



TWIST

Journal homepage: [www.twistjournal.net](http://www.twistjournal.net)

# Implementation of Indigenous Peoples Education (IPed) Program and Academic Resilience of Teachers:

## Basis for a Proposed S.I.P.E.T.R. Program

**Shelanie T. Tingson\***Student at Professional Schools, University of Mindanao,  
Davao City, 8000, Philippines

[\*Corresponding author]

**Lyndon A. Quines**Faculty at Professional Schools, University of Mindanao,  
Davao City, 8000, Philippines

### Abstract

This study explores the relationship between the implementation of the IPed program and the academic resilience of teachers, identifying key areas for interventions. It utilized quantitative research, specifically a non-experimental descriptive correlational research design with data analyzed using Mean, Pearson correlation and regression. It was conducted in Magsaysay South District, Division of Davao del Sur, among 150 elementary teachers, selected through universal sampling technique. The findings indicate a high level of implementation of the Indigenous Peoples Education (IPed) Program and a very high level in academic resilience of teachers. The finding further indicates that there is a positive significant relationship between teachers' academic resilience and IPed program implementation. Overall, the null hypothesis is rejected. The study underscores the critical role of targeted interventions in sustaining the implementation of the IPed program and enhancing teacher resilience. By focusing on teacher training, language proficiency, and culturally responsive assessment methods, educational institutions can better support teachers in indigenous communities, ultimately leading to improved educational outcomes. The study highlights that empowering teachers through academic resilience and culturally rooted training is vital for the long-term success and sustainability of indigenous people education programs.

### Keywords

Educational management, Indigenous Peoples Education (IPed) Program, Teacher resilience, Academic resilience

### INTRODUCTION

Philippine educational programs aim to address learners' academic needs requiring teachers' resilience. Academic resilience in teachers means their ability to adapt, persevere, and maintain effectiveness in the midst of professional challenges and stressors (Ross et al., 2023). However, teachers teaching indigenous learners encountered challenges affecting their resilience (Macabenta et al., 2022). For instance, in the US, professional development programs often focus on teaching methods and student needs but overlook teachers' emotional challenges, leaving them less prepared for stress and adversity (O'Sullivan et al., 2024). In China, teachers' resilience is underappreciated, fluctuated by personal and organizational factors and limited scope (Wang et al., 2022) inadequacy of teacher education programs causing tensions and adversities (Wang, 2021). In the Philippines, teachers' low academic resilience is linked to educational system and leadership shift, inadequate training and funding, and cultural challenges (Alave & Temelo, 2022); communication barriers, limited training and professional development, funding issues; cultural barriers for non-IP teachers (Ambaic & Villocino, 2024).

With the advent of the 21st century standards in the educational system, resilience is found to be significant to teachers' management of profession, commitment and effectiveness. It's construction lies upon the educational system

parties, requiring a systematic view to cultivate toughness and immunity during academic challenges (Wang, 2021). For instance, teachers must know what to teach, how to teach and navigate adversities (Sikma, 2021). This means that as teachers bring emotions and values into the classroom, sustaining their resilience is crucial because it directly influences the engagement, motivation and academic success of learners from different backgrounds (Guo et al., 2025). Thus, strengthening teachers' resilience leads to positive outcomes such as quality instruction, enthusiasm and commitment. It also helps teachers adapt to unexpected changes in educational programs.

On the one hand, Indigenous Peoples Education program implementation is closely linked to academic resilience of teachers working with indigenous communities. Studies highlight that when IPed programs integrate culturally relevant curricula, localized materials, and community involvement, teachers are better equipped to navigate challenges and maintain resilience in their educational roles (Punongbayan, 2025). Moreover, teachers report that access to culturally appropriate learning resources and ongoing professional development tailored to Indigenous contexts are crucial for sustaining their motivation and adaptability (Reyes, 2022). Also, fostering strong relationships with Indigenous communities and embedding Indigenous knowledge systems into teaching practices enhances teacher confidence and resilience (Norberte, 2024). In essence, the successful implementation of IPed programs supports teachers' academic resilience by empowering them to deliver culturally responsive education, adapt to diverse classroom needs, and contribute to the preservation and empowerment of Indigenous communities (Hogenson et al., 2022).

