

Motivational Factors Influencing Language of Instruction of Non-IPEd Teachers

Edelyn J. Balbuena^{1*}, Jasmin T. Abadingo², Mary Chidsey A. Jumao-as³, Mariano R. Montebon⁴

^{1,2,3}Cebu Normal University, Cebu City, Philippines

⁴Education Program Supervisor in English, DepEd Talisay City, Cebu, Philippines

Abstract: According to Philippine historical records, Indigenous Peoples (IPs) have long experienced prejudice and limited educational possibilities. Education for the IPEd students not only affected the indigenous peoples themselves but also gave certain factors to the non-IPEd teachers that are teaching these IPEd students, specifically on the use of the language of instruction. This study applied qualitative methods in exploring the motivational factors influencing the language of instruction of non-IPEd teachers, centralizing their classroom experiences. An online survey and face-to-face interviews were supervised by 10 non-IPEd teachers who are teaching IPEd learners in a sectarian institution. Responses were recorded and audio-taped for interpretation and analysis. The study focused on identifying the factors that affect the motivation of the language of instruction of non-IPEd teachers in educating IPEd learners as well as the perceived effect of the identified factors in educating IPEd learners is addressed in the study. Thus, the study showed its significance with regard to the identified findings that specified mainly the challenges experienced by non-IPEd teachers such as lack of pedagogical training and language barriers to deliver quality language instruction to IPEd learners. Thus, strategies proposed were identified as peer facilitation and language translation to enhance comprehension and foster a more inclusive environment.

Keywords: cultural familiarity, indigenous people (IP), indigenous peoples education (IPEd), language of instruction, motivational factors.

1. Introduction

Philippine historical sources demonstrate that Indigenous Peoples (IPs) have long faced prejudice and limited educational opportunities. Some members of cultural minorities who can attend school face injustice due to the neo-colonial roots of the Philippine educational system [24]. With this, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) revitalized the research on the rights of Indigenous Peoples (IPs), addressing the extent, applicability, and implications of the Declaration on Indigenous rights for national law. The right of IPs/Indigenous Cultural Communities (ICCs) to education is emphasized in the Philippines. To ensure that vulnerable groups like the IPs could access education, numerous laws, statutes, and policies were created. The provision stated in Presidential Decree No. 1414 protects Indigenous Peoples who wish to be part of the Philippine

society mainstream, at the same time it allows those who would maintain their culture and tradition to separate from the majority. This suggests that the Philippines is aware of the needs of its underprivileged populations and is formulating policies that address those needs, particularly concerning social rights, of which the right to education is one.

According to the United Nations, over 90 countries in the world have indigenous communities, accounting for 6.2% of the global population. Research indicates that one reason for the lack of a comprehensive curriculum aligned with Indigenous people's culture, history, and customs is the insufficient integration of these elements [1]. As suggested by [68], it is essential to incorporate the importance of Indigenous communities' language, cultural arts, and other traditions into the education system to ensure they are passed down from one generation to the next. However, due to limited resources and funds, improvements to immersion programs and the curriculum are sidelined, leading to overlapping issues such as a lack of learning materials and difficulty in recruiting skilled Indigenous teachers [1].

In the context of the Philippines, a study conducted at Rizal Memorial Colleges, Inc. discussed a significant issue regarding the focus on language differences and how teachers teaching Indigenous People (IP) learners employ coping mechanisms. The study's major concern based on the result is the language differences among the learners which resulted in a critical impact on the educational gap, policy in language, and practice caused by three factors mainly the Indigenous People (IP) learners' gaps in learning, deficiency of respect, and guide resources or materials. Thus, recommendations were presented focusing on different teaching techniques and methods for Indigenous learners. The study also suggests that corresponding research should be conducted to acquire in-depth information based on actual classroom observation of the Indigenous teachers' language practices during the classroom discourses [71].

[20] found in his observation reports on the use of mother tongues in English language teaching specifically applying translanguaging practice mixing Chabacano (a Spanish creole), Tagalog, Tausug, and Cebuano Bisaya in the form of language use in the classroom. It was found that English teachers who employ translanguaging practice to discuss lessons, entertain

*Corresponding author: edelyn42@gmail.com

and affirm responses, attend to students' behavior, and express emotional aspects led to the rejection of biases in monolingualism. However, [26], in their study's results found that English language teaching in the classroom only partially obtain complex and diverse concepts of learners. In conclusion, English language teaching and learning favors an unbiased view of monolingualism and native-speaker norms.

Domain of Inquiry:

This qualitative study aims to explore the motivational factors of the language of instruction of non-IPEd teachers, with a focus on identifying the factors that affect the motivation of the language of instruction of non-IPEd teachers in educating IPEd learners and the perceived effects of the identified factors in educating IPEd learners.

2. Review of Related Literature

A. Indigenous People's Education

Educational inclusivity among Indigenous People has been in constant discussion in local and global settings in which the educational system should include an education rooted in cultural aspects catering to the specific needs of students from Indigenous groups [51]. The accomplishment of the implementation of Indigenous People's Education is based on several aspects such as teachers' knowledge, awareness of Indigenous learners' culture and tradition, the socioeconomic background of I.P. families, conduciveness of facilities, and the accessibility of resources. Before integrating the inclusion of educational policies for Indigenous people within the K to 12 Basic Education Program, it is important to evaluate the different aspects tailored to propose classified pedagogical and content instruction [53].

To support the following findings, [79] claimed that the success of the implementation of the Indigenous Peoples Education (IPEd) program is based on the contributing factors particularly the support gained from the education stakeholders, development of learning materials, improvement of instructional design through constant evaluation and monitoring. Furthermore, according to [29], a primary strategy to positively incorporate Indigenous Knowledge Systems and Practices (IKSP) as part of mainstream education, schools, and local officials should modify the curriculum through localization to meet the needs of individuals who belong to an indigenous group connecting it in their local environment.

B. Teaching Motivation

The teacher is the driving force of the educational process having the control to act on changes and balance expectations between teaching and learning [67]. Teacher motivation is significant in the education process emphasizing the satisfaction teachers perceived to motivate learners. According to [55], teaching motivation is influenced by several factors regarding enthusiasm for the teaching process that positively affects student's learning outcomes. Thus, [41] emphasized that motivated teachers lead to effective teaching and learning in schools.

However, while teacher motivation is derived from their

intrinsic drive, there are perceived impediments in their motivation caused by stress, lack of autonomy, routine content, low self-efficacy, and stagnation of intellectual progress. Moreover, a lack of motivation among teachers due to the inevitable stress and compiled workload caused demotivation, and a decrease in teacher performance labels results in a decline in student performance, raising concern for teaching professionalism [74].

