

Status of Inclusive Learning Environment in a Public Secondary School with Multi-Ethnic Culture Learners: Basis for Advanced Strategic Management of Indigenous Knowledge Systems and Practices

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Abstract. This study assessed the cultural inclusivity of the learning environment at Bintawan National High School using a descriptive-correlational research design. It determined how the school supported Indigenous learners within a culturally diverse educational setting and explored how systemic factors such as cultural sensitivity, communication, and resource allocation relate to the school's learning environment and served as the basis for developing an Advanced Strategic Management of Indigenous Knowledge Systems and Practices (IKSP). The respondents included 9 administrators (total enumeration), 70 teachers (from 85 using Slovin's formula), and 331 learners (from 1,906 learners, using Slovin's formula). The school administrators include one principal, two head teachers, and 6 master teachers since they are part of the school's Executive Committee. The 331 learners were randomly selected from grades 8 to 12 to ensure representation from all grade levels. Based on survey data, findings show that the school demonstrates a highly evident culturally inclusive learning environment characterized by safety, respect, cultural representation, and institutional commitment. Although challenges related to cultural sensitivity, communication, and resource allocation were identified, these were generally moderate and manageable. The study also found that culturally responsive practices, such as Indigenous cultural celebrations, localized instruction, community collaboration, and mother tongue support, positively contributed to the perceived inclusiveness of the school environment. Based on the findings, an Advanced Strategic Management of Indigenous Knowledge Systems and Practices was proposed to strengthen Indigenous education, preserve cultural heritage, promote educational equity, and sustain culturally responsive practices within the school. The study highlights the importance of strategic leadership, community engagement, and continuous improvement in fostering an inclusive and culturally affirming educational environment for Indigenous learners.

Introduction

Education plays a vital role in promoting equality, cultural understanding, and social inclusion among learners from diverse cultural backgrounds. The implementation of Indigenous Peoples' Education (IPED) in the Philippines seeks to recognize and preserve the unique traditions, values, languages, and knowledge systems of Indigenous Peoples (IPs) and ensure their access to quality education. Yet despite existing educational reforms implemented by the Department of Education (DepEd), many Indigenous learners still experience barriers related to cultural sensitivity, communication, discrimination, inadequate learning resources, and limited representation within school systems. The development of an inclusive learning environment, particularly in schools with multi-ethnic populations such as Bintawan National High School, will be significantly affected by the barriers.

The importance of culturally responsive and inclusive educational practices for Indigenous learners is emphasized in recent studies. According to Bermudez and Babaran (2024) Indigenous Peoples' Education in Philippine public schools requires stronger institutional support and culturally relevant teaching strategies. Damasco and Regaspi (2025) found that educational support systems for Aeta Indigenous students in the Philippines become more effective when schools collaborate closely with Indigenous elders and communities. Their study underscored the importance of community participation in preserving IKSP within educational settings. Similarly, to Anuik and Gillies (2026), indigenizing the curriculum through peer mentoring and cultural integration strengthens learner engagement and identity formation. Moreover, Cooc and Kim (2021) identified communication barriers and lack of culturally responsive pedagogy as major obstacles in diverse classrooms. Similarly, according to Bishop (2021), when schools cultivate culturally affirming educational spaces that value diversity and inclusion, Indigenous and non-Indigenous students demonstrate higher motivation and engagement. Baker (2021) further explained that Western-centered pedagogical frameworks frequently conflict with Indigenous values and communal learning practices, creating challenges for Indigenous learners in mainstream educational systems. Studies also revealed that culturally sustaining pedagogies and Indigenous knowledge integration contribute positively to learner participation, motivation, and academic success (Esparrago-Kalidas, 2025; Magnaye, 2025; Pandey, 2025). According to Sexton (2025), teacher education institutions must prepare educators to effectively address cultural diversity and equity issues within multi-ethnic educational settings.

Inclusive learning environments must go beyond physical access and should foster respect, belongingness, cultural representation, and equal opportunities for all learners in schools with multi-ethnic cultures. Brayboy (2005) explained through Tribal Critical Race Theory that educational institutions must recognize Indigenous experiences, histories, and identities to eliminate systemic inequalities. Furthermore, the findings of Bayod and Morante (2021) discovered that Indigenous students often face cultural isolation, fears of discrimination, and academic struggles when schools fail to provide supportive and inclusive environments. The need for schools to strengthen policies, practices, and strategic management approaches that protect Indigenous learners and preserve Indigenous Knowledge Systems and Practices (IKSP) are indicated in these challenges. In support of this, Castro (2022) discussed that formal educational settings often contribute to language loss and cultural erosion when schools fail to integrate Indigenous languages and perspectives into classroom instruction. These findings indicate that multi-ethnic educational environments require policies and practices that protect cultural identity and encourage inclusivity.

Bastida, Saysi, and Batutoc (2023) identified pedagogical struggles among teachers handling Indigenous learners, particularly in literacy development and language diversity. Their study highlighted the importance of adapting instructional methods to accommodate cultural and linguistic differences among learners. Likewise, Cifuentes-Faura (2024) stressed that inclusive schools across different countries succeed when they promote cultural sensitivity, positive school climate, and equal opportunities for all learners regardless of ethnicity or background. Finally, Arriangada (2021) found that Indigenous youth demonstrate better well-being and academic outcomes when schools recognize their cultural identity and provide educational environments that value Indigenous traditions, practices, and social connections.

Hence, this study aimed to determine the status of the inclusive learning environment in Bintawan National High School with a multi-ethnic culture as perceived by school administrators, teachers, and learners. Specifically, the study identified the status of inclusivity, the challenges encountered in implementation, and the best practices adopted by the school to support Indigenous learners. The findings of the study served as the basis for developing an Advanced Strategic Management of Indigenous Knowledge Systems and Practices to strengthen culturally inclusive education and improve educational experiences among its Indigenous learners.

Methodology

The study utilized a descriptive-correlational research design to examine inclusive learning environments for indigenous students at Bintawan National High School. It described the current conditions, challenges, and support strategies while also analyzing relationships between school practices, challenges, and the effectiveness of cultural inclusivity. A combination of purposive, stratified random, and total enumeration sampling was used. The respondents included 9 administrators (total enumeration), 70 teachers (from 85 teachers, using Slovin's formula), and 331 learners (from 1,906 learners, using Slovin's formula).

The instrument used in this study was an adapted Likert scale questionnaire from Rogel & Dulay (2026). It is attached and labeled in this study as Appendix A. It is designed to assess the status of the inclusive learning environment, the challenges encountered in implementation, and the best practices adopted by the school for Indigenous learners. The adapted Likert scale questionnaire consists of three parts. The current status of the inclusive learning environment using indicators related to safety, cultural respect, equal treatment, cultural representation, and institutional commitment will be the first part. The challenges and barriers encountered in terms of cultural sensitivity, communication, and resource allocation are measured

in the second part. The best practices and strategies implemented by the school to support Indigenous learners are determined in the third part.

