



KNOWLEDGE AND COMPETENCE OF TEACHERS ON THE INTEGRATION OF INDIGENOUS KNOWLEDGE SYSTEMS AND PRACTICES

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ABSTRACT

This descriptive study primarily aimed to determine the knowledge and competence of Social Studies teachers on the integration of Indigenous Knowledge Systems and Practices (IKSP) in Instructional Planning, Instructional Implementation and Assessment and Evaluation procedures. Likewise, to identify the challenges and difficulties encountered by Social Studies teachers in integrating Indigenous Knowledge Systems and Practices (IKSP) in teaching. The instruments used included a questionnaire on Teacher's Competence in IKSP Integration scale. The research locale includes all the secondary school in Alfonso Lista Ifugao, and the respondents are the social studies teachers who were selected through a total enumeration sampling. Results of the study revealed that there is a moderate level of knowledge among teachers regarding IKSP integration, particularly in instructional planning and evaluating students based on IKSP. Meanwhile, teachers display competence in instructional design and implementation. However, there is a room for improvement, especially in assessment and evaluation procedures. Social Studies teachers encountered challenges such as aligning the curriculum in their trainings, lack of resources, and understanding students' cultural backgrounds when integrating Indigenous Knowledge Systems and Practices (IKSP). The study recommends that the schools' division of Alfonso Lista may establish targeted professional development programs and support structures aimed at enhancing the social studies teacher's capacity to integrate indigenous perspectives into classroom teaching effectively and social studies teachers should prioritize professional development efforts in areas such as Instructional Planning and Assessment and Evaluation Procedures, complementing with the existing proficiency in Instructional Implementation.

Keywords: *Indigenous Knowledge Systems and Practice (IKSP), teacher's knowledge, teacher's competence, cultural integration*

INTRODUCTION

Teachers play a crucial role in integrating cultural practices and traditions into educational instruction, thereby creating a culturally inclusive learning environment. This approach fosters holistic learning that not only covers theoretical knowledge but also instills a sense of value and real-life application in students. Learning, viewed through this cultural lens, is both social and cultural, with teachers acting as essential facilitators of culturally responsive education (DepEd, 2015). The United Nations' Sustainable Development Goal 4 for 2030 emphasizes the importance of preserving culture and indigenous knowledge within education, which enhances the relevance and quality of learning by embedding students' cultural backgrounds into the curriculum (UN, nd).

In the Philippines, the Department of Education has undertaken measures to integrate indigenous knowledge into the curriculum through order, specifically, DepEd Order No. 32, s. 2015 (DepEd, 2015). These directives guide the development of an Indigenous People's Education (IPEd) curriculum, which includes local cultural themes in educational content and assessment. The Philippine Professional Standards for Teachers (PPST) of 2017 also highlight the need for teachers to be proficient in both subject matter and pedagogy, recognizing the diversity of learners' cultural backgrounds (PPST, 2017). This framework promotes culturally responsive teaching strategies, emphasizing the importance of creating learning environments that respect and incorporate cultural diversity.

The Alfonso Lista District in Eastern Ifugao exemplifies the diversity addressed by these educational reforms, with Santa Maria National High School serving students from various ethnolinguistic groups. This diversity presents challenges for teachers in delivering culturally responsive instruction. Therefore, it is essential to integrate indigenous knowledge and cultural elements into all aspects of teaching to create an inclusive and affirming learning environment. This study aims to assess the knowledge and competence of Social Studies teachers at Santa Maria National High School in integrating indigenous knowledge systems into their teaching practices, exploring how these factors influence students' learning, appreciation of their lessons, and sense of belonging. The research addresses gaps in understanding how IPEd is implemented at the grassroots level and its impact on educational outcomes.

STATEMENT OF THE PROBLEM

The study aims to determine the knowledge and competence of Social Studies teachers on the integration of Indigenous Knowledge Systems and Practices (IKSP) and its impact on students' learning. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms:
 - 1.1 Age;
 - 1.2 Ethnicity;
 - 1.3 Gender;
 - 1.4 Teaching experience;
 - 1.5 Highest educational qualification; and
 - 1.6 Seminars/training attended related to culture-based education or indigenous knowledge systems and practices?
2. What is the level of knowledge and understanding of the Social Studies teachers about integrating Indigenous Knowledge Systems and Practices in teaching their lessons?

