



Issues on the Implementation of Indigenous Peoples Education and Teachers' Performance

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Abstract: Indigenous Peoples Education (IPEd) is crucial for empowering indigenous communities and preserving their cultures; however, teacher training and resources specifically for IP contexts may be lacking to maximize its impact on teachers' performance fully. This study explored the issues surrounding the implementation of Indigenous Peoples and its impact on teachers' performance in the context of indigenous communities. This study specifically aimed to determine the level of issues related to the implementation of Indigenous People's education as perceived by teachers, the level of teachers' performance, and their significant relationship.

This study extracted the data from the one hundred fifty (150) elementary teachers in Talakag II District, Division of Bukidnon. A two-part patterned and modified questionnaire was employed to gather the desired data. A descriptive correlational research design utilizing mean, standard deviation, and Pearson r correlation to statistically process the data was employed.

The data revealed that the allocation of program support fund is the most significant issue in the implementation of Indigenous People's Education, while availment and release is the least significant. teachers' performance is highest in the learning environment aspect but lowest in addressing diversity of learners. Additionally, there is a weak but significant relationship between teachers' perception of issues in implementing Indigenous Peoples Education and their performance. The researcher recommends that school administrators provide tailored training and professional development opportunities for teachers, focusing on cultural sensitivity. DepEd should consider employing support staff to provide guidance and support in addressing learner diversity, and future researchers are encouraged to further investigate the impact of interventions to contribute to evidence-based practices in indigenous education.

Keywords: Teachers' Performance, Implementation of IPEd

I. INTRODUCTION

Teachers assigned to Indigenous People's communities may encounter challenges communicating with indigenous learners for a variety of reasons. Poverty, discrimination, and sociocultural marginalization are common issues for indigenous learners, which can make effective communication difficult. Furthermore, the lack of culture-based learning materials, as well as teachers' lack of skill in indigenizing lessons, might make it difficult to implement Indigenous Peoples Education programs. The pandemic has impacted communication by limiting conversation and varying interventions in online learning. Addressing these problems and concerns is critical to the successful implementation of Indigenous Peoples Education programs in schools (Jester, Eduardo & Gabriel 2021).

The implementation of Indigenous Peoples Education raises a slew of challenges and concerns that must be handled properly. One of the key issues was ensuring the inclusion of culturally appropriate and relevant information in the curriculum that respects and preserves Indigenous communities' distinctive customs, languages, and knowledge systems. To avoid cultural absorption and the destruction of indigenous traditions, this involves engagement and consultation with local Indigenous leaders and educators. Furthermore, equal access to high-quality education remains a significant challenge, as many Indigenous communities are geographically isolated and have limited resources, limiting their children's educational chances. Furthermore, it might be difficult to find and keep qualified teachers with both essential educational abilities and an awareness of Indigenous cultures and histories.

To address these difficulties and concerns, a thorough and coordinated effort including government agencies, educational authorities, schools, instructors, and Indigenous communities is required. Increased funding for resources and infrastructure, as well as the incorporation of Indigenous knowledge and culture into the curriculum, are some of the measures that can support the successful implementation of Indigenous Peoples Education and improve teachers' performance in serving Indigenous students.

According to DepEd No. 22, s. 2016, the Implementing Guidelines on the Allocation and Utilization of the Indigenous People Education (IPEd) Program Support Fund for Fiscal Year (FY) 2016, is that the Indigenous Peoples Education (IPEd) Program is

DepEd's answer to indigenous people's entitlement to basic education that is contextually appropriate, respects their identities, and promotes the value of their cultural heritage. Build the capacity of teachers, school heads, and other concerned people at various levels of governance to implement culture-based education in order to make the curriculum culturally sensitive to the specific community context of IP learners. It is geared to assist in developing culturally appropriate learning resources and a learning environment that is responsive to the specific community of learners, to strengthen the policy environment that is supportive of IPed, and to address the learning needs of IP learners who do not have access to basic education services.

According to Education United Nations for Indigenous Peoples (2019), too often, education systems do not respect indigenous peoples' diverse cultures. There are too few teachers who speak their languages and their schools often lack basic materials. Educational materials that provide accurate and fair information on indigenous peoples and their ways of life are particularly rare. In Talakag Bukidnon, especially in District II, where there are twelve (12) elementary schools, and in those schools, most of the learners are indigenous people. Many teachers are assigned to such a community when they are not IP teachers and do not understand the language of that specific community. The researcher wants to assess teachers of what level they are implementing indigenous people's education into their schools or regular teaching. However, the researcher also observed that the pupils had difficulty understanding the concepts and terms even though they were stated in vernacular.

With this, indigenous education gives educational efforts and policies mean to fulfill the special needs, rights, and aspirations of indigenous communities, or indigenous peoples throughout the country. The education system acknowledges their cultural variety and unique knowledge systems, with the goal of providing them with fair access to quality education while honoring and maintaining their cultural legacy. It recognizes and incorporates indigenous cultures, languages, customs, and knowledge systems within the curriculum. It strives to foster their cultural identification, pride, and self-esteem. Through multilingual education, it was also important since they have their own languages. The MLE programs are being designed to provide education in indigenous mother tongue, ensuring that they can properly learn and improve their cognitive capacities before switching to the national language (Future Learn, 2022). In contextualized curriculum, the localized and contextualized materials are instructional materials produced by the teachers and the students using the objects and local products/materials around them. In the immediate community, they should be prepared and used in classroom lessons to improve the academic performance of students.

Estravo (2019) recognizes traditional ecological knowledge, sustainable practices, and indigenous talents in the educational system. It promotes the active participation of indigenous communities, elders, and leaders in the formulation and implementation of educational programs. Participation in the community ensures that education is aligned with local goals and respects indigenous values and perspectives.

Therefore, their education was based on the acknowledgment and protection of indigenous rights, such as the right to self-determination, control over their lands and resources, and the ability to preserve and promote their cultural heritage. The goal of education policies and initiatives is to empower indigenous communities and nurture their social, cultural, and economic growth.