Before the conduct of the study, a formal letter requesting approval to conduct the research was submitted to the school administration of Bintawan National High School. Upon approval, the researcher coordinated with school officials regarding the schedule and distribution of questionnaires to the identified respondents. The questionnaire was distributed during the opening block of the school year 2026-2027 so that no classes would be interrupted. For minor respondents, printed questionnaires were provided together with informed consent forms to secure parental/guardian approval.

The questionnaires were personally administered by the researchers to school administrators, teachers, and learners. To ensure accurate and honest responses, the purpose of the study and instructions for answering the questionnaire was clearly explained. Respondents were assured that their answers would be treated with confidentiality and used solely for academic purposes. After the retrieval of the completed questionnaires, the data were checked, organized, tabulated, and analyzed using appropriate statistical tools. 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 Advanced Strategic Management of Indigenous Knowledge Systems and Practices to improve further the cultural inclusivity practices.

Results and Discussion

No.	Indicator of Learning Environment	Administration (Mean)	Teachers (Mean)	Learners (Mean)	Overall (Mean)	Overall Interpretation
	The school campus feels like a safe and welcoming space for Indigenous learners.	3.78	3.89	3.32	3.66	Highly Evident
	Diverse cultural backgrounds are openly acknowledged and respected by the staff.	3.89	3.86	3.38	3.71	Highly Evident
	Classroom discussions regularly include diverse perspectives, including indigenous ones.	3.78	3.77	3.10	3.55	Highly Evident
	Indigenous learners are treated with the same level of respect as their non-indigenous peers.	4.00	3.89	3.20	3.70	Highly Evident
	The school's physical environment reflects cultural diversity.	3.67	3.80	3.26	3.58	Highly Evident
	I feel that the school administration genuinely cares about the welfare of indigenous learners.	3.89	3.83	3.30	3.67	Highly Evident
	Learners are encouraged to share their cultural heritage during school activities.	4.00	3.89	3.34	3.74	Highly Evident
	There is a visible presence of indigenous culture in the school's extracurricular programs	4.00	3.97	3.31	3.76	Highly Evident
	The school promotes a culture of "belonging" for everyone regardless of ethnic origin.	4.00	3.94	3.25	3.73	Highly Evident
	Bintawan National High School is committed to being an inclusive institution.	4.00	3.94	3.28	3.74	Highly Evident
OVERALL MEAN		3.90	3.88	3.27	3.68	Highly Evident

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

The findings of this research indicate that there is an overall positive impression about the learning environment inclusivity of the Bintawan National High School among all three groups of respondents. The School Administration had the highest overall mean of 3.90 (Highly Evident), then Teachers had a mean of 3.88 (Highly Evident) and the Students offered the most

conservative, yet positive assessment with an overall mean of 3.27 (Evident). According to this trend, the gap in perception is that the leaders in the school consider that the culturally 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 school.

The respondents strongly agreed that Bintawan National High School provides an inclusive learning environment for Indigenous learners, as evidenced by the overall mean of 3.68. This indicates that the school is perceived as highly committed to fostering safety, respect, cultural diversity, belongingness, and inclusivity among learners from different ethnic backgrounds. Among the indicators, the visible presence of Indigenous culture in extracurricular programs obtained the highest mean (3.76), while the inclusion of diverse and Indigenous perspectives in classroom discussions received the lowest mean (3.55), although it remained within the Strongly Agree category. Overall, the findings suggest that the school has established a positive and culturally responsive learning environment that supports Indigenous learners. This collective action points out the fact that social harmony and removing open-minded discrimination are the best practices in Bintawan National High School.

No.	Cultural Sensitivity	Administration (Mean)	Teachers (Mean)	Learners (Mean)	Overall (Mean)	Overall Interpretation
	Indigenous learners encounter cultural misunderstandings or stereotyping from their classmates.	2.00	2.89	2.97	2.62	Experienced
	There is no noticeable pressure for indigenous learners to assimilate or hide their cultural identity to fit in.	3.22	2.97	2.96	3.05	Experienced
	Discriminatory remarks, "jokes", or microaggressions regarding indigenous heritage occur within the school premises.	2.00	2.57	2.73	2.43	Not Experienced
	School programs or social activities often overlook the indigenous traditions and taboos of indigenous learners.	2.00	2.46	2.94	2.47	Not Experienced
	Indigenous learners feel that their traditional values are viewed as "inferior" to mainstream modern beliefs.	1.56	2.29	2.83	2.23	Not Experienced
OVERALL MEAN		2.16	2.64	2.89	2.56	Experienced

Table 2. Comparative Summary of the Challenges and Barriers to Cultural Sensitivity

The results reveal a mixed but generally moderate level of challenges and barriers related to cultural sensitivity in the learning environment of Bintawan National High School. Based on the overall composite mean of 2.56, interpreted as "Experienced," it can be inferred that cultural sensitivity issues are present in the school setting, although they are not consistently severe across all indicators.

Among the five indicators, the highest overall mean was obtained in pressure for Indigenous learners to assimilate or hide their cultural identity ($M = 3.05$), interpreted as Experienced. This suggests that although formal discrimination may not be strongly evident, there is a subtle social expectation for Indigenous learners to conform to dominant cultural norms. This aligns with findings in multicultural education literature, where assimilation pressures often exist in diverse school environments even in the absence of explicit discriminatory policies. This result indicates a need for stronger cultural affirmation practices to ensure that Indigenous learners feel fully accepted without needing to suppress their identity.

Similarly, cultural misunderstandings or stereotyping from classmates ($M = 2.62$) was also interpreted as Experienced. This implies that Indigenous learners still encounter occasional misunderstandings in peer interactions, which may affect their sense of belonging and participation in school activities. The higher learner rating (2.97) compared to administrators (2.00) suggests that students are more aware of these experiences than school personnel, indicating a possible perception gap between stakeholders.

In contrast, several indicators were interpreted as "Not Experienced," including discriminatory remarks or microaggressions ($M = 2.43$), overlooking Indigenous traditions in school programs ($M = 2.47$), and perception of

Indigenous values as inferior ($M = 2.23$). These results suggest that overt forms of discrimination and institutional exclusion are not strongly evident in the school environment. Notably, administrators consistently rated these indicators lower than teachers and learners, which may reflect either stronger institutional confidence in inclusive policies or limited visibility of student experiences at the ground level.

The overall mean distribution across groups further supports this pattern, with learners obtaining the highest composite mean (2.89), followed by teachers (2.64), and administrators (2.16). This trend suggests that learners perceive more cultural sensitivity-related challenges compared to school staff, highlighting the importance of prioritizing student voices in evaluating inclusivity.

In summary, the findings indicate that while overt discrimination is generally not prevalent, subtle and systemic cultural sensitivity issues still exist, particularly in the form of assimilation pressure and occasional stereotyping. These results imply that the school has made progress in promoting inclusive practices; however, there remains a need to strengthen culturally responsive strategies, enhance awareness among students, and reinforce Indigenous cultural affirmation programs to further improve the inclusiveness of the learning environment.