In this connection, the Department of Education (DepEd) prioritizes indigenous education (D.O. No. 62, s. 2011) through the Enhanced Basic Education Act 2013) and related policies (NEDA, 2022; D.O. No. 22. S. 2016) emphasizing the implementation of Indigenous Peoples Education (IPed) program. IPed program aims to provide culturally responsive education that have respect to context and identities, and value the promotion of indigenous knowledge, skills, and cultural heritage. DepEd's IPed program implementation demands teachers' resilience to address the challenges of teaching in various cultural contexts. Meaning, IPed program affect how ell teachers handle challenges especially when teaching indigenous students because of lack of materials and methods suitable to students' culture (Verdida et al., 2024). In the Philippines, IPed schools lack adequate learning materials (LMs) for IP learners, and training mainly focuses on familiarizing teachers with indigenous language and culture (Reyes, 2022). There are also no culture-based materials, and teachers lack expertise in indigenizing lessons suggesting the need for intervention programs (Oxtero, 2022).

These challenges confronted teachers' resilience especially in their pursuit of quality teaching and learning experience with indigenous learners as they aim for an effective implementation of the IPed program. It was suggested that contextualization in developing indigenous knowledge is significant, thus, there must be strengthening of curriculum contextualization and localization through indigenization (Nataño, 2023). Moreover, indigenous knowledge, values, and traditions can be incorporated into culturally relevant and contextually suitable IPed programs to promote a positive sense of cultural identity resulting to better academic achievement, motivation, and resilience among teachers and students. Teachers and schools must engage the IP community in indigenization to ensure an accurate and authentic curriculum. Additionally, policies on hiring IP teachers and developing culturally appropriate materials should be revisited (Salatan, 2023). Quintessentially, strengthening these efforts can contribute to teachers' academic resilience in overcoming setbacks while carrying out classroom instructions among IP learners.

While there is growing recognition of the importance of culturally relevant and contextually appropriate education for Indigenous communities, there is limited and insufficient empirical research that specifically examines the link between IPed programs and academic resilience among teachers. There is also a lack of longitudinal studies tracking the development of teacher resilience over time and its effects on IPed implementation, and vice versa. Moreover, there is also limited research on effective strategies for integrating IKS into mainstream curricula and teaching practices. The gaps identified reflect the challenges in the academic resilience of the teachers and its significance in the implementation of the IPed program. Moreover, recent research primarily focused on the interconnectedness of cultural relevance and language preservation and community engagement and less on teachers teaching indigenous learners (Annet, 2024). Addressing these research gaps can significantly contribute to the development of more effective strategies for enhancing teacher resilience and improving the implementation of Indigenous education programs.

Given the important role of the teachers in IPed implementation, further research is urgently needed to explore how their academic resilience can be enhanced. Investigating these aspects would provide valuable insights for improving the program and ensuring sustained support for teachers. In this connection, this study sought to examine how teachers maintain and enhance academic resilience in the implementation of the IPed program in the Department of Education, specifically in Magsaysay, Davao del Sur, for the academic year 2023–2024. Additionally, the research will evaluate the implementation of IPed in Davao del Sur as a basis for further enhancement of the program. The findings would contribute to policy recommendations and program adjustments, ensuring that indigenous education remains responsive to the needs of both teachers and learners.

Furthermore, the current study aimed to evaluate the implementation of the Indigenous Peoples Education Program and the academic resilience experienced by teachers in the Magsaysay Davao del Sur for the academic year 2023-2024. Specifically, this sought: (1) to ascertain the level of implementation of the Indigenous Peoples Education (IPed) Program; (2) to determine the level of academic resilience of the teachers in terms of Perseverance, Reflecting and adaptive help-seeking; and, Negative affect and emotional response; (3) to discover the significant relationship between the implementation of the Indigenous Peoples Education (IPED) Program and academic resilience of teachers; (4) to determine the significant influence of the implementation of the Indigenous Peoples Education (IPED) Program and

academic resilience of the teachers; and, (5), the results of this study would be used to formulate the basis for quality improvement such as enhancement or sustainability program plan regarding the implementation of IPed program and academic resilience of teachers in the District of Magsaysay, Davao del Sur Division. Moreover, hypothesis was formulated at a 0.05 level of significance. Ho. There is no significant relationship between the implementation of the Indigenous Peoples Education (IPED) Program and academic resilience in Magsaysay Davao del Sur.

## METHODOLOGY

### Research Design and Research Respondents

This study employs a descriptive non-experimental research design incorporating correlational technique. Descriptive is employed to assess the level of IPed program implementation and level of teachers' academic resilience. Meanwhile, the correlational approach was also used to assess the relationship between IPed implementation and academic resilience of teachers, as well as to explore the reciprocal influence of the two variables.

The respondents of the study were 150 elementary teachers of 17 IPed Implementing Schools within Magsaysay South, Davao del Sur Division, for the academic year 2023-2024.

