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## Implementation of the Integration of Indigenous Peoples (IPS) Studies/ Education at the President Ramon Magsaysay State University

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### ABSTRACT

The study investigated the level of implementation of the integration of Indigenous Peoples (IPs) Studies/Education in the tertiary curricula at President Ramon Magsaysay State University (PRMSU), Iba Zambales, Philippines during the School Year 2022-2023 as perceived by the Social Studies/Sciences faculty. The study utilized the descriptive method of research. Survey Checklist was the main research instrument for data collection. The data was statistically treated using descriptive and inferential statistics. Results showed that the teachers are female, in their middle adulthood, holders of Bachelor with Masters' Units, teaching for less than a decade as Instructor 1 and participated for at least two trainings in IP Studies/Education. The different strategies to facilitate the integration of IP Studies/Education in the Curricula were implemented followed by Contents of IPs Studies/Education and School Activities. The respondents agreed to the challenges of integration of IP Studies/Education in the curricula specifically on having limited access to indigenous knowledge and materials produced in indigenous language. The ANOVA results revealed a significant difference in the perception on the level of implementation of integration of IPs Studies/Education in terms of Contents of IPs Studies/Education when attributed to age and number of years teaching. There is a significant difference in the perception on the level of implementation of integration of IPs Studies/Education in terms of Strategies when attributed to number of years teaching. Lastly, an action plan was designed and proposed to effectively integrate IP Studies/ Education in tertiary curricula. The Curriculum planners of PRMSU may consider the Action Plan proposed in their designing of development program for integrating IP Studies/Education and faculty development plan.

**Key Words:** *Implementation, Integration, Indigenous Peoples Studies/Education, President Ramon Magsaysay State University*

### INTRODUCTION

Over the last twenty years, Indigenous People's rights have been increasingly recognized through the adoption of international instruments and mechanisms, such as the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) in 2007, the establishment of the United Nations Permanent Forum on Indigenous Issues (UNPFII), the Expert Mechanism on the Rights of Indigenous Peoples (EMRIP), and the UN Special Rapporteur on the Rights of Indigenous Peoples (UNSR) [1]. The UNDRIP is a milestone in solidarity with indigenous peoples and the global community. It asserts the rights of indigenous and tribal peoples to choose to integrate or to maintain their cultural and political independence. Articles 8–10 recognize the cultures, traditions, and special circumstances of indigenous tribal peoples [2].

Indigenous Peoples includes communities, tribal groups and nations, who self-identify as indigenous to the territories they occupy, and whose organization is based fully or partially on their own customs, traditions and laws [1]. The Philippine historical accounts show that Indigenous Peoples (IPs) in the Philippines have long been suffering from discrimination and lack of access to Education [3]. Indigenous communities in the Philippines have been advocating for almost five decades for an education that is sensitive to, and reflective of, their cultural context, aspirations and concerns [2].

The Commission on Higher Education (CHED) has ordered the integration of Indigenous Peoples' (IP) Studies in higher education institutions starting academic school year of 2019-2020. CHED Memorandum Order No. 2 or the Integration of Indigenous Peoples (IP) Studies/Education into the relevant higher education curricula provides for

education regarding indigenous people's culture. With this curriculum the students and educators will be made aware of IP culture and their rights and will be able to understand cultural diversity [4,5].

Culture influences how we see the world, how we see the community that we live in, and how we communicate with each other. Being a part of a culture influences our learning, remembering, talking and behaving. Therefore, culture determines to a great extent the learning and teaching styles also [6]. In the same manner, Offorma [7] explained that well-planned curriculum must reflect the culture of the people, based and covers the cultural universal, cultural specialties and cultural alternatives.

There is a need to integrate because we are culturally diverse nation; in particular, our indigenous peoples have a wealth of knowledge that has sustained them for hundreds of years; these indigenous knowledge systems and practices are encoded in their languages. In the quest to improve IPs/ICCs status/levels in Institutions of Higher Learning like President Ramon Magsaysay State University, Zambales, it is imperative to consider the level of implementation in terms of content/knowledge on Indigenous Peoples /Indigenous Cultural Community (IPs/ICCs) studies and education and strategies and activities for integration in different courses or subjects in the tertiary level. Putting in place a more relevant educational system will build a better society.

### **STATEMENT OF THE PROBLEM**

The study aims to identify and evaluate the level of implementation of the integration of Indigenous Peoples (IPs) Studies/Education in the tertiary curricula at President Ramon Magsaysay State University, Iba, Zambales, Philippines during the School Year 2022-2023 as perceived by the Social Studies/ Sciences Faculty.

Specifically, it sought to answer the following questions:

1. What is the profile of the Social Studies/Social Sciences faculty respondents in terms of age, sex, field of specialization, academic position, highest educational attainment; and number of trainings attended in IP studies/ education?
2. How may the respondents describe the level of implementation of integration of Indigenous Peoples (IPs) Studies/Education in the curricula in terms of Contents of IPs Studies/Education, Strategies to Facilitate the Integration, and School Activities to Facilitate the Integration?
3. How may the respondents describe the challenges of integration of Indigenous Peoples (IPs) Studies/Education in the curricula?
4. Is there a significant difference on the described practices of integration of Indigenous Peoples (IPs) Studies/Education in the curricula when grouped according to profile variables?
5. What is the proposed action plan to effectively integrate IP Studies/ Education in tertiary curricula?