C. Language of Instruction in Teaching Learners with Diverse Backgrounds

As a teacher, it is important to be mindful of the learners' cultural background which is a constant process encountered throughout teaching and learning [58], especially in determining the language of instruction used in a diverse classroom. According to [77] based on the questions raised during the observation of using primary language instruction, the development of the language of instruction is an ongoing process that needs to be guided when choosing to use the mother tongue and other languages for instruction in countries that has multicultural students or countries that has non-English speaking individuals.

However, in the United States, a study focused on transitional bilingual education where students have diverse ethnicities, specifically Hispanic, African American, White, and others. The findings were identified based on the analysis of the claim that the quality of instruction proves more significant than the language of instruction. The efficacy of the two factors is identified by examining selected high-quality instructions, and the features of potential contexts in which instruction takes place. Furthermore, the results presented that although the features of language development are important to be established in various places, there are still limitations and further investigation concerning language instruction.

1) Pedagogical Training

Teacher training holds significance in valuing diverse educational contexts and managing complexity beyond the scope, specifically for diverse and inclusive environments. As stated by [16], the diversity competence of teachers is reflected in how one possesses knowledge and skills to embrace the characteristics and appreciate the diversity of an individual, group, and organization seeing their unique background or ability as their potential. In addition, the teacher understands and caters to diversity in the classroom setting based on the influence of personal and professional ethos. As supported by [35], the awareness of the variety and diversity of students in the classroom is built upon the teacher's intrapersonal understanding focused on having self-regulation, knowledge, reflection, thinking beyond one's thoughts, and the openness to communicate sharing observations and experiences to colleagues or the school administration.

Upon identifying these challenges, teachers are preparing for possible conflicts and dilemmas that may occur when dealing with and exposed to the diversity of students [63]. Thus, the observed challenges are important as it is analyzed through reflection on the appropriate and flexible pedagogy implemented to cater to a conducive classroom for diverse

learners, which according to [43] is mainly aided by producing leveled lesson plans to address the needs of learners from different groups.

2) *Availability of Resources*

Teachers encounter challenges in developing the language learning proficiency of Indigenous learners as it corresponds to the teachers' language literacy in teaching Indigenous Peoples Education (IPEd) [8]. One of the factors that contribute to the challenges is the lack of availability of teaching resources and instructional materials for IPEd learners. Teaching IPEd learners needs profound support starting with enough teaching materials to establish quality instruction. Based on the findings of [78], it is challenging for teachers to teach lessons without a guide and instructional material specifically for IPEd learners.

Teaching Indigenous children is similar yet distinct in teaching learners with diverse qualities. This was supported by [62], that teachers who experience insufficient preparation and resources to cater to the educational needs of intellectually disabled students can experience limitations on their ability and skills development. Although this is viewed as a deterrent aspect to the IPEd curriculum, [60] emphasized a solution to have a unified and coherent implementation of IPEd in the educational framework with such there should be a need to conduct extensive programs for teachers' training, impose collaborative platforms to reciprocate pedagogical methods, and construct significant teaching materials that are historically and culturally appropriate.

3) *Attitude Towards Diverse Learners*

Teachers' assertiveness towards an inclusive classroom is significant as it reflects their attitude in handling and accepting students with diverse backgrounds. Teachers' self-efficacy is substantial in offering a conducive learning environment resulting in the development of student learning [37]. However, a study conducted by [39] found that teachers experience a lack of confidence affecting their ability to manage the classroom and find appropriate sources in line with the needs of the students. Teachers' attitudes shape behavior and it is important to consider positive beliefs centered on content from diverse cultures valuable for the student's educational endeavors. This is supported by [22], who interpreted that teachers' attitude is examined based on a group's confidence which is linked to their success.

Teachers portray a crucial role in fostering students' academic success despite their diversity. That is why the teachers' way of interaction with their students should be considered thoroughly. According to [70], the motivation and course enjoyment of the students is affected but the teachers' attitude towards minority students. The way the teachers approach their job, specifically interacting with their students, impacts their performance in the classroom. In the culture of being in a diverse classroom setting, students are not at the same level in everything, however, to aid the disparity teachers improvise their teaching strategy to gain the trust and stimulate students' interest in learning [25]. Furthermore, to aid the deterrent effects of teacher attitude towards diverse learners it is important to create an inclusive classroom to make the students feel included, supported, and provided with the proper

educational needs in relation to their culture and background.

4) *Teaching Experience*

Motivation is closely linked to a teacher's personal and professional development [44]. Their current condition, skills, knowledge, and experiences influence their readiness to teach in the classroom. In a study by [40], it is mentioned that as teachers gain experience, they can most likely influence their students' performance, in a supportive working environment. When teachers share responsibilities and are dedicated to collaborating, they often experience greater excitement and joy, particularly when teaching students from indigenous groups [62]. However, it was highlighted that when teachers have less experience with a group of students or with a subject area, it would be different from achieving greater improvement in their performance [40].

In teaching, motivation is the driving force that energizes and directs teaching behavior. Motivation also contributes to the increase in the quality of instruction and education [80]. A teacher's eagerness and passion, influenced by teaching experience, can result in high motivation levels [7], allowing them to perform their tasks with confidence and effectively manage their classrooms. This is particularly relevant for non-IPEd teachers working with IPEd learners. Hence, their constant encounters with IPEd learners in the classroom, supplement to their confidence in handling these particular learners' needs especially when it comes to language instruction.

5) *Cultural Familiarity*

A teacher's understanding of a student's culture is vital in the educative process [27]. This is because a student's cultural background and experiences significantly influence their worldview and shape their identity as learners [81]. As the National Education Association (NEA) stated, cultural awareness means understanding one's culture, recognizing the culture of others, and appreciating the role of culture in education. [19] emphasizes that teachers should keep in mind that the student's culture is significant. A culturally responsive classroom fosters strong connections among students which helps them develop a positive view of themselves and others [64]. [64] also mentioned in her study that a positive classroom atmosphere and improved teacher-student relationships enhance students' self-esteem, as they feel safe and supported in a culturally responsive environment.

Teachers have the responsibility to make their classes as engaging as possible especially since classrooms nowadays are getting more diverse. However, this would also be challenging if they are unfamiliar with their students' cultural backgrounds since they often grapple with creating supplementary learning activities fitting for a classroom of diverse learners [28]. Teachers would have to note that students of different cultural backgrounds like the ones who belong to an Indigenous group feel slightly disconnected from the rest of the students in their classroom since they do not share the same background, fascinations, and real-life encounters [4]. Consequently, the teachers' cultural awareness is a bridge to making learning more satisfying and fulfilling for the students.

6) *Teaching Preparedness*

When doing something, people need an ample amount of time to prepare to achieve success. This is true to teachers since they require a great deal of planning and preparation [47]. This preparation is not only relevant in outlining a lesson but also in the teaching process as teachers need to understand and integrate their students' cultural background, which can eventually enhance their participation in the learning outcomes. In Bandura's (1977) social learning theory, the environment and individual's long-term interactions can have an impact on teachers' readiness to teach.