No.	Communication	Administration (Mean)	Teachers (Mean)	Learners (Mean)	Overall (Mean)	Overall Interpretation
	Language differences or lack of Mother Tongue-Based instruction make it difficult for indigenous learners to grasp complex lesson.	2.33	2.60	2.90	2.61	Experienced
	Teachers struggle to explain academic concepts using terms or metaphors that are culturally relevant to indigenous life.	2.11	2.46	2.63	2.40	Not Experienced
	Indigenous learners hesitate to participate in classroom recitations due to fear of being misunderstood or mocked for their accent or dialect.	2.11	2.69	2.77	2.52	Experienced
	There is a lack of effective communication channels between the school administration and the indigenous community elders.	1.67	2.40	2.76	2.28	Not Experienced
	Important school announcements and parent-teacher communications are not always accessible to non-fluent Filipino or English-speaking indigenous families.	1.56	2.23	2.81	2.2	Not Experienced
OVERALL MEAN		1.956	2.476	2.774	2.402	Not Experienced

Table 3. Comparative Summary of the Challenges and Barriers to Communication

The results indicate that challenges related to communication in the inclusive learning environment are generally “Not Experienced”, as reflected in the overall composite mean of 2.402. However, despite the overall interpretation, specific indicators still show that communication-related barriers exist in certain areas, particularly those affecting Indigenous learners directly in classroom participation and comprehension.

Among the indicators, the highest overall mean was recorded in language differences and lack of Mother Tongue-Based instruction ($M = 2.61$), interpreted as “Experienced.” This suggests that Indigenous learners still encounter difficulties in understanding complex lessons when instruction is not delivered in their mother tongue or in a culturally familiar linguistic context. This finding aligns with Bastida, Saysi, and Batuctoc (2023), who emphasized that language barriers remain a major challenge in Indigenous Peoples Education in the Philippines, particularly in literacy development and comprehension of academic content. Similarly, Castro (2022) argued that the lack of integration of Indigenous languages in formal education contributes to cultural and linguistic erosion, which negatively affects learners’ understanding and identity formation.

Another notable finding is that Indigenous learners hesitate to participate in classroom recitations due to fear of being misunderstood or mocked for their accent or dialect ($M = 2.52$), also interpreted as “Experienced.” This indicates that while overt discrimination may not be highly visible, subtle communication anxieties still affect learner participation. This result supports the findings of Cooc and Kim (2021), who identified that culturally and linguistically diverse learners often experience classroom participation barriers due to communication insecurity and lack of culturally responsive teaching practices. In addition, Bishop (2021) noted that students are more engaged and confident in classrooms where cultural and linguistic diversity is affirmed rather than stigmatized. On the other hand, several indicators were interpreted as “Not Experienced,” including difficulty in culturally relevant teaching explanations ($M = 2.40$), lack of communication channels between school and Indigenous elders ($M = 2.28$), and inaccessibility of school communications to non-fluent families ($M = 2.20$). These findings suggest that from the perspectives of administrators and teachers, communication systems are generally functional and inclusive. However, the higher ratings from learners compared to administrators indicate a possible perception gap, suggesting that students experience communication challenges more directly than school personnel observe.

The pattern of responses across groups shows that learners consistently recorded the highest mean (2.774), followed by teachers (2.476), and administrators (1.956). This trend suggests that Indigenous learners are more sensitive to communication barriers, particularly in classroom interaction and academic participation. Meanwhile, administrators appear less aware of these challenges, possibly due to limited direct classroom engagement with learners. These findings are supported by Pandey (2025), who emphasized that multilingual classrooms require culturally responsive pedagogy that integrates learners’ linguistic backgrounds to enhance comprehension and participation. Likewise, Sexton (2025) stressed that teacher preparation programs must strengthen educators’ capacity to address linguistic diversity and communication inclusivity. Furthermore, Cifuentes-Faura (2024) highlighted that inclusive schools succeed when communication strategies are accessible, culturally sensitive, and responsive to diverse learner needs.

In summary, although communication barriers in the school are generally interpreted as not highly prevalent, the presence of experienced challenges in language comprehension and classroom participation indicates that linguistic inclusivity remains an area for improvement. The findings suggest the need for stronger implementation of Mother Tongue-Based instruction, culturally responsive communication strategies, and enhanced teacher training to ensure that Indigenous learners can fully participate and thrive in the learning environment.

No.	Resource Allocation	Administration (Mean)	Teachers (Mean)	Learners (Mean)	Overall (Mean)	Overall Interpretation
	There is a critical shortage of textbooks, modules, and instructional materials that integrate indigenous knowledge systems and practices.	2.33	2.83	2.90	2.69	Experienced
	School policies and budget priorities do not sufficiently address the specific needs (e.g., cultural festivals, tribal attire) of indigenous learners.	1.89	2.60	2.67	2.39	Not Experienced
	Financial or geographical constraints (transportation costs from ancestral lands) specifically hinder the regular attendance of indigenous learners.	2.56	2.86	2.87	2.76	Experienced
	There is an evident lack of representation of Indigenous individuals within the school’s leadership or faculty staff.	1.78	2.49	2.72	2.33	Not Experienced
	Indigenous learners have limited access to specialized support services, such as culturally-aware counseling or dedicated study centers.	1.67	2.43	2.82	2.31	Not Experienced
OVERALL MEAN		2.05	2.64	2.80	2.49	Not Experienced

Table 4. Comparative Summary of the Challenges and Barriers to Resource Allocation

The findings reveal that challenges related to resource allocation in the inclusive learning environment are generally interpreted as “Not Experienced,” with an overall composite mean of 2.49. However, the results also indicate that certain resource-related issues are still evident, particularly those affecting instructional materials and the accessibility of education for Indigenous learners. This suggests that while institutional support systems exist, gaps in equitable distribution of culturally responsive resources remain present in the school environment.

Among the indicators, the highest overall mean was recorded in financial or geographical constraints hindering regular attendance of Indigenous learners ($M = 2.76$), interpreted as “Experienced.” This finding implies that external socio-economic factors, such as transportation costs and geographic isolation from ancestral communities, continue to affect learners’ consistent school participation. This aligns with Damasco and Regaspi (2025), who emphasized that Indigenous learners in the Philippines often face structural barriers such as distance, poverty, and limited access to transportation, which significantly affect attendance and academic continuity. Similarly, Arriangada (2021) noted that Indigenous youth outcomes are strongly influenced by socio-economic conditions and access to supportive learning environments.

Another indicator interpreted as “Experienced” is the shortage of textbooks, modules, and instructional materials integrating Indigenous Knowledge Systems and Practices ($M = 2.69$). This suggests that although instructional materials are available, there is still a lack of culturally relevant learning resources that reflect Indigenous identity, traditions, and local knowledge systems. This finding is supported by Magnaye (2025), who stressed that Indigenous knowledge must be embedded in instructional materials, particularly in science education, to make learning more meaningful and contextually relevant. Likewise, Esparrago-Kalidas (2025) emphasized that culturally sustaining pedagogy requires the integration of Indigenous knowledge in curriculum materials to strengthen learner engagement and identity affirmation.

In contrast, several indicators were interpreted as “Not Experienced,” including lack of Indigenous representation in leadership or faculty ($M = 2.33$) and limited access to specialized support services ($M = 2.31$). These results suggest that the school is perceived to have relatively adequate structural representation and support mechanisms for Indigenous learners. However, learner responses were consistently higher than those of administrators, indicating that students perceive greater gaps in support services than school personnel recognize.

