

Curriculum Management of Indigenous Peoples Education (IPed) Contextualization Program and Performance of IP Learners in Tboli East District

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Abstract

The IPed Program aims to provide marginalized ethnic groups with an inclusive curriculum that respects their ethnic identity. This study aimed to determine the curriculum management of the indigenous people's education (IPed) contextualization program and the performance of IP learners in Tboli East District. A descriptive-correlational design was used. The survey questionnaires were from 238 respondents. The data were analyzed using mean, standard deviation, and Pearson r-moment correlation. The findings revealed that curriculum management of the IPed program was rated agree. Utilization of policies and guidelines was rated strongly agree while management of learning environment, capacity building, accommodation of diversity in the classroom, and education planning are rated agree. The IPed curriculum contextualization was highly utilized along with contextualized learning resources, sustainable community engagement, localization, classroom teaching practices, and indigenization. The performance of IP learners was high along with their communication, Creativity, and innovation, using technology as a tool for learning, collaboration, self-direction, critical thinking, and problem-solving. The curriculum management and performance of IP learners are associated with each other. Implementing IPED curriculum contextualization was significant to the performance of IP learners. It was concluded that the IPed curriculum emphasizes learning outcomes, enabling teachers to teach the program. The contextualization program focused on contextualized learning materials. The contextualization was highly relevant in the context of the local setting in the community for better transition to the needs of the IP learners. This study recommends that education curriculum officials intensify the training of school heads and teachers on culture-responsiveness and curriculum contextualization by including the budget in the School Improvement Plan (SIP).

Keywords: Curriculum Management, Indigenous Peoples Education (IPed), Contextualization Program, Performance, IP Learners

1. Main text

1.1. Introduction

Schools can be crucial to the survival of Indigenous traditions in civilization. Different countries in the world have its own educational system that answered the need of their citizen especially on preserving and supporting the curriculum of the indigenous people. The IPed Program seeks to offer a curriculum that honours the ethnic identity of marginalised ethnic groups.

The World Bank (2022) estimates that 476 million Indigenous Peoples make up 6% of the global population, and 19% of them live in substandard conditions. The dearth of high-quality education is among the factors contributing to their continued marginalization (Matengu et al., 2019).

In the Philippines, localization and contextualization was done in all learning areas through the DepEd Order No. 32, series of 2015 was delivered to accept the Indigenous People (IPed) curriculum (Garin et al., 2017). However, implementing and integrating indigenization and technology in the teaching-learning process poses challenges for indigenous education in the Philippines (Tolentino et al., 2020).

Studies incited that there are major setbacks in managing indigenous people's education curriculum in the lower level like that formal school systems rarely reflect the realities of indigenous traditional educational systems wherein lack of contextualization and indigenization on the lessons (Macalisang et al., 2024). Most curriculum instruction and materials tend to overlook the history, customs, and languages of indigenous peoples; instead, textbooks and other scholarly resources represent the norms, values, and customs of the public because of the lack of support to the materials needed.

The major problems that were identified in IPED curriculum program were scarcity of learning resources development, attendance of IP learners and lack of training for the non-IP teachers and lack of knowledge on indigenous knowledge systems and practices (Oxtero, 2022). Teachers have lack of knowledge of the learner's culture and traditions, the irrelevant training attended by implementers, and limited resources and facilities (Bangcas et al., 2022).

Tboli East District the major setbacks in managing indigenous people's education curriculum is that proper school structures rarely reflect the realities of indigenous traditional educational systems wherein lack of contextualization and indigenization on the lessons. Another problems arises is the absences of IP learners and lack of training for the non-IP teachers handling or teaching in the IP community and lack of knowledge on indigenous knowledge systems and practices (DepEd Tboli, 2019).

The research gap cited in this study is the teachers' capacity in teaching the IPed program remains subtle. There is a need for culturally relevant learning resources and teachers' need for experience in localizing instruction. Moreover, lack of empirical evidence on the effective IPed curriculum management in lower level. Limited literatures have found out and lack data on the impact of contextualization program on the performance of learners based on the 21st century skills.

The researcher, as a classroom teacher and presently teaching in the IP community, has experienced lots of problems and challenges in teaching IP learners. The teachers are trying their capacities and knowledge to impart these to learners to meet the expectations of IPED curriculum implementation. Thus, this study finds out the extent of curriculum management of indigenous people's education (IPed) contextualization program and performance of IP learners

1.2. Conceptual Framework

The situated learning theory, developed by Lave and Wenger (1991), served as the foundation for this study. Its main ideas, content, context, and community of practice were then examined to demonstrate

how learning of the localized curriculum is situated as a social setting both inside and outside of the classroom, Successful Intelligence Theory by Robert Sternberg (2010) which support the performance of IP learners in the 21st century.

