i4.1990*
36. *Oxtero, I. A. (2022). Implementation of Indigenous Peoples (IPEd) Program in Agusan del Sur: A Case Study. Asian Journal of Research in Education and Social Sciences. https://doi.org/10.55057/ajress.2022.4.2.8*
37. *Paller, M. F., & Quirap, E. A. (2024). Teachers' resilience and Self-Efficacy. International Journal of Multidisciplinary Research and Analysis, 07(04). https://doi.org/10.47191/ijmra/v7-i04-35*

SJIF Impact Factor (2026): 8.863| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 11 | Issue: 5 | May 2026 - Peer Reviewed Journal

38. *Papageorgiou, E., Wong, J., Liu, Q., Khalil, M., & Cabo, A. J. (2025). A Systematic Review on Student engagement in Undergraduate Mathematics: Conceptualization, Measurement, and learning Outcomes. Educational Psychology Review, 37(3). https://doi.org/10.1007/s10648-025-10046-y*
39. *Pedrajas, R., & Mosquera, J. (2025). Implementation and Effectiveness of Indigenous Peoples Education (DePEd Order 62, S. 2011) Policy Framework in Tupi, South Cotabato. Psychology and Education a Multidisciplinary Journal, 40(4), 531–550. https://doi.org/10.70838/pemj.400406*
40. *Prehn, J., Wigg, T., & Guerzoni, M. A. (2025). Parental perspectives on teaching Indigenous cultures: education, epistemic power, and colonial structures. The Australian Educational Researcher, 52(6), 4333–4353. https://doi.org/10.1007/s13384-025-00899-1*
41. *Putri, G. A. (2024). Social Support and Educational Resilience: A Systematic review of students facing academic challenges. Vifada Journal of Education., 2(2), 24–44. https://doi.org/10.70184/hnxrcx44*
42. *Ramli, R., Razali, R., Gadeng, A. N., Diana, N., & Hariadi, J. (2025). Integrating Local Knowledge into Higher Education: A Qualitative Study of Curriculum Innovation in Aceh, Indonesia. Education Sciences, 15(9), 1214. https://doi.org/10.3390/educsci15091214*
43. *Rosa, W. E., Santos, J., Agbeko, A. E., Barksdale, C. L., Carvajal, S., Dillard, D., Elk, R., Emrick, G. E., Gany, F., Gazaway, S., Leng, J., Mazor, M., Moore-Monroy, M., Salins, N., Godwin, K., Bhoo-Pathy, N., Borda, J. P., Fernández-González, L., Mann, E., . . . Pérez-Stable, E. J. (2025). Community-based participatory research: a lifeline to achieve people-centered care. Frontiers in Public Health, 13, 1693459. https://doi.org/10.3389/fpubh.2025.1693459*
44. *Rožman, M., Vrečko, I., & Tominc, P. (2025). Psychological factors impacting academic performance among business studies' students. Education Sciences, 15(2), 121. https://doi.org/10.3390/educsci15020121*
45. *Saidah, K., Mujiwati, E. S., & Damariswara, R. (2025). Capturing the Understanding of Cultural Literacy in Prospective Elementary School Teacher Students: Bringing Culture into Education. Journal of Innovation in Educational and Cultural Research, 6(3), 592–599. https://doi.org/10.46843/jiecr.v6i3.2048*
46. *Sanchez, J. C., & Dagondon, L. M. B. (2025). Readiness in the implementation of Indigenous Peoples Education (IPED) in Ozamis Integrated School in Aloran, Misamis Occidental. Journal of Education and Learning Reviews, 2(6), 65–72. https://doi.org/10.60027/jelr.2025.2278*
47. *Stover, J., Avadhanula, L., & Sood, S. (2024). A review of strategies and levels of community engagement in strengths-based and needs-based health communication interventions. Frontiers in Public Health, 12, 1231827. https://doi.org/10.3389/fpubh.2024.1231827*
48. *Ukhurebor, K., Odinakachi, O. E., Mbalisi, F. O., Opateye, J., & Leonard, E. (2023). Accessibility of instructional materials for effective teaching: outlook from high schools in Eleme, River State, Nigeria. Cypriot Journal of Educational Sciences, 18(2), 456–469. https://doi.org/10.18844/cjes.v18i2.8225*
49. *Valdebenito, S., Gaffney, H., Arosemena-Burbano, M. J., Hitchcock, S., Jolliffe, D., & Sutherland, A. (2025). School-Based Interventions for reducing Disciplinary School Exclusion. An Updated Systematic review. Campbell Systematic Reviews, 21(4), e70063. https://doi.org/10.1002/cl2.70063*
50. *Ventura, G., & Gutierrez, J. (2024). Strategies in Contextualizing Araling Panlipunan Curriculum in Junior High School. E-Dawa/Dawa ISPSC Research & Extension Journal, 4(2), 96–109. https://doi.org/10.56901/aanr3483*
51. *Vigfússon, K., Jóhannsdóttir, L., & Ólafsson, S. (2021). Obstacles to strategy implementation and success factors: A review of empirical literature. Strategic Management, 26(2), 12–30. https://doi.org/10.5937/straman2102012v*
52. *Vugteveen, J., Esquivel, F. F., & Luijer, C. (2025). Defining student success as a multidimensional concept: A scoping review. International Journal of Educational Research Open, 9, 100518. https://doi.org/10.1016/j.ijedro.2025.100518*
53. *Yip, S. Y., & Chakma, U. (2024). The teaching of Indigenous knowledge and perspectives in initial teacher education: a scoping review of empirical studies. Journal of Further and Higher Education, 48(3), 287–300. https://doi.org/10.1080/0309877x.2024.2327029*
54. *Yusooff, F., Jailani, M. a. B., Mansor, A. B. A., Siew, W. H., & Keat, O. C. (2025). Understanding Disparity in Education and Challenges among Indigenous Communities: A Case Study. International Journal of Research and Scientific Innovation, XII(I), 49–53. https://doi.org/10.51244/ijrsi.2025.12010004*
55. *Zhang, S., Ren, D., & Wu, J. (2026). Listening comprehension and its influence on reading fluency in primary students with special educational needs: a study in mainstream inclusive classrooms. Frontiers in Psychology, 17, 1678170. https://doi.org/10.3389/fpsyg.2026.1678170*
56. *Zickafoose, A., Ilesanmi, O., Diaz-Manrique, M., Adeyemi, A. E., Walumbe, B., Strong, R., Wingenbach, G., Rodriguez, M. T., & Dooley, K. (2024). Barriers and Challenges affecting quality Education (Sustainable Development Goal #4) in Sub-Saharan Africa by 2030. Sustainability, 16(7), 2657. https://doi.org/10.3390/su16072657*
57. *Zuanuwar, S. H. B. M. (2020). The influence student attendance management system on academic performance. Journal of Social Transformation and Education, 1(1), 26–62. https://doi.org/10.54480/jste.v1i1.3*