

Creating Inclusive Learning Environments for Indigenous Learners: Challenges and Best Practices and a Total Quality Management Approach

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Abstract. This study examines inclusive learning at Solano High School using a descriptive-correlational research design. It explores how systemic factors—cultural sensitivity, communication, and resource allocation—relate to the school's inclusive climate, based on survey data from 52 students, 51 teachers, and 5 administrators. Findings show strong institutional commitment and a physically safe environment. However, significant challenges remain. Teachers identified inadequate culturally integrated instructional materials as a major concern. Communication barriers were also evident, particularly the absence of Mother Tongue-Based instruction and instances of peer ridicule toward indigenous accents. Pearson r analysis revealed a strong negative correlation between communication and resource issues and teachers' perceptions of inclusiveness, indicating that these barriers directly reduce the sense of inclusion. Conversely, practices such as localized instruction and cultural festivals were positively correlated with inclusiveness, highlighting their role in fostering belongingness. The study concludes that while the school ensures respect and safety, true inclusivity is hindered by gaps in pedagogical resources and socio-cultural practices. To address these, it recommends establishing a cultural safety protocol, forming a Community-Elder Consultative Board, and developing a contextualized instructional resource bank. These interventions should be integrated into a Total Quality Management (TQM) framework, treating inclusivity as a system-wide quality objective. By applying TQM principles—customer focus, continuous improvement, employee involvement, and process orientation—the school can sustainably enhance inclusivity and better support indigenous learners academically and socially.

Introduction

The concept of inclusive education of Indigenous learners has become one of the areas of focus in the modern educational studies since Indigenous students tend to have both systemic and interpersonal barriers that influence their academic engagement, cultural identity, and psychosocial wellbeing in a negative way. Empirical research emphasizes the fact that culturally responsive and sustaining pedagogies, and, therefore, pedagogical practices that recognize the cultural context of students and their prior knowledge are vital in establishing learning environments in which Indigenous students feel proximate, supported, and valued as learners. A systematic review of variables affecting the inclusion of First Nations content conducted by Weuffen and Henderson (2025) revealed that insufficient professional knowledge, difficulties in prioritization, and the constraints of the affective domain were preventing teachers to incorporate Indigenous perspectives into the regular schooling process, a factor that, in its turn, influenced the experiences of Indigenous learners in the context of inclusion and equity in education.

Similarly, Magnaye (2025) proved in a Philippine setting that culturally responsive pedagogy in which Indigenous science and community participation are combined does not only help to engage with the learning materials more profoundly but

also helps to build the cultural resilience and environmental awareness of the students, yet institutional support and the curriculum material are still lacking. The first research question of the study, which is the present state of the learning environment as perceived by Indigenous learners, teaching staff, and school administration, is justified by these findings: without knowing the perspective of each stakeholder, the inclusive practices cannot be assessed and changed to the fullest extent.

Studies also indicate certain obstacles to inclusive education. In an interdisciplinary review conducted a few days earlier, the integration of Indigenous philosophies into classrooms was limited by the instructional workload, the readiness of teachers, language and communication barriers, inadequacy of training, and the lack of support by the institution, which impacted the ability of teachers to provide culturally responsive learning (Journal of Interdisciplinary Perspectives, 2026). Esparrago-Kalidas (2025) also concluded that some of the challenges associated with the implementation of culturally sustaining pedagogy with Lumad learners in the Philippines are structural and content based such as inflexible school curricula, insufficient school and faculty support, and language barriers, which also lead to inequitable access to learning by Indigenous students.

Besides, Salamanca (2025) discovered that teachers understand the value of cultural competence and integration of Indigenous knowledge, but many of them are not well equipped to integrate inclusive practices in practice because of the deficiency in professional development and connection with the community. These reported obstacles relate directly to your second research question of the study which focuses on determining obstacles in terms of cultural sensitivity, communication, and resource allocation in that these problems are not unique to a single educational setting.

Simultaneously, the studies indicate existing best practices and strategies, which promise to benefit the Indigenous learners. Sexton (2025) highlighted that incorporation of culturally responsive and sustaining teaching practices in teacher education programmes, including that of Aotearoa New Zealand, provides future education professionals with frameworks, which would support classroom practices that respect Indigenous languages and practices. As explained by Pandey (2025), culturally responsive pedagogy will affirm identities and use linguistic diversity to use a curriculum that resonates with the experiences of learners, improving their engagement and promoting equity in multilingual classrooms - which are applicable to the classroom of Indigenous learners. The research, such as the one that supports your third question, investigates the current best practices and measures adopted by schools to assist Indigenous learners.

Further, it is shown in the literature that inclusive and culturally responsive learning environments have a positive impact on the academic engagement and social wellbeing of Indigenous students. The Australian Educational Researcher (2025) concluded that the Indigenous youths showing that their cultural identity is nurtured and supported in schools have higher self-esteem, better relationships with their peers and staff, and improved overall wellbeing, which is associated with a high rate of school retention and success. Culturally sustaining assessment practices suggests that students feel that academic evaluation is more culturally relevant and just in a case where the assessment design involves Indigenous voices and contexts (Teaching and Teacher Education, 2024). These findings support challenges and practices influence academic engagement and social wellbeing of Indigenous learners.

Researchers recommend structural and system changes to enhance inclusive education among Indigenous learners. Culturally responsive and community-based pedagogy-based professional development, institutional policies that provide an opportunity to incorporate Indigenous languages and knowledge, and ongoing involvement with Indigenous communities are noted as the best solutions to increase inclusion (Nganga & Kambutu, 2024). In addition, this study integrates the principle of Total Quality Management (TQM), recognizing that inclusivity must be treated as a continuous improvement process within the school system. With the use of TQM principles including involvement of the stakeholders, evidence-based appraisal, and alignment of processes, the interactive practices can be effectively tracked, improved, and embedded in the system. This is to make sure that challenges are not merely dealt with in a reactive manner; but rather dealt with proactively using quality assurance mechanisms which makes inclusion more of a pedagogical and organizational change. The overall aim of the research is to evaluate and develop the inclusivity of the learning climate of Solano High School among the Indigenous students by determining systemic barriers, current best practices, and utilizing Total Quality Management principles to create a sustainable inclusion roadmap that facilitates equity, cultural integrity, and improvement.

Methodology

The study utilized a descriptive-correlational research design to examine inclusive learning environments for indigenous students at Solano High School. It described the current conditions, challenges, and support strategies while also analyzing

relationships between institutional practices, barriers, and the effectiveness of inclusion. A combination of purposive, stratified random, and total enumeration sampling was used. The respondents included 52 indigenous students (randomly selected from 108), 51 teachers (from 59 selected through stratified sampling), and all 5 school administrators.