The situated learning theory when apply to the present study is therefore likely to help the teachers' understand how to teach the localized and indigenized curriculum in the schoolroom. Additionally, the theory provides teachers with some perspectives on the new teaching methods that view learning as an activity rather than a method of imparting factual knowledge, as is the case in typical public school classrooms (Espedillon, 2019).

Moreover, the Successful Intelligence Theory supports the performance of IP learners through instruction were more tailored to the learning performance. It entails assisting every learner in utilizing their talents and making up for or improving on their inadequacies. By teaching in a method that strikes a balance between memory, analytical, creative, and practical thinking. DepEd Order No. 32, series of 2015 was passed to accept the Indigenous Peoples Education (IPEd) curriculum in accordance with DepEd Order No. 62, series of 2011 titled Accepting the National Aboriginal Peoples Education (IPEd) Policy and Guidelines and DepEd Order No. 43, s. 2013 entitled Implementing Regulations and Rules of Republic Act No. 10533 also known as Enhanced Basic Education Act of 2013.

For students, education was more relevant and efficient if fresh content related to their known local events. One essential element of the curriculum for grades K–12 is its localization. Students' and teachers' handbooks' resources can be changed to consider the particular situation of a given region (DepEd, 2016). By means of its Indigenous Peoples' Education (IPEd) Program, the Department of Education (DepEd) is increasing its interaction with IP communities in line with its objective to forward cultural-based education. This especially shows in the context of the K–12 Elementary School Curriculum (Oxtero, 2022).

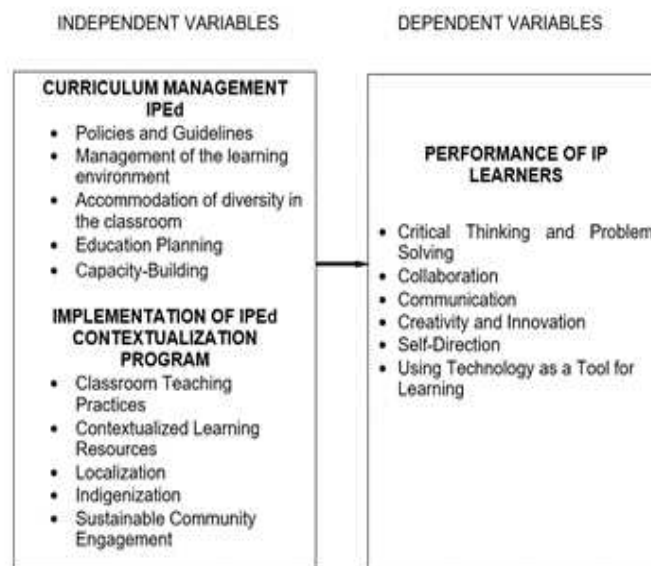


Figure 1. Conceptual Framework of the Study

1.3. Statement of the Problem

This study determined the curriculum management of the IPed contextualization program and the performance of IP learners in Tboli East District. It answered the following questions:

1. What is the extent of curriculum management of the IPED program in terms of:
 - 1.1 policies and guidelines;
 - 1.2 management of the learning environment;
 - 1.3 accommodation of diversity in the classroom;
 - 1.4 education planning; and
 - 1.5 capacity-building?
2. What is the extent of the implementation of IPED curriculum contextualization in terms of:
 - 2.1 classroom teaching practices;
 - 2.2 contextualized learning resources;
 - 2.3 localization;
 - 2.4 indigenization; and
 - 2.5 sustainable community engagement?
3. What is the extent of the performance of IP learners in terms of:
 - 3.1 critical thinking and problem-solving;
 - 3.2 collaboration;
 - 3.3 communication;
 - 3.4 creativity and innovation;
 - 3.5 self-direction; and
 - 3.6 using technology as a tool for learning?
4. Is there a significant relationship between the extent of curriculum management of IPed and the performance of IP learners?
5. Is there a significant relationship between the extent of implementation of IPED curriculum contextualization and the performance of IP learners?

1.4. Research Methodology

The investigator used the quantitative research design using the descriptive-correlational method of research. The descriptive research approach was employed to elucidate the curricular management of the Indigenous Peoples' Education (IPed) contextualization program and the performance of Indigenous Peoples (IP) learners. The correlational study approach employed to ascertain the association between the school's curriculum management of the Indigenous Peoples' Education (IPed) contextualization program and the performance of Indigenous Peoples (IP) learners.