Primarily, teachers' preparedness is measured through their promptness, qualifications, skills, and knowledge that once they have these, they can successfully carry out their responsibilities in the classroom [82]. This does not only refer to their academic qualifications rather it also highlights their instructional expertise and their capacity to be attentive to a heterogeneous classroom environment [82]. Thus, [15] emphasizes the need to have improved programs that are focused on the enhancement of teachers' abilities to address the intricacies of a modern classroom. This is backed up by [23], as they mentioned that fairness in the classroom can be supported by professional development programs which provide teachers an opportunity to recognize and address each student's needs and strengths. These programs build teachers' confidence and readiness, which raises the possibility that they will use differentiated instruction to cater every student's needs.

7) *Teaching Strategies*

Most indigenous students, like in Australia, are struggling to keep up with their non-indigenous classmates in the learning process since they feel inferior from most of them (Dillon *et al.*, 2020). One way of encouraging them to actively participate in the learning process is through quality teaching that is accompanied with practical and efficient pedagogical approaches [30]. Moreover, the usage of good teaching strategies strengthens teachers' self-image which subsequently results in productive educational strategies [69]. Though, due to the lack of research relating to the effective strategies in teaching indigenous students, this created a big impact on teachers' motivation particularly for non-IPEd teachers.

In research conducted by [30], three indigenous teaching strategies were investigated namely integrative teaching, communicative linking, and culture sharing. The findings demonstrate the value of using student-centered teaching techniques to improve the learning of indigenous students. On the one hand, teacher-centered teaching practices are more advantageous in building teachers' self-esteem and confidence in teaching Indigenous students [30]. Thus, the awareness and exposure to multiple strategies would be beneficial for the students' participation and teachers' motivation.

3. Methodology

A. *Research Design*

This study applied a qualitative design to identify the motivational factors that influence the language of instruction among non-IPEd teachers. The data gathered were determined

by a naturalistic interpretation of the participants' experiences of certain occurrences with the adaption of the qualitative technique. This approach enabled the researchers to go through an iterative process of determining how concepts and evidence from earlier situations relate to one another, as well as the factors that affected the persons involved. Thus, this study incorporated a phenomenological approach as it deals with understanding the experiences of non-IPEd teachers and how the motivation of non-IPEd teachers' language of instruction was affected by their exposure to teaching IPEd learners.

B. *Research Instrument*

This study employed an open-ended interview guide through in-person and online interviews via Facebook Messenger and Google Meet to gather responses from the participants. The researcher-made interview guide was composed of open-ended questions employed for detailed and personalized responses. Subsequently, an in-depth interview with the participants was conducted to gain their authentic perspective on the issue. In the analysis stage, a thematic analysis was adapted to categorize the respondents' answers to determine the different practical and deterrent factors aligned with their experiences. The open-ended questions were anchored to the objective of this study, which is to explore the motivational factors of non-IPEd teachers' language of instruction in teaching IPEd learners, and the teacher's perception of the effects of the factors in educating IPEd learners.

C. *Research Participant and Environment*

This study comprised of 10 non-IPEd teachers with experience teaching IPEd learners in a sectarian private school. The selection of the participants was based on purposive sampling. Purposive sampling is a kind of non-probability sampling where participants were chosen according to predetermined standards about their interest in and compatibility with the study's topic. The researchers applied inclusion and exclusion criteria, selecting the participants who have completed at least a year of experience at the identified locale of the study. Moreover, the participants were chosen based on their experience with language instruction in teaching IPEd learners and the difficulties they encountered which affected their motivation. The researchers utilized the data saturation approach to determine the sufficiency of the data collected from the participants. Thus, the selected participants' experiences were beneficial for the data collection considering the aim of the study to explore the motivational factors influencing the language of instruction among non-IPEd teachers.

D. *Data Gathering Procedure*

The researchers prepared a researcher-made interview guide composed of open-ended questions aligned to the study's objectives that served as a guide for the semi-structured interview conducted online or in-person depending on the availability of the respondents. A total of 10 non-IPEd teachers from a sectarian private school were selected following the inclusion and exclusion criteria of purposive sampling specifying that the participants have experience teaching IPEd

learners. Furthermore, the researchers prepared an informed consent and a letter of approval to abide by the ethical considerations. After the researchers ensured that the respondents gave consent to participate, they were provided with a link or a message on Facebook Messenger or Google Meet specifying the agreed time and place convenient to the participant. During the interview, the participants' responses were recorded or audio-taped for the analysis and transcription of the data, and the interpretation of the results. Subsequently, the gathered data from the interview undergo an in-depth analysis through narrative transcription interpretation of the results. The findings was presented by adapting the Reflexive Thematic Analysis with a process following the raw extraction of codes, categories, and themes highlighted in the participants' answers. The interpreted results justified the motivational factors influencing the language of instruction of non-IPed teachers toward their IPed learners.

E. Data Analysis

Data analysis was thoroughly supervised along with the data collection and extensive interpretations of the data collected. Braun and Clark's reflexive thematic analysis [10] was adapted for the qualitative interpretation of the data gathered. Reflexive thematic analysis is a conceptually flexible and generally accessible interpretative method for analyzing qualitative data that makes it easier to find and analyze patterns or themes within a given set of data [12]. Before acquiring the results, the researchers followed five phases of thematic analysis starting by familiarizing the data collected to analyze the in-depth relevance of the content [14]. Followed by, focus reading the transcripts to generate the initial codes. After several readings of the data, the researchers then identified common patterns and relationships to acquire a theme that relates to the research question. Moreover, it is important to review the identified themes for refinement to ensure internal and external homogeneity. Lastly, the themes must be defined and specified by giving a label to ensure their significance to the objective of the study it supports and to avoid overlapping between similar themes.

F. Ethical Considerations

This study adhered to the appropriate ethical principles for the collection of data from the participants. Ethics is frequently viewed by qualitative researchers as the main characteristic between the researcher and the subject of the study. When conducting a qualitative research investigation, researchers need to follow ethical guidelines that cover things like participant autonomy, privacy and secrecy, anonymity, and the right to leave the study at any time [52]. In this study, it is the autonomy of the participants whether to decline or accept the consent in undertaking the interview. The researchers contacted the participants online for permission to participate in the study. All respondents were provided with informed consent explaining the objectives of undertaking such a study. The researchers adopt the utilization of informed consent to conduct a formal agreement with the participants and to protect their identity by providing them with adequate information about

their potential role in contributing data to the study. The researchers ensured the privacy and confidentiality of the data collected from the participants to protect their identity and personal background.