### **METHODOLOGY**

The study used a descriptive research design. According to Vetter & Sullivan [8] descriptive research design is a type of research design that aims to obtain information to systematically describe a phenomenon, situation, or population. In the present study, it describes the profile of the respondents, the present level of implementation of integrating of Indigenous Peoples (IPs) Studies/Education in the tertiary curricula at PRMSU.

The respondents of this study are 50 Social Studies/Sciences Faculty of President Ramon Magsaysay State University during the School Year 2022-2023. The researchers utilized the entire population since it involves only small number of respondents. This study was conducted in 7 Campuses of President Ramon Magsaysay in the Province of Zambales including: Castillejos, San Marcelino, Botolan, Iba, Candelaria, Masinloc and Sta. Cruz. President Ramon Magsaysay State University, commonly referred to as PRMSU is a state university in Zambales established in 1910. The university is named after the province's greatest son and former President of the Republic of the Philippines, President Ramon Magsaysay.

The main instrument which was used in gathering the data for the research study is survey questionnaire. According to Cherry [5] survey is probably the most commonly used research design in Social Sciences. Surveys often employ the questionnaire as a tool for data collection. The researcher reviewed the Regional Training on the Integration of Indigenous Peoples (IP) Studies/Education in the Relevant Higher Education Curricula [9]. NEUST- Nueva Ecija. August 1 & 2, 2019; and the works Villaplaza [10], Himalin & de Guzman [11], and de Guzman, Eblacas & Lasco [5] in identifying the indicators of the survey checklist. The checklist contains a total of forty (40) key items/indicators which had two parts.

The first part of the questionnaire is the profile of the Social Studies/Sciences faculty respondents with regards to age, sex, field of specialization, academic position, highest educational attainment and number of trainings attended in IP studies/education. The second part includes indicators to ascertain the level of implementation of integration of Indigenous Peoples (IPs) Studies/ Education in the tertiary curricula with regards to (1) Contents of Indigenous Peoples

(IPs) Studies/Education; (2) strategies to facilitate the integration; and (c) school activities to facilitate the integration. This part was assessed using the scale: 4–Outstanding, 3- Very Satisfactory, 2- Fair, and 1 – Poor. The third part of the survey checklist assessed the challenges of integration of Indigenous Peoples (IPs) Studies/Education in the tertiary curricula. This part was assessed using the scale: 4–Strongly Agree, 3- Agree, 2- Disagree, and 1 – Strongly Disagree.

There were modifications in the research instrument during the proposal defense. These were all considered by the researcher in editing the instrument. After which, the researcher conducted a dry run/pilot test among twenty (20) teachers from Polytechnic College of Botolan to assure the reliability of the survey instrument. The dry run was conducted last November, 2022. The researcher also asked the help of data analyst or statistician to test the reliability of the instrument using Cronbach Alpha. All noted discrepancies or vague statement in the instrument were integrated and incorporated in the finalization of the instrument.

The researchers sought the permission to distribute the survey questionnaire from the PRMSU University President. The endorsement from the University President will be attached to the letter for the Directors of the seven Campuses of PRMSU. The assistance of the Campus Directors was also during data collection. The researchers personally administered the instrument (survey checklist) to the respondents. The objectives of the study were explained to the participants, for them to consider and gain better understanding of the study's benefits and significance. The respondents' answers were treated confidential. The researcher allotted fifteen (15) days to assure that one hundred (100%) retrieval of the instrument. After the retrieval of the instrument, the researcher organized, tabulated, and analyzed the data using descriptive and inferential statistics (ANOVA) analyzed by the software SPSS version 28.

## RESULTS AND DISCUSSION

### 1. Profile of the Social Studies/Social Sciences Faculty-Respondents

Table 1 presents the result on the profile of the Social Studies teacher-respondents.

**Gender.** Of the 50 total respondents, 27 or 54.00% are female teachers, 17 or 34.00% are male and 6 or 12.00% are LGBTQ+. This means that more than half of the teacher-respondents of the present study is represented by women. The result is consistent with the data of The National Center for Education Statistics [5,11] that majority in the teaching force are female.

**Age.** Of the 50 total teacher respondents, there are 15 or 30.00% from age group of 25 and below; followed by 12 or 24.99% from 26-30 age group; and 8 or 16.00% from 31–35 age group. The mean age was 32.50 years old. This particular age is categorized into middle adulthood. Havighurst [12,13] describes some of the developmental tasks of young adults, establishing a career. Moreover, the result of the present study is consistent with the data obtained in the study of Catacutan & de Guzman [14] on age profile variables. Their respondents belong the age bracket of 36-40 or middle adulthood.

**Highest Educational Attainment.** There are 21 or 42.00% who are Bachelor's degree holders with Masters units; followed by 10 or 20.00% who are Bachelor's and Master's degree holders respectively; and 6 or 12.00% are Doctorate Degree holders. The result suggests that most (21 or 42.00%) of the Social Studies of PRMSU, Iba are Bachelor degree holders with Master's units suggesting that the teacher-respondents are pursuing advanced education; complies with one of the important requirements to be permanent in a State Universities and Colleges (SUCs) and in the ranking system of NBC 461. The result is consistent with the studies of de Guzman & Ecle [12], Dizon Jr., de Guzman & Orge [15], and Deliquiña & de Guzman [13] that majority of teaching in the Social Studies Department of PRMSU, Iba are Bachelor's degree holders with Masters units.