. LITERATURE AND RELATED STUDIES

This section deals with literature and studies relevant to the present study. The review consists of related literature that served as a pathfinder in the implementation of Indigenous Peoples Education. Other variables related to the study were taken into consideration. Several books have been amply documented to support the framework of the study.

To address these difficulties, indigenous groups must be involved in the formulation and implementation of educational policies that promote culturally sensitive and inclusive educational practices. Respecting their languages and traditions, offering cultural competency training for teachers, and investing in schools and resources are critical steps toward guaranteeing a fair and empowering education for them.

The integration of indigenous perspectives into educational frameworks is crucial for promoting the well-being of indigenous students, as highlighted by Kovach et al. (2018). Their study emphasizes the need for culturally relevant curricula and active community involvement in education. Similarly, McKinley and Smith (2019) provide comprehensive insights into various indigenous education systems worldwide, advocating for policies and practices that support culturally responsive education. This includes case studies and best practices for incorporating indigenous knowledge into educational settings.

The Truth and Reconciliation Commission of Canada (2018) outlines the progress and challenges in integrating its recommendations into Canadian educational policies, emphasizing the importance of respecting indigenous languages, cultures, and histories in school curricula. Also, Restoule et al. (2019) discuss the intersection of indigenous and Western knowledge systems, advocating for policies that support the inclusion of indigenous epistemologies and pedagogies in mainstream education.

Kovach (2020) provides insights into research and educational practices that honor indigenous ways of knowing, emphasizing the need for involving indigenous communities in educational policy-making. McCarty and Lee (2018) explore the critical role of indigenous languages in education and youth development, arguing for educational policies prioritizing language revitalization and culturally sustaining pedagogies.

Further, Pihama, et al. (2019) highlight the value of indigenous storytelling in education, advocating for policies that integrate indigenous narratives into curricula to enhance cultural understanding and respect. Finally, Gerlach and Sullivan (2021) examine the concept of cultural safety in indigenous education, providing recommendations for creating educational environments that are respectful and supportive of indigenous students.

These sources collectively underscore the importance of culturally sensitive and inclusive educational practices for indigenous peoples and emphasize the need for active involvement of indigenous communities in educational policy-making.

DepEd shall allocate the program support fund to the regional and school division offices on an annual basis to support IPed's implementation plans and priorities. The availability, release, utilization, and liquidation of the money shall be governed by the Multi-Year Implementing Guidelines on the Allocation and Utilization of the Indigenous Peoples Education (IPed) Program Support Money, which are attached (DO No.3, s. 2017). The number of schools with IP learners, track record on fund utilization, and prompt report submissions from previous years.

Marsh and Wohlstetter (2018) review the allocation of funds within the charter school system, highlighting how program support funds are distributed and their impact on educational outcomes. They also discuss the effectiveness and challenges associated with these funding mechanisms. Similarly, Baker and Weber (2020) examine the equity and adequacy of state school finance systems in the United States, focusing on the distribution of program support funds and providing insights into ensuring fair and effective use across different districts.

Training for teachers and school administrators for IPEd implementation, workshops on Indigenous Learning Systems (ILS), workshops on community participation and cooperation, and technical assistance training for supervisors of schools implementing IPEd. Education planning at the division and school levels, which shall address the prerequisite processes and requirements for suitable curriculum development and execution, as well as the development of learning resources such as curriculum and learning resources development it is making the curriculum sensitive to and responsive to the cultural and social context of the IP students being served by the school/learning program, as well as creating the necessary resources for culture-based learning, next is the capacity building which is to train teachers, supervisors, and staff members throughout DepEds offices/units to implement IPEd effectively and this training may incorporate resource people from the local community and education planning which shall go over the necessary procedures and specifications for suitable curriculum development and execution, learning materials development, and other essential issues (DepEd Order No. 62, s. 2016).

In addition, Lomawaima and McCarty (2019) explore the historical and contemporary issues in indigenous education, stressing the need for culturally sensitive educational planning and resource development. Madden and McGregor (2018) examine how teachers incorporate Indigenous rights and perspectives into their practices, highlighting the importance of professional development and community involvement. Also, Castagno (2019) addresses the challenges of implementing culturally responsive education, underscoring the need for educator training and culturally relevant curricula. Goulet and Goulet (2018) provide practical insights into developing culturally responsive teaching practices and curricula, emphasizing community involvement and the integration of indigenous knowledge systems. On the same line, Battiste (2018) discusses decolonizing education through culturally responsive curriculum development and empowering indigenous communities, highlighting the importance of training educators to integrate indigenous knowledge. Collectively, these sources provide a contemporary understanding of the importance of culturally sensitive and inclusive educational practices for indigenous peoples, emphasizing the need for training, community involvement, curriculum development, and capacity building (DepEd Order No. 62, s. 2016).

The method by which indigenous people have access to and receive educational materials, initiatives, and assistance that are especially created to fulfill their particular educational needs. It entails the actions taken by Indigenous communities to access educational opportunities and the eventual release or provision of those resources by pertinent educational institutions, governmental bodies, or other stakeholders.

Sims and Sarra (2020) provide a framework for training professionals in cultural competency, including educators, which is crucial for the successful implementation of indigenous education programs. Their work highlights the significance of community participation in training sessions and the development of indigenous learning systems, which enhances the effectiveness of educational initiatives designed for the populations.

Moreover, the WestEd report (2020) emphasizes the importance of integrating indigenous lifeways and values within educational systems to protect tribal sovereignty and nurture their future leaders. This involves not only developing culturally sustaining curricula but also ensuring that educational resources are accessible and relevant to indigenous communities. These sources collectively provide a comprehensive understanding of the processes and strategies involved in the availment and release of educational materials and support this community, emphasizing the need for culturally sensitive and inclusive educational practices.