3. What is the competence of Social Studies teachers in integrating Indigenous Knowledge Systems and Practices into their teaching methodologies based on the following dimensions:
 - a. Instructional Planning;
 - b. Instructional Implementation; and
 - c. Assessment and Evaluation Procedures?
4. What are the challenges and difficulties encountered by Social Studies teachers in integrating Indigenous Knowledge Systems and Practices (IKSP) in teaching?

RELATED LITERATURE

The integration of culture and indigenous knowledge systems into mainstream pedagogical practices has become increasingly central to academic and research endeavors. Scholars such as Gay (2010) and Ladson-Billings (1995) have highlighted the significance of culturally relevant pedagogy (CRP) and culturally responsive teaching (CRT). CRP, as defined by Ladson-Billings, aims to empower students intellectually, socially, emotionally, and politically by using cultural referents. This framework encompasses three major components: teachers' understanding of academic achievement, cultural sensitivity, and recognition of sociopolitical influences (Ladson-Billings, 1995). Similarly, Gay's principles of CRT emphasize the need for teachers to develop knowledge of cultural diversity, incorporate ethnic differences into the curriculum, and practice culturally responsive instruction, all of which contribute to a motivating and meaningful learning environment (Gay, 2010).

Effective culturally responsive teaching hinges on teachers' knowledge and competence in integrating cultural elements into their instruction. Teachers' self-efficacy and belief in their ability to implement culturally relevant teaching practices are crucial for fostering a culturally inclusive classroom. This approach not only supports students' academic achievements but also improves literacy levels and retention rates (Kotluk & Kocakaya, 2019). Professional development and specialized training are essential for equipping teachers with the skills needed for culturally responsive instruction. Continuous professional engagement helps teachers maintain a positive attitude toward cultural diversity and enhances their multicultural self-efficacy (Terry, 2015; Vass, 2017).

The relationship between culturally responsive teaching and student academic achievement is well-documented. Studies have shown that incorporating culture into the curriculum and instruction leads to improved student performance, higher graduation rates, and enhanced literacy levels (Banks, 1993; Ladson-Billings, 1995). Culturally responsive pedagogy, which involves learner-centered teaching strategies, creates a nurturing and engaging learning environment that aligns with students' cultural backgrounds, fostering better academic outcomes (Young, 2009). Additionally, integrating students' real-life experiences and cultural practices into instructional planning enhances their cognitive gains and overall learning experiences (Linan et al., 2018).

Culture-based instruction contributes significantly to meaningful and relevant learning experiences. Incorporating indigenous knowledge systems into formal education fosters sustainable competencies and supports community development (Owuor, 2007). Research has shown that students achieve higher academic success when their cultural practices and interests are integrated into the learning content (Ugwu & Diovu, 2016). Culturally relevant instruction,

which includes interactive teaching styles and student-centered strategies, makes learning more engaging and pragmatic (Tanase, 2020).

Culturally responsive teaching, which integrates cultural and indigenous knowledge into educational practices, significantly enhances students' academic achievements and learning experiences. Teachers' knowledge, self-efficacy, and professional development play a vital role in effectively implementing culturally relevant pedagogy. By considering students' cultural backgrounds in instructional planning and delivery, educators can create inclusive, affirming, and motivating learning environments that foster meaningful learning and support the preservation of cultural heritage (Howard & Terry, 2011; Byrd, 2016).

METHODOLOGY

The study utilized a Descriptive Quantitative research design to gather and generate data needed in the study, hence, quantitative was employed in conducting this study. The quantitative approach, specifically the use of a survey questionnaire was considered to measure the knowledge of the Social Studies teachers on the procedures and concepts of IKSP integration. Further, the descriptive survey was used to explore the perceived level of competence of the teacher-respondents in executing procedures of IKSP integration in teaching their course subjects along with instructional planning, instructional implementation, and assessment and evaluation procedures. Ethical considerations including informed consent or permission, data protection and security, and secrecy were given top priority when conducting interviews.