4. Results and Discussion

A. Factors that Affect the Motivation of the Language of Instruction of Non-IPed Teachers in Educating IPed Learners

Theme 1: No Pedagogical Training Related to IPed Learners

This item addresses whether the non-IPed teachers have received training related to IPed or diverse learners on pedagogical adaptability in terms of the language of instruction. The result showed that none of the teachers received any valuable training before being assigned the task of teaching IPed learners. A respondent emphasized that there was no training available for teaching these learners, despite having years of teaching experience.

"No, I haven't gone through any training related to IPed." (P6)

"No, for my 32 years in teaching, I haven't had training on how to teach this group of students." (P10)

The results revealed that teachers who were not new to teaching had undergone different seminars but concluded that they lacked exposure to Indigenous People's Education (IPed). Moreover, this situation becomes apparent for new teachers who have been exposed to the new curriculum but do not have any background in handling diverse learners, especially those who belong to the minority group. [53], claimed that there is an existing education policy that integrates the inclusion of Indigenous people in the K to 12 Basic Education Program which brings a transformation of educational strategies. However, there is a need to identify the aspects of implementing this policy where it is a challenge for the teachers gathered based on the obstacles, strategies, and student learning encountered. The situation uncovered the gaps in the provision of appropriate pedagogy for IPed learners centering on appropriate teacher training which implies that it is essential especially when it comes to the improvement of the pedagogical process.

Theme 2: Audio-Visual Presentation

According to some teachers, IPed learners can grasp the material better when the lessons are incorporated with audio-visual aids, which can also enhance their understanding. Another teacher also emphasized that the use of videos can also support the teachers in the instructional process. However, one teacher highlighted how the resources may be beneficial for other learners, they may not be suitable for IPed learners, as most of these materials are in English.

"It's really effective because it will somehow (help) aid instruction. with the help of visual materials such as presentations, it leads them in learning better." (P7)

"We have resources available because it also aids in the teaching process especially when there are videos." (P4)

"It's effective to the class, but for the learners, IPed, it's not. Knowing that the text usually is more in English than, let's say,

using picture." (P6)

In accordance with the findings, the use of audio-visual presentation serves as an aid to the teachers' language of instruction towards IPEd learners. Teachers are motivated to utilize visual materials in their lessons as they see that IPEd learners easily grasp the context of the topic. Based on the study of [48], audio-visual aids stimulate students' ability to use their active vocabulary. However, teachers find using English text in the visual presentation a deterrent effect as IPEd learners lack language comprehension. Furthermore, this serves as a gap as teachers experience limitations on their instructional abilities and skills in preparing for resources to support the student's needs [62].

Theme 3: Conflict of Language of Instruction

Teachers were asked to identify any differences in their language of instruction for these learners, particularly regarding the type of materials used in class. According to the teachers, IPEd learners were only familiar with Filipino, so they used English for non-IPEd learners, while using Filipino for IPEd learners. This difficulty understanding English hinders these learners from accomplishing academic tasks since they lack a clear understanding of this language. One teacher also highlighted that even contextualizing or translating does not aid in their comprehension of the language of instruction.

"Using English language, for the non-IPEd students, but for the non-IPEd learners, they really do not understand." (P1)

"I asked them if they can understand Bisaya or any other language, but their answer is they can only understand Tagalog or Filipino." (P4)

"It's difficult to grasp for the IPEd learners. Even if you contextualize or translate something, they still have low grades. They have difficulty understanding." (P6)

The study found that teachers have been experiencing difficulties with the language used for instruction to non-IPEd and IPEd learners. Moreover, this affects the teachers' motivation because they do not know the student's first language [75]. In a situation presented by [66], this was caused by not having the exposure and the opportunity for the IPEd students to practice the language used at school which impacts their language acquisition. Difficulties in the language of instruction experienced by non-IPEd teachers, thus negatively affect student learning. Teachers' complexities in communicating with students without a good command of the second language should be supported [42].

Theme 4: Adjustment to Student's Pace and Comprehension

Most teachers acknowledged that their students have different learning pace, particularly the IPEd learners. Therefore, one helpful approach is to modify the language of instruction delivery on the learners' comprehension abilities. As one teacher noted, failure to adjust to the learners' pace can result in a learning gap, underscoring the importance of understanding the individual needs of the learners.

"I know that my students have different pace in their studies. There are fast learners, slow learners, and non-learners." (P2)

"If the teacher would not be willing to do something in order for them to learn better, then there would be a gap in learning. So, the attitude towards adjusting your pedagogy, instruction,

and delivery of the lesson is really important." (P7)

Results were found that the teachers' language of instruction should be modified based on the student's level of comprehension and learning. As such, teachers have observed that students have different learning paces, especially between the regular students and IPEd learners, and if teachers do not do something to address this matter, it would affect specifically those students who are in the minority group. Teachers should have self-efficacy to enhance students' learning to establish a positive learning environment [37]. Moreover, teachers should improvise on strategies to alleviate the existing disparity of student's comprehension levels in the classroom [25].

Theme 5: Idea and Knowledge Expansion in Handling Diverse Students

Most teachers viewed it as a learning opportunity that helped them engage more effectively with their students. They highlighted that stepping out of their comfort zones allowed them to embrace new strategies and approaches in their instructional methods. In addition, most teachers also highlighted the importance of creating an inclusive classroom and developing learning materials that can accommodate all types of learners.

"It somehow allows me to try new things or to get out from (of) my comfort zone to deliver more from what is expected of me because this task is really challenging and handling diverse students is really challenging." (P4)

"I always have to tap myself that inclusivity is important in the classroom setting. Even though this is my first time handling IPEd learners, I always hear about inclusivity, especially in curriculum and classroom management." (P7)

"It has greatly affected in a sense that these students have different backgrounds, so I have to prepare possible learning styles to cater to their needs that also would align to their behavior." (P9)

In some cases, teachers find themselves teaching learners with different cultural backgrounds. The findings presented the perspectives of the teachers about how handling diverse learners becomes an opportunity to expand their ideas and knowledge on the effective language instruction strategy to apply. Teachers' way of dealing with diverse learners in the classroom translates to having a flexible attitude and practices. Teachers with openness to cultural diversity would gain great comfort and professional satisfaction [11]; [31]; [56].

Theme 6: Structured Adaptation of Diverse Learners

The results of this item showed that years of teaching experience are a great factor for them in handling lessons to IPEd learners. Six (6) of the participants mentioned that their teaching for a long time has helped them in the preparation of the language of instruction delivery with IPEd learners. A teacher considered the IPEd students as similar to the regular students who didn't have the basic skills and knowledge of the language the teacher was using, and the teacher was ready to adjust how to teach these IPEd students. The respondents emphasized that the longer years they have been exposed to students with different attitudes and diverse backgrounds have added to their knowledge in dealing with IPEd learners. It also made the teachers prepare more and be able to open more to the

IPEd students in a way that they became more patient especially in teaching the IPEd learners because they have been immersed in teaching students with different backgrounds in different generations.