The study of roles and responsibilities in Indigenous Peoples Education encompasses a diverse array of literature, reflecting the multifaceted nature of this field. White, Black, and Grey (2020) examine the process of decolonization within Indigenous communities, elucidating the roles of stakeholders in reclaiming Indigenous knowledge systems. Complementing this, Redwood, Green and Yellowbear (2019) scrutinize the impact of government policies on indigenous education, emphasizing the responsibilities of government agencies.

Teachers' performance is how successfully educators carry out their tasks and duties in the classroom and school setting. It includes several parts of their work that contribute to the overall effectiveness of their teaching and impact on students. Johnson, Smith, and Brown (2020) present a detailed exploration of the multifaceted aspects shaping teachers' effectiveness within educational environments. The review meticulously dissects various elements influencing teachers' performance, ranging from intrinsic motivators to external factors. By delving into teacher motivation, professional development opportunities, classroom management techniques, instructional strategies, and the broader school environment, the authors offer a holistic understanding of the complexities surrounding educators' roles. Through this comprehensive analysis, the article elucidates how these factors interplay and ultimately impact teachers' abilities to fulfill their duties and responsibilities effectively.

Furthermore, the review extends its purview to encompass the repercussions of teacher performance on student learning outcomes and the overall success of educational institutions. By synthesizing existing literature, this study not only provides valuable insights into the dynamics shaping teachers' performance but also offers a roadmap for enhancing teaching efficacy in contemporary educational landscapes.

Adams, Wilson and Garcia (2019) delve into the intricate relationship between teachers' content knowledge and their pedagogical practices, underscoring its pivotal role in teacher preparation. Through empirical research and theoretical analysis, it investigates how teachers' depth of understanding of subject matter informs their instructional methods and effectiveness in fostering student learning. Moreover, the article scrutinizes the incorporation of both content knowledge and pedagogy within teacher education programs, shedding light on effective strategies for nurturing proficiency in these domains. It provides valuable insights into enhancing teaching quality and improving student outcomes in contemporary educational contexts by elucidating the nuanced interplay between content knowledge and pedagogical practices.

Smith, Johnson, and Brown (2020) provide an insightful exploration of the pivotal role of positive learning environments within educational settings. Through a blend of theoretical underpinnings and practical strategies, it emphasizes the significance of fostering well-structured and supportive environments to enhance student motivation, mitigate behavioral issues, and ultimately elevate learning outcomes. By delving into the implications of such environments for nurturing a lifelong passion for learning among students, the authors offer valuable guidance to educators. Through this comprehensive approach, the study equips educators with the tools and insights necessary to cultivate learning environments where students feel empowered to explore, question, and actively participate in their educational journey, thus laying the foundation for their continued growth and development beyond the classroom.

Jones, Garcia, and Patel (2019) underscore the pivotal role of diversity in education and provides actionable strategies for cultivating inclusive learning environments. By emphasizing the importance of students feeling valued and accepted for their individual identities, the article highlights how such acceptance fosters increased engagement, academic achievement, and social success. Furthermore, the authors illuminate the broader benefits of diversity, noting its role in preparing students to navigate an interconnected world with empathy and understanding. Through theoretical insights and practical recommendations, the article offers educators valuable guidance on promoting diversity, equity, and inclusion within educational settings. By implementing these strategies, educators can enhance student learning experiences and outcomes while fostering a classroom culture of inclusivity and acceptance.

The study by Smith, Johnson, and Brown (2020) provides a comprehensive examination of the critical role that curriculum design and planning play in optimizing student learning experiences. By highlighting the significance of establishing a well-structured curriculum and thoughtfully arranging the teaching process, the article underscores how educators can create meaningful and coherent learning experiences for their students. Moreover, the emphasis on flexibility in planning allows teachers to cater to the diverse needs and interests of their students, thereby fostering a dynamic and successful learning environment. Through a combination of theoretical insights and practical strategies, the authors offer valuable guidance to educators on enhancing curriculum design and planning practices.

Community connections and professional development are critical components of a teacher's performance because they extend the teacher's effectiveness beyond the classroom. Teachers may create a more supportive and enriching learning environment for their pupils by collaborating with the community.

Brown, Garcia, and Patel (2020) delve into the profound impact of community connections and ongoing professional development on teacher effectiveness. The article underscores the significance of collaborative efforts between educators and the community in creating a supportive and enriching learning environment for students. Moreover, it emphasizes the pivotal role of continuous professional development in empowering teachers to extend their influence beyond the confines of the classroom. Through a combination of theoretical insights and practical examples, the authors provide guidance on establishing and nurturing community linkages while engaging in meaningful professional development activities. By leveraging these strategies, educators can strengthen their teaching practices, foster greater student engagement, and ultimately enhance student outcomes.

Theoretical and Conceptual Framework

This study is anchored on the Systems Theory as cited in the study of Main (2023). The theory views organizations as interconnected and interdependent systems consisting of various components that work together to achieve common goals. In this case, the independent variables represent the different components or elements of the program support system, while the dependent variables represent the outcomes or performance indicators of the teachers within that system.

According to the Systems Theory, changes or interventions in one component of a system can have a significant impact on other components and the overall functioning of the system. Therefore, the allocation of program support fund, eligible activities and expenses, availment and release, and roles and responsibilities can influence and interact with the different aspects of teacher performance. For example, the availability of sufficient funds and clear roles and responsibilities can support teachers in enhancing their content knowledge and pedagogical skills, creating a conducive learning environment, addressing the diverse needs of learners, and effectively implementing the curriculum and assessment practices. Additionally, community linkages and professional engagement can contribute to teachers' personal growth and professional development.

Therefore, the theory allows to analyze the complex interactions and influences between the independent variables of the program support system and the dependent variables of teacher performance. It emphasizes the critical role of the system components in shaping teachers' knowledge, skills, and attitudes, as well as the reciprocal impact of teacher performance on the system as a whole.