There were 119 respondents needed in this study composed of one hundred nine (109) regular permanent teachers and ten (10) school heads. The two types of sampling techniques were employed by the researcher. These are complete enumeration and stratified random sampling.

Table 1. Distribution of Respondents of the Study

Name of Schools	School Head	Teachers	Learners	
			N	n
Aflez	1	13	28	20
Malugong	1	18	18	13
Talcon	1	9	13	9
Datal Bob	1	11	10	7
Lambangan Integrated	1	15	19	13
Pandian	1	9	14	10
Giungga	1	11	17	11
Lusok Integrated	1	14	20	14
Blanan	1	12	21	15
Lubiya	1	7	10	7
Total	10	109	170	119

1.5. Data Instrument and Procedure

A researcher-made instrument was used to gather the data needed in the study. It is composed of three (3) parts. Part I determined the curriculum management of IPED program in terms of policies and guidelines, management of learning environment, accommodation of diversity in the classroom, education planning and capacity-building. The statements included in the survey questionnaire were based on DepEd Order 32, s. 2015 on Adopting the Indigenous Peoples Education Curriculum Framework (DepEd, 2015; DepEd, 2021).

After finding out that the research instrument was valid and reliable, approval of the Graduate School to conduct the study was secured. Subsequently, upon securing the request from the Office of the Graduate School, a letter request was forwarded to the Schools Division Superintendent of the Division of South Cotabato for approval. With the consent of the Schools Division Superintendent, a similar letter was drafted and sent to the District Supervisor and School Principals for recommendation.

1.6. Data Analysis

The acquired data were summarized, tabulated, and analyzed employing both inferential and descriptive statistics. The quantitative data collected from those surveyed were analyzed utilizing statistical methods, including the weighted mean and Pearson r. The extent of curriculum management of IPed program, implementation of IPED curriculum contextualization and performance of IP learners mean and standard deviation were used.

Pearson r Moment Correlation analysis was used to control the significant relationship between the curriculum management of IPed and performance of IP learners and the relationship between the Indigenous People's Education (IPed) contextualization program and performance of IP learners.

1.7. Results and Discussion

Extent of Curriculum Management of IPed Program

The extent of curriculum management of the IPed program relative to policies and guidelines showed that the teachers agree that the school has implemented and utilized the policies and procedures of the IPed curriculum ($\bar{x}=3.72$, $SD=0.89$). The result means that most teachers believe that policies and guidelines effectively develop the culture, beliefs, and practices of IPed learners. The result implies that supervision and organization of the localized and indigenized curriculum with consideration of learning resource materials, diversity of learners, policies, and guidelines are managed properly. The respondents also agree that the policies and guidelines develop social awareness and concern about cultural heritage ($\bar{x}=3.94$, $SD=1.15$). Moreover, the development of social awareness and concern for cultural heritage was rated strongly agree ($\bar{x}=3.92$, $SD=0.53$). On the contrary, giving importance to the role of the community in developing learning resources is rated moderately agree ($\bar{x}=3.44$, $SD=0.88$). The result means that among the policies and guidelines, the respondents believe that the IP learners' social awareness is considered in managing the implementation of the IPed curriculum.

The extent of curriculum management of the IPed program relative to the management of the learning environment is rated agree ($\bar{x}=3.94$, $SD=1.09$). The result indicates that teachers and school heads affirmed that they can manage the learning environment of the IPed program by supporting the learning process and creating effective spaces and teaching practices. The result implies that it is important to manage

the learning environment by organizing and controlling the learning atmosphere of the IP learners through effective teaching conditions and physical, virtual, and cultural classroom spaces conducive to personal and social learning. The respondents showed an agreed rating in designing the learning spaces that support collaboration with other teachers ($\bar{x}=4.29$, $SD=1.15$). Meanwhile, the respondents agree that there is a quiet space for you to work in the school before or after lessons ($\bar{x}=3.98$, $SD=1.02$). On the opposing side, the learners are given time to plan collaboratively with other teachers who obtained the lower score ($\bar{x}=3.74$, $SD=1.21$). The result means that the respondents believe that managing the learning environment of the IPed program is effective for the learning needs of the IP learners.