Similarly, school policies and budget priorities not addressing Indigenous needs ($M = 2.39$) was also interpreted as “Not Experienced.” This implies that institutional policies are generally seen as responsive; however, the relatively moderate teacher and learner responses suggest that cultural events, tribal attire recognition, and Indigenous-specific programs may still require stronger budgetary prioritization.

The group comparison shows a consistent pattern where learners obtained the highest overall mean (2.80), followed by teachers (2.64), and administrators (2.05). This suggests that Indigenous learners are more aware of resource-related constraints, particularly those affecting access to education and culturally appropriate materials. Meanwhile, administrators appear less aware of these challenges, possibly due to their indirect exposure to day-to-day learner experiences.

These findings are consistent with Cifuentes-Faura (2024), who emphasized that inclusive education systems are most effective when resource allocation is aligned with the cultural and contextual needs of learners. Additionally, Bermudez and Babaran (2024) highlighted that Indigenous Peoples Education programs in the Philippines require stronger institutional funding and targeted resource support to effectively implement culturally responsive teaching practices.

In summary, although the overall interpretation indicates that resource allocation challenges are generally “Not Experienced,” the presence of experienced issues in transportation constraints and lack of Indigenous-integrated learning materials highlights persistent structural gaps. These findings suggest the need for improved funding strategies, expanded development of Indigenous-based instructional materials, and stronger support systems to ensure equitable access to education for Indigenous learners in multi-ethnic school environments.

No.	Indicator of Learning Environment	Administration (Mean)	Teachers (Mean)	Learners (Mean)	Overall (Mean)	Overall Interpretation
	Teachers used localized examples that are familiar to indigenous learners during lessons.	4.00	3.80	3.33	3.71	Very Evident
	The school celebrates “Indigenous Peoples’ Month” or cultural festivals effectively.	4.00	3.91	3.47	3.79	Very Evident

There are active mentorship programs specifically for Indigenous learner support.	3.44	3.49	3.29	3.41	Evident
The school administration provides regular cultural sensitivity training for all staff.	3.78	3.31	3.15	3.41	Evident
Indigenous elders or community leaders are occasionally invited to participate in school events.	3.44	3.77	3.37	3.53	Very Evident
The school has a clear and easy process for reporting incidents of discrimination.	3.78	3.06	3.15	3.33	Evident
Teachers allow learners to use their mother tongue to clarify difficult concepts.	3.89	3.49	3.20	3.53	Very Evident
Lesson plans are reviews to ensure they do not contain cultural biases or stereotypes.	3.78	3.40	3.19	3.46	Evident
The school provides scholarships or resources tailored for indigenous learners	3.56	2.91	3.15	3.21	Evident
Collaboration between the school and indigenous parents is encouraged and active.	3.89	3.74	3.23	3.62	Very Evident
OVERALL MEAN	3.756	3.488	3.253	3.5	Very Evident

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

Table 5 presents the respondents' assessment of the best practices and strategies implemented by Bintawan National High School to promote a culturally inclusive learning environment for Indigenous learners. The overall mean of 3.50, interpreted as "Very Evident," indicates that the school has established and implemented various practices that support cultural inclusion, Indigenous representation, and equitable educational opportunities. This finding suggests that the school demonstrates a strong commitment to creating a learning environment that recognizes and respects cultural diversity while promoting the welfare of Indigenous learners.

Among the indicators, the highest mean was obtained by the effective celebration of Indigenous Peoples' Month and cultural festivals ($M = 3.79$), interpreted as "Very Evident." This finding indicates that the school actively recognizes and promotes Indigenous culture through commemorative activities and cultural events. Such initiatives provide opportunities for learners to appreciate Indigenous heritage and strengthen cultural pride among Indigenous students. This result supports the findings of Bermudez and Babaran (2024), who emphasized that culturally relevant school activities and Indigenous-centered programs play a crucial role in strengthening Indigenous Peoples Education (IPEd) and fostering cultural awareness within educational institutions.

The use of localized examples familiar to Indigenous learners during classroom instruction ($M = 3.71$) was also rated "Very Evident." This suggests that teachers make deliberate efforts to connect lessons with learners' local experiences and cultural contexts. The finding aligns with the work of Magnaye (2025), who emphasized that culturally responsive teaching enhances learner engagement and comprehension by integrating local knowledge and Indigenous experiences into instruction. Similarly, Pandey (2025) argued that culturally responsive pedagogy improves learning outcomes by making lessons relevant to learners' cultural backgrounds and lived experiences.

Another highly rated practice was the active collaboration between the school and Indigenous parents ($M = 3.62$), interpreted as "Very Evident." This indicates that the school values partnerships with families and communities in supporting Indigenous learners. Community engagement is a key component of Indigenous education because it ensures that cultural values, traditions, and community aspirations are reflected in school programs. This finding is supported by Damasco and Regaspi (2025), who found that educational support systems become more effective when schools maintain strong collaboration with Indigenous communities, parents, and elders.

Likewise, the invitation of Indigenous elders and community leaders to participate in school events ($M = 3.53$) and allowing learners to use their mother tongue to clarify difficult concepts ($M = 3.53$) were both rated "Very Evident." These practices demonstrate the school's efforts to preserve Indigenous culture and facilitate meaningful learning experiences. The findings

support the conclusions of Anuik and Gillies (2026), who highlighted the importance of integrating Indigenous perspectives and community participation in educational settings. Furthermore, Castro (2022) emphasized that the use of Indigenous languages in education contributes to the preservation of cultural identity and improves learner participation and understanding.

Several indicators were interpreted as “Evident,” including the existence of mentorship programs for Indigenous learners ($M = 3.41$), cultural sensitivity training for school personnel ($M = 3.41$), clear reporting procedures for discrimination ($M = 3.33$), review of lesson plans to eliminate cultural biases ($M = 3.46$), and the provision of scholarships and resources tailored for Indigenous learners ($M = 3.21$). Although these practices are present, their relatively lower ratings compared to other indicators suggest opportunities for further strengthening and expansion. In particular, the provision of scholarships and specialized resources received the lowest mean, indicating that additional support mechanisms may be necessary to address the educational and socio-economic needs of Indigenous learners.

The findings are consistent with Cifuentes-Faura (2024), who reported that inclusive schools achieve greater success when they implement comprehensive support systems, promote cultural sensitivity, and establish policies that ensure equitable participation for all learners. Likewise, Sexton (2025) emphasized that continuous professional development in cultural responsiveness equips educators with the competencies needed to create inclusive and culturally affirming learning environments. Furthermore, Esparrago-Kalidas (2025) found that culturally sustaining pedagogies improve learner engagement, strengthen cultural identity, and enhance academic participation among Indigenous students.

A comparison of the respondent groups shows that administrators reported the highest overall mean (3.756), followed by teachers (3.488) and learners (3.253). This indicates that while all respondent groups acknowledged the presence of culturally inclusive practices, administrators perceived these practices to be more extensively implemented than teachers and learners. Nevertheless, the consistently positive ratings across all groups demonstrate a shared recognition of the school's efforts to foster inclusivity and cultural responsiveness.