DepEd Order No. 22, s. 2016 sets the Implementing Guidelines on the Allocation and Utilization of the Indigenous Peoples Education Program Support Fund for Fiscal Year (FY) 2016. The DepEd hereby establishes the rules for availment, release, utilization and liquidation, namely allocation of program support fund, eligible activities and expenses, availment and release, and roles and responsibilities. These were to be used to know the Issues on the implementation of Indigenous Peoples' Education and teachers' performance in Talakag II District.

In evaluating the level of teachers' performance, the researcher used the Individual Performance Commitment and Review Form (IPCRF) from the Result-Based Performance Management System (RPMS). There are seven (7) Key Results areas: Content Knowledge and Pedagogy, Learning and Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development.

Figure 1 shows the schematic presentation of the interplay between the independent and dependent variables. The independent variables are the issues which are the allocation of program support fund, eligible activities and expenses, availment and release, and roles and responsibilities where the dependent variables are the teacher's performance which are content knowledge and pedagogy, learning and environment, diversity of learners, curriculum and planning, assessment and reporting, community

linkages and professional engagement and personal growth and professional development. The dependent variables are the teachers' performance in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development.

In this context, the independent variables represent the different elements of the program support system that influence teacher performance. The allocation of program support funds and eligible activities and expenses can provide teachers with the necessary resources and opportunities to enhance their content knowledge and pedagogical skills. Adequate funds can support professional development initiatives, access to relevant materials and resources, and opportunities for training and workshops. These elements can directly impact the teachers' performance in terms of content knowledge and pedagogy.

Furthermore, the availment and release of program support and the roles and responsibilities assigned to teachers can also shape their performance. Clear guidelines and efficient processes for accessing program support can reduce administrative burdens and ensure timely implementation of supportive activities. Well-defined roles and responsibilities can provide teachers with a clear understanding of their tasks and expectations, promoting effective curriculum and planning, assessment and reporting practices, and fostering a positive learning environment.

Additionally, the interplay between the independent and dependent variables extends to the community linkages and professional engagement aspects. A strong connection between schools and the community can provide teachers with opportunities to collaborate with external stakeholders, access additional resources, and gain diverse perspectives. This community engagement can contribute to their personal growth and professional development, enhancing their overall performance.

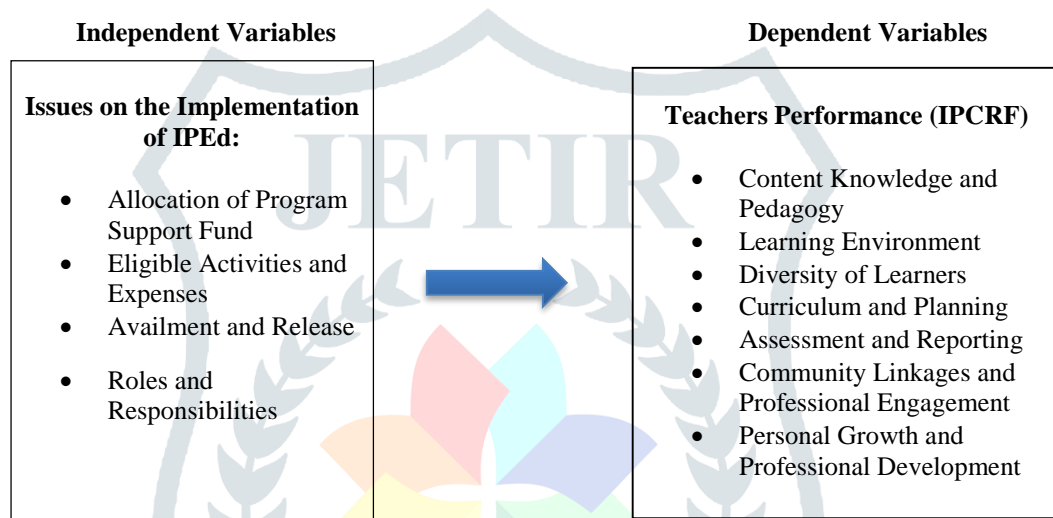


Figure 1. The Schematic Presentation on the Interplay between Independent and Dependent Variables of the Study

Statement of the Problem

This study aimed to determine the level of issues on the Implementation of the Indigenous People in Education in Talakag II District Division of Bukidnon during the School Year 2023- 2024. Specifically, this study aimed to answer the following:

1. What is the level of issues in the implementation of indigenous peoples education in terms of allocation of program support fund, eligible activities and expenses, availment and release, and roles and responsibilities?
2. What is the level of teachers' performance considering the following: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development?
3. Is there a significant relationship between the issues on the implementation of indigenous people's education and teachers' performance (IPCRF)?

III. METHODOLOGY

This study employed the descriptive correlation research design to determine the implementation level of Indigenous Peoples Education in Talakag II District of Bukidnon. This design is used to collect data about current events and conditions. The correlation research method was used for research studies to determine the existence of a relationship between the two variables.

This research employed a survey method to describe the issues on the implementation of indigenous peoples education and teachers' performance in Talakag Bukidnon. In essence, surveys gather information to depict and condense details regarding a particular area of interest. This approach is prevalent in social science fields like education, psychology, and sociology.

Supporting this choice, Singh and Sharma (2021) discuss the significance of descriptive research methods in education. Their paper emphasizes how these methods help us understand the characteristics of educators, students, and the learning environment itself.

3.1 Respondents and Sampling

The respondents of this study were the one hundred fifty (150) public elementary school teachers in Talakag II District, Division of Bukidnon, during the School Year 2023-2024. There were forty-eight (48) males and one hundred- two (102) females, with a total of one hundred fifty (150) elementary teachers. The distribution of respondents is shown in Table A below.