Data were gathered using a researcher-developed questionnaire (Appendix A) with Likert-scale questions. The instrument measured demographic profiles, psychological safety, cultural respect, sense of belonging, challenges, and effectiveness of inclusive practices. The research instruments were distributed in two formats to ensure accessibility and ethical compliance. For minor respondents, printed questionnaires were provided together with informed consent forms to secure parental/guardian approval. For teachers and school administrators, the research instruments were administered through Google Forms, allowing for efficient and convenient data collection. Data collection followed ethical procedures, including securing permissions, informed consent, and ensuring culturally safe environments. Responses were analyzed using Excel and SPSS, applying descriptive statistics (frequency, percentage, mean, standard deviation) and Pearson correlation to identify significant relationships.

Ethical standards were strictly observed, ensuring confidentiality, anonymity, voluntary participation, and compliance with the Data Privacy Act of 2012. The findings were used to develop an Inclusion Roadmap guided by the Total Quality Management (TQM) framework to improve inclusive education practices.

Results and Discussion

Current Status of Inclusive Learning Environment

No	Indicator of Learning Environment	Students (Mean)	Admin (Mean)	Teachers (Mean)	Overall Interpretation
1	School feels safe and welcoming for indigenous learners.	3.36	3.60	3.49	Evident
2	Staff acknowledges and respects diverse backgrounds.	3.36	4.00	3.59	Highly Evident
3	Classroom discussions include diverse/indigenous perspectives.	3.42	3.60	3.31	Evident
4	Indigenous students treated with equal respect as peers.	3.53	3.80	3.65	Highly Evident
5	Physical environment reflects cultural diversity.	3.28	3.80	3.43	Evident
6	Administration genuinely cares about indigenous welfare.	3.40	3.60	3.45	Evident
7	Students encouraged to share cultural heritage.	3.46	3.80	3.71	Highly Evident
8	Visible indigenous culture in extracurricular programs.	3.38	3.40	3.45	Evident
9	Promotion of a culture of "belonging" for everyone.	3.54	3.80	3.51	Highly Evident
10	Institutional commitment to being inclusive.	3.53	3.80	3.63	Highly Evident
OVERALL MEAN		3.43	3.72	3.52	Highly Evident

Table 1. Comparative Summary of the Perception of the of the Current Status of Inclusive Learning Environment

The research findings indicate that there is an overall positive impression about the learning environment inclusivity of the Solano High School among all three groups of respondents. The School Administration had the highest overall mean of 3.72 (Highly Evident), then Teachers had a mean of 3.52 (Highly Evident) and the Students offered the most conservative, yet positive assessment with an overall mean of 3.43 (Evident). According to this trend, the gap in the perception is that the leaders in the school consider that the inclusive policies of the school are more deeply embedded than the learners who live daily with the policies. Although there are some differences in the levels of intensity, the triangulation of these data proves the fact that all the stakeholders are aware of the active engagement of the school in the idea of becoming an inclusive institution.

Regarding the particular strength, all groups are highly converged over the respect and treatment of the Indigenous learners. The ratings of Item 4 (Equal treatment) and Item 10 (Commitment to inclusiveness) were quite high with students and teachers sharing similar views, considering the fact that Indigenous learners are treated in the same way as their non-indigenous colleagues. This implies that the school has managed to develop an essential culture of belonging (Item 9) in which ethnic origin does not impair the sense of acceptance of a student to the school. This collective action points out the fact that the social harmony and removing open-minded discrimination are the best practices in Solano High School.

Nevertheless, the triangulation also reveals the main problem areas to be improved, especially on the physical environment and instructional representation. There is also a significant difference in Item 5, whereby the Administration rates the physical environment as the most reflective of cultural diversity (3.80), and students rated it with the lowest rating (3.28). This implies that though the school might be having visible displays or symbols of diversity, they might not be clear enough and noticeable to the extent that the learners will be able to feel that they are genuinely represented. Moreover, although the Administration is of the view that the Indigenous perspectives are often discussed in the classroom (3.60), these Teachers rated themselves lower (3.31). Such self-awareness by the faculty members speaks of a pedagogical issue: although the willingness to be inclusive exists, teachers might feel that they do not have the necessary training or resources to implement the Indigenous Knowledge Systems and Practices (IKSP) in their day-to-day teaching.

This indicates that Solano High School is one of the organizations that have already managed to create the environment of safety and respect, yet there are still challenges on the way to the implementation of that inclusivity. Highly Evident ratings of the Administration and Teachers are a clear indication of solid policy-based basis, whereas the ratings of the Students of the Highly Evident nature remind that the lived experience of inclusiveness, namely, the cultural representation of the campus environment and the curriculum, needs to be further developed to close the gap between the institutional intent and the perception of the students.

The results are discussed in the context of bigger structural, theoretical, and policy frameworks that influence indigenous education in the Philippines. Although Solano High School received a positive overall rating regarding the inclusive learning environment, this favorable institutional impression should be viewed in the context of the New Normal to the MATATAG Curriculum and the reality records of the indigenous learners in Nueva Vizcaya.

According to the recent research, the structural limitations, including unreliable internet connection and the absence of digital devices, are also the primary performance inhibitors even though indigenous learners are highly motivated to study (Scribd, 2024; Aguilar, 2024). In this respect, the comparatively low scales of student ratings - especially classroom representation (Item 3) and physical cultural visibility (Item 5) do not necessarily show any dissatisfaction of school intent, but the wider material and digital imbalances of educational experiences that students live through. Inclusivity should be, therefore, not only analyzed as respectfulness relating but also as accessibility structurally.

Contextualization and the development of basic skills are the priorities within the framework of the MATATAG Curriculum. According to the Schools Division Office of Nueva Vizcaya, the adequate use of culturally mapped reading resources and positive home settings have a strong impact on the successful learning of indigenous students (SDO Nueva Vizcaya, 2025). This is in line with the Pagkakasupeg Framework (2025), which proposes the use of indigenous knowledge system and national standards by involving the community in the curriculum development (Bucal & Pawalen, 2025). Inclusivity in classrooms was rated highly by administrators, but the relatively lower self-rating by teachers indicates a paradigm clash between the standardized curriculum and the needs of Indigenous learners that is in line with the research indicating that educators find it difficult to transfer complex Indigenous Knowledge Systems and Practices (IKSP) into standardized English or Filipino without triggering cognitive exhaustion in learners (JIP Publication, 2026; NVSU, 2024). Accordingly, the gap between perceptions might be an indicator of the necessity of a more effective pedagogical support instead of insufficient dedication.