Overall, the findings suggest that Bintawan National High School has successfully implemented numerous best practices and strategies that promote a culturally inclusive learning environment. The strong emphasis on cultural celebrations, localized instruction, community collaboration, Indigenous participation, and mother tongue use reflects the school's commitment to preserving Indigenous Knowledge Systems and Practices while ensuring meaningful educational experiences for Indigenous learners. These practices provide a solid foundation for the development of an Advanced Strategic Management of Indigenous Knowledge Systems and Practices that will further strengthen inclusivity, cultural preservation, and educational equity within the school community.

Respondent Group	Relationship	r-value	p-value	Interpretation
School Administration	Cultural Sensitivity vs. Environment	-0.631	0.068	No significant relationship
	Communication vs. Environment	-0.571	0.108	No significant relationship
	Resource Allocation vs. Environment	-0.272	0.480	No significant relationship
Teachers	Cultural Sensitivity vs. Environment	-0.162	0.180	No significant relationship
	Communication vs. Environment	-0.268	0.025	Significant negative relationship
	Resource Allocation vs. Environment	-0.185	0.125	No significant relationship
Learners	Cultural Sensitivity vs. Environment	0.286	0.000	Significant positive relationship
	Communication vs. Environment	0.146	0.008	Significant positive relationship
	Resource Allocation vs. Environment	0.208	0.000	Significant positive relationship

Table 6. Significant Relationship Between Current Status and the Challenges and Barriers in the Implementation

School Administrators

Pearson correlation analysis revealed that there was no significant relationship between the status of the inclusive learning environment and cultural sensitivity challenges, $r(7) = -0.631$, $p = .068$. Likewise, no significant relationships were found between the learning environment and communication challenges, $r(7) = -0.571$, $p = .108$, and between the learning

environment and resource allocation challenges, $r(7) = -0.272$, $p = .480$. These findings indicate that administrators generally perceived the inclusiveness of the learning environment independently of the challenges encountered in cultural sensitivity, communication, and resource allocation.

Teachers

The analysis showed that there was no significant relationship between the status of the inclusive learning environment and cultural sensitivity challenges, $r(68) = -0.162$, $p = .180$, as well as resource allocation challenges, $r(68) = -0.185$, $p = .125$. However, a significant negative relationship was found between the status of the learning environment and communication challenges, $r(68) = -0.268$, $p = .025$. This suggests that as communication barriers increase, teachers perceive the learning environment to be less inclusive.

Learners

Among learners, significant positive relationships were found between the status of the inclusive learning environment and cultural sensitivity challenges, $r(328) = 0.286$, $p < .001$; communication challenges, $r(328) = 0.146$, $p = .008$; and resource allocation challenges, $r(328) = 0.208$, $p < .001$. Although the relationships were generally weak, the findings indicate that learners who reported higher awareness of inclusivity also tended to be more aware of the challenges affecting Indigenous learners within the school environment.

The results revealed that administrators did not perceive any significant relationship between the inclusive learning environment and the identified challenges. Among teachers, only communication barriers showed a significant relationship with the learning environment. In contrast, learners reported significant relationships across all three dimensions—cultural sensitivity, communication, and resource allocation—suggesting that students are more sensitive to how these challenges influence the inclusiveness of the school environment. These findings highlight the importance of strengthening communication systems, culturally responsive practices, and resource support mechanisms to further enhance the implementation of a culturally inclusive learning environment for Indigenous learners.

Respondent Group	r-value	p-value	Significance ($p < 0.05$)	Interpretation
School Administration	-0.345	0.363	Not Significant	No significant relationship
Teachers	0.553	0.000	Significant	Significant positive relationship
Learners	0.539	0.000	Significant	Significant positive relationship

Table 7. Significant relationship between existing best practices and strategies and the current status

School Administration

Pearson product-moment correlation analysis revealed that there was no significant relationship between the existing best practices and strategies and the current status of the implementation of a culturally inclusive learning environment among school administrators, $r(7) = -0.345$, $p = .363$. Since the p-value is greater than the 0.05 level of significance, the null hypothesis was not rejected. This indicates that administrators' perceptions of the school's best practices and strategies were not significantly associated with their assessment of the current status of the culturally inclusive learning environment.

Teachers

The analysis showed a moderate positive significant relationship between existing best practices and strategies and the current status of the implementation of a culturally inclusive learning environment among teachers, $r(68) = .553$, $p < .001$. Since the p-value is less than 0.05, the null hypothesis was rejected. This finding suggests that teachers who perceived stronger implementation of best practices and strategies also tended to perceive a more positive and inclusive learning environment. The result implies that culturally responsive practices contribute substantially to the development of an inclusive school climate.

Learners

Among learners, Pearson correlation analysis revealed a moderate positive significant relationship between existing best practices and strategies and the current status of the implementation of a culturally inclusive learning environment, $r(329) = .539$, $p < .001$. The null hypothesis was therefore rejected. This indicates that learners who observed more evident implementation of inclusive practices also perceived the learning environment as more culturally inclusive. The finding highlights the importance of culturally responsive programs, community involvement, and Indigenous-centered educational practices in enhancing learners' perceptions of inclusivity.

The results indicate that the relationship between existing best practices and the status of the culturally inclusive learning environment varies across respondent groups. While school administrators did not perceive a statistically significant relationship, both teachers and learners reported moderate positive and statistically significant relationships. These findings suggest that the implementation of culturally responsive practices, such as localized instruction, celebration of Indigenous culture, collaboration with Indigenous communities, mother tongue support, and cultural sensitivity initiatives, contributes positively to the perceived inclusiveness of the school environment.

The significant relationships observed among teachers and learners support the view that effective implementation of culturally responsive strategies strengthens learners' sense of belonging, cultural recognition, and participation within the school. Consequently, the findings provide empirical support for the proposed Advanced Strategic Management of Indigenous Knowledge Systems and Practices (IKSP) as a mechanism for further strengthening culturally inclusive education in Bintawan National High School.

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

Based on the findings of the study, several interventions and policy recommendations are proposed to strengthen the implementation of a culturally inclusive learning environment and further support Indigenous learners in Bintawan National High School. These recommendations serve as the foundation for the proposed Advanced Strategic Management of Indigenous Knowledge Systems and Practices (IKSP).

1. Strengthen the Integration of Indigenous Knowledge Systems and Practices (IKSP) in Instruction
2. Institutionalize Cultural Sensitivity and Inclusivity Training
3. Establish an Indigenous Learner Support and Development Program
4. Enhance Mother Tongue and Multilingual Education Support
5. Strengthen School–Community Partnerships
6. Improve Access to Indigenous-Focused Learning Resources
7. Promote Indigenous Cultural Visibility and Representation
8. Provide Targeted Educational Assistance and Support Services
9. Strengthen Anti-Discrimination and Reporting Mechanisms
10. Develop an Advanced Strategic Management Framework for IKSP

The researchers recommend that Bintawan National High School adopt an Advanced Strategic Management of Indigenous Knowledge Systems and Practices (IKSP) as a formal school policy. This policy should integrate culturally responsive education, community participation, Indigenous representation, and equitable resource allocation into the school's strategic plans and annual implementation programs. Through this initiative, the school can further strengthen inclusivity, preserve Indigenous cultural heritage, and promote equitable educational opportunities for all learners in its multi-ethnic learning environment.