Table A
Distribution of Respondents

Schools	Respondents
Migpait ES	7
Lantud ES	15
Makabugwas Ta San Dionesio	7
San Mateo ES	7
Colawingon ES	8
Indulang IS	17
San Rafael ES	23
Tikalaan Central School	25
Lourdes Village ES	6
Megbadiang ES	9
Dominorog ES	16
Tigaason ES	9
Total	150

3.2 Research Instrument

The research instrument of this study was adopted from DepEd Order 22, s. 2016, the Implementing Guidelines on the Allocation and Utilization of the Indigenous Peoples Education (IPEd) Program Support Fund and DepEd Order 42, s. 2017, known as the Philippine Professional Standard for Teachers (PPST).

Part I was the issue on the implementation of indigenous peoples education in terms of allocation of program support fund, eligible activities and expenses, availment and release, and roles and responsibilities.

Part II was the teacher's performance, such as content knowledge and pedagogy, learning and environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement and personal growth and professional development. As to the scoring procedure of the issues and concerns are 1- Never, 2- Seldom, 3- Most of the Time and 4- At all Times while the teacher's performance, the scaling was 1-Poor, 2- Unsatisfactory, 3- Satisfactory, 4- Very Satisfactory, and 5- Outstanding.

3.3 Data Collection

Before gathering the data, the researcher sought permission from the Phinma-Cagayan de Oro College Graduate Office. When the permission was approved, a letter requesting authorization was sent to the Division Superintendent of the Department of Education. After approval, a letter was sent to the School District Supervisor and, lastly, to the School Heads of the respective institutions requesting permission to undertake the study. The researcher presented the respondents with the study's purpose. The researcher used the questionnaires to collect the essential data. Finally, the papers were collected, interpreted, and analysed.

3.4 Categorization of Variables and Scoring Procedure

To facilitate the analysis and interpretation of the data, the following categorizations for the independent and dependent variables were used.

Part I. Issues on the Implementation of Indigenous Peoples Education

Scale	Range	Description	Interpretation
4	3.26- 4.00	At all Times	Very High
3	2.51- 3.25	Most of the Time	High
2	1.76- 2.50	Seldom	Low
1	1.00- 1.75	Never	Very Low

Part II. Teachers' Performance

Scale	Range	Description	Interpretation
5	4.500- 5.000	Outstanding	Role Model
4	3.500-4.499	Very Satisfactory	Consistently Demonstrate
3	2.500-3.499	Satisfactory	Most of the Time Demonstrate
2	1.500- 2.499	Unsatisfactory	Sometimes Demonstrate
1	1.499 below	Poor	Rarely Demonstrate

3.5 Statistical Treatment

Statistical procedures were employed to provide results for the data analyzed and interpreted. The description correlation research design, including documentary analysis, was engaged in collecting, recording, analyzing, and interpreting the data gathered. Mean, percentage, and Pearson r Correlation were the statistical tools used in the study.

Pearson (r) Correlation was used to determine the significant relationship between the level of the implementation of the respondents' characteristics and the implementation of Indigenous Peoples Education in Talakag II District, Division of Bukidnon.

IV. Results and Discussions

This chapter discussed the presentation, analysis, and interpretation of the data gathered from the survey questionnaires given to the respondents to determine the Implementation of Indigenous People in Education in Talakag II District Division of Bukidnon, during the School Year 2023- 2024.

Problem 1: What is the level of issues in the implementation of indigenous peoples education in terms of allocation of program support fund, eligible activities and expenses, availment and release, and roles and responsibilities?

Table 5: Summary of the Level of Issues in the Implementation of Indigenous Peoples Education as Perceived by the Respondents

Variable	Mean	SD	Interpretation
Allocation of Program Support Fund	3.18	0.74	High
Eligible Activities and Expenses	2.89	0.70	High
Availment and Release	2.72	0.71	High
Roles and Responsibilities	2.92	0.65	High
Overall	2.93	0.70	HIGH

Legend:

3.26 – 4.00 At all times/Very High

2.51 – 3.25 Most of the time/High

1.76 – 2.50 Seldom/Low

1.00 – 1.75 Never/Very Low

Table 5 shows the summary of the level of issues in the implementation of indigenous peoples education as perceived by the elementary teachers with an overall mean of 2.93 (SD=0.70), interpreted as **High**. The high level of implementation denotes that the teachers perceive that the concerns and challenges related to indigenous peoples education are being acknowledged and actively addressed. It implies that there are measures in place to identify and respond to the specific needs and issues faced by indigenous learners and communities within the education system.

The researcher has observed that within the education system, measures are being implemented to identify and address the unique needs and challenges encountered by Indigenous learners and communities. These initiatives emphasize the importance of culturally responsive teaching practices, community involvement, and professional development tailored to Indigenous cultures and worldviews. Educators create inclusive learning environments that support the holistic growth of Indigenous students through integrating Indigenous knowledge systems, values, and practices into their lessons.

Significantly, one of the measures to respond to the issues with regard to the implementation of indigenous peoples education is capacitating teachers' education. Western University, for instance, emphasizes the importance of professional development for teachers to help students seek and appreciate diversity, change perceptions, encourage cross-cultural collaboration, and act as facilitators in positive pluralistic conversations (Green, 2023).

The variable **Allocation of Program Support Fund** obtained the highest overall mean rating of 3.18 (SD=0.74), interpreted as **High**. This means that there is a high level of implementation on this indicator. This suggests that the allocation of the fund is seen as meeting the needs and priorities of indigenous peoples education. It further suggests that there is an appropriate and equitable distribution of funds to support various aspects of indigenous education, such as curriculum development, teacher training, resources, and other initiatives.

As perceived, ensuring an appropriate and equitable distribution of funds to support various facets of Indigenous education, including curriculum development, teacher training, resources, and other initiatives, is essential for promoting educational equity and enhancing the quality of learning experiences for Indigenous learners. Equitable funding distribution enables schools to provide adequate training and professional development opportunities for educators, ensuring they have the necessary skills and knowledge to effectively engage with Indigenous students and deliver culturally relevant instruction.