The extent of curriculum management of the IPed program showed that the respondents generally agree on the rating obtained in accommodating diversity in the classroom ($\bar{x}=3.83$, $SD=1.04$). The result means that accommodating the nature of diverse learners in implementing the IPed curriculum is highly important. The result implies that the diversity of learners was considered, and the curriculum caters to the needs of the IP learners considering the sexual orientation, different backgrounds, sets of experiences, cultural contexts, and beliefs given and addressed properly during the program's implementation. Local examples were used to make the lesson more understandable and obtain a high score ($\bar{x}=4.00$, $SD=1.02$). Meanwhile, relating the subject content to the child was a point of discussion and was rated as agreeable ($\bar{x}=3.87$, $SD=1.01$). On the other hand, the teachers' guide helped teachers link the subjects to the environment and obtained a low score ($\bar{x}=3.64$, $SD=1.15$). The result means that respondents believe that accommodating diverse learners feel more at home in the classroom and can see themselves reflected in the class when their culture and identity are being recognized.

The extent of curriculum management of the IPed program, the respondents agreed that the result of educational planning is part of its implementation ($\bar{x}=3.53$, $SD=1.13$). The result means that education and planning are important aspects of managing the IPed curriculum through the orientation or training of the school planning team, teachers handling the curriculum implementation, and other stakeholders of the schools. The result implies that educational planning obtained affirmation from the teachers for the effective management of the IPed curriculum relevant to the needs of the IP learners. Moreover, the respondents agree that IPed planning activities of schools division offices and schools with IP learners is ($\bar{x}=3.63$, $SD=1.13$). Meanwhile, it is also rated agree on the orientations/training of the school planning team and other stakeholders on culture-responsive/ancestral domain based on SIP ($\bar{x}=3.54$, $SD=1.12$). On the contrary, the training of school heads for technical assistance on culture-responsive/ancestral domain-based SIP is rated as moderately agreeable ($\bar{x}=3.44$, $SD=1.02$). The result means that the school believes that planning stakeholder involvement was prioritized in managing the IPed program.

The extent of the curriculum management of the IPed program showed that the respondents generally agreed that capacity building helps manage the IPed curriculum ($\bar{x}=3.91$, $SD=0.82$). The result means that managing the IPed curriculum is effective when there is proper training for the implementer, engagement with other stakeholders, and technical assistance from the curriculum experts. The result implies that capacity building was utilized in implementing the IPed curriculum by training teachers to build their capacity, competence, knowledge, and skills. Likewise, the respondents agree with the statements about the workshop sessions on community engagement and partnership-building for the IPed curriculum ($\bar{x}=4.17$, $SD=1.08$). In the meantime, teachers and school heads are trained to implement the IPed curriculum, which is also rated agree ($\bar{x}=3.90$, $SD=0.64$). The result indicates that workshops intended for stakeholder engagement were prioritized in managing the IPed curriculum in capacity building.

The summary of the extent of curriculum management of the IPed program had overall Mean of 3.79 ($SD=0.99$) reflects that most respondents manifest the agreed rating. The result demonstrates that the

IPed curriculum is observed in all schools, looking into the benefits of the IP learners through a system of contextualized learning materials, facilities, and teachers' training to have in-depth information and practical applications of the program. The result implies that most teachers agreed to manage the IPed curriculum by emphasizing the learning outcomes, allowing teachers to teach the program, and acknowledging the culture and identity of the IP learners. Whereas, the respondents agree on the management of the learning environment ($\bar{x}=3.94$, $SD=1.09$), capacity building ($\bar{x}=3.91$, $SD=0.82$), accommodation of diversity in the classroom ($\bar{x}=3.83$, $SD=1.04$), utilization of policies and guidelines ($\bar{x}=3.72$, $SD=0.89$), and education planning ($\bar{x}=3.53$, $SD=1.13$) were rated agree. The result means that policies and procedures are deemed important in managing the curriculum for the IPed program. When working on the curriculum, the schools ensure that policies are aligned with the context of the IPed program and the learning outcomes of the IP learners.

Extent of the Implementation of IPed Curriculum Contextualization

The extent of the implementation of IPed Curriculum contextualization in terms of classroom teaching practices is high ($\bar{x}=3.74$, $SD=0.90$). The result means that teachers possess high implementation skills by considering the best practices and strategies sensitive to IP learners' cultural and educational needs. The implication of the findings could mean that the contextualized classroom teaching practices are highly relevant to developing the IP learner's cultural understanding and meaningful content and promoting an Indigenous culture, which is effective in diverse learning. The teachers highly strengthen, enrich, and complement the community's Indigenous teaching-learning process ($\bar{x}=3.95$, $SD=1.12$) and recognize the spiritual dimension of teaching and learning of Indigenous knowledge, systems, and practices ($\bar{x}=3.91$, $SD=0.62$). On the other hand, the teachers who used appropriate methods and strategies to facilitate learning that Indigenous learners are already exposed, cultivated, and nurtured obtained a low score ($\bar{x}=3.46$, $SD=0.88$). The result indicates that teachers consider the IP's culture when designing classroom teaching practices.