Advanced Strategic Management of Indigenous Knowledge Systems and Practices Framework

Vision

Bintawan National High School shall be a culturally responsive and inclusive learning institution that preserves, promotes, and integrates Indigenous Knowledge Systems and Practices while ensuring equitable, quality, and transformative education for all learners.

Mission

To strengthen Indigenous Peoples Education through culturally responsive instruction, community engagement, equitable resource allocation, and sustainable preservation of Indigenous cultural heritage.

Strategic Goal	Key Performance Indicator (KPI)
Increase IKSP integration across learning areas.	100% of learning areas integrate Indigenous content.
Improve cultural sensitivity among school personnel.	Annual training participation reaches 100%.
Strengthen Indigenous learner participation.	10% increase in Indigenous learner leadership involvement.
Enhance community engagement.	Quarterly consultations with Indigenous communities.
Expand Indigenous learning resources.	Establish one fully operational IKSP Resource Center.
Reduce communication barriers.	Develop multilingual communication materials.
Improve Indigenous learner retention and attendance.	10% increase in attendance and retention rates.
Strengthen policy implementation.	Annual IKSP monitoring and evaluation conducted.

Table 8. Strategic Goals (2026–2031)

Strategic Pillars

- Pillar 1: Policy and Governance
Institutionalize IKSP policies.
Create School IKSP Management Committee.
Integrate IKSP into School Improvement Plan (SIP).
Pillar 2: Curriculum and Instruction
Curriculum localization.
Indigenous content integration.
Mother tongue support.
Development of Indigenous instructional materials.
Pillar 3: Human Resource Development
Cultural sensitivity training.
Indigenous-responsive pedagogy workshops.
Teacher mentoring programs.
Pillar 4: Community Engagement
Indigenous Community Advisory Council.
Regular consultation with elders.
Community-based learning activities.
Pillar 5: Resource Development and Support Services
IKSP Resource Center.
Scholarship programs.
Transportation assistance.
Indigenous learner mentoring system.
Pillar 6: Monitoring, Evaluation, and Sustainability
Annual inclusivity audit.
IKSP implementation assessment.
Continuous improvement planning.
Research-based policy enhancement.

STRENGTHS	WEAKNESSES
1. Highly inclusive learning environment (Overall Mean = 3.68, Highly Evident).	1. Limited integration of Indigenous perspectives in classroom discussions (Mean = 3.55, lowest among inclusion indicators).
2. Strong school commitment to inclusivity and belongingness.	2. Lack of sufficient IKSP-integrated textbooks, modules, and instructional materials (Mean = 2.69, Experienced).
3. Active celebration of Indigenous Peoples' Month and cultural festivals (Mean = 3.79).	3. Limited scholarship and specialized support services for Indigenous learners (Mean = 3.21).
4. Use of localized examples and contextualized instruction (Mean = 3.71).	4. Existing communication barriers related to language differences and comprehension (Mean = 2.61).
5. Strong collaboration with Indigenous parents and community leaders (Mean = 3.62).	5. Some Indigenous learners hesitate to participate due to accent or dialect concerns (Mean = 2.52).
6. Presence of Indigenous culture in extracurricular programs (Mean = 3.76).	6. Cultural sensitivity training is only evident rather than highly institutionalized (Mean = 3.41).
7. Mother tongue support is practiced by teachers (Mean = 3.53).	7. Perception gap exists between administrators and learners regarding inclusivity challenges.
8. Positive relationship between best practices and inclusive environment among teachers and learners.	8. Mentorship programs for Indigenous learners require further strengthening (Mean = 3.41).
OPPORTUNITIES	THREATS
1. Strong policy support from the Department of Education Indigenous Peoples Education Program (IPEd).	1. Continued cultural assimilation pressures among Indigenous learners.
2. National Commission on Indigenous Peoples (NCIP) partnerships.	2. Gradual loss of Indigenous language and cultural practices.
3. Availability of Indigenous elders and cultural experts as resource persons.	3. Socio-economic challenges affecting Indigenous learners' attendance and retention.
4. Increasing advocacy for culturally responsive education in the Philippines.	4. Geographical isolation and transportation difficulties from ancestral domains.
5. Potential funding from LGUs, NGOs, and government agencies.	5. Persistent stereotyping and cultural misunderstandings among students.
6. Development of localized learning resources through digital technology.	6. Limited national availability of IKSP-based learning materials.

7. Community willingness to participate in educational programs.	7. Teacher turnover may reduce continuity of Indigenous-responsive programs.
8. Growing research support for IKSP integration in education.	8. Western-centered educational approaches may continue to dominate curriculum implementation.

Table 9. SWOT Analysis

Strategy	Description
S01	Institutionalize IKSP integration across all learning areas using localized and culturally relevant curriculum materials.
S02	Strengthen partnerships with NCIP, Indigenous elders, LGUs, and community leaders for curriculum enrichment and policy implementation.
S03	Expand Indigenous cultural celebrations into year-round cultural education programs.
S04	Develop a School IKSP Resource Center containing local Indigenous knowledge, stories, practices, and research outputs.
S05	Utilize digital platforms to document and preserve Indigenous cultural heritage and oral traditions.

Table 10. Strategic Matrix

Strategy	Description
W01	Secure external funding and grants to develop IKSP-integrated instructional materials.
W02	Collaborate with universities, NCIP, and cultural experts to create Indigenous-based learning resources.
W03	Conduct annual professional development programs on culturally responsive pedagogy and Indigenous education.
W04	Develop multilingual learning materials and communication systems for Indigenous families.
W05	Establish scholarship and educational assistance programs through partnerships with government and private organizations.

Table 11. WO Strategies (Addressing Weaknesses through Opportunities)

Strategy	Description
ST1	Strengthen Indigenous identity through expanded cultural programs and heritage education.
ST2	Utilize community partnerships to preserve Indigenous languages and traditional practices.
ST3	Implement anti-discrimination campaigns and cultural awareness programs throughout the school year.
ST4	Create student leadership opportunities for Indigenous learners to increase representation and visibility.
ST5	Strengthen guidance and counseling services focusing on cultural affirmation and inclusion.

Table 12. ST Strategies (Using Strengths to Mitigate Threats)

Strategy	Description
WT1	Develop a comprehensive Indigenous Learner Support Program addressing academic, social, and financial needs.
WT2	Establish transportation assistance initiatives with LGUs and community stakeholders.
WT3	Institutionalize annual monitoring of cultural inclusivity indicators.
WT4	Create succession planning and documentation systems to sustain IKSP initiatives despite staff turnover.
WT5	Develop school policies that require continuous integration of Indigenous perspectives in curriculum implementation.

Table 13. WT Strategies (Minimizing Weaknesses and Avoiding Threats)

Strategy Formulation

The formulation of strategies for the Advanced Strategic Management of Indigenous Knowledge Systems and Practices (IKSP) is guided by the findings of the study, the identified strengths and weaknesses within the school environment, and the opportunities and threats affecting Indigenous Peoples Education. Strategy formulation provides a structured approach for achieving the long-term vision of establishing a culturally inclusive, equitable, and responsive educational environment that recognizes, preserves, and promotes Indigenous culture and identity. To ensure comprehensive implementation, strategic actions are developed at the corporate, business, and functional levels.