The Ecological Systems Theory is a perspective that allows applying the learning environment outside the classroom to areas such as community and virtual spaces. Although the Solano High School is strong in the microsystem level (safety, belongingness, and equal treatment), the inclusivity needs to be also reinforced at the mesosystem and exosystem levels, especially regarding the material resources and access to technology (Taylor and Francis, 2023). World literature warns that the official education continues to be implicitly monocultural, making the native knowledge as an adjunct and not a base (Taylor and Francis, 2023). The student ratings can thus indicate the distinction between the symbolic inclusion and the epistemic integration.

These findings are further contextualized in international policy directions. According to the UN Declaration on the Rights of Indigenous Peoples, fair education should include indigenous worldviews to avoid erasing people of indigenous cultures

(UNESCO, 2021). In this regard, the fact that Solano High School has good scores in belongingness and institutional commitment may suggest the alignment with the rights-based inclusion, but transformative inclusion needs curriculum co-construction and participation of the real community.

The new field of study of Digital Indigeneity repackages technology as the means of language maintenance and cultural survival in the form of digital repositories and mobile technologies (Arboleda, 2025). However, in case there is a lack of proper infrastructure, the digital incorporation poses the risk of further inequities. In addition, Trauma-Informed Pedagogy, now understood as a necessity in indigenous education worldwide, has proven to be much more engaging when the elders are co-educators and deal with the psychological impact of historical marginalization (UNESCO, 2021; Smith, 2021). The studies also point to the fact that adaptive, trauma-responsive, and digitally inclusive spaces are associated with the enhanced academic well-being and retention (World Bank, 2025; Castillo and Mangiduyos, 2024; Vecaldo et al., 2024).

Challenges and Barriers in the Implementation of Inclusive Learning Environment

No.	Statement	Students (Mean)	Admin (Mean)	Teachers (Mean)	Overall Interpretation
1	Indigenous learners encounter cultural misunderstandings/stereotyping from classmates.	2.97	3.00	2.73	Regularly Experienced
2	Pressure for indigenous students to assimilate or hide cultural identity.	2.74	2.80	2.39	Regularly Experienced
3	Discriminatory remarks, "jokes," or microaggressions within school premises.	2.72	2.60	2.57	Regularly Experienced
4	School programs/social activities overlook indigenous traditions and taboos.	2.79	2.60	2.31	Regularly Experienced
5	Traditional values are viewed as "inferior" to mainstream modern beliefs.	2.63	2.20	2.29	Regularly Experienced
OVERALL MEAN		2.77	2.64	2.46	Regularly Experienced

Table 2. Comparative Summary of Challenges and Barriers on Cultural Sensitivity

The data demonstrates that although it is believed that Solano High School is a safe area, it is not a culturally free place yet. One of the major areas of intersection between all stakeholders is that cultural misunderstandings and classmate stereotyped (Item 1) presents the most widespread obstacle. This was rated with the highest mean scores by Students (2.97), Administration (3.00), and Teachers (2.73) with all of them reading the issue as a problem that is often encountered. This shows that there is an agreement that even with the institutional policies, the peer-to-peer social dynamic is one of the main arenas of struggle where Indigenous learners encounter frequent misunderstandings regarding their heritage.

There is a significant difference on the social and psychological pressure on Indigenous learners. Both students (2.74) and Administration (2.80) agree that students (2.74) and Administration (2.80) had an experience of pressure to assimilate or conceal their cultural identity in order to fit-in the mainstream which they often experienced. Teachers (2.39) on the contrary considered this to be experienced only in a very rare occasion (Infrequently Experienced). This omission is an indication that the inner conflict of the Indigenous students as they attempt to balance their dual identities might not be visible to the faculty as it is visible to the students or to the administrators who can see the school-wide trends. Likewise, students note that the incidences of discriminatory jokes and microaggressions (Item 3) are frequent (2.72), but the perceived level of their occurrence is a bit lower among the personnel, which means that such subtle types of bias can happen beyond the immediate control of the teachers.

Moreover, the statistics point to the lack of connection between the traditional values and school programming perception. Students are more convinced that their traditional values are perceived as inferior to the modern beliefs (2.63) and school programs fail to consider their cultural taboos (2.79). They were rated lower both by Teachers and Administration, with the latter group viewing the inferiority complex of values as something that is never experienced (2.20). This implies a Perspective Gap in which the school leadership might be thinking that their programs are inclusive yet the Indigenous learners continue to experience a sense of cultural marginalization or tokenism in the school programs.

This means that the obstacles in the Solano High School are more of an interpersonal and systems rather than a policy-based nature. The total mean involved is Students (2.77), Administration (2.64), and Teachers (2.46): students are getting

affected by these challenges the most. Although the administration is aware of the problems, the lower frequency ratings of the teachers imply that more faculty members should become more aware of the micro and under-the-radar problems that Indigenous learners have to deal with, including macroaggressions and assimilation pressure.

As demonstrated in Table 6, Solano High School is typically inclusive, but cultural sensitivity issues keep affecting Indigenous students on a regular basis. It implies that the inclusion at policy level cannot necessarily eliminate subtle cultural biasness among general school life.

The challenge with the highest score is cultural misunderstanding and stereotyping (Item 1). This is what is referred to in literature as systemic disregard and the perpetuation of hegemonic monoculture in schools, whereby the native identity is not always perceived and appreciated (Taylor and Francis, 2023). Although practices can be inclusive, the peer interaction can still turn into a micro aggressive and stereotypical space even with the formal policies that facilitate inclusion.

The compulsion to assimilate or conceal cultural identity (Item 2) relates well to research on the subject that indicates that indigenous students feel torn between academic achievement and cultural continuity (JIP Publication, 2026). This assimilation force correlates with the results, which show that mainstream curricula are still resistant and focused on dominant knowledge systems, which do not allow much Indigenous Knowledge Systems and Practices (Bastida et al., 2023). This, according to the fact that this was lower rated by teachers, implies that there might be internal struggles of Indigenous students that are not entirely evident within the classroom.

The fact that the experience of discriminatory jokes and microaggressions is routine (Item 3) is an indication of a larger problem of linguistic and cultural disconnection (Scribd, 2024; Psych Educ, 2023). Even when the indigenous learners learn in Filipino or English which may not be their first language, they might be mentally marginalized in school. Microaggressions also make them even less confident and less a sense of belonging.

The attitude where the traditional values are seen as inferior (Item 5) and the school programs do not consider the indigenous traditions as equal (Item 4) is what the global literature refers to as hegemonic monoculture, in which the indigenous knowledge is a lesser one instead of being equal (Taylor and Francis, 2021; 2023). It creates an imbalance in the culture in which there is inclusion at a superficial rather than at an in depth level in school activities.