Relevantly, some successful initiatives that have been funded to support Indigenous education include the Ihdwiyayapi: Advancing Indigenous Early Childhood Education program, which partners with tribal colleges and universities to enhance child developmental pedagogy and engagement in national conversations about early childhood education (American Indian College Fund, 2022).

On the contrary, the variable **Availment and Release** got the lowest overall mean rating of 2.72 (SD=0.71), interpreted as **Most of the Time**. This means that there is a high level of implementation on this indicator. This suggests that while some aspects of the availment and release processes may be functioning adequately, there may be other aspects of these processes in terms of efficiency, transparency, or responsiveness that need to be implemented better. It suggests that there may be challenges or areas where the availing and releasing procedures could be enhanced to better support the implementation of indigenous people's education initiatives.

The researcher believes that implementing more transparent and efficient procedures can facilitate collaboration among stakeholders, promote accountability, and ensure that funds are utilized judiciously to meet the specific needs and objectives of Indigenous education programs in the Philippines and beyond. This strategic enhancement of availing and releasing procedures can lead to more impactful, culturally relevant, and sustainable educational initiatives that empower Indigenous learners and communities.

Moreover, indigenous education can be a valuable and effective approach in multidisciplinary contexts, utilizing authentic indigenous ideas and cultural artifacts as instructional approaches. Examples from the Caribbean, New Zealand, and Australia demonstrate the successful implementation and value of indigenous practices in education. Inclusion, international collaboration, and multidisciplinary perspectives, supported by digital technologies, are key elements in advancing indigenous education (Celestine & Tyson-Noel, 2021).

Problem 2: What is the level of teachers' performance considering the following: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development?

Table 13. Summary of the Level of Teachers' Performance

Variables	Mean	SD	Interpretation
Content Knowledge and Pedagogy	3.56	0.55	Consistently Demonstrate
Learning Environment	3.63	0.53	Consistently Demonstrate
Diversity of Learners	3.33	0.67	Most of the Time Demonstrate
Curriculum and Planning	3.47	0.60	Most of the Time Demonstrate
Assessment and Reporting	3.56	0.53	Consistently Demonstrate
Community Linkages and Professional Engagement	3.45	0.53	Most of the Time Demonstrate
Personal Growth and Professional Development	3.66	0.50	Most of the Time Demonstrate
Overall	3.52	0.56	Consistently Demonstrate

Legend:

4.51 – 5.00 Role model

3.51 – 4.50 Consistently demonstrate

2.51 – 3.50 Most of the time demonstrate

1.51 – 2.50 Sometimes demonstrate

1.00 – 1.75 Rarely demonstrate

Table 13 shows the summary of the level of teachers' performance with an overall mean of 3.52 (SD=0.56), interpreted as **Consistently Demonstrate**. This means that, on average, teachers consistently demonstrate a performance that is considered very satisfactory. This suggests that the teachers consistently demonstrate a high level of proficiency in various aspects of their professional duties and responsibilities. This further indicates that the teachers consistently perform at a level that meets or exceeds expectations across the evaluated indicators. This implies that they have competence and effectiveness in their teaching practice and other professional responsibilities. While individual indicators may have obtained slightly different ratings, the overall result suggests a consistent and high level of performance across the board.

As observed, teachers excel in multiple areas necessary for effective instruction. Examples of these areas are strong pedagogical skills, the ability to design engaging and coherent curriculum, and a commitment to fostering positive and inclusive learning environments. Additionally, they actively participate in professional development opportunities, demonstrating a dedication to continuous improvement.

Significantly, studies delve into the role of teacher competence and commitment in supporting teacher performance. Teacher competence, coupled with commitment, plays a crucial role in enhancing teaching practices, fostering professional growth, and ultimately improving overall teacher effectiveness (Siri et al., 2020).

The variable **Personal Growth and Professional Development** obtained the highest overall mean rating of 3.66 (SD=0.50), interpreted as **Consistently Demonstrate**. This means that teachers consistently demonstrate proficiency and engagement in personal growth and professional development. This suggests that the teacher-respondents consistently excel in personal growth and professional development across the evaluated criteria within this indicator. It implies that they commit to enhancing their knowledge, skills, and abilities to improve their teaching practice and positively impact student outcomes.

As perceived, teachers who consistently demonstrate proficiency and engagement in personal growth and professional development are invaluable assets to any educational institution. These teachers are at their best also in sharing their knowledge with their colleagues.

Relevantly, with the constant evolution of what and how we teach, it has become increasingly important for teachers to continuously develop their skills (professional development or PD). This professional growth is essential for maintaining a high-quality education system. Several factors influence high school teachers' participation in these learning activities, including: the content of the PD program itself, the opportunity to collaborate with colleagues (learning community), supportive school leadership, the perceived benefits of the program, teachers' own beliefs about PD, availability of time for participation, and access to funding (Nguyen et al., 2022).

On the other side, the variable **Diversity of Learners** got the lowest overall mean rating of 3.33 (SD=0.67), described as **Satisfactory**. This means that the teachers, most of the time, demonstrate proficiency in addressing the needs of diverse learners. This suggests that while they demonstrate some competence in this area, they may still need more development in terms of their ability to effectively support and meet the needs of students from diverse backgrounds. This implies that the teacher-respondents may need to further develop their knowledge and skills in areas such as culturally responsive teaching, differentiated instruction, and creating inclusive learning environments. It suggests that they could improve from strategies that enable them to better understand and address the unique learning needs, backgrounds, and experiences of their diverse students.

As observed, while teachers generally show a commitment to catering to diverse learners, there seems to be some inconsistency in their ability to do so effectively. This indicates a need for additional support. On the positive side, teachers acknowledge the importance of differentiation and incorporate some strategies to address different learning styles and abilities. However, there could be room for improvement in areas like tailoring instruction to specific needs, utilizing a wider range of resources, or implementing differentiated assessments.

Relevantly, an article from American University emphasizes the importance of understanding and appreciating diverse cultural backgrounds and learning styles when teaching culturally and linguistically diverse students (School of Education - American University, 2020).