**Number of Years Teaching.** Of the 50 total respondents, 31 (62.00%) have already served for 0-5 years, followed by 5 teachers (10.00%) who served for 6-10 and 11-15 years respectively. The mean of years in teaching was 7.26 years or 7 years. The teachers rendered their service for not quite long as supported by the high percentage of respondents who are Instructors (44 or 88.00%) the lowest academic rank in the rank and file. Moreover, Himalin & de Guzman's [11] study also found that their respondents rendered their services for less than 10 years.

**Academic Position.** Forty-four (44 or 88.00%) are Instructors; 4 or 8.00% are Associate Professors; and 1 (2.00%) is Assistant Professor and Assistant Professor respectively. As for the result on Social Studies teachers' present academic position, an overwhelming majority (89.00%) are Instructors. This result signifies that the teacher-respondents belong to the lowest academic position as per indicated in the NBC 461 which is Instructor. This is also supported with the result on respondents' number of years teaching. The respondents are quite new as teachers of PRMSU (Mean=7.26 of years of service). Moreover, the result of the study of Himalin & de Guzman [11] showed that majority of their Social Studies teacher respondents are Instructor 1.

**Table1. Frequency and Percentage Distribution of the Social Studies/Social Sciences Faculty-Respondents' Profile**

Gender	Frequency	Percent
Male	17	34.00
Female	27	54.00
LGBTQ+	6	12.00
<b>Total</b>	<b>50</b>	<b>100.00</b>
Age	Frequency	Percent
25 - below	15	30.00
<b>Total</b>	<b>50</b>	<b>100.00</b>
<b>Mean = 32.50 years old</b>		
Highest Educational Attainment	Frequency	Percent
Bachelor	10	20.00
Bachelor w/Masters' Units	21	42.00
Masters'	10	20.00
Masters' w/ EdD Units	2	4.00
EdD/PhD	6	12.00
<b>Total</b>	<b>49</b>	<b>98.00</b>
<b>Missing System</b>	<b>1</b>	<b>2.00</b>
<b>Total</b>	<b>50</b>	<b>100.00</b>
Number of Years Teaching	Frequency	Percent
<b>Total</b>	<b>50</b>	<b>100.00</b>
<b>Mean = 7.26 years</b>		
Academic Rank/Position	Frequency	Percent
Instructor	44	88.00
Assistant Professor	1	2.00
Associate Professor	4	8.00
Professor	1	2.00
<b>Total</b>	<b>50</b>	<b>100.00</b>
Number of Trainings Attended in IP Studies/Education	Frequency	Percent
0 - 2	39	78.00
3 - 5	9	18.00
6 - 8	2	4.00
<b>Total</b>	<b>50</b>	<b>100.00</b>
<b>Mean = 1.78</b>		

**Number of Trainings Attended in IP Studies/ Education.** Of the 50 total respondents, 39 (78.00%) teachers have attended 0-2 trainings in IP Studies/Education; followed by 9 teachers for 3-5 (18.00%) trainings; and 2(4.00%) teachers attended 6-8 trainings. As presented above, majority of the teachers just attended two trainings to none about Indigenous People (IP) Studies/Education aimed to be more knowledgeable and skillful in integrating and teaching IP Studies/Education to students at the tertiary levels. The result is consistent with the studies of de Guzman, Orge, Borje& Ganaden [16] and Himalin & de Guzman [11] that majority of teaching in the Social Studies Department of PRMSU, have limited training of the above-mentioned theme for training.

## 2. Level of Implementation of Integration of Indigenous Peoples (IPs) Studies/Education in the Curricula

### 2.1 Contents of IPs Studies/Education

Table 2 presents the perceived level of implementation of Integration of Indigenous Peoples (IPs) Studies/Education in the Curricula in terms of Contents of IPs Studies/Education. For the Contents of Indigenous Peoples Studies/Education, the Social Studies teachers of PRMSU implemented indicator 10 stating that Indigenous Peoples Rights Act, IPs/ICCs' Ancestral Domains and Functions of National Commission on Indigenous Peoples are discussed (WM=3.04, rank 1). The Social Studies teachers implemented the teaching IPs Rights Act, IPs/ICCs' Ancestral Domains and Functions of National Commission on Indigenous Peoples.

**Table2. Level of Implementation of the Integration as to Contents of IPs Studies/Education**

Contents of Indigenous Peoples Studies/Education	Weighted Mean	Qualitative Rank	Rank
1. Familiarizing Indigenous Culture, Life Ways, Arts, Architecture, etc. as well as National Culture.	2.92	Implemented	3

2. Familiarizing Indigenous Language as well as National Language.	2.70	Implemented	9
3. Teaching Indigenous Peoples Knowledge Systems and Practices (IKSP)	2.64	Implemented	10
4. Teaching Indigenous Peoples Health and Wellbeing, Environment and Resource Management System	2.74	Implemented	8
5. Teaching Indigenous Peoples Political System, Economic and System Educational System	2.80	Implemented	5
6. Discussing Researches and Case Studies on Indigenous Peoples (Ips) and Indigenous Cultural Communities (/ICCs)	2.76	Implemented	7
7. Presenting World, Country, Region and Province Geographic Knowledge of IPs/ICCs	2.86	Implemented	4
8. Presenting World, Country, Region and Province Demographics Profile of IPs/ICCs	2.78	Implemented	6
9. Presenting and discussing International Bindings/Laws to Protect, Promote the Rights of IPs/ICCs	3.00	Implemented	2
10. Discussing Indigenous Peoples Rights Act, IPs/ICCs' Ancestral Domains and Functions of National Commission on Indigenous Peoples	3.04	Implemented	1
<b>Overall Weighted Mean</b>	<b>2.82</b>	<b>Implemented</b>	