At the corporate level, the primary strategy focuses on institutionalizing Indigenous Knowledge Systems and Practices as a core component of school governance and educational development. Bintawan National High School shall adopt a long-term strategic direction that integrates Indigenous Peoples Education into its vision, mission, policies, and development

plans. This strategy emphasizes cultural inclusivity as a fundamental organizational value and seeks to establish sustainable partnerships with Indigenous communities, government agencies, local government units, and other educational stakeholders. Through policy development, governance reforms, and institutional commitment, the school aims to strengthen its role as a culturally responsive educational institution that actively supports Indigenous learners and preserves Indigenous cultural heritage. The establishment of an Indigenous Knowledge Systems and Practices Management Committee and the integration of IKSP objectives into the School Improvement Plan and Annual Implementation Plan shall serve as key mechanisms for achieving this strategic direction.

At the business level, the strategy focuses on enhancing the quality and effectiveness of educational services provided to Indigenous learners. The school shall pursue a differentiation strategy by offering culturally responsive and inclusive educational programs that address the unique needs of Indigenous students. This includes integrating Indigenous perspectives into classroom instruction, strengthening Mother Tongue-Based Multilingual Education, promoting Indigenous cultural celebrations, and increasing community participation in educational activities. The school shall also strengthen learner support systems through mentorship programs, culturally responsive counseling services, scholarships, and academic interventions specifically designed for Indigenous learners. By creating educational experiences that are culturally relevant and learner-centered, the school seeks to improve learner engagement, academic performance, cultural identity affirmation, and overall educational outcomes. Furthermore, collaboration with Indigenous elders and community leaders will ensure that educational programs remain authentic, culturally appropriate, and responsive to community aspirations.

At the functional level, specific strategies shall be implemented across key operational areas of the school. In curriculum and instruction, teachers shall develop localized lesson plans, contextualized learning activities, and instructional materials that integrate Indigenous Knowledge Systems and Practices. Continuous professional development programs shall be conducted to strengthen teachers' competencies in culturally responsive pedagogy and inclusive education. In the area of human resource management, cultural sensitivity training, Indigenous Peoples Education orientations, and capacity-building activities shall be institutionalized for both teaching and non-teaching personnel. In resource management, the school shall allocate funds for the development of Indigenous learning resources, establishment of an IKSP Resource Center, and support services for Indigenous learners. Community relations initiatives shall focus on strengthening partnerships with Indigenous families, elders, and organizations through regular consultations, collaborative programs, and participatory decision-making processes. Meanwhile, monitoring and evaluation systems shall be established to assess implementation progress, measure outcomes, and guide continuous improvement efforts.

Collectively, these corporate, business, and functional strategies form an integrated strategic framework that supports the sustainable implementation of Indigenous Peoples Education and the preservation of Indigenous Knowledge Systems and Practices. Through coordinated action across all levels of management, Bintawan National High School can strengthen cultural inclusivity, enhance educational equity, and create a learning environment where Indigenous learners are empowered to succeed academically while maintaining pride in their cultural identity. The strategy formulation therefore provides a clear roadmap for transforming institutional commitment into concrete actions that advance Indigenous education and cultural preservation within the school community.

Strategic Implementation of the Advanced Strategic Management of Indigenous Knowledge Systems and Practices (IKSP)

The successful implementation of the Advanced Strategic Management of Indigenous Knowledge Systems and Practices (IKSP) requires a systematic, collaborative, and sustainable approach that integrates Indigenous education into the core operations of Bintawan National High School. The strategic implementation shall serve as the operational mechanism through which the school's vision of cultural inclusivity, educational equity, and Indigenous cultural preservation will be realized. This implementation framework is designed to ensure that Indigenous Knowledge Systems and Practices are not merely recognized but are actively incorporated into governance, curriculum development, instructional delivery, resource allocation, community engagement, and continuous improvement processes.

The first phase of implementation focuses on policy institutionalization and governance. The school administration shall establish an Indigenous Knowledge Systems and Practices Management Committee composed of school administrators, teachers, Indigenous learners, parents, community elders, and representatives from relevant agencies such as the National Commission on Indigenous Peoples (NCIP). This committee shall be responsible for policy formulation, program planning, resource mobilization, and monitoring of IKSP-related initiatives. Furthermore, Indigenous education objectives shall be integrated into the School Improvement Plan (SIP), Annual Implementation Plan (AIP), and other school governance documents to ensure long-term sustainability and accountability.

The second phase involves curriculum and instructional enhancement. Teachers shall be encouraged and trained to integrate Indigenous perspectives, local histories, traditional ecological knowledge, cultural values, and community

practices into their lesson plans and classroom activities. Curriculum mapping shall be conducted annually to identify opportunities for the integration of Indigenous content across learning areas. The development of localized instructional materials, contextualized learning resources, and Indigenous-centered teaching strategies shall be prioritized to ensure that classroom instruction reflects the cultural realities and lived experiences of Indigenous learners. Mother Tongue-Based Multilingual Education strategies shall likewise be strengthened to improve comprehension, participation, and academic performance.

The third phase centers on capacity building and professional development. Regular cultural sensitivity training, workshops on culturally responsive pedagogy, and seminars on Indigenous Peoples Education shall be conducted for administrators, teachers, and non-teaching personnel. Indigenous elders, cultural experts, and NCIP representatives shall be invited as resource persons to provide authentic perspectives on Indigenous traditions, values, and contemporary issues. Through continuous professional development, school personnel will be equipped with the competencies necessary to address cultural diversity, eliminate unconscious biases, and create a culturally affirming learning environment.

Community engagement and partnership development constitute the fourth phase of implementation. The school shall establish a School-Indigenous Community Advisory Council that will serve as a platform for consultation, collaboration, and shared decision-making. Indigenous elders and community leaders shall actively participate in curriculum enrichment activities, cultural programs, and policy discussions. Regular community dialogues, parent consultations, and cultural immersion activities shall be conducted to strengthen relationships between the school and Indigenous communities. This partnership will ensure that educational initiatives remain culturally appropriate, community-centered, and responsive to Indigenous aspirations.

The fifth phase focuses on resource development and support services. The school shall allocate resources for the establishment of an Indigenous Learning Resource Center that houses culturally relevant books, modules, artifacts, digital resources, and research materials related to Indigenous Knowledge Systems and Practices. Efforts shall also be made to secure external funding and partnerships to support scholarship programs, transportation assistance, learning materials, and other educational needs of Indigenous learners. Additionally, mentorship programs, peer support systems, and culturally responsive counseling services shall be strengthened to promote learner well-being, academic success, and cultural identity development.

The sixth phase involves monitoring, evaluation, and continuous improvement. An annual IKSP implementation assessment shall be conducted to evaluate the effectiveness of policies, programs, and interventions. Key performance indicators such as learner participation, attendance, retention, cultural representation, community engagement, and instructional integration shall be monitored regularly. Feedback from learners, teachers, parents, Indigenous leaders, and other stakeholders shall be utilized to identify areas for improvement and guide future planning. Research findings and evaluation results shall inform policy revisions and strategic adjustments to ensure the continued relevance and effectiveness of the framework.