### Materials and Instrument

The researcher made use of adapted survey questionnaires contextualized and tailored in the local setting applicable in the Philippine educational context. The questionnaire composed two parts: (1) depicted the teachers' responses to the implementation of the IPed Program; and (2), assessed the teachers' academic resilience. Likert scale was utilized to gauge the responses of the respondents.

Furthermore, the questionnaire underwent expert validation and pilot testing using Cronbach's (1951) alpha with 30 teachers to measure the internal accuracy coefficients of the items encompassed in the questionnaire. The pilot testing, with a Cronbach's Alpha above .70 revealed that the questionnaire exhibited very high internal consistency and strong reliability making the instrument suitable for formal data collection and analysis.

### Statistical Treatment

Guided by the research objectives, the following statistical tools were used to analyze the data. Mean, to assess the level of the implementation of the Indigenous People Education Program; Pearson r, to assess the level of academic resilience of teachers; and, Regression, to regulate which among the indicators of the level of the implementation of the Indigenous People Education Program significantly influenced the academic resilience of the teachers.

### Ethical Consideration

This study adheres to ethical research guidelines and was approved by the University of Mindanao Ethics Review Committee (UMERC) under approval number UMERC 2024-044. The UMERC reviewed the researcher's proposal and questionnaires, including, but not limited to the ethical measures that were trailed in the conduct of the study, especially in the management of respondents and data collected. It considered voluntary participation; secured privacy and confidentiality; underwent plagiarism check using Turnitin software; and avoided fabrication, and falsification. The research ensured accuracy by properly citing sources, including author, title, publication details, and page numbers, avoiding plagiarism and misrepresentation. Informed Consent were also secured from the respondents.

## RESULTS AND DISCUSSION

### Level of Implementation of Indigenous Peoples Education Program

The result shows that "language of instruction" got the highest mean score of 4.34 (SD:0.54), described as very high, while "assessment and evaluation", got the lowest mean of 4.11 (SD:0.56), described as high. The over-all mean score of 4.19 with a standard deviation of 0.43 signifies that IPed program is very satisfactorily implemented and practiced oftentimes. This further means that there is a high level of implementation of Indigenous Peoples Education program in schools as it is generally rated positively across various indicators. Norberte (2024) highlighted strong support for developing culturally responsive curricula and adapting lessons to local languages. Further, using mother tongue in teaching enhances comprehension among learners (Baviskar & Pardeshi, 2024), while native speakers contribute authenticity and community ownership (Montaner, 2020). Learning languages across cultures promotes inclusivity (Eslit, 2023), making the integration of indigenous languages essential in the IPed program (Nataño, 2023). Meanwhile, assessment and evaluation align closely with indigenous knowledge (Pereira et al., 2023), but culturally appropriate assessment tools remain lacking, requiring support for educators in developing suitable instruments (Tamana & Pagaddut, 2024). These elements collectively ensure the success of IPed, reinforcing culturally responsive education for indigenous learners.

### Level of Academic Resilience of Teachers

The result demonstrates that the indicator *reflecting and adaptive help-seeking* got the highest mean score of 4.45, followed by *negative affect and emotional response* with the mean score of 4.31, and last is the *perseverance* which got the mean score of 4.21, all described as very high. Overall, the result implies that teachers possess a strong capacity for

**Table 1** Level of Implementation of Indigenous Peoples Education Program

Indicators	SD	Mean	Descriptive Level
Pedagogy and Methodology	0.52	4.30	Very High
Indigenous Knowledge Systems	0.48	4.15	High
Curriculum Content and Planning	0.52	4.20	Very High
Language of Instruction	0.54	4.34	Very High
Teacher Training	0.52	4.14	High
Materials	0.58	4.11	High
Assessment and Evaluation	0.56	4.10	High
<b>Overall</b>	<b>0.43</b>	<b>4.19</b>	<b>High</b>

resilience across multiple dimensions. Also, the high mean scores across all indicators, which are all described as very high, suggest that teachers exhibit a strong level of academic resilience, which also means that resilience is always manifested. This means that teachers are highly persistent and determined in their professional roles that help them overcome challenges and maintain their commitment to teaching, even in difficult circumstances.

In support, Fokkens-Bruinsma et al. (2021) stated that resilient teachers not only bounce back after challenging or adverse situations but also thrive professionally and personally, resulting in job satisfaction, positive self-beliefs, well-being and commitment to the profession. In agreement, Paller and Quirap (2024) also expressed that rather than simply bouncing back, teachers' resilience encompasses the ability to maintain equilibrium, dedication, and confront the inevitable circumstances and inherent challenges in teaching. Antonio (2023) also stated that teachers being the instruments in shaping the future and building the society, their well-being is vital for them as they achieve their full potential which includes their health, happiness, and prosperity encompassing good mental health, high life satisfaction and the capacity to handle stress.