Problem 3: Is there a significant relationship between the issues on the implementation of indigenous peoples education and teachers’ performance (IPCRF)?

Table 14: Relationship between Levels of the Issues on the Implementation of Indigenous Peoples Education and Teachers’ Performance

Issues on the Implementation of Indigenous Peoples Education	Teacher’s Performance Indicators							OVERALL r-value p-value
	Content Knowledge and Pedagogy r-value p-value	Learning Environment r-value p-value	Diversity of Learners r-value p-value	Curriculum and Planning r-value p-value	Assessment and Reporting r-value p-value	Community Linkages and Professional Engagement r-value p-value	Personal Growth and Professional Development r-value p-value	
Allocation of Program Support Fund	0.050 (NLR)	0.191 (WPR)	0.287 (WPR)	0.083 (NLR)	0.232 (WPR)	0.272 (WPR)	0.310 (WPR)	0.102 (WPR)
Eligible Activities and Expenses	0.543 NS	0.019* S	0.001* S	0.315 NS	0.004* S	0.001* S	0.001* S	0.012* S
	0.232 (WPR)	0.316 (WPR)	0.028 (NLR)	0.212 (WPR)	0.276 (WPR)	0.234 (WPR)	0.268 (WPR)	0.273 (WPR)
Availment and Release	0.004* S	0.001* S	0.732 NS	0.009* S	0.001* S	0.004* S	0.001* S	0.001* S
	0.270 (WPR)	0.171 (WPR)	0.262 (WPR)	0.275 (WPR)	0.082 (NLR)	0.014 (NLR)	0.014 (NLR)	0.199 (WPR)
Roles and Responsibilities	0.001* S	0.037* S	0.001* S	0.001* S	0.316 NS	0.861 NS	0.863 NS	0.014* S
	0.092 (NLR)	0.151 (WPR)	0.039 (NLR)	0.156 (WPR)	0.093 (NLR)	0.043 (NLR)	0.046 (NLR)	0.111 (WPR)
	0.260 NS	0.066 NS	0.634 NS	0.056 NS	0.259 NS	0.603 NS	0.575 NS	0.177 NS

Legend: *significant at p<0.05 alpha level S – significant NS – not significant

Table 14 shows the relationship between levels of the issues on the implementation of indigenous peoples education and teachers’ performance. Overall, the levels of the issues on the implementation of indigenous peoples education in terms of allocation of program support fund, eligible activities and expenses and availment and release showed weak but significant relationship to the teachers’ performance as indicated by the correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis. This indicates that issues on the implementation of indigenous peoples’ education in terms of allocation of program support fund, eligible activities and expenses and availment and release was related to the teacher’s performance however, weak. This implies that the issues around the implementation of indigenous peoples education in those specific areas have some bearing on teachers' performance, even though the relationship is not very strong. This could be that the teachers, while dedicated to supporting indigenous students, experience added stress and administrative burden. This can negatively impact their overall teaching performance, even if the relationship is not extremely strong.

As perceived as one of the elementary public-school teachers, the teachers are committed to providing culturally responsive instruction and support. The school districts are also driven to implement indigenous education activities to better address the needs of these learners. However, despite their passion for supporting indigenous students, teachers feel increasingly burdened by the administrative challenges of the program. They spend valuable planning time navigating bureaucratic obstacles instead of collaborating with indigenous community members or developing innovative lessons. They are dedicated to their students, but the systemic problems undermine their ability to fully meet the needs of the indigenous learners they serve.

Additionally, the research on Indigenous educational leadership emphasizes the complex experiences of Indigenous women administrators working within settler colonial academic structures, facing pressures, debates, and policy enactment processes, which can lead to feelings of being trapped in a "triple bind" and the need to resist settler colonial attempts through Indigenous refusals in their leadership and policy work (Brunette-Debassige, 2021).

Among the variables in the issues on the implementation of indigenous peoples education, eligible activities and expenses got the highest positive and significant relationship to teachers’ performance with an r-value of 0.273 (p=001). This means that there is a moderate positive correlation between the eligible activities and expenses related to indigenous peoples' education and

teachers' performance. The positive correlation suggests that as the eligible activities and expenses increase, teachers' performance in implementing indigenous peoples' education also tends to improve. This indicates that the observed relationship between eligible activities and expenses and teachers' performance is unlikely to be due to chance.

It suggests that there is a statistically significant relationship between these two variables. This implies that when schools or education institutions allocate resources and support eligible activities and expenses related to indigenous peoples education, it can have a positive impact on teachers' performance. These eligible activities and expenses may include training programs, workshops, curriculum development, resources and materials, cultural integration initiatives, community involvement, and other efforts aimed at improving the implementation of indigenous peoples' education. This positive impact stems from the fact that adequate resources and support enable teachers to create culturally responsive learning environments, implement inclusive policies, strengthen community partnerships, and provide targeted resources and support systems for Indigenous students.

As observed, the schools have been working closely with the indigenous people in the community to develop clear guidelines on what constituted eligible activities and expenses for the program through discussions during meetings with parent-teacher. This streamlined the approval process which empowered teachers to confidently select and organize indigenous-focused activities such as the opening of the school year indigenous rituals and IP day celebration.

Further, educational institutions can enhance teachers' confidence, engagement, and effectiveness in supporting Indigenous learners, ultimately leading to improved educational outcomes for Indigenous students worldwide through prioritizing the needs and aspirations of Indigenous communities and promoting equitable and empowering educational opportunities (Button, 2020). This makes sense of the Systems Thinking Theory wherein interdependence among the institutions is necessary.