The Instrument of the study

A researcher-made Questionnaire on Teacher's Competence in IKSP Integration Scale was used to measure and gather data pertaining to the level of knowledge and competence of the Social Studies teachers in executing procedures of IKSP integration in the areas of instructional planning, instructional implementation, and administering assessment and evaluations tasks.

Further, the researcher-made questionnaires were validated using Content Validity and was subjected to a reliability test using Cronbach's Alpha. After the validation, the research questionnaire was subjected to pilot-testing and reliability tests to establish its appropriateness, accuracy, and relevance in gathering pertinent data in answering the objectives and identified problems of the study.

Statistical Tool

Frequency counts and percentage were used to describe the profile of the respondents; Mean, was used to assess the level of knowledge and competence of Social Studies teachers in IKSP integration.

RESULTS AND DISCUSSION

Profile of the Respondents

Table 1 shows the respondent profile in the Municipality of Alfonso Lista. The distribution on the age of the respondents reveals that most respondents constituting 80% are between the ages of 26 to 40.

Additionally, the respondents exhibit a remarkable degree of ethnic diversity, as evidenced by the substantial presence of individuals from Indigenous and non- Indigenous communities, including the Ifugao, Kalinga, and Balangao, in addition to the Ilocano. The acknowledgement and integration of diverse cultural perspectives within the classroom is emphasized by this variation.

Furthermore, the gender distribution of the respondents indicates that women comprise the majority (87%) of the respondents.

With regards to teaching experience, a proportion of teachers (70%) possess between six and fifteen years (6-15) of pedagogical practice, signifying a moderate degree of development that may potentially foster the implementation of innovative pedagogical approaches. However, findings that a significant number of teachers (63%) have not participated in any seminars pertaining to IKSP indicates an alarming absence of opportunities for professional growth in this vital domain.

Furthermore, it is worth noting that majority (57%) possess a Master's Degree, a substantial segment (43%) has solely earned a Bachelor's Degree. This variation indicates a possible requirement for supplementary instruction and assistance to augment their expertise and proficiency in incorporating IKSP into their academic courses.

Table 1. Profile of the Respondents

PROFILE	Frequency	Percent
	(n = 30)	100.00
Age		
26-30	9	30.00
31-35	8	26.67
36-40	7	23.33
41-45	3	10.00
46-50	2	6.67
56-60	1	3.33
Ethnicity		
Ifugao (Twali)	2	6.67
Ifugao (Ayanagan)	10	33.33
Balangao	1	3.33
Kankanaey	1	3.33
Kalinga	2	6.67
Ilocano	14	46.67

Gender		
Male	4	13.33
Female	26	86.67
Teaching Experience		
1-5	8	26.67
6-10	13	43.33
11-15	7	23.33
16-20	2	6.67
No. of Seminars		
0	19	63.33
1	11	36.67
Highest educational qualification		
Bachelor's Degree	13	43.33
Master's Degree	17	56.67

Table 2 summarizes the overall assessment of Social Studies teacher's knowledge and understanding on integrating Indigenous Knowledge Systems and Practices (IKSP) into their teaching methods, indicating a moderate level of familiarity. Teachers with an overall mean score of 2.50, labelled as slightly informed, demonstrate a basic grasp of integrating Indigenous perspectives into their teaching. Teachers have a somewhat better degree of skill in Instructional Implementation, with a mean score of 2.59, but they are less adept in Instructional Planning and Assessment and Evaluation Procedures, scoring 2.50 and 2.42, respectively.

Assessing Social Studies teachers, a has a limited level of expertise with integrating Indigenous Knowledge Systems and Practices (IKSP) into their teaching techniques raises a number of concerns. According to Cucio et al. (2019) in the Philippines, teachers frequently lack the necessary training and resources to effectively integrate IKSP into evaluations. This can impede student learning, resulting in a potential gap in comprehension and appreciation for IKSP. Teaching may continue to rely on traditional knowledge, ignoring the rich views provided by IKSP. Furthermore, existing assessment approaches may not accurately reflect what students are learning about IKSP.