The IP studies/education contents appropriate for integration in colleges and universities courses in the Philippines include the study of IPRA and the purpose of establishing the NCIP (The United Nations Permanent Forum on Indigenous Issues, 2010), cited in de Guzman, Eblacas & Lasco[5]. These contents are very important for the tertiary students to know and understand. According to Rodriguez & Bell [17] IPRA with the four bundles of rights swore to protect the IPs/ICCs. These four bundles of rights include the right to ancestral domain and lands, right to self-governance and empowerment, social justice and human rights, and right to cultural integrity. Agustin [4] discussed that IPRA provides for the establishment of the National Commission for the Indigenous Peoples (NCIP) which the law mandates to “protect and promote the interest and well-being of the ICCs/IPs with due regard to their beliefs, customs, traditions and institutions. There is a need to intensify the integration of IP studies/education in the tertiary curricula to further the understanding and appreciation of the IPs/ICCs since according to Alingasa [4], the indigenous peoples in the Philippines continue to figure in social discrimination, economic marginalization and political disempowerment, albeit the presence of IPRA and the existence of NCIP.

Implemented but least from the rank was indicator 3, Teaching Indigenous Peoples Knowledge Systems and Practices (IKSP) (WM=2.64, rank 10). The teachers also implement teaching Indigenous Peoples Knowledge Systems and Practices (IKSP). The teachers incorporate in their lesson the IKSP when applicable, appropriate and when needed. According to Indigenous Peoples Rights Act 1997, Himalin & de Guzman [11] and de Guzman, Eblacas & Lasco [5]; Indigenous Knowledge Systems and Practices (IKSPs) are local knowledge developed over centuries of experimentation and are passed orally from generations to generation.

Based on the findings of the study of Vijayan, et al. [18], teachers use several concepts on IKSPs to elaborate, explain and help connect the students understanding on indigenous peoples. Maundu & Omosa [19] pointed out that IKSPs were incorporated in several public secondary subjects, e.g. Music Arts and Physical Education (MAPEH), Filipino, Science and Social Studies (*Araling Panlipunan*). The overall weighted mean for level of implementation of the integration of the IPs Studies/Education as to Contents of IPs Studies/Education to facilitate the integration was 2.82 with Qualitative Rating of Implemented.

## 2.2 Strategies to Facilitate the Integration

Table 3 presents the perceived level of implementation of Integration of Indigenous Peoples (IPs) Studies/Education in the Curricula in terms of Strategies to Facilitate the Integration. For the Strategies to facilitate the integration, the Social Studies teachers of PRMSU implemented the researching on the stories, diaries, textbooks that were produced by Indigenous Peoples (Indicator 10, WM=3.04, rank 1). The Social Studies teachers implemented this by means of searching and researching different stories, diaries, textbooks and other materials that were designed and produced by IPs and members of ICCs in the province. This could mean that the teachers find these resources, materials and texts very important in their teaching of lessons/topics for IP studies/education integration and their respective students' learning.

**Table 3. Level of Implementation of the Integration of the IPs Studies/Education as to Strategies to Facilitate the Integration**

Strategies to Facilitate the Integration	Weighte	Qualitati	Ra
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	d Mean	ve Rank	nk
1. Utilizing Integrative Approach (e.g. Thematic Instruction and Interdisciplinary Approach) where many areas of the curriculum are connected and integrated	2.84	Implemented	10
2. Utilizing Inquiry-Based Learning which can help reach a high level of thinking, make learning rewarding, and self-directed	2.94	Implemented	4.5
3. Employing the Collaborative Problem-Solving teaching strategy for students who prefer collaborative learning and activities	2.92	Implemented	7
4. Utilizing Project-Based Learning that can develop skills and competencies and increased self-esteem and self-discipline	2.90	Implemented	9
5. Utilizing Cooperative learning approach an experiential learning whereby knowledge is postered through of experience and interdependence.	2.92	Implemented	7
6. Utilizing Adaptive learning which focuses on the contents for each student, especially with the help of technology.	2.96	Implemented	3
7. Using and creating responsive and experiential teaching methods in cooperation and consultation with the indigenous community.	2.94	Implemented	4.5
8. Using both formal and non-formal, as well as traditional and modern, teaching methods	3.02	Implemented	2
9. Promoting co-operative, interactive and reflexive learning-teaching process based on all aspects of IKPS.	2.92	Implemented	7
10. Researching on the stories, diaries, textbooks that were produced by Indigenous Peoples.	3.04	Implemented	1
<b>Overall Weighted Mean</b>	<b>2.94</b>	<b>Implemented</b>	

Educators and teachers alike need to understand what teaching resources and visuals are beneficial for Indigenous students' learning. The appropriateness of instructional resources within the context of the lesson and utilization of local materials needed for contextualization can be a factor to influence students' academic learning [20]. Teaching aids and materials which can be easily modified and refined for integrative and thematic teaching and better educational effect at the end [21].

Implemented but least from the rank was indicator 1, utilizing Integrative Approach (e.g. Thematic Instruction and Interdisciplinary Approach) where many areas of the curriculum are connected and integrated within a theme (WM=2.84, rank 10). The teachers of the study implemented and utilized Integrative Approach (e.g. Thematic Instruction and Interdisciplinary Approach) in teaching IP contents which can be integrated and be connected to a particular course or discipline. The integrative approach of teaching can foster an atmosphere that welcomes and encourages creativity in the classroom [22]; and use age-appropriate materials and techniques in teaching.