Moreover, structural factors, including the absence of teacher training on culturally sustaining pedagogy (Emerald Publishing, 2021; MDPI, 2025) and restricted access to technology in rural settings (Scribd, 2024) can also be added to describe why the problem of cultural sensitivity still exists. Even well-minded teachers will be unwittingly involved in the process of marginalization without proper professional development and systemic support.

No.	Statement	Students (Mean)	Admin (Mean)	Teachers (Mean)	Overall Interpretation
6	Language differences/lack of MTB instruction hinder grasping complex lessons.	2.96	2.60	2.39	Regularly Experienced
7	Teachers struggle with culturally relevant terms or metaphors.	2.74	2.60	2.25	Regularly Experienced
8	Fear of mockery for accent/dialect causes hesitation in recitation.	2.65	2.40	2.10	Regularly Experienced
9	Lack of effective channels between school and community elders.	2.65	2.00	2.16	Infrequently Experienced
10	Announcements/communications are inaccessible to non-fluent families.	2.72	2.20	1.96	Infrequently Experienced
OVERALL MEAN		2.74	2.36	2.17	Regularly Experienced

Table 3. Comparative Summary of Challenges and Barriers on Communication

The data shows a high level of discrepancy in the perceived frequency of communication hurdles. Students came up with the greatest total average of 2.74 (Regularly Experienced) which means communication is a constant battle among students. However, the School Administration (2.36) and Teachers (2.17) both construed the overall situation as Infrequently Experienced. It indicates that the staff might think that the communication process is working sufficiently, but the indigenous learners are going through a significantly more challenging linguistic and social environment than their mentors are aware.

One of the main areas of overlap within the three groups is that the most evident barrier is language differences and the absence of the Mother Tongue-Based instruction (Item 6). Students, admin and teachers gave it the highest mean of 2.96, 2.60 and 2.39 respectively. This agreement highlights one of the challenges in the system as a whole: although teachers may make efforts to be accommodating, the lack of native-language instruction means that students have to grapple with intricate academic concepts on their own, which they find to be Regulatory Experienced. This is also complicated by the Item 7 (use of cultural metaphors) where students and the administration agreed that the teachers often have a hard time reconciling between academic and indigenous life, yet the teachers themselves thought that this was a less common phenomenon (2.25).

The most disturbing dissonance is on the psychological and community level of communication (Items 8, 9 and 10). Students state that they hesitate to attend classes frequently (2.65) because of the fear of being ridiculed because of their accents or dialects. Nevertheless, in both Teachers (2.10) and Admin (2.40) this fear is seen as simply a Sometimes occurrence. Equally, scholars believe that there is no effective communication with community elders (Item 9) and there are no available school announcements to their families (Item 10, mean of 2.72). However, teachers rated the least of the entire survey on Item 10 (1.96) and this may indicate that the teachers feel that the communication with the families is mostly effective.

This demonstrates that students are perceived to sound like they are not heard or misunderstood a lot more than the school staff perceives them to be. The Infrequently Experienced rating suggests that the staff has a possible blind spot on the invisibility of barriers caused by accents and linguistic access to school-to-home information. To become more inclusive, Solano High School needs to cope with the fact that the occasional hiccups in communication perceived by the teachers as normal by indigenous students are the interruptions in their academic progress and social integration.

The results indicated that communication is still a tremendous obstacle to the Indigenous learners of Solano High School, even though the institution can be deemed to be inclusive as a whole. The overall mean scores demonstrate that there is a definite contradiction: students regard communication issues as Regularly Experienced (2.74), administrators (2.36) and teachers (2.17) as less frequent. This loophole indicates that personnel can be underestimating the daily challenges that students are going through in trying to cope with linguistic and cultural differences.

The language differences and the absence of Mother Tongue-Based (MTB) instruction (Item 6) can be considered the most obvious. The students find it difficult to comprehend complicated lessons in their non-native languages, Filipino or English (Scribd, 2024; Psych Educ, 2023). Teachers also struggle to understand the gap between the native life and the academic information even in the situation when they are trying to offer culturally relevant explanations (Item 7). Even the teachers can be unaware of the extent of its frequency, which adds to the discrepancy in the perceptions.

Psychological and community related obstacles are also important. It is not an exception as a lot of students are afraid of being mocked because of their accent or dialect (Item 8). At the same time, educators and administrators regard these problems as insignificant. In the same way, contact with community elders (Item 9) and availability of announcements to non-fluent families (Item 10) are also not frequent issues that staff believe they have but students perceive them as actual barriers to inclusion and learning. This is in line with the literature that points out that Indigenous students can be excluded not only in content, but also in the social and linguistic frameworks of school (Bastida et al., 2023; Taylor and Francis, 2023).

No.	Statement	Students (Mean)	Admin (Mean)	Teachers (Mean)	Overall Interpretation
11	Shortage of textbooks/instructional materials with indigenous knowledge.	2.86	2.40	3.02	Regularly Experienced
12	School policies/budgets do not address specific indigenous needs.	2.86	2.40	2.84	Regularly Experienced
13	Financial/geographical constraints hindering attendance.	2.82	2.60	2.73	Regularly Experienced
14	Lack of indigenous representation in leadership/faculty.	2.60	2.80	2.53	Regularly Experienced
15	Limited access to specialized cultural support services.	2.57	2.40	2.67	Regularly Experienced
OVERALL MEAN		2.74	2.52	2.76	Regularly Experienced

Table 4. Comparative Summary of Challenges and Barriers on Resource Allocation

A triangulation of the data of the three groups of respondents shows that among the key concerns at Solano High School, there are the barriers regarding resources. The overall mean was 2.76 (Teachers), then 2.74 (Students), which is the highest, showing that these difficulties are experienced regularly. The School Administration gave a slightly lesser overall mean of 2.52. This correlation implies that the lack of specialized resources is not only an apparent administrative problem but a real-life experience that has a direct effect on education quality and student experience.

One such intersection and area of concern is the Item 11 (Instructional Materials) and Item 12 (Budget Priorities). Textbooks and modules that cover Indigenous Knowledge Systems are lacking in a serious way as found in Teachers (3.02) and Students (2.86). They also agree that the current budgetary priorities are not in a position to support the Indigenous-specific needs. The Administration on its part rated the two items 2.40 (Infrequently Experienced). It is symptomatic of a Resource Disconnect maybe the leadership are convinced that there is enough in the present allocation but those resources that are put into practice by the teachers and learners themselves do not suffice to contribute to a truly inclusive curriculum.