For teachers, this means missing opportunities to foster a more culturally inclusive learning environment. They may lack the confidence or expertise required to properly integrate IKSP, emphasizing the importance of professional development programs. On a broader level, the findings may necessitate a revision of the social studies curriculum and educational policies to ensure IKSP is effectively addressed and supported in classrooms. Overall, a lack of knowledge with IKSP integration is a wasted opportunity to improve student learning and foster a more inclusive educational environment.

Shohel et al. (2022) provide additional evidence through their investigation in Bangladesh. Their findings highlight the persistence of curriculum and teaching approaches that promote dominant knowledge systems, potentially marginalizing the valuable views included in IKSP. While not expressly stated, (Cucio, 2019; Shohel et al., 2022) indirectly support the idea that present assessment procedures may not successfully capture the full range of student learning

linked to IKSP. This could be due to a lack of attention on IKSP within examinations or difficulties in assessment design in evaluating this sort of knowledge completely. As a result, teachers may lack confidence or miss opportunities for effective IKSP integration due to a perceived lack of success in student evaluation.

Table 2. level of knowledge and understanding of the Social Studies teachers on integrating Indigenous Knowledge Systems and Practices in teaching their lessons.

Teacher’s Knowledge on Culture-based Teaching	Mean	QD
1 Instructional Planning	2.50	Slightly Knowledgeable
2 Instructional Implementation	2.59	Knowledgeable
3 Assessment and Evaluation Procedures	2.42	Slightly Knowledgeable
OVERALL MEAN	2.50	Slightly Knowledgeable

Table 3 reveals the teachers' competency in integrating Indigenous Knowledge Systems and Practices into their teaching techniques on different dimensions. Teachers demonstrate expertise in instructional planning and implementation, with the average scores of 2.60. However, in assessment and evaluation procedures, the mean score is slightly lower (2.36), indicating a slightly competent level. Overall, the teachers' performance is rated competent, with an average score of 2.52.

On the contrary, the findings indicate a solid foundation for IKS integration. Teachers display expertise in instructional planning and implementation (2.60), indicating that they can effectively develop and execute lessons that incorporate indigenous knowledge. This speaks well for giving students a more culturally appropriate educational experience. Students are more interested and motivated when classroom learning is linked to their background and ancestral knowledge. Furthermore, including IKSP into the curriculum can play an important role in maintaining and passing on this essential knowledge to future generations.

A recent study (Tapias et al., 2021) supports these findings, emphasizing the potential for incorporating Indigenous Knowledge Systems (IKS) into Social Studies teaching approaches. Their research, which focused on incorporating IKS into the science curriculum for indigenous populations in the Philippines, is consistent with the existing observation of a strong foundation among teachers (as evidenced by the mean score of 2.52 in Table 9). This competency is critical for establishing culturally relevant education, as emphasized by (Batnag et al., 2023), who discovered that Filipino high school students demonstrated greater engagement and achievement in mathematics when their indigenous mathematical knowledge was integrated into the classroom.

The significantly lower assessment and evaluation score (2.36) indicates that teachers may want further assistance in creating techniques to effectively assess student learning linked to IKSP. Perhaps new assessment methodologies relevant to indigenous knowledge are required. Additionally, continual professional development opportunities can help teachers enhance their grasp of the large and ever-changing subject of IKSP.

Abdugaram, and Asiri (2024) conducted a similar study on Social Studies in the Philippines, and found a need for more acceptable assessment methods to reliably evaluate student learning in IKSP. This is consistent with the finding of a slightly lower assessment and evaluation score.

Table 3. Level of competence of Social Studies teachers in integrating indigenous knowledge systems and practices into their teaching methodologies

Teacher's Competence on Culture-based Teaching	Mean	QD
Instructional Planning	2.60	Competent
Instructional Implementation	2.60	Competent
Assessment and Evaluation Procedures	2.36	Slightly Competent
OVERALL MEAN	2.52	Competent

Table 4 displays the problems and difficulties experienced by the Social Studies teachers while incorporating indigenous knowledge systems and practices (IKSP) in teaching social studies. The table revealed the most difficult task for teachers in integrating Indigenous Knowledge Systems and Practices (IKSP) in teaching social studies particularly in aligning the curriculum in their training (26.67%). This is followed by limited knowledge of students' cultural backgrounds (23.33%) and a lack of IKSP resources (20%). The distribution of obstacles is geared at the planning stages of integrating IKSP. There are fewer implementation issues mentioned, such as student involvement (13.33%) and language hurdles (6.67%). Interestingly, the least stated issue is the teacher's ethnicity does not match on the students (3.33%).