Integrative learning is building the ability to make connections among ideas and experiences, across the curriculum, to synthesize and transfer learning to new situations within and beyond campus [23]. de Guzman, Eblacas & Lasco [5] argued that there is integration when learners are able to connect what they are learning in one subject area to a related content in another subject area. For instance, according to Himalin & de Guzman [11] topics learned in Social Studies and other Disciplines outside Social Science may be used by the teachers and students with related concepts and skills in IP studies/education. The overall weighted mean for level of implementation of the integration of the IPs Studies/Education as to Strategies to Facilitate the Integration was 2.94 with Qualitative Rating of Implemented.

### 2.3 School Activities to Facilitate the Integration

Table 4 presents the perceived level of implementation of Integration of Indigenous Peoples (IPs) Studies/Education in the Curricula in terms of School Activities to facilitate the integration. For the aspect School Activities to facilitate the integration, the Social Studies teachers of PRMSU implemented the integration of extension activities and programs to Indigenous Learners and Communities (Indicator 5, WM=2.90) and this was first in the rank. The Social Studies teachers of the present study agreed that the University implemented school activities specifically the integration of extension activities and programs to indigenous learners and communities. The Social Studies teachers who are assigned in different Colleges of PRMSU participate and conduct extension activities for indigenous learners and communities; and the conduct of research endeavors for educational purpose.

**Table 4. Level of Implementation of the Integration of the IPs Studies/Education as to School Activities to Facilitate the Integration**

School Activities to Facilitate the Integration	Weighted Mean	Qualitative Rank	Rank
1. Participating in developing and crafting curriculum founded on Indigenous Peoples' cultural identity and cultural history.	2.82	Implemented	4.5

2. Participation of Indigenous Communities and Elders in the planning program, in the selection of teaching methods and production of learning materials	2.60	Implemented	10
3. Developing arrangements for consultation and independent advice from Indigenous Communities regarding educational decisions	2.74	Implemented	8
4. Providing education and training services to develop the skills of Indigenous Peoples to participate in educational decision-making	2.76	Implemented	6.5
5. Integrating extension activities and programs to Indigenous Learners and Communities	2.90	Implemented	1
6. Conducting Indigenous Peoples Month Celebration regularly and incorporating as one of the School Activities done annually	2.88	Implemented	2
7. Conducting school activity that will showcase talents of IPs in Festivals in the School Ground.	2.76	Implemented	6.5
8. Conducting more seminars/webinars, trainings focused on improving writing research on IPs Education	2.72	Implemented	9
9. Conducting more seminars/webinars and trainings in developing teaching-learning materials that are culturally appropriate.	2.82	Implemented	4.5
10. Using available media, e-learning materials and other technology to supplement teaching strategies.	2.84	Implemented	3
<b>Overall Weighted Mean</b>	<b>2.78</b>	<b>Implemented</b>	

One of the Strategic Area of PRMSU Strategic Extension Framework and Medium Term Plan of 2021 is Strategic Area 4, ‘The Promotion and conservation of Indigenous culture; empowered IP communities.’ It aims to develop knowledge and practice of sustainable health and wellness norms within the framework of adjusting to pandemics. PRMSU will train and organize beneficiaries for lifelong learning and employment through seminars and trainings which include basic literacy and numeracy; Implement the Republic Act No. 10869 laws that aims to protect, preserve, conserve and promote the nation’s cultural heritage, its property and histories, and the ethnicity of local communities; and according to de Guzman, Eblacas & Lasco [5] and Himalin & de Guzman [11], comply with the CHED Resolution No. 436-2018 which approved the integration of Indigenous Peoples (IP) Studies/Education in the relevant higher education curricula as stipulated in Republic Act (RA) 10908.

Least from the rank was indicator 2, participation of Indigenous Communities and Elders in the planning program, in the selection of teaching methods and production of learning materials (WM=2.60, rank 10) interpreted as implemented. The teachers agreed that participation of IPPs/ICCs Heads/Elders and or Representatives in the University’s planning program where they can give inputs in the curriculum (e.g., teaching strategies/methods and production of appropriate learning materials) was the least implemented. The University does not have a regular or commissioned Adviser or Representative from IPPs/ICCs in the province of Zambales. The overall weighted mean for level of implementation of the integration of the IPs Studies/Education as to School Activities to facilitate the integration was 2.78 with Qualitative Rating of Implemented.

**Table 5. Summary on the Implementation of the Integration of IPs Studies/Education in the Curricula**

Level of Implementation of Integration of Indigenous Peoples (IPs) Studies/Education in the Curricula	Overall Weighted Mean	Qualitative Rank	Rank
Contents of IPs Studies/Education	2.82	Implemented	2
Strategies to Facilitate the Integration	2.94	Implemented	1
School Activities to Facilitate the Integration	2.78	Implemented	3
<b>Grand Mean</b>	<b>2.85</b>	<b>Implemented</b>	

The summary on the level of implementation of the Integration of IPs Studies/Education in the Curricula was presented in Table 6. Table 6 shows Strategies to Facilitate the Integration (Implemented, 2.94 rank 1<sup>st</sup>); Contents of IPs Studies/Education (Agree, 2.82, rank 2<sup>nd</sup>); and School Activities to Facilitate the Integration (Agree, 2.78 rank 3<sup>rd</sup>). Overall the teacher-respondents perceived “Implemented” on the level of implementation of the Integration of IPs Studies/Education in the Curricula.