**Table 2** Level of Academic Resilience

Indicators	SD	Mean	Descriptive Level
Perseverance	0.39	4.21	Very high
Reflecting and Adaptive Help-Seeking	0.43	4.45	Very High
Negative Affect and Emotional Response	0.48	4.31	Very High
<b>Overall</b>	<b>0.35</b>	<b>4.33</b>	<b>Very High</b>

### Significance of the Relationship Between Implementation of Indigenous Peoples Education Program and Academic Resilience of Teachers

The findings indicate that various components of the IPed program significantly contribute to teachers' resilience. Pedagogy and methodology (0.331), indigenous knowledge systems (0.217), and curriculum content and planning (0.282) all show a strong positive impact ( $p < 0.01$ ). Additionally, language instruction (0.279), teacher training (0.286), materials and resources (0.257), and assessment and evaluation (0.319) further support resilience. Overall, the significant positive relationship between IPed implementation (0.350) and teachers' resilience confirms that the program plays a crucial role in strengthening educators' ability to adapt and thrive, rejecting the null hypothesis of no significant relationship. The analysis reveals that pedagogy and methodology, indigenous knowledge systems, curriculum content and planning, language of instruction, teacher training, materials and assessment and evaluation have significant positive impacts on different dimensions of teachers' academic resilience. The result further implies that areas with significant positive impacts, such as reflecting and adaptive help-seeking should be prioritized in teacher training and professional development programs. Moreover, a holistic approach that includes improvements in pedagogy, curriculum content, language of instruction, and assessment practices can enhance overall teacher resilience (Singh et al., 2020). Providing emotional support and resources strengthens teachers' resilience, while ongoing training in curriculum, language and assessment helps them adapt. Access to essential materials further enhances their effectiveness and well-being (Garay Abad & Hattie, 2025). IPed teachers, despite the various challenges teachers encountered in integrating the IPed curriculum, limited IPed instructional materials and disinterest in the indigenous program, gained meaningful opportunities such as deeper understanding of indigenous culture and recognition, and that they showed flexibility and open-mindedness which are essential values in coping with their challenges while integrating the IPed curriculum. Quintessentially, the IPed program has the potential to significantly enhance teachers' resilience.

### Significance on the Influence of the Implementation of Indigenous Peoples Education Program and Academic Resilience of Teachers

The unstandardized regression coefficient, which is a high and significant value ( $B = 3.144$ ,  $p < 0.01$ ) indicates a strong baseline influence on teachers' academic resilience. While curriculum content ( $B = 0.077$ ), language instruction ( $B = 0.046$ ), teacher training ( $B = 0.029$ ), learning materials ( $B = 0.004$ ), and assessment methods ( $B = 0.097$ ) all show positive effects, and their statistical insignificance suggests that further enhancements are needed to strengthen their impact on academic resilience. The high and significant value suggests that there is a strong baseline influence on academic resilience, individual components such as curriculum content, language instruction, teacher training, learning materials, and assessment methods require further development to achieve statistically significant impact. Culturally



**Table 3** Significance on the Relationship between Implementation of Indigenous Peoples Education Program and Academic Resilience of the Teachers

Implementation of Indigenous Peoples Education Program	Academic Resilience			
	Perseverance	Reflecting and Adaptive Help-Seeking	Negative Affect and Emotional Response	Overall
Pedagogy and Methodology	.165*	.328**	.301**	.331**
	.043	.000	.000	.000
Indigenous Knowledge Systems	.161*	.266**	.106	.217**
	.049	.001	.198	.008
Curriculum Content and Planning	.212**	.306**	.172*	.282**
	.009	.000	.035	.000
Language of Instruction	.197*	.228**	.248**	.279**
	.016	.005	.002	.001
Teacher Training	.109	.276**	.296**	.286**
	.185	.001	.000	.000
Materials	.085	.321**	.212**	.257**
	.303	.000	.009	.001
Assessment and Evaluation	.159	.354**	.256**	.319**
	.051	.000	.002	.000
<b>Overall</b>	<b>.192*</b>	<b>.370**</b>	<b>.284**</b>	<b>.350**</b>
	<b>.019</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>

relevant curriculum fosters adaptability and acceptance of diverse perspectives, helping teachers and students build resilience (Kumlu, 2023; William, 2020). Also, enhanced teacher training programs that focus on well-being, emotional competence, and innovative methodologies have been shown to increase resilience, self-efficacy and overall well-being (Gilar-Corbi et al., 2023). Meanwhile, accesses to culturally appropriate instructional resources is crucial, as their presence directly impacts the perceived resilience of educators, especially in indigenous education (Punongbayan, 2025). Moreover, refined assessment strategies and supportive learning environments further contribute to resilience by promoting student-centered, strengths-based, social-emotional learning interventions, when culturally adapted, also enhance resilience (Naumann et al., 2021). Collectively, these targeted improvements create a more supportive and empowering educational environment, fostering teacher resilience and promoting better outcomes for indigenous and diverse learners.