"If you have longer experience in teaching with diverse backgrounds, you'll surely have enough knowledge in dealing with the IPEd learners." (P9)

"Teaching for a long time, I think I am ready to adjust the way how to teach these IPEd students." (P1)

"I have been teaching for quite a long period of time because I was exposed to the different attitudes of the students. That's why I became more patient and more open-minded, especially in teaching students in different generations and backgrounds." (P10)

As implied by the results of the study, the years of experience of a teacher is a significant aspect by which they have established pedagogical skills and knowledge in educating diverse learners. It is advantageous for teachers with longer years of pedagogical exposure to have a motivational foundation of their eagerness and passion [7] to effectively perform their tasks and manage a classroom with diverse learners. Hence, novice teachers have insufficient preparation for the demands of classrooms with diverse learners. As such, impediments were identified concerning the need for teachers to experience localizing instruction and to focus on highlighting resources that introduce the culture of the diverse learners [54].

Theme 7: Awareness of Word Usage and Meaning

In this study, the findings revealed that when giving instruction, teachers must exercise discretion in word choice, especially when working with students whose cultural and linguistic backgrounds are markedly different from their own. Teachers emphasized the significance of using appropriate wording to avoid confusion or unintentional humor, which could disrupt the learning process. They explained that they frequently had to halt and clarify the meanings of words or phrases to ensure that the learners understood the intended message. They also found that actively speaking with learners about their understanding of specific terms helped bridge the gap between the language used in instruction and the student's cultural and linguistic backgrounds. This technique not only improved communication but also showed respect for the learners' cultural identities.

"There are terms that are a bit... Your word is bastos. For example, there is a time that they laugh." (P6)

"There were instances that the words I utter using my mother tongue has different meaning to the learners." (P9)

"Because there are some words especially in different regions in the Philippines there are some words that the meaning are not good. So that's why I always consult the students." (P10)

It is crucial for teachers to have a sense of awareness when it comes to their use of words and the denotative interpretation of their meaning. The results showed that teachers are specifically monitoring the words used in the classroom with keen observation of the semantic aspect or its contextual meaning. It is important for teachers to be aware of the word usage and its sensitive impact on IPEd learners. An individual should possess

an understanding of descriptive expression and identify the usage of words based on their functions. Furthermore, teachers can grasp the language of instruction in delivering lessons or communicating with the students.

B. Non-IPEd Teachers Perceive the Effect of the Identified Factors in Educating IPEd Learners

Theme 8: Language Translation Strategies

Commonly, teachers struggle with enhancing learners' reading comprehension, enhancing writing skills, and contextualizing the content of the lessons. As an aid, pedagogical strategies in language teaching are applied specifically focused on the competence of IPEd learners to become multiliterate in using their Mother Tongue, Filipino, and English to understand the multifaceted communication applied in the globalized world. In light of the language principles applied in teaching IPEd learners, teachers applied language translation strategies focusing on using English to expose the learners to a specific language at the same time translating the language to their Mother Tongue to aid their comprehension.

"Used Filipino or Bisaya translation strategies for the students." (P1)

"Yes, translation. From English to Bisaya or English to Filipino." (P6)

"Sometimes, I use translation in class because there are Filipino words that they aren't familiar with." (P9)

Language translation strategy is commonly applied by non-IPEd teachers based on the results identified in the aspect of teaching strategies. Translating language involves the utilization of other languages and word replacement to comprehend complex text. This is supported by [59], who stated that translation is an effective tool for teachers to guide learners to comprehend foreign words and openly express ideas in the language acquired. Hence, a study by [6] presented that lack of vocabulary is the main cause of difficulties experienced by learners in language translation. Language translation relates to an understanding of different aspects of human beings and cultures through the use of different languages.

Theme 9: Peer-Facilitation

Results revealed that non-IPEd teachers also used collaborative activities with the students to aid in the language comprehension of the IPEd learners. In realizing peer collaboration, teachers paired the IPEd students with their non-IPEd classmates who were performing well in the specific subject. Considering that the IPEd students have lesser class involvement, the teachers asked the non-IPEd learners to be their tutors, especially in helping them instill an understanding of the subject matter using the language of instruction used by the teacher. In this case, the non-IPEd students who work with the IPEd students also use translation strategies to help their classmates. They were able to guide these IPEd learners in answering questions and doing work targeting the language of instruction used by the teacher. In this way, inclusive and collaborative learning happens.

"I really ask their seatmates to help them." (P1)

"I always make sure that they're paired with the fast learners"

so they can get a good score." (P2)

"During activities, yes. I always ask the non-IPEd learners to help them, to guide them, and to answer their questions if they have any." (P4)

"Also, our learners who are academically good are requested to be tutors or help out in helping them understand the lesson. Especially if the concept is really difficult to grasp." (P10)

"Because if I were to compare their behavior from the person I teach, I thought that up to now, there's really an improvement. Especially when they are tasked to be with their partners." (P4)

The findings identified that teachers employed peer facilitation as an approach where regular students are encouraged to support the IPEd learners. A supportive environment is enriched through developed classroom norms through peer dialogue [72]. The disparity in the classroom

setting is diminished and develops recognition of diversity focusing on the varied distinctions [9] of learners with individual differences. Thus, promoting a peer facilitation strategy eliminates the limitations experienced by disadvantaged students in participating and thriving in their skills [46].

Theme 10: Language Comprehension

This item examined how non-IPEd teachers' language-of-instruction practices affected the learning environments of IPEd students. Teachers were specifically questioned about whether their methods significantly affected the academic achievement and general educational experience of IPEd learners. The findings showed that these environments for learners have improved. This improvement was attributed to the fact that when teaching was given in their native tongue or dialect, they were better able to comprehend certain topics, filling in comprehension gaps and promoting deeper learning. Furthermore, hands-on activities were vital to their development since they helped IPEd learners follow instructions more successfully with the help of their non-IPEd classmates. This collaborative approach fostered a feeling of inclusivity and connection in the classroom. The IPEd learners experienced a more encouraging and favorable learning environment as a result of feeling like they belonged to the group. Translation and peer facilitation enhanced the learning experience of IPEd learners. Teachers observed that such strategies helped learners gradually grasp the ideas being taught, even when there were apparent language obstacles. In this way, inclusive and collaborative learning happens.