### 3. Challenges of Integration of Indigenous Peoples (IPs) Studies/Education in the Curricula

Table 6 presents the perceived challenges of Integration of Indigenous Peoples (IPs) Studies/Education in the Curricula.

**Table 7. Challenges of the Integration of IPs Studies/Education in the Curricula**

Challenges of Faculty Members	Weighted Mean	Qualitative Rank	Rank
1. Limited access to indigenous knowledge which are locally researched and produced materials in indigenous language/s.	2.82	Agree	1
2. Absence of explicit university policy/memorandum and monitoring scheme on the IKSP integration in the curriculum	2.74	Agree	4
3. Limited teaching methodologies and pedagogies impede the sustainable integration of IKSP in the different subjects	2.70	Agree	7.5
4. Limited exposure and appreciation of IKSP further weaken the hope for the faculty to integrate IKSP in teaching.	2.72	Agree	5.5
5. Limited evidence of incorporation and understanding of Indigenous Knowledge Systems and Practices (IKSP) in the curriculum	2.76	Agree	3
6. Limited time and skill in developing instructional resources/materials that promote contextualization and localization	2.80	Agree	2
7. Limited seminars/webinars and trainings on IPs Studies/Education and IKSP for faculty members	2.70	Agree	7.5
8. Weak relationships and consultations with local IPs/ICC leaders for improved social studies instruction.	2.56	Agree	10
9. Limited knowledge and practice of indigenous language/s as a basis for cross-cultural understanding and tolerance.	2.62	Agree	9
10. Limited materials created that provides an accurate picture and fair information on indigenous cultures and ways of life.	2.72	Agree	5.5
<b>Overall Weighted Mean</b>	<b>2.71</b>	<b>Agree</b>	

The Social Studies teachers of PRMSU agreed that limited access to indigenous knowledge which are locally researched and produced materials in indigenous language/s was a challenge (Indicator 1, WM=2.82, rank 1). The teachers agreed they faced challenge specifically on the access to indigenous knowledge or IKSP which are research outputs of locals or IPs/ICCS and instructional materials created and written in indigenous language also produced by them. With these challenges, teachers found it difficult to make the content of their lessons/topics deeper and to successfully utilize different approaches and strategies in teaching (e.g., integrative, thematic, project-based, active learning inquiry, discovery approaches and strategies, etc.).

The absence of explicit university policy/memorandum and monitoring scheme on the Indigenous Knowledge Systems (IKS) integration in the curriculum, teaching methodologies and pedagogies impede the sustainable integration of IKS in the different subjects [24]. Teachers encountered problems in implementing the IP Education Program (IPEd) such as limited ideas in integrating IP concepts in their classes [25], limited capacity of teachers on instructional resources and materials improvisation and utilization [3]. The implementation of IPEd still needs more planning and coordination among school administrators, teachers and internal and external stakeholders [10].

Indicator 8 stating that weak relationships and consultations with local IPs/ICC leaders for improved social studies instruction was also agreed as a challenge but least from the rank (WM=2.56, rank 10). It was also considered a challenge for the teachers of having interrupted relationships and limited consultations activities with local IPs/ICC leaders in Zambales aimed for improved instruction and integration of IP studies/education. Still PRMSU can identify and invite IPs/ICC leaders/representative during IP Month Celebration, but they are not regular consultant on the University. A major concern was raised by United Nations Development Programme [10,11] focused on quality indigenous education. It should fully and effectively involve indigenous peoples – in particular their elders, community leaders and parents – at all levels and stages of decision-making, planning, design and implementation of education programmes. This activity can be conducted during culmination such as special indigenous celebration. The overall weighted mean for the challenges of the integration of IPs Studies/Education in the Curricula was 2.71 with Qualitative Rating of Agree.

**4. Analysis of Variance on the Difference on the Implementation of Integration of Indigenous Peoples (IPs) Studies/Education in the Curricula When Grouped According to Profile Variables**

**Table 8. Summary of the Difference of Perception on the Implementation of Integration of Indigenous Peoples (IPs) Studies/Education in the Curricula when grouped according to Profile Variables**

Sources of Variations	Contents of IPs Studies/ Education	Strategies to Facilitate the Integration	School Activities to Facilitate the Integration



	F	Sig.	F	Sig.	F	Sig.	
Gender	0.03	0.94	0.29	0.53	0.14	0.74	
Sex	0.86	0.05*	0.78	0.08	0.53	0.31	
Highest Educational Attainment	0.25	0.72	0.43	0.46	0.29	0.65	
Number of Years Teaching	2.26	0.00*	1.53	0.00*	0.70	0.18	
Academic Rank/ Position	0.24	0.68	0.51	0.34	0.17	0.78	
Number of Trainings Attended in IP Studies/ Education	1.29	0.053	1.09	0.09	1.23	0.06	*Significant

**Contents of IPs Studies/Education.** The significance value of age (0.05) and number of years teaching (0.00) were lower than (0.05) alpha level of significance, therefore, reject the hypothesis. There is significant difference on the perceived level of implementation of the integration of IPs Studies/Education as to Contents of IPs Studies/Education to facilitate in terms of teacher-respondents' age and number of years teaching. The source of variation of responses can be attributed to their age and the different number of years they are teaching in the Social Studies Department of PRMSU in different Campuses in Zambales. These teachers who are new or teaching for many years at PRMSU have different levels of experiences, knowledge and expertise on how they can be able to integrate in their lessons/topics of the IP studies/education contents such as IKSP; IP language; IP health and wellbeing; environment and resource management system; political, economic and educational systems; geographic knowledge, rights of IPs/ICCs, new researches on IPs/ICCs, etc.