**Table 4** Significance on the influence of the Implementation of Indigenous Peoples Education Program on the Academic Resilience of the Teachers

Academic Resilience				
Implementation of Indigenous Peoples Education Program (Indicators)	<i>B</i>	$\beta$	<i>T</i>	<i>Sig.</i>
Constant	3.144		11.408	.000
Pedagogy and Methodology	.121	.179	1.600	.112
Indigenous Knowledge Systems	-.095	-.129	-1.026	.307
Curriculum Content and Planning	.077	.113	.848	.398
Language of Instruction	.046	.070	.625	.533
Teacher Training	.029	.042	.307	.759
Materials	.004	.007	.053	.958
Assessment and Evaluation	.097	.154	1.296	.197
R	.381			
R <sup>2</sup>	.145			
ΔR	.103			
F	3.454			
ρ	.000			

Even though the study yield a positive result, it can be implied that there is a need to review and potentially revise teaching methods if needed; find effective ways to integrate indigenous knowledge into the curriculum to support academic resilience; formulate well-planned and culturally relevant curriculum content, use indigenous languages in instruction, improve teacher training programs for professional development; highlighting effective assessment practices, to better support IPed teachers' academic resilience and most of all, for sustainability. In essence, there is a need to work on the enhancement of the effectiveness and sustainability of the IPed program, and support academic resilience of IPed teachers, thus, the S.I.P.E.T.R.

# RESILIENT ROOTS: SUSTAINING INDIGENOUS PEOPLES EDUCATION AND TEACHER RESILIENCE (S.I.P.E.T.R.) PROGRAM

## I. Rationale

Sustaining Indigenous Peoples Education and Teacher Resilience (S.I.P.E.T.R.) Program is a sustainability program that reflects a deep commitment to nurturing the foundational elements of Indigenous education and the resilience of educators. This sustainability plan is designed to ensure that both the Indigenous Peoples Education (IPEd) Program and the resilience of teachers are maintained and strengthened over time.

On the one hand, Resilient Roots symbolizes the strong cultural and educational foundations within Indigenous communities. These roots are essential for the growth and development of students and educators alike. By focusing on resilience, the plan aims to empower teachers to adapt and thrive in the face of challenges, ensuring they can provide high-quality, culturally relevant education.

Moreover, Sustaining Indigenous Peoples Education emphasizes the importance of maintaining and enhancing the IPEd Program. This involves continuous support, resources, and community engagement to ensure the program remains effective and relevant. The sustainability plan will focus on integrating Indigenous knowledge and practices into the curriculum, fostering a sense of pride and identity among students.

Significantly, Teacher Resilience is a big help for the successful implementation of the IPEd Program. Resilient teachers are better equipped to handle the unique challenges of teaching in Indigenous communities, including limited resources and cultural differences. The plan will include professional development, mental health support, and community involvement to enhance teachers' resilience and well-being.

## II. OBJECTIVES

### A. General Objectives

1. Sustain and enhance further the academic resilience of teachers in the implementation of IPEd program.
2. Ensure long-term effectiveness of the IPEd program.

### B. Enabling Objectives

1. Provide ongoing professional development and support for teachers.
2. Strengthen community involvement and support for the IPEd Program.
3. Secure continuous funding and resources for program sustainability.

### C. Terminal Objectives

1. Teachers maintain and further develop their resilience and adaptability.
2. The IPEd Program remains effectively integrated and continuously improved in target communities.