In the example of External Barriers (Item 13), there is a strong and unanimous agreement between all the stakeholders as a result. The students (2.82), Teachers (2.73), and Administration (2.60) all find the fact that the financial and geographical constraints such as the expense of transportation to ancestral lands are a broad hiccup to attendance. The reality that we all agree on this means that there is a necessity of having advocacy of school wide in which support of transportation or satellite learning centers could be provided. Conversely, there has been a clear outlier in the item 14 (Staff Representation); the Administration (2.80) and Teachers (2.53), recognize the lack of Indigenous representation in the faculty as a significant issue, but Students rated that (2.60) as the most important daily challenge, perhaps, they do not see the lack of representation.

The triangulation confirms the fact that the Solano High School is very pragmatic in terms of resource disparity, which is felt on the ground most. The Administration appears to be aware of the structural issues like staffing, yet, the Students and Teachers are seeking the more urgent and practical help, that is, in the form of culturally relevant modules and financing cultural activities. The administration will need to align its budget priorities with the needs that are specific and material outlined by the classroom participants in order to close this gap.

The findings show that allocation of resources is a major hitch to the path of a fully inclusive high school education in Solano High School. The overall mean scores namely Teachers (2.76), Students (2.74) and Administration (2.52) suggest that the shortage of materials and support is a continuous experience of the parties directly engaged in the learning process although the administration may view it as less pressing. This points to a policy-practice disconnection of resources.

Instructional materials and budget priorities (Items 11 and 12) are the most urgent problems. It has been reported to be lacking in textbooks and modules that contain Indigenous Knowledge Systems (IKS) by teachers (3.02) and students (2.86) and lower rated by administration (2.40). This indicates that the administrators might assume that there are enough resources available, but in reality learners and teachers have real shortages that prevent culturally responsive teaching (Bastida et al., 2023; JIP Publication, 2026).

All groups identify external issues like financial and geographical limitations (Item 13) as routine problems. Costs and access are a challenge to students and teachers alike where accessing a particular school or engaging in cultural activities associated with ancestral lands is concerned (Scribd, 2024; RSIS International, 2025). This highlights the necessity of functional support such as transportation support or satellite learning centers.

The problem of Indigenous representation in the staff and leadership (Item 14) also arises as significant. Although this was rated slightly higher by the administrators (2.80) as compared to the students (2.60) and teachers (2.53), it shows that students might not necessarily realize the lack of indigenous voices in decision-making but it still influences their sense of inclusion and belonging (Taylor and Francis, 2023).

Low availability of specific cultural support services (Item 15) focuses on the fact that, in addition to textbooks and budgets, learners require regular cultural advice and counseling to achieve academic and social success.

Best Practices and Strategies in the Implementation of Inclusive Learning Environment

No.	Statement	Students (Mean)	Admin (Mean)	Teachers (Mean)	Overall Interpretation
1	Teachers use localized, familiar examples during lessons.	3.47	3.00	3.47	Evident

2	School celebrates Indigenous Peoples' Month/festivals effectively.	3.44	3.60	3.59*	Fully Evident
3	Active mentorship programs for indigenous learner support.	3.13	2.80	2.94	Evident
4	Admin provides regular cultural sensitivity training for staff.	3.17	2.60	2.61	Evident
5	Indigenous elders/leaders invited to school events.	3.17	2.40	2.57	Evident / Partially
6	Clear and easy process for reporting discrimination.	3.10	3.00	2.98	Evident
7	Teachers allow mother tongue to clarify difficult concepts.	3.24	3.00	3.06	Evident
8	Lesson plans reviewed for cultural biases/stereotypes.	3.14	2.80	3.06	Evident
9	School provides tailored scholarships or resources.	2.99	2.40	2.37	Partially Evident
10	Active collaboration between school and indigenous parents.	3.25	2.80	2.94	Evident
OVERALL MEAN		3.21	2.84	2.96	Evident

Table 5. Comparative Summary of Practices and Strategies in the Implementation of Inclusive Learning Environment

The information about the best practices and strategies shows that similar conclusions exist that inclusive activities are "Evident in Solano High School. There is however a distinct tendency: the greatest overall mean of 3.21 was given by Students and Teachers (2.96) and School Administration (2.84) were more critical of their performance. This implies that although the staff and leadership assume that there is a lot of room to expand the institution, the learners are very receptive and appreciative of the existing inclusive measures that are being applied.

There is a significant intersection of localization of instruction and cultural celebration. Every group is aware of the fact that Teachers who employ localized examples (Item 1) and the celebration of the month of Indigenous Peoples (Item 2) are some of the most effective practices. Specifically, in item 2, both Admin (3.60) and Teachers (3.59) scored the item with a Strongly Agree rating, which proves that high-visibility cultural events are the most powerful tool that the school uses to promote an inclusive atmosphere. Another strategy that students rated as very high is the use of localized examples (3.47), and the use of Mother Tongue (3.24), which means that these two classroom-level strategies directly affect the learning process of students.

On the other hand, it can be seen that there is a critical Self-Assessment Gap in Items 5 and 9. Although students hold that invitation of community elders (3.17) and scholarship/resource provision (2.99) is an evident practice, the School Administration (2.40 both) and Teacher (2.57 and 2.37) rated this as partly evident. This contradiction indicates that the administration is sorely conscious of their constrained financial resources and community service, and students might be perceiving even minor or sporadic help as a substantial "Best Practice." This is where the school is required to make formal these Partially Evident strategies so that the high expectations and needs of the learners are addressed.

The triangulation is affirmative that the areas of Solano High School power are symbolic and classroom-based inclusiveness, like festivals and localized teaching. But there is an evident institutional urge of enriching the structural support, namely gaining scholarships and intensifying the engagement of community elders. The fact that students give a higher rating to these practices than the staff does exemplifies the effectiveness of the current practices, but the scores obtained by the Admin as "Disagree" to items that consume a lot of resources (Item 5 and 9) act as the blueprint of the next stage in the evolution of the school towards complete inclusiveness.

The information demonstrated that Solano High School has managed to apply classroom-based and event-based practices that foster an inclusive learning process among Indigenous students. The overall mean offered by the students was the highest (3.21), as they reported that they valued the use of localized examples, instruction in Mother Tongues, and celebration of Indigenous Peoples' Month as significant means of making them feel included (Horizon Research, 2024). This supports the fact that symbolic and everyday classroom practices are strongly positive on the sense of belonging among learners.

Nevertheless, the administration and the teachers scored a bit differently (2.84 and 2.96) indicating a self-realization of shortcomings in resource-intensive or structural approach. As an illustration, the staff had a higher rating of the Invitations

of Indigenous elders (Item 5) and the provision of scholarships or customized resources (Item 9) as Partially evident, whereas students rated them as Evident. This is an indication that even occasional or minor ones make a difference to the students, but the school administration is aware of the necessity to have formal and consistent and sustainable programs to cater to the needs of Indigenous students (SDO Nueva Vizcaya, 2025).