To ensure sustainability, the implementation of the Advanced Strategic Management of Indigenous Knowledge Systems and Practices shall be guided by the principles of inclusivity, cultural responsiveness, collaboration, accountability, and continuous learning. Through the collective efforts of school leaders, educators, Indigenous communities, learners, and partner institutions, Bintawan National High School can establish a culturally inclusive educational environment that preserves Indigenous heritage, strengthens Indigenous identity, and promotes equitable learning opportunities for all students. Ultimately, this strategic implementation framework will contribute to the realization of a more responsive, inclusive, and culturally empowering educational system that values diversity and respects the rich Indigenous Knowledge Systems and Practices of the community.

Monitoring and Evaluation Plan

The Monitoring and Evaluation (M&E) Plan serves as a critical component of the Advanced Strategic Management of Indigenous Knowledge Systems and Practices (IKSP) by ensuring that all programs, policies, and interventions are effectively implemented, continuously improved, and aligned with the goals of culturally inclusive education. Through a systematic process of monitoring, assessment, and feedback, the school will be able to determine the extent to which the strategic objectives of Indigenous Peoples Education are achieved while ensuring accountability among all stakeholders involved in the implementation process.

The monitoring process shall be conducted regularly to track the progress of various IKSP initiatives within Bintawan National High School. The School IKSP Management Committee, in collaboration with school administrators, teachers, Indigenous community representatives, and other stakeholders, shall oversee the collection and analysis of data related to the implementation of culturally responsive programs and activities. Monitoring activities shall focus on measuring the effectiveness of curriculum integration, cultural sensitivity programs, community partnerships, learner support services,

resource allocation, and Indigenous cultural preservation initiatives. Regular classroom observations, document reviews, program accomplishment reports, attendance records, and stakeholder consultations shall be utilized to gather relevant information regarding the implementation of the strategic framework.

To ensure that the strategic goals are being achieved, specific Key Performance Indicators (KPIs) shall be established. These indicators may include the number of learning areas integrating Indigenous Knowledge Systems and Practices, participation rates in Indigenous cultural activities, frequency of community engagement initiatives, availability of Indigenous-centered instructional materials, attendance and retention rates of Indigenous learners, participation of Indigenous learners in leadership activities, and the number of school personnel who have completed cultural sensitivity training programs. These indicators will provide measurable evidence of progress and guide decision-makers in identifying strengths and areas requiring improvement.

Evaluation activities shall be conducted annually to assess the overall effectiveness, relevance, efficiency, and sustainability of the Advanced Strategic Management of IKSP. The evaluation process shall involve both quantitative and qualitative approaches. Quantitative data shall include survey results, academic performance records, attendance rates, participation statistics, and implementation accomplishments. Qualitative data shall be gathered through focus group discussions, interviews, stakeholder consultations, learner reflections, and community feedback sessions. The combination of these methods will provide a comprehensive understanding of how the implemented strategies influence learner experiences, cultural preservation efforts, and educational outcomes.

Particular emphasis shall be placed on assessing the inclusivity of the learning environment. Annual surveys shall be administered to administrators, teachers, learners, parents, and Indigenous community members to determine their perceptions regarding cultural sensitivity, communication effectiveness, resource accessibility, and the overall implementation of Indigenous-responsive educational practices. Findings from these assessments shall be compared over time to determine trends, measure progress, and evaluate the impact of intervention programs. This evidence-based approach will enable the school to make informed decisions and implement necessary adjustments to existing policies and practices.

The results of monitoring and evaluation activities shall be documented through annual accomplishment reports and presented to the School Governance Council, Indigenous Community Advisory Council, Parent-Teacher Association, and other relevant stakeholders. Transparency and stakeholder participation shall be emphasized throughout the process to ensure collective ownership and accountability. Recommendations arising from evaluation findings shall be incorporated into the School Improvement Plan, Annual Implementation Plan, and future strategic initiatives to ensure that Indigenous education remains responsive to emerging needs and challenges.

Continuous improvement shall be a guiding principle of the Monitoring and Evaluation Plan. The school shall establish a feedback mechanism that encourages learners, parents, teachers, and Indigenous community members to provide suggestions and observations regarding the effectiveness of implemented programs. Feedback gathered from these stakeholders shall serve as valuable input in refining strategies, enhancing service delivery, and strengthening cultural responsiveness. This cyclical process of planning, implementation, monitoring, evaluation, and improvement will ensure that the strategic management framework remains dynamic, relevant, and sustainable.

Furthermore, periodic external evaluations may be conducted in partnership with the Department of Education, the National Commission on Indigenous Peoples (NCIP), local government units, higher education institutions, and other educational partners. External assessments will provide objective perspectives on program effectiveness and offer technical recommendations for strengthening Indigenous Peoples Education initiatives. These partnerships will also facilitate benchmarking against best practices and emerging developments in culturally inclusive education.

Ultimately, the Monitoring and Evaluation Plan seeks to establish a culture of accountability, evidence-based decision-making, and continuous learning within Bintawan National High School. By systematically assessing the implementation and outcomes of Indigenous Knowledge Systems and Practices initiatives, the school can ensure that its commitment to cultural inclusivity, educational equity, and Indigenous cultural preservation is translated into meaningful and sustainable educational experiences for present and future generations of learners.

Conclusion and Recommendations

This study concluded that Bintawan National High School has successfully established a culturally inclusive learning environment that is highly evident in terms of safety, respect, belongingness, cultural representation, and institutional commitment toward Indigenous learners. The findings revealed that although challenges related to cultural sensitivity, communication, and resource allocation still exist, these barriers are generally moderate and do not significantly hinder

the school's overall efforts toward cultural inclusivity. The school has likewise implemented several effective practices, including the celebration of Indigenous culture, use of localized instruction by the teachers, collaboration with Indigenous communities, and support for mother tongue learning. Furthermore, the significant positive relationships identified between existing inclusive practices and the status of the learning environment among teachers and learners demonstrate that culturally responsive strategies contribute substantially to strengthening inclusivity and learner engagement.

The findings imply that sustaining and enhancing culturally inclusive education requires a more systematic and strategic approach to the preservation and integration of Indigenous Knowledge Systems and Practices (IKSP). Schools serving multi-ethnic populations, like Bintawan National High School, should move beyond symbolic recognition of Indigenous culture and institutionalize Indigenous-responsive policies, curriculum integration, community partnerships, and equitable resource allocation. The proposed Advanced Strategic Management of Indigenous Knowledge Systems and Practices for Bintawan National High School provides a sustainable framework for addressing existing gaps while strengthening cultural preservation, learner participation, and educational equity. Moreover, the study highlights the importance of continuous collaboration among school administrators, teachers, Indigenous communities, parents, and other stakeholders in creating an educational environment that respects cultural diversity and promotes meaningful learning experiences for all learners. Ultimately, the implementation of a comprehensive IKSP strategic management framework can serve as a model for other schools seeking to advance Indigenous Peoples Education and foster culturally responsive educational systems.

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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.