### D. Program Plan

KRA's	Activities	Objectives	Targets	Office/Persons Responsible	Timeline	Resource Requirements	Success Indicators
<b>Professional Development</b>	Conduct quarterly workshops and training sessions on resilience and adaptive teaching. Implement ongoing mentorship and peer support programs.	Enhance teachers' skills in resilience and adaptive teaching methods to be integrated in IPEd implementation.	-100% participation in quarterly workshops and training sessions. -Establishment of a mentorship program with at least 50% teacher participation.	-DepEd - Indigenous Peoples Education Office, Educational Consultants, Trainers.	-Quarterly workshops and training sessions. -Ongoing mentorship and peer support.	-Training materials, facilitators, venues, technology.	-Increased teacher resilience and adaptability as measured by surveys and feedback. -High participation rates in training and mentorship programs.
<b>Curriculum Content and Development</b>	-Conduct curriculum contextualization and localization workshops; -Integrate indigenous knowledge systems into lesson plans; -Develop culturally responsive instructional materials.	Ensure that curriculum reflects indigenous perspectives and support inclusive education.	-100% integration of indigenous knowledge in lesson plans; -Development of at least five culturally relevant instructional materials per school year.	DepEd Indigenous Peoples' Education Office, Curriculum Developers, Community Elders	Bi-annual workshops Ongoing curriculum enhancement	Training materials, research resources, community partnerships	Increased curriculum relevance and effectiveness, as measured by assessments and learner feedback.
<b>Community Engagement</b>	-Organize monthly community meetings and bi-annual cultural exchange programs. -Involve community elders in the educational process.	Increase community participation and support for the IPEd Program.	Monthly community meetings with at least 70% attendance. -Bi-annual cultural exchange programs involving at least 50 community members.	-Community Leaders, Local Government Units (LGUs), Parents, Students.	-Monthly community meetings. -Bi-annual cultural exchange programs.	-Meeting spaces, communication materials, cultural resources.	-Increased community involvement and support for the IPEd Program. -Positive feedback from community members and stakeholders.
<b>Resource Mobilization</b>	-Develop proposals and partnerships for funding. -Establish a resource center for teaching materials and support.	Secure continuous funding and resources for program activities.	-Secure at least three new funding partnerships annually. -Fully operational resource center by the end of the first year.	-Program Coordinators, Grant Writers, NGO Representatives.	-Ongoing proposal development and partnership meetings. -Annual review and update of resource center materials.	-Proposal writing tools, partnership agreements, funding databases.	-Successful acquisition of new funding and resources. -Operational resource center supporting teachers and students.
<b>Well-being and Mental Health Support</b>	-Provide access to counseling services and mental health resources. -Promote work-life balance and self-care practices.	Support teachers' mental health and well-being.	-Access to counseling services for all teachers. -Implementation of at least two well-being initiatives annually.	School Counselors, Mental Health Professionals, Wellness Coordinators.	-Continuous access to counseling services. -Annual well-being initiatives.	-Counseling services, mental health resources, wellness program materials.	-More improved teacher well-being and reduced stress levels. -Positive feedback from teachers on well-being initiatives.

Fig. 1 Program Plan for the S.I.P.E.T.R

## CONCLUSION AND RECOMMENDATIONS

Based on the results and findings of the study, the following conclusions are drawn: the level of implementation of Indigenous Peoples' Education program is high. On the other hand, the level of academic resilience of teachers is very high. Moreover, there is a positive significant relationship between IPed implementation and teachers' resilience and rejects the null hypothesis stating that there is no significant relationship between IPed implementation and academic resilience of teachers. Furthermore, the study also yielded that IPed program implementation has a significant influence on teachers' academic resilience and rejects the null hypothesis stating that IPED program implementation has no significant influence towards teachers' academic resilience.

Furthermore, in terms of the implementation of the IPed program, with assessment and evaluation, materials, teacher training and indigenous knowledge systems getting low mean scores compared to other indicators, DepEd must strengthen teacher training programs focused on indigenous education. Culturally relevant materials must also be provided and strategies to ensure meaningful evaluation of indigenous learning approaches must be enhanced. Further, IPed teachers must engage in continuous professional development to deepen understanding of indigenous knowledge systems. Teachers should also maximize available materials and assessments to improve instructional effectiveness. Teachers must also craft relevant materials that suit the need of indigenous learners.

Additionally, indigenous learners must also help in advocating curriculum that reflects their cultural heritage and knowledge systems, thus, actively participate in shaping the curriculum by providing feedback on learning materials and assessments. Indigenous communities must strengthen collaboration with DepEd and educators to ensure culturally relevant curriculum development. Researchers and future researchers must conduct in-depth studies on the impact of culturally responsive pedagogy and indigenous knowledge systems on teacher resilience and student outcomes by using mixed-method approaches to gather comprehensive data.

## ACKNOWLEDGMENTS

Immeasurable appreciation and deepest gratitude for the outstretched guidance and support to the commendable individuals:

The researcher's adviser and co-author, Lyndon A. Quines, EdD, The respondents, the elementary teachers of Magsaysay South District of Davao del Sur Division, for their positive response and for answering the questionnaires carefully and honestly. Special thanks is also due to Rogelio C. Tingson, Jr., the researcher's husband; Jannie Dwayne and Shany Marvella, her children; and, her family as a whole, for the prayer and continuous support and understanding during the research undertaking whom the researcher believed to have had sustained her to reach this far. Finally, to the Almighty God, for the guidance that enabled her to get through all the difficulties until the completion of this endeavor.