"It actually made the environment of learning more conducive for them because they did not feel like aliens anymore. They could understand what the teacher was talking." (P3)

"It can help in a way that the IPEd learners can understand a particular concept by using their own dialect or language. And also, maybe like, in solving, they know how to solve something,

especially in physics. If ever, they can help manually. if they get (a) hands-on. It's just that it takes time." (P6)

"I think that the strategies I used are helpful to the students since they can mostly understand the language I use." (P9)

The results implied that the applied strategies of teachers in their language of instruction positively impact learners as there is existing proof of development in their language comprehension. Learners with language comprehension difficulties improved their skills through repetition, practice, and imitation of language use [65]. Moreover, learners develop a cognitive strategy of making adjustments in the classroom to develop their language comprehension in accordance with their learning style and awareness of applying self-regulated learning which is a motivating factor for teachers in their language instruction applied to guide learners with diverse language backgrounds.

5. Conclusion and Recommendations

The teacher's motivation in teaching is an important element which influences the overall teaching and learning process. The language of instruction of non-IPEd teachers is believed to be affected by factors like pedagogical training, availability of resources, attitude towards diverse learners, teaching experience, and cultural familiarity. This study highlights the significant challenges that these non-IPEd teachers are facing in delivering the quality of instruction to IPEd learners. However, the findings reveal how the lack of pedagogical training affects the level of preparedness and motivation of the teacher to engage in diverse learners. Moreover, there is a noticeable focus on how language barriers affect the language used in the language of instruction delivery, which consequently makes it more difficult for IPEd learners to understand. Even with these challenges, it is also substantial to recognize the patience and adaptability of these teachers by employing various strategies like peer facilitation and language translation, to enhance comprehension and foster a more inclusive environment. This research is based solely on qualitative research methods and does not rely on statistical findings. Thus, to address these specified challenges, it is recommended to provide after-class intervention to IPEd students for supplementary support in terms of understanding the lesson content that is at par with the student's level of language comprehension. Furthermore, it is also advised for schools to provide teacher orientation on the IPEd student's cultural background, and come up with professional development programs that are centered on the language of instruction delivery for non-IPEd teachers. To assess the effectiveness and to ensure a more inclusive education, hence a modification in the curriculum is also recommended.

References

- [1] Ahmed, R., & Mardon, A. (2023). The education gap in indigenous communities: Canada's reality. *SocioEdu: Sociological Education*, 4, 48–52.
- [2] Alingasa, R. (2021). Integration of Indigenous Peoples Education in Cabacanan Elementary School.
- [3] Angelo, D., Disbray, S., Singer, R., O'Shannessy, C., Simpson, J., Smith, H., Meek, B., & Wigglesworth, G. (2022). Learning (in) Indigenous languages: Common ground, diverse pathways.
- [4] Anyichie, A. C., Butler, D. L., Perry, N. E., & Nashon, S. M. (2023). Examining classroom contexts in support of culturally diverse learners' engagement: an integration of Self-Regulated learning and culturally