The extent of implementation of IPed curriculum contextualization relative to contextualized learning resources possess to be high ($\bar{x}=3.87$, $SD=1.09$). The result could simply state that the IPed curriculum is contextualized by considering the use of learning resources by developing learning materials, including module making, quality assurance, and reproduction. Moreover, the implication of the findings indicates that learning resource development is highly emphasized and implemented in contextualizing the IPed curriculum. Besides, teachers are highly tasked to develop learning materials suited to the IP learners ($\bar{x}=4.29$, $SD=1.11$), and there is a production of learning materials with content duly validated by IP communities and that have undergone quality assurance ($\bar{x}=3.95$, $SD=1.04$). The result means that the teachers believe that in contextualizing the curriculum of IPed, IP elders or leaders may be tapped to share the IP community's culture, traditions, and beliefs.

The IPed curriculum contextualization regarding Localization has been implemented is high ($\bar{x}=3.79$, $SD=1.01$). The result simply directs that Localization is necessary to contextualize the IPed curriculum with local language in learning materials, local stories, facts, and teaching devices. The result implies that Localization is highly utilized in lessons, teaching strategies, activities, and even concrete examples. It also identifies the learning competencies localized in the context of IP learners' needs and standards that guide the teachers and are adaptive to the learners' culture. It was also rated high on teachers using local resources as materials for instructional aids ($\bar{x}=3.97$, $SD=1.01$) and using local facts as examples for lessons ($\bar{x}=3.76$, $SD=0.96$). On the other hand, teachers who translate popular stories like Si Pagong at si Matsing, which may have originated from the learners' community to the local language, obtained a lower score ($\bar{x}=3.67$, $SD=1.10$). The result means that teachers practiced localizing resources, lessons, and teaching

aids in teaching the IP learners.

The extent to which the IPed curriculum contextualization is implemented relative to Indigenization. In wide-ranging results, Indigenization is rated high ($\bar{x}=3.53$, $SD=1.10$). This result indicates that the Indigenization of the IPed curriculum is highly implemented in the contextualized program, which includes localizing the lesson, developing teachers' strategies, and using local culture for lesson delivery. The findings imply that the Indigenization of the IPed curriculum is greatly implemented in all schools to help IP learners address their learning needs by using their culture, traditions, and identity to relate to education trends without disregarding their cultural beliefs. The respondents manifest high scores on the statement about the IP earners are tasked to perform their local dances during school programs ($\bar{x}=3.67$, $SD=1.11$) and IP learners are tasked to illustrate and discuss their local festivities and how these celebrations enhance their family bonding ($\bar{x}=3.54$, $SD=1.12$). On the contrary, IP learners are tasked to name animals and plants they see in their local communities, which is rated moderate ($\bar{x}=3.43$, $SD=1.15$). The result means that the teacher's lessons were based on the local culture and festivities.

The extent to which the IPed curriculum contextualization is being implemented in terms of sustainable community engagement was high ($\bar{x}=3.85$, $SD=0.88$). The result means that community engagement is highly implemented to effectively implement the IPed curriculum in every school where IP learners and the community could benefit. The result implies that the IPed curriculum is highly engaged with the community to gain support for contextualizing it using community resources. In essence, when taken singly, it is rated high on the school creating IP School Governing Council (SGC) to have an effective line of communication between the school and parents ($\bar{x}=4.05$, $SD=1.10$), and the school participates in the local festivities of the IP communities ($\bar{x}=3.86$, $SD=0.65$). The result means that the school aims to support the stakeholders in engaging in effective IPED contextualization.

The summary on the implementation of IPed curriculum contextualization had an overall score of 3.76 ($SD=1.00$) indicates that IPed curriculum contextualization is highly utilized in schools of Tboli East District. The contextualized learning resources ($\bar{x}=3.87$, $SD=1.09$), sustainable community engagement ($\bar{x}=3.85$, $SD=0.88$), localization ($\bar{x}=3.79$, $SD=1.01$), classroom teaching practices ($\bar{x}=3.74$, $SD=0.90$) and indigenization ($\bar{x}=3.53$, $SD=1.10$) are rated high. The result means that the IPed curriculum contextualization program ensures IP learners have in-depth knowledge and skills of their learning or performance by relating it to their culture and beliefs. The result implies that the contextualization program focuses on contextualized learning materials, engages stakeholders to support the IPed contextualization and teaching strategy in the local setting, including the community, and uses continuous and transitioning learning materials to absorb the desired learning better.