## FUNDING INFORMATION

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

## DECLARATION OF CONFLICT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

## REFERENCES

1. Alave, A. D., & Temelo, D. R. F. (2022). Stress, job satisfaction, resilience, and teaching performance of high school mathematics teachers in the new normal. *Globus Journal of Progressive Education*, 12(2). <https://doi.org/46360/globus.edu.220>
2. Ambaic, J. A. & Villocino, R.P. (2024). The pedagogical challenges of Non-IP teachers in an IP school: A quantitative inquiry. *International Journal of Advance Research and Innovative Education*, 10(4), 2395-4396. <https://doi.org/16.0415/IJARIE-24637>
3. Annet, K. A. (2024). Language preservation: Strategies for indigenous languages. *Newport International Journal of Current Issues in Arts and Management*, 5(3), 1-4. <https://doi.org/10.59298/NIJCIAM/2024/5.3.14100>
4. Antonio, G. C. (2023). Resilience and Sense of Self-Efficacy among Filipino Educators During the 2019 Corona Virus Pandemic. *American Journal of IR 4.0 and Beyond*, 2(1), 1-5. <https://doi.org/10.54536/ajirb.v2i1.1457>
5. Baviskar, C., & Pardeshi, R. (2024). Use of mother tongue in teaching-learning process: Perspective from student teachers. *Journal of Visual and Performing Arts*, 5(1), 1842-1849. <https://doi.org.29121/shodhkosh.v5.i1.2024.4742>.
6. Eslit, E. (2023). The ethics of language learning: Promoting inclusivity, cultural understanding and effective communication. *Journal of Philosophy and Ethics*, 5(1), 2642-8415. <https://doi.org/10.22259/2642-8415.0501003>.
7. Fokkens-Bruinsma, M., Gemmink, M. M., & Van Rooij, E. C. (2021). Staying BRiTE in the Dutch teacher education context. *Cultivating Teacher Resilience*, 143. [https://doi.org/10.1007/978-981-15-5963-1\\_19](https://doi.org/10.1007/978-981-15-5963-1_19)