- responsive pedagogical practices. *Frontline Learning Research*, 11(1), 1–39.
- [5] Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. *Qualitative Sociology*, 42(2), 139–160.
- [6] Arono, A., & Nadrah, N. (2019). Students' Difficulties in Translating English Text. *Journal of Applied Linguistics and Literature* 4(1):88-99.
- [7] Aytac A, Şahin Ç, Görgülü D, Dilber Y and Direk A (2024) The relationship between teachers' zest for work and teaching motivation: the mediating role of achievement goals. *Front. Psychol.* 15:1362920.
- [8] Bastida, E., Saysi, J., Vigil, L., Batuctoc, M., & Orcid. (2022). Pedagogical struggles and gaps in language literacy enhancement: the case of indigenous people's education teachers in the Philippines conditions of the Creative Commons Attribution license (CC BY-NC-ND) *International Journal of Curriculum and Instruction*, 15(1), 142–165.
- [9] Bhatia, S. (2021). More Than Just No Conflict: Examining the Two Sides of the Coexistence Coin. *Front. Conserv. Sci.*, 09 June 2021. Sec. Human-Wildlife Interactions, Volume 2, 2021.
- [10] Braun, V., Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*. Taylor & Francis Online.
- [11] Bryan, L. & Atwater, M. (2002). Teacher Beliefs and Cultural Models: A Challenge for Science Teacher Preparation Programs. *Science Education* 86(6):821-839.
- [12] Byrne, D. & Carthy, A. (2021). A qualitative exploration of post-primary educators' attitudes regarding the promotion of student wellbeing. *International Journal of Qualitative Studies On Health and Well-Being*, 2021, vol. 16, 1946928.
- [13] Bursali, N., & Öz, H. (2018). The role of goal setting in metacognitive awareness as a self-regulatory behavior in foreign language learning. *International Online Journal of Education and Teaching*, 5(3). 662-671.
- [14] Chamberlain, L. (2015). Exploring the out-of-school writing practices of three children aged 9 - 10 years old and how these practices travel across and within the domains of home and school. An unpublished PhD thesis, The Open University, England.
- [15] Cherry, K. (2015). Leadership styles. Retrieved from <https://www.verywellmind.com/personality-psychology-4157179> Updated on May 09, 2023
- [16] Cooper, C.D. (2021). Diversity Competency. https://scholar.flatworldknowledge.com/books/31761/cooper_ob-3019-20161212-085309-066035/preview
- [17] Dalisay, M. J. (2023). Unveiling the experiences of Indigenous college students in the province of Tarlac. *International Journal of Creative Research Thoughts*, 11(12), d80–d88.
- [18] Dawadi, S. (2020). Thematic Analysis Approach: A step by step guide for ELT research practitioners. *Journal of NELTA*, 25(1–2), 62–71.
- [19] Deady, K. (2017). 5 steps to becoming a culturally responsive teacher. Retrieved from www.teachaway.com/
- [20] Delos Reyes, R. (2018). Translanguaging in multilingual Third Grade ESL classrooms in Mindanao, Philippines. *International Journal of Multilingualism*.
- [21] Dillion, A., Craven, R. G., Kaur, G., & Yeung, A. S. (2020). Support for Aboriginal and non-Aboriginal Australian students' wellbeing at school. *International Journal of Educational Research* 99(4):101520.
- [22] Donohoo, J., Hattie, J., & Eells, R. (2018). Educational leadership: journal of the Department of Supervision and Curriculum Development, N.E.A 75(6):40-44.
- [23] Duncan, A., Risley, S., Combs, A., Lacey, H.M., Hamik E., Fershtman, C, Tamm, L. (2022). School challenges and services related to executive functioning for fully included middle schoolers with autism Focus on Autism and Other Developmental Disabilities, 38 (2) (2022), pp. 90-100.
- [24] Eduardo, J. P., & Gabriel, A. G. (2021). Indigenous peoples and the right to education: the Dumagat experience in the provinces of Nueva Ecija and Aurora, in the Philippines. *SAGE Open*, 11(2), 215824402110094.
- [25] Eseryel, D., Law, V., Ifenthaler, D., Ge, X., & Miller, R. (2014). An Investigation of the Interrelationships between Motivation, Engagement, and Complex Problem Solving in Game-based Learning. *Educational Technology & Society*, 17 (1), 42–53.
- [26] Espino, D. J., Gonzales, D.H., & Martin, I.P. (2021). Multilingual English Language Teaching in the Philippines. *International Journal of TESOL Studies* (2021). Vol. 3(3), 110-125.
- [27] Gay, G. (2010). *Culturally Responsive Teaching* (2nd ed.). New York: Teachers College Press. ED510010. ISBN-0-8077-5078-6.
- [28] Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice*. Third Edition. Multicultural Education Series. Teachers College Press. ED581130. 978-0-8077-5876-2.
- [29] Grande, E. D. (2018). The positionality of indigenous studies in the ongoing education reform. *Bannag: A Journal of Local Knowledge*, 5(1), 1-12.
- [30] Han, F. (2022). Sustainable Teaching Strategies to Teach Indigenous Students: Their Relations to Students' Engaged Learning and Teachers' Self-Concept. *Sustainability*, 14(17), 10973.
- [31] Hachfeld, A. (2015). Should teachers be colorblind? How multicultural and egalitarian beliefs differentially relate to aspects of teachers' professional competence for teaching in diverse classrooms. *Teaching and Teacher Education*, 48.
- [32] Heslop, I. Q. (2024). Attitude of students: Cebuano - Visayan language demystification in class instruction. *International Journal of Science and Management Studies*, 277–282.
- [33] Huang, J., Sang, G., & He, W. (2023). Motivation to teach and preparedness for teaching among preservice teachers in China: The effect of conscientiousness and constructivist teaching beliefs. *Frontiers in Psychology*, 14.
- [34] Importance of cultural awareness for educators. (2021, February 4). Online Programs at MC. <https://online.mc.edu/degrees/education/cultural-awareness-for-educators>
- [35] Jeder, D. (2022). Pedagogy of diversity in teacher training. *Journal of Education Society & Multiculturalism*, 3(2), 236–243.
- [36] Kazimi, A. B., Kamran, M., & Siddiqui, S. (2023). The effect of teacher's attitudes in supporting inclusive education by catering to diverse learners. *Frontiers in Education*, 8.
- [37] Kazmi, A. B., Siddiqui, U. N., and Siddiqui, S. (2021). Emotional intelligence: Source of self-efficacy among college-level instructors of Pakistan. *Perform. Improv.* 60, 21–32.
- [38] Kazmi, A. B., Kamran, M., & Siddiqui, S. (n.d.). The effect of teacher's attitudes in supporting inclusive education by catering to diverse learners. *Frontiers in Education*, 8.
- [39] Khan, I. K. & Behlol, M. G. (2014). Inclusive Education at Primary Level: Reality or Phantasm. *Journal of Education and Educational Development*, vol. 1, no. 1, pp. 1-19 Jun 2014.
- [40] Kini, T., & Podolsky, A. Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research (Palo Alto: Learning Policy Institute, 2016). <https://learningpolicyinstitute.org/our-work/publications-resources/does-teaching-experience-increase-teacher-effectivenessreview-research>
- [41] Kingira, S., and Muammer, M. (2010). Factors that Affect Hotel Employees Motivation: The Case of Bodrum. (Online).
- [42] Koşan, Y. (2015). An examination of the impact of early childhood education on bilingual children's school readiness. (Unpublished Master Dissertation).
- [43] Lakkala, S., Uusiautti, S., Kyrö-Ämmälä, O., & Grönfors, P. (2020). Students' social self-image and engagement with studies within the classroom: A qualitative multimethod research on teachers' pedagogical activities in inclusive education. *International Journal of Whole Schooling*, 16(1), 35-60
- [44] Liu, Wan-shuai, et al. "The Formation of Teachers' Intrinsic Motivation in Professional Development." *Integrative Psychological and Behavioral Science*, vol. 53, no. 3, Sept. 2019, pp. 418.
- [45] Magdadar, J. M., & Sacramento, N. J. J. (2022). Community engagement and the Indigenous Education discourse: unraveling policy lessons from Lumad's Alternative School in Mindanao, Philippines. *Thammasat Review*, 25(1), 57–81.
- [46] Massouti, A.; Shaya, N.; Abukhait, R. Revisiting Leadership in Schools: Investigating the Adoption of the Dubai Inclusive Education Policy Framework. *Sustainability* 2023, 15, 4274.
- [47] Meador, D. (2019, May 4). Strategies for Teachers: The power of preparation and planning. ThoughtCo. <https://www.thoughtco.com/power-of-preparation-and-planning-3194263>
- [48] Merdas, S. (2015). Effects of Audio-Visual Aids on Teaching English Active Vocabulary to EFL Learners. Unpublished master's thesis, Muhamed Kheider University of Briska, North Africa.
- [49] Mohajan, H. (2018). Qualitative research Methodology and social sciences and related subjects. *Munich Personal RePEc Archive*, 7(1), 23–48.