On the other hand, roles and responsibilities as part of the issues on the implementation of indigenous peoples education is the only variable that was found not significant to teachers' performance with an r -value of 0.111 ($p=0.177$). This means that there is a weak positive correlation between roles and responsibilities related to indigenous peoples education and teachers' performance. While there is some positive association, the strength of the relationship is minimal. However, this correlation is not statistically significant. Any observed relationship between these variables could likely be due to chance rather than a true association. This implies that there may be other factors within the implementation of indigenous peoples education that have a stronger influence on teachers' performance. These factors could include professional development opportunities, support from administrators and colleagues, curriculum alignment, community engagement, or cultural sensitivity training, among others.

As observed, roles and responsibilities concerning the implementation of the IP programs may not directly impact the day-to-day teaching practices or instructional effectiveness of teachers. Though roles and responsibilities are important for program accountability and coordination within and outside the school community, they may not directly influence the core teaching activities that impact teachers' performance in the classroom.

Additionally, teachers' performance is more closely tied to factors like pedagogical skills, classroom management, student engagement, and support systems for addressing student needs, which are more directly related to teaching outcomes and effectiveness (Llego, 2018).

Meanwhile, eligible activities and expenses as a variable in issues on the implementation of indigenous peoples education, and Learning Environment as a variable in teachers' performance got the highest positive and significant relationship from the rest of the variables with an r -value of 0.316 ($p=0.001^*$). This means that there is a moderate positive correlation between eligible activities, expenses, and the learning environment and teachers' performance in implementing indigenous peoples' education. The positive relationship suggests that as eligible activities, expenses, and the quality of the learning environment increase, teachers' performance also tends to improve. This further indicates a positive association between these variables and teachers' performance, and the moderate strength of the relationship indicates a meaningful connection.

This implies that focusing on these factors can contribute to enhancing teachers' knowledge, skills, and abilities in effectively implementing Indigenous Peoples education. In addition, Eligible Activities, Expenses, and Learning Environment with positive outcomes are attributed to their alignment with addressing critical social factors that influence Indigenous education. This has further implication on the importance of investing in resources and support systems that cater to the specific needs of Indigenous students and teachers.

As observed, eligible activities encompass a range of educational initiatives and programs directly linked to enhancing the educational experience of Indigenous learners, such as culturally responsive pedagogies, inclusive policies, community partnerships, and support systems. The PTA is also very supportive to allocating funds for these kinds of activities.

Furthermore, educational institutions create a conducive environment that helps attain academic success, cultural identity, and community engagement among Indigenous learners through prioritizing eligible activities. This makes sense not only for the enhancement of the quality of education for Indigenous students but also supports teachers in delivering effective instruction and creating inclusive learning environments that positively impact student outcomes and overall educational experiences (Balangon et al., 2023).

Subsequently, availment and release as a variable in issues on the implementation of indigenous peoples education, and professional growth and development as a variable in teachers' performance got the lowest and not significant relationship with an r -value of 0.014 ($p=0.863$). This means that there is a very weak positive correlation between availment and release and teachers' performance, as well as between professional growth and development and teachers' performance. However, this result suggests that this relationship is practically negligible. Furthermore, the non-significance indicates that any observed relationship between these variables is likely due to chance rather than a true association. In addition, there is no meaningful relationship or influence between availment and release, and professional growth and development, on teachers' performance in implementing indigenous peoples' education. Other factors or variables not considered in this study may have a more substantial impact on teachers' performance in this context.

This implies that there may be other factors within the implementation of indigenous peoples education that are more influential in shaping teachers' performance. These factors could include the availability of resources, support from administrators and colleagues, curriculum alignment, community engagement, cultural sensitivity training, or the quality of the learning environment, among others.

As perceived, the quality, relevance, and implementation of professional development programs can vary, and their effectiveness in improving teachers' performance in IPED may be limited if not accompanied by other supportive measures, such as creating a conducive learning environment, providing adequate resources, and fostering a culture of collaboration and continuous improvement. In addition, the professional growth and development variable, which encompasses training and capacity-building for teachers, also shows no significant relationship with teachers' performance. While professional development is important for enhancing teachers' knowledge and skills, its impact on performance may be indirect and dependent on other factors (EDCOM, 2023).

It is important to note that the lack of significance does not necessarily mean that avancement and release, or professional growth and development, are unimportant. It simply suggests that, within the scope of this study and the variables considered, these factors did not show a significant association with teachers' performance in implementing indigenous peoples' education.

Conclusions

Based on the findings of this study, the study found that allocating funds for Indigenous Peoples Education was the most successfully implemented aspect.

Study found also, personal growth and professional development got the highest result because personal growth and professional development are essential for both personal and professional success. They concentrate on developing skills, knowledge, and talents that are required for job progression and general success. Personal development focuses on communication and social skills, emotional well-being, and self-confidence, all of which are essential in networking contexts and leadership roles. Professional development, on the other hand, refers to the acquisition of information and abilities that might increase workplace efficiency. Personal growth and professional development are inextricably linked, and investing time and energy in both is critical to avoiding career stagnation.

Furthermore, the study revealed that teachers' performance is highest in the impact of the learning environment, indicating the significance of creating an inclusive and supportive classroom atmosphere. The study also found a weak but significant relationship between the perceived issues in implementing Indigenous Peoples Education, and teachers' performance, except roles and responsibilities is not strong, there is still a discernible impact of these issues on teachers' performance.

Recommendations

Based on the results of the study, the following are recommended:

1. Teachers and school heads assigned in schools belongs to indigenous communities must get training programs that stress cultural sensitivity. Teachers can foster a more inclusive and supportive learning environment by recognizing and respecting Indigenous peoples' cultural subtleties and customs. This training can help bridge the cultural divide between educators and students, leading to increased engagement and academic performance.
2. The Department of Education may consider hiring support staff like indigenous student advisors or cultural liaisons to offer guidance and support to teachers and students, enhancing diversity support within educational settings.
3. Diversity awareness reminds everyone that they are just as valuable to others. There would be no learning without differences. The diversity itself provides an opportunity for learning. Everything is accepted because of their clear cognitive, emotional, and psychomotor competencies in balancing the surroundings.

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