Extent of Performance of IP Learners

The IP learners' critical thinking and problem-solving performance were generally high ($\bar{x}=3.53$, $SD=1.13$). The result means that IP learners possess critical thinking and problem-solving skills based on the contextualization program in the lessons and other learning activities. The result implies that IP learners have high skills in analyzing complex problems, investigating questions, evaluating different points of view or sources of information, and drawing appropriate conclusions based on evidence and reasoning because they understand the localized culture. Adding one, IP learners possess a high level of ability to solve complex problems or answer questions that have no single correct solution or answer ($\bar{x}=3.69$, $SD=1.22$) and develop a persuasive argument based on supporting evidence or reasoning ($\bar{x}=3.66$, $SD=0.96$). On the other hand, IP learners draw their conclusions based on analysis of numbers, facts, or relevant information, which is rated moderate ($\bar{x}=3.12$, $SD=1.29$). The result means that among the skills, IP learners concentrate on solving

complex problems because of the context in a local setting.

The extent of IP learners generally possess high collaboration skills ($\bar{x}=3.75$, $SD=1.13$). The result means that IP learners' collaboration, such as working with peers, is evident, and they can work effectively in teams to accomplish a given activity without fear of others. The result implies that being high in collaboration skills, the IP learners can adapt and socialize during group activities, work within groups, and develop teamwork because they are confident that the lessons and activities are aligned with their cultural needs and identities. Seemingly, the IP learners possess high skills in working in pairs or small groups to complete a task together ($\bar{x}=3.98$, $SD=1.22$), and IP learners work with other learners to set goals and create a plan for the team ($\bar{x}=3.87$, $SD=1.08$). The result means that most of them manifest high skills in groups.

The IP learners manifest a high level of communication performance based on 21st-century skills ($\bar{x}=3.82$, $SD=1.14$). The result indicates that IP learners' communication skills are evident during oral discourse, in presenting their work, and in giving ideas and reasons. The IP learners possess excellent communication skills in expressing themselves effectively, organizing their thoughts, sharing their ideas, and developing communication skills in presenting their work. They have communication skills in preparing and delivering an oral presentation to their teacher or classmates ($\bar{x}=4.03$, $SD=1.02$) and decide how they present their work or demonstrate the learning ($\bar{x}=4.01$, $SD=1.07$). On the contrary, The IP learner's structure data for use in written products or oral presentations like creating charts, tables, or graphs is rated high but obtained a low score among indicators ($\bar{x}=3.62$, $SD=1.14$). The result means that the communication skills of IP learners are strong in the oral presentation of their outputs and demonstrating ideas to their peers.

The extent of IP learners' creativity and innovation performance manifested at a high level ($\bar{x}=3.77$, $SD=1.07$). This means that IP learners could express their performance in the 21st century by creating and innovating their activities, outputs, and ideas. The implication is that IP learners exemplify high creativity and innovation skills. They can apply and express ideas that demand something suitable, such as an idea, insight, or problem-solving solution. Innovations need to put this notion into practice. They also possess high skills in assessing their creativity and innovation ($M=3.85$, $SD=0.90$). They can also generate ideas about confronting a problem or question ($M=3.85$, $SD=1.06$). On the other hand, IP learners who use idea-creation techniques such as brainstorming or concept mapping obtained a low score ($M=3.73$, $SD=1.15$). The result means that IP learners prioritize assessing their creativity and innovation skills for self-reflection.

The performance of IP learners possess high self-direction skills ($M=3.73$, $SD=1.09$). The results indicate that self-direction is performed by most IP learners, which includes setting themselves as an example and taking action to solve their problems. The result implies that IP learners perform their self-direction skills well, showing initiative and self-instruction to accomplish tasks and activities with quality outputs. The IP learners seem to have high self-direction skills, choosing themselves what examples to study or resources to use ($\bar{x}=3.97$, $SD=1.04$) and taking the initiative when confronted with a difficult problem or question ($\bar{x}=3.87$, $SD=1.02$). On the other hand, IP learners moderately use specific criteria to assess the quality of their work before it is completed ($\bar{x}=3.48$, $SD=1.19$). This means that IP learners can be directed to what they want to be.