Respondents in the study of Burnham [26] differ on the gained information and insight on Indigenous traditions because these localized knowledges contain crucial information that can explain and contextualize scientific data. Mason [27] highly suggested that when selecting resources for a curriculum, it is important to incorporate authentic Indigenous resources.

**Strategies to Facilitate the Integration.** The significance value of number of years teaching (0.00) was lower than (0.05) alpha level of significance, therefore, reject the hypothesis. There is significant difference on the perceived level of implementation of the integration of IPs Studies/Education as to Strategies to Facilitate the Integration in terms of teacher-respondents' number of years teaching. This result signifies that the perception of the teachers significantly varies on the level of implementation of the integration of IPs Studies/Education as to Strategies to facilitate the integration. The source of variation can be attributed to the different number of years they are teaching in the Social Studies Department of PRMSU in different Campuses in Zambales. Singhal & Gulati [28] showed that teachers have different strategies and methodologies in the implementation of the curriculum that would ensure there are no hidden forms of oppression, and activities used in class. The study of Robert, et al. [29] reported that because of varied instructional strategies and approaches, the students gained new perspectives and demonstrated the ability to think critically about complex indigenous issues and concerns.

**School Activities to Facilitate the Integration.** The significance values for gender (0.74), age (0.31), highest educational attainment (0.65), number of years teaching (0.18), academic rank/ position (0.78) and number of trainings attended in IP Studies/ Education (0.279) were higher than (0.05) alpha level of significance. Therefore, do not reject the hypothesis. There is no significant difference on the perceived level of implementation of the integration of IPs Studies/Education as to School Activities to facilitate the integration when grouped according to profile variables. This result signifies that the perceptions of the Social Studies teachers do not vary on the level of implementation of the integration of IPs Studies/Education as to School Activities that can facilitate the integration. Even the teachers differ in their personal profile. The cumulative activities and effect of such integration must go beyond education include: 1. Knowledge and Capacity Building of Educators, 2. Curriculum Integration, 3. Appreciation of IP Culture, 4. Toward Social and Structural Justice [30]. Academics are knowledge seekers, so can bring a difference, especially when doing this with the permission and agreement of Indigenous communities[31].

##### 5. Proposed Action Plan to effectively integrate IP Studies/ Education in tertiary curricula

The contents of the Action Plan were based on the results and discussions of the present study. There were findings which need to be addressed in order to successfully facilitate the integration of IPs/ICCs Studies and Education in Tertiary Curricula, in PRMSU. The Action Plan is composed of Key Areas, Objectives, Methodology & Activities, Persons Involved, Time Frame and Budget. Below the Methodology & Activities are the suggested Activities and expected Outputs.

**Table 9. Proposed Action Plan to Effectively Integrate IP Studies/ Education in Tertiary Curricula**

<b>KEY AREA 1: CONTENTS OF INDIGENOUS PEOPLES STUDIES/EDUCATION FOR INTEGRATION IN TERTIARY CURRICULA</b>				
<b>Objective/s</b>	<b>Methodology &amp; Activities</b>	<b>Person(S) Involved</b>	<b>Time Frame</b>	<b>Proposed Budget</b>

Adhere to the United Nations Declaration of the Rights of Indigenous Peoples, particularly on the right of Indigenous Peoples “to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information”.	<b>Activities:</b> Conduct and/or participation in in-service trainings, seminars, workshops	VP for Academics Deans	April – December 2023	Php 120,000.00 MOOE
Adhere to the CHED Memorandum Order No. 02, Series of 2019 which approved the offering of Indigenous Peoples (IPs) Studies/Education in the relevant higher education curricula	<b>Suggested Topics/Themes:</b> “World, country, region and province geographic knowledge and profile of IPs/ICCs”  “International Bindings/Laws to Protect, Promote the Rights of IPs/ICCs”  “The CHED Memorandum Order No. 02, Series of 2019”  “IPs Political System and Governance, Economic System, Educational System, Health and Wellbeing, Environment, and Resource Management System”	Department Chairperson Lecturers/Resource Persons Instructors/Professors Students		
Continuous implementation of the Memorandum Order by offering IP Studies/Education in respective curricula and for the CHED Regional Offices to closely monitor its offering.	“Indigenous Peoples (IPs) Life, Ways, Arts, Architecture” “IP Knowledge Systems and Practices (IKSP)”  “OBE Learning Program/ Syllabus Preparation for IP Studies/Education”			

**KEY AREA 2: STRATEGIES TO FACILITATE THE INTEGRATION OF INDIGENOUS PEOPLES STUDIES/EDUCATION IN THE TERTIARY CURRICULA**

Objective/s	Methodology & Activities	Person(S) Involved	Time Frame	Proposed Budget
Explore different teaching approaches, strategies and techniques (with learning activities) intended for IP studies/education integration in tertiary curricula	<b>Activities:</b> Conduct and/or participation in in-service trainings, seminars, workshops, mentoring	VP for Academics Deans	April – December 2023	Php 100,000.00 MOOE
Prepare Outcomes Based Learning Program/ Syllabus for IP Studies/ Education integration utilizing these different teaching approaches, strategies and techniques (with learning activities)	<b>Suggested Topic/Theme”</b> “Integrative Learning Approach”  “Project-Based Learning”  “Inquiry-Based Learning Process Focus”  “Active Learning Strategies”	Department Chairperson Lecturers/Resource Persons Instructors/Professors Students		
Monitor the efficiency and effectiveness of these approaches, strategies and techniques	“Experiential Learning Activities e.g., Cooperative Learning Approach Collaborative Problem-Solving”			
Improve skill in designing and developing instructional resources/ materials that promote contextualization and localization	“Instructional Resources/Materials: Contextualization And Localization”			