The interpretation indicated the presence of a perception gap: students feel included due to observable practices, whereas administration thinks about the practical aspects of the implementation, like funding and community participation. Such strategies as localized examples and Mother Tongue applied on the classroom level directly enhance the learning process, whereas institutional-level strategies, such as scholarships, active involvement of the elderly, need more well-thought-out planning and investment.

The best practices experienced in the school are at the symbolic and classroom level where inclusion is promoted in the day-to-day learning. Solano High School ought to offer more structural supports to become fully inclusive, such as sustainable community involvement, funding Indigenous-specific resources, and a consistent contact with elders so that meaningful practices were institutionalized and not hinged on the occasional effort (Taylor and Francis, 2025; MDPI, 2024; Frontiers, 2023).

Respondent Group	Relationship	r-value	p-value	Interpretation
Student	Cultural Sensitivity vs. Environment	-0.0918	0.4429	Not Significant
	Communication vs. Environment	-0.1223	0.3062	Not Significant
	Resource Allocation vs. Environment	-0.0902	0.4512	Not Significant
School Admin	Cultural Sensitivity vs. Environment	-0.6334	0.2513	Not Significant*
	Communication vs. Environment	-0.5261	0.3624	Not Significant*
	Resource Allocation vs. Environment	-0.6355	0.2492	Not Significant*
Teacher	Cultural Sensitivity vs. Environment	-0.3334	0.0168	Significant (Negative)
	Communication vs. Environment	-0.4532	0.0008	Significant (Negative)
	Resource Allocation vs. Environment	-0.4284	0.0017	Significant (Negative)

Table 6. Significant Relationship between Current Status and the Challenges and Barriers in the Implementation of Inclusive Learning Environment

For Teachers, every category of challenges (Sensitivity, Communication, and Resources) has a significant negative relationship with the learning environment. This implies that the more the teachers experience the barriers, i.e. communication problems and lack of resources, the lower the perception of the inclusive nature of the school. This, in an academic sense, would imply that the professional satisfaction of the teachers, as well as their faith on the school mission, would greatly rely on whether they have the correct tools. In case they are unable to communicate or they do not have modules, then they feel that the environment is a failure irrespective of the level of safety and friendliness that the physical campus may be.

However, surprisingly, the relationship is not significant in the case of Students. This means that there is a decoupling of their struggles as well as their perception of the environment. Although students of color claim that they often face difficulties (such as being ridiculed over accents or experiencing a sense of pressure to conform), they, nevertheless, retain a fairly distinct, constructive impression of the school as a safe and friendly environment.

This is an indicator that indigenous students could have gained a high degree of resilience. Instead of seeing cultural and communication obstacles as an institutional-level issue, they attribute these challenges to a personal or peer-level scale. They disaggregate the school as a place and the social friction they get in the school.

School Administration has very strong negative correlations ($r > -0.50$), however, the results are not statistically significant ($p > 0.05$) due to the number of only 5 administrators. The r -values however are very high, indicating that the leadership is very sensitive to these challenges; they are probably aware that inadequately available resources or communication with elders are the direct threats to the inclusive objectives of the institution.

This data proves that there is a negative linear correlation throughout the board as the more barriers are in place, the worse the inclusive environment will be. This relationship being most statistically significant among Teachers indicates that the faculty members were the most centrist who experience the brunt of these barriers in their day-to-day activities. To improve the environment, the most efficient path is to reduce the barriers for teachers (Resources and Communication), which will then positively radiate to the student body.

This observation correlates with other studies that have indicated that teacher efficacy and professional satisfaction are directly influenced by the presence of pedagogical gaps, lack of resources in Indigenous Knowledge Systems, and language barriers (Scribd, 2024; Bastida et al., 2023; JIP Publication, 2026). Contrarily, perceived perceptions by students reveal no significant association and this may indicate that as much as they encounter cultural misconceptions, microaggressions, and language problems they still consider the school a safe and friendly place.

This strength indicates the capacity of students to identify the institutional intent and peer-level or systemic barriers and is consistent with the previous results that students value classroom-based inclusiveness initiatives, including localized instructional examples, Mother Tongue support, and cultural celebrations (Horizon Research, 2024). Although not significant because of the small sample size, administrators have significant negative correlations, which reflect the cognizance that the barriers in resources, communication, and cultural sensitivity deter the inclusive policies in the school (Taylor and Francis, 2023; UNESCO, 2021).

The findings point out that teachers are the middle-ground between the institutional policy and student experience, and they feel the effects of barriers most. Their struggles can also be targeted through the provision of sufficient resources, training that is culturally responsive, and better communication to have a multiplier effect on the classroom and boost student engagement as well as to allow administrators to meet their institutional objectives of an inclusive learning experience (Bucal & Pawalen, 2025; MDPI, 2024; Frontiers, 2023).

Respondent Group	r-value	p-value	Significance ($p < 0.05$)	Interpretation
Student	0.3692	0.0014	Significant	Positive Correlation
Teacher	0.3988	0.0037	Significant	Positive Correlation
School Administration	0.5945	0.2904	Not Significant*	Positive Correlation

Table 7. Significant relationship between existing best practices and strategies and current status of the implementation of inclusive learning environment

There is a significant positive relationship ($r = 0.3692$, $p = 0.0014$) between the implementation of best practices and the students' perception of their learning environment. This means that the more the approach of inclusiveness, which is manifested in the use of localized examples and cultural festivals, the more the students sense of safety, respect and belonging. To the indigenous learner, the best practices serve as the concrete evidence of the commitment of the school. Their overall rating of the school environment as an inclusive institution gets in proportion to the reflection of their culture in the school curriculum and the recognition of their culture in the school events.

In the case of Teachers, the correlation is also fairly positive ($r = 0.3988$, $p = 0.0037$). This implies that the application of inclusive strategies is one of the key sources of the Instructional Climate. Teachers who practice the use of localized examples, who permit the use of the mother tongue and lesson plans reviewing to detect bias have a significantly higher chance of seeing the school environment as being healthy and inclusive. This connection emphasizes that the best practices are not only administrative necessities but also fundamental elements that develop the trust of the teachers towards the overall environment in the school.

The highest correlation coefficient ($r = 0.5945$) is displayed by the School Administration that is the strongest between the three groups. Although this is not statistically significant because of the sample size, the high value implies that the administrators consider their strategies and the environment as the two sides of the same coin. As far as the leadership is concerned, the success of the learning environment is viewed as the direct result of the policies and strategies that they have implemented.