Moreover, the IP learners' performance using technology as a learning tool had overall score ($\bar{x}=3.76$, $SD=1.08$) indicates that using technology as a learning tool is highly performed based on their understanding of the lesson and applying that technology to reflect their culture. Furthermore, the implication signifies skills in using technology and applying it to daily learning, such as using the Internet, completing tasks, and searching online and multimedia resources without discarding the beliefs of their culture. The IP learners possess high skills in using technology to help share information, such as multi-media presentations using sound or video, presentation software, blogs, and podcasts ($\bar{x}=3.86$, $SD=0.98$) and use technology to

analyze data like databases, spreadsheets and graphic programs ($\bar{x}=3.85$, $SD=1.13$). On the other hand, IP learners have low scores in selecting appropriate technology tools or resources for completing a task ($\bar{x}=3.63$, $SD=1.13$). The result means that IP learners use technology to help them get information and other sources to improve their performance.

The performance of IP learners had an overall Mean of 3.73 ($SD=1.10$) indicates that IP learners possess high performance based on the context of 21st-century skills. When taken singly, IP learners have high performance in communication ($\bar{x}=3.82$, $SD=1.09$), creativity and innovation ($\bar{x}=3.77$, $SD=1.07$), using technology as a tool for learning ($\bar{x}=3.76$, $SD=1.08$), collaboration ($\bar{x}=3.75$, $SD=1.13$), self-direction ($\bar{x}=3.73$, $SD=1.09$) and critical thinking and problem-solving ($\bar{x}=3.53$, $SD=1.13$). The result means that IP learners have learned to engage in activities and projects that figure things out for themselves, showing effective communication skills to express their ideas and creative work. The study's implication signifies that IP learners learn the essential skills useful in all subjects: gaining knowledge, solving problems, having a passion for learning, being curious about learning, being successful at learning, and being lifelong learners. IP learners successfully utilize technology, comprehending the principles that underpin its learning and utilizing it to further their education while maintaining their cultural identity. It also shows that students who perform well in the twenty-first century are industrious, inventive, and creative. They pass on information and prepare future generations while adjusting to the times and society's demands.

Relationship between the Extent of Curriculum Management of IPed and Performance of IP Learners

Table 2. Relationship between Curriculum Management of IPed and Performance of IP Learners

Indicators	Pearson r	p- value	Interpretation	Remarks
Curriculum Management and Performance of IP Learners	0.622	0.000	Moderate Relationship	Significant

Pearson's $r = 0.622$, $p = 0.000$ (significant at $p < .05$) indicates that curriculum management of IPed is associated with the performance of IP learners when measured by their communication, creativity, and innovation, using technology as a tool for learning, collaboration, self-direction, and critical thinking and problem-solving. Given the significance at $p < .05$, there is evidence to reject the null hypothesis; hence, a statistically significant relationship existed between curriculum management of IPed and the performance of IP learners. Moreover, the correlation is moderate, suggesting that the practical significance of this relationship is reasonable. The result implies that as the management of the IPed curriculum increases, the performance of IP learners' increases moderately. The higher and more effective the management of the IPed curriculum, the better the performance of IP learners shows because of the culture-based lessons that learners can understand.

Relationship between the Implementation of IPED Curriculum Contextualization and Performance of IP Learners

Table 3. Relationship between Implementation of IPED Curriculum Contextualization and Performance of IP Learners

Indicators	Pearson r	p-value	Interpretation	Remarks
Curriculum Management and Performance of IP Learners	0.581	0.000	Moderate Relationship	Significant

Pearson's $r = 0.58$, $p = 0.000$ (significant at $p < .05$) indicates that implementation of IPED curriculum contextualization is associated with the performance of IP learners when measured by their communication, creativity, and innovation, using technology as a tool for learning, collaboration, self-direction, and critical thinking and problem-solving. Given the significance at $p < .05$, there is evidence to reject the null hypothesis; hence, a statistically significant relationship existed between the implementation of IPED curriculum contextualization and the performance of IP learners. Moreover, the correlation is moderate, suggesting that the practical significance of this relationship is reasonable. The result indicates that Indigenous Peoples Education (IPEd) curriculum contextualization influences the IP learners' performance. Moreover, the performance of IP learners depends on implementing the Indigenous Peoples Education (IPEd) curriculum contextualization. The result implies that the effective implementation of the Indigenous Peoples Education (IPEd) curriculum, contextualized with equitable and available resources, including technology, results in high performance in IP learners' communication, creativity, and innovation skills and their use of technology as a learning tool.