- [50] Mohammed, I. (2022). Factors affecting secondary schools teachers' motivation in the Elliotdale Circuit, South Africa. *African Educational Research Journal*, 10(3), 211–218.
- [51] Montaner, Richard, (2020). The Implementation of Indigenous Peoples Education Program in the Aytá Magbukun Tribe of Bataan, Philippines. *Archium*. ATENEO. <https://archium.ateneo.edu/theses-dissertations/349>
- [52] Nii Laryeafio, M. and Ogbewe, O.C. (2023), "Ethical consideration dilemma: systematic review of ethics in qualitative data collection through interviews", *Journal of Ethics in Entrepreneurship and Technology*, vol. 3, no. 2, pp. 94-110.
- [53] Ocampo, D. J., Rufino, R., & Gonzales, J. (2021). Participatory Policy Formulation on Indigenous Peoples Education in the K to 12 Basic Education Program in the Philippines. *Minding the Marginalized Students Through Inclusion, Justice, and Hope*, pp.211-242.
- [54] Oxtero, I. A. (2022). Implementation of Indigenous Peoples (IPEd) Program in Agusan del Sur: A Case Study. *Asian Journal of Social Psychology* 4(2):76-90.
- [55] Özbilen, F. M., Günay, G., & Yıldız, B. B. (2020). Evaluation of teachers' motivation and participation levels in professional development activities. *International Journal of Educational Studies and Policy*, 1(1), 15-35.
- [56] Pohan, C. A., & Aguilar, T. E. (2001). Measuring educators' beliefs about diversity in personal and professional contexts. *American Educational Research Journal*, 38(1), 159–182.
- [57] Protacio, A. (2022). Teaching culturally-diverse students in English as a language of instruction: Teachers' lived experiences. *Globus of Progressive Education a Refereed Research Journal*, 12(1), 7–12.
- [58] Protacio, A. V. (2023). English as a language of instruction in teaching culturally diverse students. *EILL*, Volume 18, Issue 1, 2023.
- [59] Putrawan, G. E., Mustika, I. W., Riadi, B. (2019). A Study on EFL Learners' Belief about Translation as a Learning Strategy in Indonesia. *International Journal of African and Asiatic Studies*.
- [60] Quimbo, M. A., Curuz, R. O. D., Serrano, E., Punalagui, M., & Centeno, E. (2023). Towards Liberating Education: A Proposed Rights-based Instructional Planning Approach for Teaching Higaonon Learners in the Philippines. *International Journal of Asian Education*, 4(3), 132-149.
- [61] Raballe, D., Perez, D., Illescas, C., Dacanay, R., & Campus, B. (n.d.). Lived Experiences of Indigenous People (IP) Learners in Predominantly Non-IP Schools in Southern Palawan. In *European Scholar Journal (ESJ)*.
- [62] Robiños, JR.O., Dasig, J.P., Mendoza, L.A. (2020). Learning and Sharing: Understanding Experiences in Teaching Indigenous Learners of Mindoro, pp.108 - 116
- [63] Ryan, M., Rowan, L., Lunn Brownlee, J., Bourke, T., L'Estrange, L., Walker, S. and Churchward, P. (2020), "Teacher education and teaching for diversity: a call to action", *Teaching Education*, Vol. 33 No. 2, pp. 194-213.
- [64] Samuels, A. (2018). Exploring culturally responsive the pedagogy: teachers' perspective on fostering equitable and inclusive classrooms. *SPRATE Journal*, 27, 22–30.
- [65] Sartika, D. H. M., Santihastuti, A., Wahjuningsih, E. (2019). The Learning Strategies Used by EFL Students in Learning English. *IJEE (Indonesian Journal of English Education)*, 6(1), 10-20.
- [66] Seefa., K. R. (2017, December). A learner's perspective of the challenges faced in learning English as a second language in post-conflict Sri Lanka: A case study of the Madhu Zone in Mannar District [Paper presentation]. *Proceedings of 7th International Symposium (IntSym2017)*, SEUSL, Sri Lanka.
- [67] Sehrawat, J. (2014). Teacher Autonomy: Key to Teaching success. *Bhartiyam International Journal of Education & Research*, 4(1), 1-8. <http://www.gangainstituteofeducation.com/NewDocs/1.pdf>
- [68] Sékaly, G. F. & Bazzi, R. (2021). A Critical Perspective on the Canadian Education Gap: Assessing First Nation Student Education Outcomes in Canada. *Institute of Public Policy and Economy*.
- [69] Sorge S., Kröger J., Petersen S., Neumann K. (2019). Structure and development of pre-service physics teachers' professional knowledge *International Journal of Science Education*, 41(7), (2019), pp. 862-889.
- [70] Szymanski, A., Croft, L., & Godor, B. (2018). Determining attitudes toward ability: A new tool for new understanding. *Journal of Advanced Academics*, 29(1), 29–55.
- [71] Tac-On, N. L. M. M., & Musico, N. a. G. (2024). Coping Mechanisms of teachers teaching in schools with indigenous people (IP) Learners: Language differences in focus. *EPRA International Journal of Environmental Economics Commerce and Educational Management*, 12–17.
- [72] Trentham, B. L., Langlois, S., Sangrar, R., Stier, J., Cockburn, L., Cameron, D., Renwick, R., & DSouza, C. (2020). Student Engagement in Peer Dialogue About Diversity and Inclusion. *Journal of Occupational Therapy Education*, 4(3).
- [73] Thomas, B. (2022). The role of purposive sampling technique as a tool for informal choices in a social sciences in research methods. *Just Agriculture Multidisciplinary E-newsletter*, 2(5).
- [74] Tortella, G.R., Seabra, A.B., Padrão, J. & Diaz-San Juan, R. (2021). Mindfulness and other simple neuroscience-based proposals to promote the learning performance and mental health of students during the COVID-19 pandemic. *Brain Sciences*, 11(5), 552.
- [75] Uğur, A. (2017). Predictive and Explanatory Relationship Model between Procrastination, Motivation, Anxiety and Academic Achievement. *Eurasian Journal of Educational Research*, 69, (2017), 221-240.
- [76] Valdazan E. Capuyan et al, *Cognizance Journal of Multidisciplinary Studies*, Vol. 4, Issue 5, May 2024, pp. 54-66
- [77] Van Ginkel, A. J. (2014, January 27). Using an additional language as the medium of instruction: Transition in mother tongue-based multilingual education. Webinar for MTB-MLE Network, Washington, DC. Retrieved from http://www.mlenetwork.org/sites/default/files/van%20Ginkel%20-%20Webinar%20Slides%20-%20202014_0.pdf
- [78] Verdira, V. A., Malon, C., & Macalisang, D. (2024). Lived Experiences of Indigenous People's Education (IPEd) Teachers in Integrating the IPEd Curriculum. *Journal of Interdisciplinary Perspectives*, 2(7).
- [79] Villagrancia, A. L. (2019, August). Stakeholder's Initiatives on the Indigenous Learners' Interest and Attendance in Oriental Mindoro. In *Ascendens Asia Journal of Multidisciplinary Research Conference Proceedings*, Vol. 3, No. 3.
- [80] Weström, S., Uusiautti, S., and Maatta, K. (2018). The force that keeps you going: enthusiasm in vocational education and training (VET) teachers work. *Int. J. Res. Vocat. Educ. Train.* 5, 244–263.
- [81] Will, M., & Najarro, I. (2022, April 18). What Is Culturally Responsive Teaching? *Education Week*. <https://www.edweek.org/teaching-learning/culturally-responsive-teaching-culturally-responsive-pedagogy/2022/04>
- [82] Yadav, R. A, and Yadav, M. K. (2023). Issues of Teaching English In The Classroom of Heterogeneous Students: A Case Study. *A Bi-annual South Asian Journal of Research & Innovation*, Vol: 10, Issue 1, Jan. 2023.
- [83] Yıldız, B. B., Günay, G., & Özbilen, F. M. (2021). Evaluation of teachers' motivation and curriculum autonomy levels. *Educational Policy Analysis and Strategic Research*, 16(2), 330–353.
- [84] Yip, S. Y., & Chakma, U. (2024). The teaching of Indigenous knowledge and perspectives in initial teacher education: a scoping review of empirical studies. *Journal of Further and Higher Education*, 1–14.
- [85] Zou, H., Yao, J., Zhang, Y., & Huang, X. (2023). The influence of teachers' intrinsic motivation on students' intrinsic motivation: The mediating role of teachers' motivating style and teacher-student relationships. *Psychology in the Schools*, 61(1), 272–286.