The statistics indicate that there is a positive linear correlation among all stakeholders. This proves that the Current Status of the Learning Environment at Solano High School is not a coincidence; it is a direct outcome of the current best practices and strategies. The significance found in both the Student and Teacher groups proves that the more consistently the school implements inclusive strategies, the more effectively it fosters an environment where indigenous learners can thrive.

The positive correlations of students are significant ($r = 0.3692$, $p = 0.0014$) and significant also is the correlation of the teachers ($r = 0.3988$, $p = 0.0037$). The reflection of their culture in classroom examples, festivals, and culturally aware instructional strategies reflect the values of Sikolohiyang Indigenous Kapwa, Loob and Bayanihan that encourage empathy, collective identity and group belonging (ResearchGate, 2025). It supports the reasons why native learners feel included in the school even with interpersonal and systemic obstacles, which is related to the resilience reported in the literature on the lived experiences of IP learners (Scribd, 2024; Aguilar, 2024).

To the teacher, the correlation highlights the pedagogical importance of the Culturally Responsive Pedagogy (CRP) and Universal Design for Learning (UDL) structures (Taylor and Francis, 2025). The attitude of teachers towards an inclusive environment is enhanced when it is possible to use culturally relevant metaphors, offer explanations in the mother tongue, and examine the lesson plans critically to identify bias practices, which decrease deficit thinking and confirm indigenous epistemologies. This is in line with the worldwide literature that emphasizes teacher self-reflection and culturally sensitive approaches as vital in establishing a psychologically safe and academically efficient environment of the marginalized learners (AJIE, 2024; MDPI, 2024; Frontiers, 2023).

Even though the correlation of the administrators was not statistically significant, the high r-value ($r = 0.5945$) indicates that the relationships align with the Pagkakasupeg framework (2025) and Transformative School Leadership practices (AJIE, 2024), which hold that the core of an inclusive learning environment is based on inclusive policies and administrative approaches. The acknowledgment of administrators in the process of environment formation is correlated with the global evidence that the presence of elder involvement, culturally-based curricula, and trauma-informed pedagogy can be useful in enhancing engagement, reducing historical marginalization of indigenous students (UNESCO, 2021; Smith, 2021; Castillo and Mangiduyos, 2024).

The data helps to confirm that the positive presence of the inclusive environment observed in Solano High School is not the coincidence but the direct outcome of intentional, culturally based practices. The mediating factors of the systemic, communicative, and resource-based barriers include best practices that combine local knowledge, respect indigenous culture, and empower students and teachers (Scribd, 2024; Taylor and Francis, 2023; JIP Publication, 2026). This implies that to make inclusive education effective in the real sense, the introduction of strategies both in classroom and institutional settings should be culturally sensitive, grounded in the context, and aided by leadership frameworks that embrace equity and representation.

Proposed intervention or policy recommendations to enhance the inclusivity of the school's learning environment

To increase the inclusivity of the learning environment in Solano High School, a set of data-driven intervention and policy suggestions is suggested, which will be based on the systemic gaps that will be shown by the use of statistics.

On the Institutional and Policy Level, the school should focus on the formalization of an advice board named Council of Indigenous Elders. Since the communication barriers have a significant negative correlation with the perceived learning environment among teachers ($r = -0.4532$), this board would act as an essential mediator. Some of the policy recommendations encompass the requirement to use quarterly consultative meetings to monitor how the Indigenous Knowledge Systems and Practices (IKSP) have been integrated into the School Improvement Plan (SIP). Besides, the administration ought to reprioritize budget funds into a Specific Support Fund-which caters to the Partially Evident rating of scholarships and resources- to take care of transportation expenses of remote ancestral areas and subsidies on cultural wear, thus reducing the financial and geographical obstacles that impede frequent attendance.

Contextualized Instructional Resource Development (CIRD) Program implementation is crucial at the Instructional and Pedagogical Level. Because culturally relevant modules were found by the teachers to be a primary obstacle (Mean = 3.02), the policy must provide faculty with incentivized writing time so the faculty can co-design localized learning material with the community experts. Such materials are to be based on Culturally Responsive Teaching (CRT) frameworks, which guarantee that difficult academic concepts in Math and Science are provided through indigenous metaphors and based on local environmental context. This plan will tackle the issue of resistance to contribute directly in students and will justify their cultural identity as a valid source of academic achievement.

Lastly, on the Socio-Cultural Level, the school ought to embrace a "Cultural Safety and Translanguaging Protocol. In order to counteract microaggressions and pressure to assimilate experienced by students on a regular basis, this policy would formally allow translanguaging, or the strategic use of the Mother Tongue to elucidate tricky concepts, in the classroom. At the same time, the school also needs to substitute passive sensitivity training with student-centered Duyog (Accompaniment) Dialogue Circles. The purpose of these restorative sessions is to transform peer social dynamics through significant empathy and breaking the cultural stereotypes that happen in the shadow spaces. By tackling these micro-level social dynamics, the school would be able to make its promises of inclusivity go beyond mere symbolic festivals and make the focus on inclusivity a psychological reality every indigenous learner experiences .

TQM-Based Policy Framework for Inclusive Learning Environment

INCLUSION ROADMAP

I. Introduction

As it was found in the study, the Solano High School has formed a relatively inclusive environment, but still, there are areas that need to be filled in between the intention of the institution and the experiences of indigenous learners. This gap should thus be addressed through the policy framework, where inclusivity should be instilled on all the issues of the school system. The framework is based on Total Quality Management (TQM) principles and focuses on the emphasis of continuous improvement, stakeholder involvement, and the process-centred inclusivity. It incorporates national policies like MATATAG Curriculum, the Pagkakasupep Framework as well as international policies such as the UN Declaration on the Rights of Indigenous Peoples so that inclusivity is not only culturally empowered but also internationally aligned.