1.8. Conclusion

Most school heads, teachers, and IP learners agreed upon managing the IPEd curriculum. The IPEd curriculum emphasizes learning outcomes, enabling learners to teach the program and academics and knowing the culture and identity of the IP learners observed in all schools.

As concluded, the contextualization program was highly utilized by focusing on contextualized learning materials and engaging stakeholders to ensure IP learners have in-depth knowledge and skills of their learning or performance by relating it to their culture and beliefs. The contextualization was highly relevant in the context of the local setting in the community for better transition to the needs of the IP learners. Furthermore, IP learners engage well in activities and projects, showing their effective communication skills to express their ideas and creative work. They have essential skills in utilizing technology with the content of local culture and traditions.

The curriculum management of IPEd was significant to the performance of IP learners. The higher and more effective management of the IPEd curriculum, the better the performance of IP learners.

Finally, Indigenous Peoples Education (IPEd) curriculum contextualization influences the performance of IP learners. If the Indigenous Peoples Education (IPEd) curriculum contextualization is implemented in all schools, the performance of IP learners will be better.

1.9. Recommendation

1. The education curriculum officials may intensify school heads' and teachers' educational planning training on culture-responsiveness and curriculum contextualization by including the budget in the School Improvement Plan (SIP).

2. Teachers may strengthen the indigenization of lessons by effectively integrating local topics and materials to master the IP learners' skills.

3. It is recommended that school heads and teachers collaborate to enhance the performance of IP learners in critical thinking and problem-solving by developing their skills in making conclusions, analyzing relevant information, and interpreting appropriate information.

4. The school may strengthen curriculum management of IPEd by improving ICT facilities to meet the needs of IP learners in the 21st century.

5. It is also suggested that the school and other DepEd officials collaborate to strengthen teaching practices through enrichment strategies, contextualized lesson exemplars, and prototype lesson plans.

6. It is also recommended that teachers may give examples that are happening in real life situations; makes the learning authentic.

Acknowledgements

Completing this thesis would not have been possible without many individuals' support, guidance, and encouragement, to whom the researcher is deeply grateful. Thanks to all who were there for her in person and prayers.

SAMSON L. MOLAO, EdD., President of Sultan Kudarat State University, for his steadfast support to the Graduate School;

MILDRED F. ACCAD, PhD, Dean of the College of Graduate Studies, for her inspiring comments and suggestions leading to the improvement of this study;

NANCY B. ESPACIO, EdD, MAED-EM Chairperson, for her important suggestions in making this thesis a success and for her patience in compiling the recommendations made by the advisory committee members from the outline to the final defense;

JOSELYN C. ESTRELLAN, PhD, her Thesis Adviser, for her unwavering support, insightful feedback, and immense expertise, have been invaluable in guiding every stage of this research. Their dedication to fostering academic growth and patient mentorship has shaped researchers' scholarly journey; She would like to express many thanks and boundless appreciation to other members of the Advisory

Committee, MARRY JEAN S. FALSARIO, PhD, and ADONIS S. BESA, PhD., for their countless efforts, constructive criticisms, indispensable insights, enriching comments, and suggestions vital to the refinement of the study. They have been with her from the beginning of this process, constantly encouraging him to accomplish her goals and not settle for anything less than what she deserves. Because of their encouraging words, support, advice, and wisdom, she was able to attain her professional and personal goals in life. She sincerely appreciates their willingness to become part of his committee.

REY S. FUENTEBILLA, MAT, her Statistician, for his technical assistance in guiding her from making tabulation tables and encoding the data gathered up to the statistical analysis of this manuscript. His exceptional analysis and interpretation of the statistical findings were vital in finishing this manuscript;

She is also grateful to ADRIAN PROTACIO, PhD, her Critic Reader and Language Editor, who has been part of this successful endeavor. She gave her time, support, and guidance to help her as he began this journey. She spent many hours reading her work and often took time out of her weekend to meet with him.

She gave important remarks and suggestions that improved the content, brevity, grammar, organization, mechanism, and style of each paragraph of this manuscript;

She wishes to thank LEONARDO BALALA, CESO VI, South Cotabato Schools Division Superintendent, for approving the conduct of her study in the selected public schools in the IP communities of Sultan Kudarat.;

MARIANNE M. SABOD, District Supervisor of Tboli East District, for her countless motivations that pushed her to submit and pursue her master's thesis as well as his encouragement to finish this manuscript; and,

To all of you, thank you so much.

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