The prioritization of curriculum alignment and teacher training implies that in order to more effectively facilitate IKSP inclusion, revisions to the curriculum and enhanced training for teachers in IKSP knowledge and integration strategies are required. Furthermore, the scarcity of resources underscores the necessity for the creation of additional instructional materials that have been designed specifically for IKSP instruction in this particular setting. Teachers could potentially gain advantages by undergoing training in culturally pertinent pedagogies in order to enhance student engagement. Moreover, fostering a culture that motivates educators to acquire greater knowledge regarding the personal lives of their pupils can promote IKSP integration. In conclusion, the research proposes the investigation of approaches to tackle obstacles encountered during the translation of ideas and their modification to suit the needs of a wide range of learners.

In the Philippines, Batugal (2022) discovered that educators who incorporated IKSP into their lessons felt unprepared on account of insufficient training and limited resources. This underscores the necessity for curriculum revisions that more accurately incorporate IKSP content and the creation of more robust teacher training programs that emphasize IKSP knowledge and integration strategies, as suggested by the current research (Batugal, 2022).

Additional research conducted in Brazil by Santos and Albuquerque (2021) emphasizes the significance of employing culturally pertinent pedagogy in order to foster student involvement with IKSP material. Teachers who receive training on integrating culturally responsive approaches are more effective at generating student interest and participation in learning about IKSP, according to their findings (Santos & Albuquerque, 2021).

Tabel 4. Challenges and difficulties faced by Social Studies teachers in integrating indigenous knowledge systems and practices (IKSP) in teaching Social Studies in terms of instructional planning.

It is disclosed in table 5 on the Challenges and difficulties experienced by Social Studies teachers in integrating indigenous knowledge systems and practices (IKSP) in teaching in terms of instructional implementation. It is revealed on the table that the incorporation of Indigenous Knowledge Systems and Practices (IKSP) into Social Studies subjects poses a number of obstacles for Filipino teachers, as illustrated in the table. One prevalent obstacle encountered by more than

Challenges and difficulties	f	%
Curriculum alignment, teacher training	8	26.67
Limited knowledge of student culture/background	7	23.33
Lack of IKSP resources and materials	6	20.00
Difficulties translating concepts/adapting to diverse learners	2	6.67
Student engagement/relevance	4	13.33
Teacher's own ethnicity not matching students'	1	3.33
Language barriers	2	6.67
Total	30	100%

25% of teachers is insufficiency of resources. Potential challenges that may arise in the implementation of IKSP encompass restricted availability of instructional resources, scarcity of financial support, or locating specialists in indigenous knowledge. An additional noteworthy requirement was teacher training, as 16.67% of teachers expressed a lack of readiness to effectively incorporate IKSP. Language barriers are another significant obstacle, as an equivalent proportion of individuals report having trouble communicating in indigenous dialects and modifying resources to reflect a more indigenous viewpoint. Although they were reported less frequently, encouraging student participation and effectively integrating cultural aspects of IKSP were additional obstacles for some teachers. Providing teachers with resources, IKSP training, and assistance in utilizing indigenous languages and materials would appear to be the most effective approach to tackling these obstacles, according to the data.

The necessity of providing teachers with assistance and training in areas such as language and resources points to the need for professional development initiatives created especially for

IKSP. The requirement for assistance and training for teachers is a major concern. In his investigation of the Indigenous revival in education, Cajete (2021) emphasizes this. Effective IKSP integration, he contends, goes beyond simple information transfer. Teachers need to have the resources necessary to implement culturally sensitive teaching methods that respect and acknowledge indigenous customs (Pamittan et.al., 2022).