**KEY AREA 3: SCHOOL ACTIVITIES TO FACILITATE THE INTEGRATION OF INDIGENOUS PEOPLES STUDIES/EDUCATION IN THE TERTIARY CURRICULA**

Objective/s	Methodology & Activities	Person(S) Involved	Time Frame	Proposed Budget
Take effective measures, in consultation and cooperation with the IPs/ICC Heads/Elders to promote good and continuous relations (e.g., academic relations) among Indigenous Peoples (IPs) and the University	<b>Activities:</b> Participation of IPs/ICCs Elders as Resource Persons in the Planning Program and Curriculum Development Conduct of Research Studies on IPs/ICCs	Heads Academics, Research and Extension  Deans and Department Chairperson	April – December 2023	Php 200,000.00 MOOE
Support and implement Republic Act (RA) No.10689 by conducting Indigenous Peoples Month Celebration	Presentation of Researches and Case Studies on IPs/ICCs Conduct of Extension Activities/Projects on IPs/ICCs Conduct of Annual Indigenous Peoples Month Celebration	Lecturers/ Resource Persons  Instructors/ Professors  Students  IPs/ICCs Heads/Elders		
<b>Outputs:</b> Simple Plan of Work, Simple Hand-outs or Handbook, Worksheets, Demonstration Teaching, Instructional Resource/Materials Bank, E-Learning Materials, Research Output, Extension Output, Outcomes Based Learning Program/ Syllabus, Reflections, Documentation				

## CONCLUSIONS

Based on the findings, the researchers came out with the following conclusions.

1. The Social Studies teachers are female, in their middle adulthood, holders of Bachelor degree with Masters' Units, teaching for less than a decade as Instructor 1 and participated for at least two trainings in IP Studies/Education.
2. The different strategies to facilitate the integration of Indigenous Peoples (IPs) Studies/Education in the Curricula was implemented followed by Contents of IPs Studies/Education and School Activities.
3. The respondents agreed to the challenges of integration of Indigenous Peoples (IPs) Studies/Education in the curricula specifically on having limited access to indigenous knowledge and materials produced in indigenous language.
4. There is no significant difference on the perception on the level of implementation of integration of Indigenous Peoples (IPs) Studies/ Education in the Curricula in terms of Contents of IPs Studies/Education to facilitate the integration as to gender, highest educational attainment, academic rank/position, and number of trainings attended in IP Studies/Education, while there is significant difference in the perception in terms of age and number of years teaching.

There is no significant difference on the perception on the level of implementation of integration of Indigenous Peoples (IPs) Studies/ Education in the Curricula in terms of Strategies to facilitate the integration as to gender, age, highest educational attainment, academic rank/position, and number of trainings attended in IP Studies/Education, while there is significant difference in the perception in terms of number of years teaching.

There is no significant difference on the perception on the level of implementation of integration of Indigenous Peoples (IPs) Studies/ Education in the Curricula in terms of School Activities to facilitate the integration when attributed to respondent's profile.

5. An Action Plan was designed and proposed aims to effectively integrate IP Studies/ Education in tertiary curricula.

## RECOMMENDATIONS

In the light of the presented conclusions of the study, the following are recommendations of the researchers.

1. Academics Department of PRMSU, Iba Zambales may prioritize the participation of Social Studies/Sciences faculty on trainings and conferences to further their content knowledge specifically on Familiarizing Indigenous Language and IP Knowledge Systems and Practices (IKSP).
2. Academics Department of PRMSU may prioritize the participation of Social Studies/Sciences faculty on trainings and conferences to further their pedagogical knowledge on utilizing Integrative Approach; Project-Based Learning for skills development; and other appropriate teaching strategies and techniques.

3. Academics Department of PRMSU may prioritize the participation of Social Studies/Sciences faculty on trainings and workshops on IPs/ICCs Studies/Education focused on developing instructional resources/materials that promote contextualization and localization; and produced in IPs/ICCs language.
4. The Research Department of PRMSU may prioritize the participation of Social Studies/Sciences faculty on research and extension capacity trainings on IPs/ICCs Studies/Education aims to conduct, disseminate and publish researches on IPs/ICCs Education/Studies.
5. Administrators of PRMSU may consider, identify and invite IPs/ICCs Elders in the planning program, in the selection of teaching methods and production of learning materials.
6. Administrators and Curriculum Planners of PRMSU may conduct regular or annual school activities aimed to enhance/increase appreciation IPs/ICCs Studies/Education, Culture, Beliefs and Practices.
7. Administrators of PRMSU may utilize a scheme that will adequately motivate their teachers (whose subjects where IP Studies/Education are integrated) by ensuring their professional development, addressing their needs and be more committed to their job.
8. Curriculum planners of PRMSU may consider the Action Plan proposed in the present study in their designing of development program for integrating IP Studies/Education in the tertiary curricula and faculty development plan for those prospects and potential lecturers/teachers.
9. Further study may be conducted to validate the result of the present study.

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