8. Garay Abad, L., & Hattie, J. (2025, April). The impact of teaching materials on instructional design and teacher development. *Frontiers in Education*, 10, 157772. <https://doi.org/10.3389/feduc.2025.1577721>
9. 389/feduc.2025.1577721
10. Gilar-Corbí, R., Castejón, J., Gutiérrez-Fresneda, R., Pozo-Rico, T., & Poveda, R. (2023). Revamping Teacher Training for Challenging Times: Teachers' Well-Being, Resilience, Emotional Intelligence, and Innovative Methodologies as Key Teaching Competencies. *Psychology Research and Behavior Management*, 16, 1 - 18. <https://doi.org/10.2147/PRBM.S382572>.
11. Guo, W., Li, N., Wang, L., & Wang, J. (2025). The impact of teacher emotional support on learning engagement among college students mediated by academic self-efficacy and academic resilience. *Scientific Reports*, 15. <https://doi.org/10.1038/s41598-025-88187-x>.
12. Hogenson, D., Goforth, A., Sun, J., Nichols, L., Howlett, R., Brooke, E., Graham, N., Violante, A., & Kusumaningsih, S. (2022). Cultural Adaptation of an Educator Social-Emotional Learning Program to Support Indigenous Students. *School Psychology Review*, 53, 365-381. <https://doi.org/10.1080/2372966X.2022.2144091>.
13. Kumlu, E. (2023). Becoming a dreamcatcher: Pre-service EFL teachers' experience of culturally relevant pedagogy as agents of flexibility. *Educational Research and Reviews*, 18(9), 247-259. <https://doi.org/10.5897/err2023.4346>.
14. Macabenta, J. M., Manubag, C.V.P., Tabañag, J.C., Villegas, N.B., Villegas, T.M, & Cabanilla, A. Jr.(2023). Inclusive education: lived experiences of 21st century teachers in the Philippines. *International Journal Research in Applied Science and Engineering Technology*, 11(4) 454- 462. <https://doi.org/10.22214/ijraset.2023.48982>
15. Montaner, R. (2020). The implementation of indigenous peoples education program in the Ayta Magbukun tribe of Bataan, Philippines. *Archium, Ateneo*. <https://archium.ateneo.edu/theses-dissertations/349>
16. theses-dissertations/349
17. Nataño, N. (2023). Perspectives on Curriculum Contextualization and Localization as Integral to Promoting Indigenous Knowledge. *International Journal of Academic and Practical Research International Journal of Academic and Practical Research*, 2(3), 67-76. <https://doi.org/10.5281/zenodo.8031639>
18. Naumann, F., Cooper, B., Van Kessel, G., Lane, M., & Brewer, M. (2021). A principle-based approach to the design of a graduate resilience curriculum framework. *Higher Education Research & Development*, 41, 1325 - 1339. <https://doi.org/10.1080/07294360.2021.188.2400>.
19. Norberte, N. (2024). Implementation and responsiveness of indigenous people education program in Socsargen. *Journal of Social, Humanity, and Education*, 4(4), 263-275. <https://doi.org/10.35912/jshe.v4i4.1990>
20. Otxero, I. A. (2022). Problems encountered in the implementation of indigenous peoples education (iped) program in agusan del sur: Basis for proposed intervention program. *Asian Journal of Research in Education and Social Sciences*, 4(2), 98-125. <https://doi.org/10.55057/ajress.2022.4.2.10>
21. O'Sullivan, K., Assali, M., & Violakis, P. (2024). Teacher persistence or resilience in relation to professional development: A systematic literature review. *Academic Journal of Interdisciplinary Studies*, 13(4), 668. <https://doi.org/10.36941/ajis-2024-0145>.
22. Paller, M. & Quirap, E. (2024). Teachers' resilience and self-efficacy. *International Journal of Multidisciplinary Research and Analysis*. 07(4), 1729-1738. <https://doi.org/10.47191/ijmra/vy-i04-35>
23. Pereira, F., Amorim, J., & Da Silva, C. (2023). The integration of indigenous knowledge in school: a systematic review. *Journal of Comparative and International Education*, 54, 1210 - 1228. <https://doi.org/10.1080/03057925.2023.2184200>.
24. Punongbayan, D. (2025). Resiliency and challenges encountered in the tradition of indigenous education at Sto. Niño Integrated School: Input to action plan. *Psychology and Education: A Multidisciplinary Journal*, 37(7), 765-780. <https://doi.org/10.70838/pemj.370710>
25. Reyes, A.C. (2022). The implementation of indigenous peoples education (IPed) program: Towards a proposed plan of action. *Asia Pacific Journal of Advanced Education and Technology*, 13-14. <https://doi.org/10.54476/apjaet/69215>
26. Ross, P., Locke, W., & Scanes, E. (2023). Stress adaptation and resilience of academics in higher education. *Asia Pacific Education Review*, 1 - 21. <https://doi.org/10.1007/s12564-023-09829-1>.
27. Salatan, G. (2023). Contextualized approach for reading enhancement (care) in the new normal for indigenous people learners. *Poetry Planet Book*. ISBN:979-621-470-613-6. <http://tinyurl.com/bdf9sz82>
28. Sikma, L. (2021). Building resilience: using BRiTE with beginning teachers in the United States. *Cultivating teacher resilience*, 85-101. [https://doi.org/10.1007/978-981-15-5963-1\\_6](https://doi.org/10.1007/978-981-15-5963-1_6)
29. Singh, N. I., Meitei, A. P., & Devi, N. R. (2020). The need for bridging holistic education, assessment, and reporting: Transformative approaches in NEP 2020. *International Journal for Multidisciplinary Research*, Article 2582-2160. <https://doi.org/10.36948/IJFMR.2025.V07I01.35393>
30. Tamana, M. P., & Pagaddut, M. D. (2024). Knowledge and competence of teachers on the integration of indigenous knowledge systems and practices. *International Journal of Arts, Sciences and Education*, 5(2), 144-159. <https://www.mail.ijase.org/index.php/ijase/article/view/346>



31. Verdida, V., Macalisang, D., & Malon, C. (2024). Lived Experiences of Indigenous People's Education (IPED) Teachers in Integrating the IPED Curriculum. *Journal of Interdisciplinary Perspectives*, 2(7), 455-466. <https://doi.org/10.69569/jip.2024.0193>.
32. Wang, Y. (2021). Building teachers' resilience: Practical applications for teacher education of China. *Frontiers in Psychology*, 12, 738606. <https://doi.org/10.3389/fpsyg.2021.738606>
33. Wang, Y., Derakhshan, A., & Rahimpour, H. (2022). Developing resilience among Chinese and Iranian EFL teachers: A multi-dimensional cross-cultural study. *Journal of Multilingual and Multicultural Development*, 1-18. <https://doi.org/10.1080/01434632.2022.2042540>