A lack of resources also suggests the necessity for culturally aware curricular materials that smoothly incorporate IKSP with conventional subjects. The findings support Battiste (2016) need for a revolution in curricula. Battiste encourages the creation of materials that logically integrate IKSP with already-established subject areas. This immediately addresses the finding of the current study that there are insufficient resources created especially for the integration of IKSP. Teachers can give every student a better learning experience by promoting an inclusive curriculum.

Moreover, increasing the number of IKSP-focused student-centered learning activities may help to overcome cooperation issues. This could entail bringing in indigenous knowledge bearers to the classroom or implementing project-based learning (Clemente and Clemente, 2023). This is consistent with the focus Gruenberg (2020) places on the value of student-centered methods in social studies instruction (3). Imagine IKSP-focused project-based learning thriving in classrooms, or students obtaining firsthand knowledge through guest lecturers who are indigenous knowledge bearers. These techniques have the power to pique interest and foster a deeper comprehension of IKSP.

Grande (2019) passionately supports the idea of IKSP, which teachers could explore through storytelling, traditional crafts, or other culturally relevant approaches to create a more culturally responsive pedagogy. According to Grande, this strategy promotes a more welcoming learning atmosphere, which is essential for successfully incorporating indigenous knowledge systems. Teachers are able to create understanding between traditional curriculum and IKSP by utilizing culturally relevant practices such as storytelling and traditional crafts.

Lastly, it would be a good idea to work with the indigenous groups in the area through field visits, seminars, or conversations in the classroom. This is consistent with Weaver's (2019) focus on forming alliances with native populations. Imagine the richness of field trips that highlight indigenous traditions in their natural setting, classroom debates full of varied viewpoints, or workshops co-created with holders of indigenous knowledge. These kinds of partnerships have the power to create a tapestry of knowledge exchange, enhancing the learning process for both educators and students.

Table 5. Challenges and difficulties encountered by Social Studies teachers in integrating Indigenous Knowledge Systems and Practices (IKSP) in teaching in terms of instructional implementation.

Challenges and difficulties	f	%
https://ijase.org		

Allocating the lack of resources	8	26.67
Difficulty expressing dialects	5	16.67
Teacher training	5	16.67
Indigenizing materials	4	13.33
Teaching cultural contributions	3	10.00
Student cooperation	4	13.33
Lack of knowledge (general)	1	3.33
Total	30	100%

Table 6 presents the integration of IKSP into Social Studies assessment and evaluation. Numerous difficulties for teachers were reflected in table 6. One of the greatest challenges encountered by 30% of teachers is guaranteeing that assessments effectively gauge students' comprehension of IKSP concepts while remaining in line with the predetermined framework goals. Literally equivalent in frequency, amounting to 26.67%, is the absence of essential resources required for particular evaluations. 20% of teachers encounter difficulties due to time limitations as well. The difficulty of comprehending assessments that are in accordance with the framework appears to be less prevalent among students, as indicated by a mere 13.33% of teachers who face this challenge. It seems that language barriers are the least prevalent obstacle, impacting a mere 10% of educators. In general, the results of this study underscore the necessity for further assistance in the creation of efficacious evaluations that incorporate IKSP principles seamlessly into the structure and tackle potential obstacles encountered by teachers and learners.

The difficulty in integrating framework objectives indicates that teachers could benefit from more explicit directives or opportunities for professional growth regarding the creation of evaluations that adequately gauge students' comprehension of IKSP while utilizing the current framework. Furthermore, the insufficiency of suitable materials highlights the criticality of creating resources or offering direction on how to modify current materials to align more effectively with IKSP-based assessments. Teachers may be compelled to investigate alternative assessment methods that demand a lesser time commitment or contemplate modifying the curriculum to accommodate IKSP integration more effectively due to time limitations. Although the perceived difficulty of framework-aligned assessments for students may be diminished, it is still vital to consider potential language barriers. In light of these results, pedagogical strategies must place an emphasis on assisting instructors with assessment development, resource generation, and time management. This will improve the teaching and learning process by facilitating the accurate assessment of students' IKSP-related knowledge.