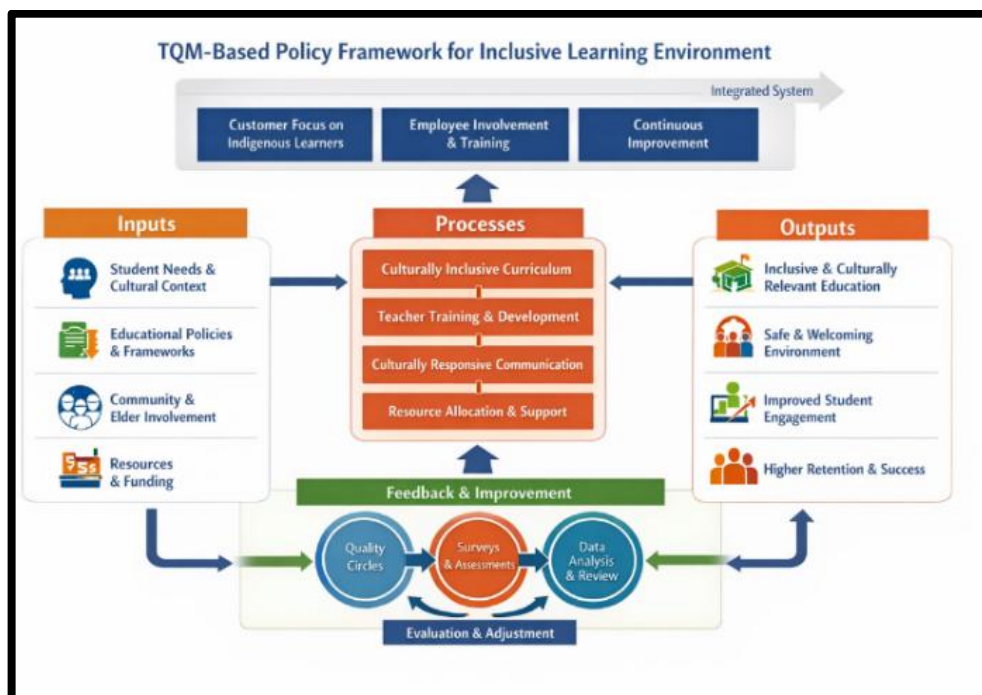


Figure 1. TQM-Based Policy Framework for Inclusive Learning Environment

II. Vision

To establish Solano High School as a model of inclusive education where indigenous learners experience equity, respect, and empowerment, guided by continuous improvement and stakeholder collaboration under the principles of Total Quality Management (TQM).

III. Objectives

- a. Strengthen institutional policies to embed inclusivity into the School Improvement Plan (SIP).
- b. Ensure culturally responsive curriculum and pedagogy that integrate Indigenous Knowledge Systems and Practices (IKSP).
- c. Provide equitable access to resources, scholarships, and support services tailored to indigenous learners.
- d. Foster safe, respectful, and empathetic socio-cultural interactions within the school community.
- e. Establish continuous monitoring and evaluation mechanisms to sustain inclusivity improvements.

IV. Strategies

- a. Institutional and Policy Strategies
 1. Council of Indigenous Elders Advisory Board – Formalize a council that meets quarterly to advise on curriculum, school programs, and inclusivity policies. This ensures indigenous voices are embedded in decision-making and addresses the communication gap identified in the study.
 2. Specialized Support Fund – Reallocate budget priorities to cover transportation from remote ancestral lands, subsidies for cultural attire, and tailored scholarships. This directly mitigates financial and geographical barriers that hinder attendance.
 3. Policy Integration – Mandate the inclusivity goals be explicitly written into the School Improvement Plan (SIP), aligning with MATATAG Curriculum priorities and Pagkakasupeg Framework.
- b. Instructional and Pedagogical Strategies
 1. Contextualized Instructional Resource Development (CIRD) Program – Provide teachers with incentivized writing periods to produce localized modules with local and community experts. This addresses the shortage of culturally relevant materials (Mean = 3.02).
 2. Culturally Responsive Teaching (CRT) – Train teachers to use indigenous metaphors, local environmental contexts, and culturally mapped resources in Math, Science, and other subjects. This validates indigenous identity as a foundation for academic success.
 3. Translanguaging Protocol – Officially permit the use of Mother Tongue to clarify complex concepts, reducing hesitation among students and improving comprehension.
- c. Sociol-Cultural Strategies
 1. Duyog (Accompaniment) Dialogue Circles – Replace passive sensitivity training with student-led restorative dialogue sessions. These circles foster empathy, dismantle stereotypes, and reshape peer social dynamics, addressing micro-aggressions, and assimilation pressures.
 2. Cultural Safety Protocols – Establish clear guidelines for reporting discrimination and micro-aggressions, ensuring accountability and psychological safety.
 3. Community Engagement – Invite indigenous elders and leaders to school events, festivals, and mentorship programs, strengthening cultural visibility and intergenerational learning.
- d. Resource and Support Strategies
 1. Localized Materials and Scholarships – Prioritize budget allocations for indigenous-focused modules, scholarships, and cultural activities.
 2. Satellite Learning Centers – Partner with local government units (LGUs) to establish satellite centers or provide transportation subsidies for learners from remote areas.
 3. Faculty Representation – Advocate for greater indigenous representation in teaching and leadership position to ensure authentic perspectives in policy and pedagogy.

V. Implementation Plan

Phase	Timeline	Key Activities	Responsible Units
Phase 1: Policy Formation	Year 1	Establish Council of Elders, draft Translanguaging Protocol, allocate Specialized Support Fund	School Administration, Elders Advisory Board
Phase 2: Curriculum & Training	Year 2	Roll out CIRD Program, conduct CRT workshops, integrate IKSP into lesson plans	Teachers, Curriculum Committee
Phase 3: Community Engagement	Year 3	Launch Duyog Dialogue Circles, strengthen communication with families, invite elders to events	Student Council, Faculty, Parents Association
Phase 4: Resource Expansion	Year 4	Develop localized modules, expand scholarships, establish satellite learning centers	Admin, Finance Office, LGU partners

Phase 5: Evaluation & Scaling	Year 5	Conduct inclusivity audits, publish annual reports, scale best practices	Quality Circles, Monitoring Committee
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- VI. Monitoring and Continuous Improvement Strategies
1. Quality Circle – Establish inclusive quality circles composed of students, teachers, administrators, and elders to review inclusivity indicators quarterly.
 2. Balanced Scorecards – Tract inclusivity across curriculum, communication, resources, and socio-cultural practices.
 3. Annual Inclusivity Report – Publish findings and recommendations to ensure transparency and accountability.
 4. Feedback Loops – Use surveys, focus groups, and dialogue circles to continuously refine policies and practices.

Conclusion and Recommendations

Based on the findings, it can be concluded that Solano High School has effectively addressed Institutional Inclusion, with clear policies, safety measures, and respect for all students. However, challenges remain in Social and Academic Inclusion, as indigenous students continue to face in-group micro-aggressions and language barriers that hinder full classroom participation. The significant negative correlation observed among teachers indicates that the concept of an inclusive environment is still fragile, with educators struggling to maintain inclusivity due to insufficient culturally specific resources, such as textbooks and modules. While students generally perceive the school as a safe environment, they often experience stereotyping and communication gaps, reflecting both their resilience and a silent struggle that may go unnoticed by staff. Existing strategies, including cultural localization and school festivals, have demonstrated effectiveness, as shown by positive correlations; however, these initiatives remain largely symbolic and event-based rather than being systematically integrated into daily curriculum and budget planning.

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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.

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Appendices

No appendices are attached to this study.