The difficulties identified in this research pertaining to the evaluation of the integration of Indigenous Knowledge Systems and Practices (IKSP) in social studies are pertinent to ongoing scholarly dialogues in the field of education. The imperative to ensure that assessments are in line with the objectives of the framework reflects the demand for enhanced integration among curriculum, instruction, and assessment (Glaser & Strauss, 2017). According to Ladson-Billings (2019), educators who incorporate culturally significant material, such as IKSP, frequently encounter difficulties in locating evaluations that faithfully reflect student progress within pre-existing frameworks. The results additionally underscore the necessity for additional resources that are specifically designed for IKSP assessment. This is consistent with the findings of Linan-Thompson et al.

(2018), who underscore the significance of assessment instruments that are culturally suitable for indigenous education. As suggested by the study, the absence of such materials necessitates assistance for educators in creating or modifying assessments (Eijansantos et al., 2021). Educators consistently face the obstacle of time limitations (McFarlane, 2022). The time constraint that must be met may impede a comprehensive examination of IKSP. This supports the research's conclusion concerning time constraints and proposes the investigation of alternative evaluation techniques, as previously indicated.

The research emphasizes the seriousness of mitigating language barriers. This is in line with the increasing acknowledgement of the necessity for pedagogy that is culturally responsive and takes into account the linguistic backgrounds of students (Sigh, and Agarwal). The results obtained from this research are consistent with ongoing pedagogical dialogues concerning culturally responsive assessment, teacher support, curriculum coherence, and assessment challenges. By tackling these obstacles via focused professional development, resource development, and investigation of alternative assessment approaches, instructors have the ability to establish a more efficient syllabi and learning environment that incorporates IKSP in social studies.

Table 6. Challenges and difficulties encountered by Social Studies teachers in integrating Indigenous Knowledge Systems and Practices (IKSP) in teaching in terms of Assessment and evaluation procedures.

Challenges and difficulties	f	%
Timeframe / Time consuming or insufficient time	6	20.00
lack of necessary materials for some assessments.	8	26.67
difficulty in incorporating framework objectives into assessments.	9	30.00
potential issue with students understanding assessments aligned with the framework.	4	13.33
Language barrier	3	10.00
Total	30	100%

CONCLUSIONS

Based on the result of the study, the following conclusions were derived:

1. The social studies teachers in the Municipality of Alfonso Lista reflects a diverse and moderately experienced sample, there are clear opportunities for improvement in terms of professional development and support for integrating indigenous perspectives into classroom teaching.
2. The social studies teachers demonstrate a basic grasp of incorporating Indigenous perspectives into instruction, they exhibit varying degrees of skill across different aspects. While teachers show relatively better proficiency in Instructional Implementation, they

encountered challenges in areas such as Instructional Planning and Assessment and Evaluation Procedures.

3. Social Studies teachers' varying competence in integrating Indigenous Knowledge Systems and Practices. While strong in instructional planning and implementation, they require further support in developing effective assessment and evaluation procedures tailored to indigenous knowledge.
4. Social Studies teachers encountered challenges such as aligning the curriculum with their training, lack of resources, and understanding students' cultural backgrounds when integrating Indigenous Knowledge Systems and Practices (IKSP).

RECOMMENDATIONS

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

1. The schools' division of Alfonso Lista may establish targeted professional development programs and support structures aimed at enhancing the social studies teacher's capacity to integrate indigenous perspectives into classroom teaching effectively.
2. The social studies teachers should prioritize professional development efforts in areas such as Instructional Planning and Assessment and Evaluation Procedures, complementing with the existing proficiency in Instructional Implementation.
3. Tailored support should be provided by the schools' division of Alfonso Lista to bolster social studies teachers' abilities in developing culturally sensitive assessment and evaluation methods, building upon their strengths in instructional planning and implementation.
4. Concerted efforts are needed to provide targeted training, resources, and support mechanisms aimed at facilitating the effective integration of Indigenous Knowledge Systems and Practices (IKSP) into teaching practices.

ACKNOWLEDGEMENT

The researchers would like to express their deep and sincere gratitude to the Social Science teachers of the Schools Division of Alfonso Lista and the Core faculty of the Master of Arts in Education major in Social Science Program of Isabelia State University-Main Campus. To God Almighty for without his graces and blessings this study would not have been possible.

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