

Supervisory strategies and cultural responsiveness in curriculum delivery for Indigenous (IP) Learners in Magsaysay District

Lumbres, Albert A. ✉

Divine Word College of San Jose, Philippines (albert.lumbres001@deped.gov.ph)

Galay-Limos, Jenny A.

Divine Word College of San Jose, Philippines (jennygalay05@gmail.com)



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Abstract

This critical gap in curriculum implementation underscores the indispensable role of instructional leadership. Thus, employing a sequential exploratory design, this study aimed to explore the supervisory strategies of school heads and examine their impact on the cultural responsiveness in curriculum delivery for indigenous learners in Magsaysay District. 70 teachers who served in 10 IP Public Elementary Schools answered the validated researcher-made instrument. Findings revealed that school heads implemented three major supervisory strategies, namely, cultural awareness training, pedagogical adaptations, and supervisory support mechanisms. Moreover, school heads have a strong support mechanism as one of their supervisory strategies to ensure that the delivery of the curriculum to indigenous learners is inclusive and culturally responsive. Also, the academic performance of IP learners improved when the curriculum delivered was culturally responsive. Learners demonstrated a better understanding of the lesson presented. They were able to effectively articulate their knowledge across different assessment methods when the curriculum is culturally responsive, and the pedagogy is indigenized and localized. Thus, an action plan is proposed to build the capacity of School Heads to become culturally responsive instructional leaders, ensuring that curriculum delivery is not only accessible but also relevant and respectful of learners' indigenous knowledge systems and practices (IKSP). This study recommends that school heads adopt a collaborative and community-linked supervisory approach. Supervisors may not limit their strategies to the four walls of the classroom but may extend them to include the IP community itself.

Keywords: supervisory strategies, cultural responsiveness, curriculum delivery, cultural awareness training, Indigenous Learners

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1. Introduction

The Indigenous Peoples' Rights Act (IPRA) of 1997 mandates the state to protect and promote the right of Indigenous Cultural Communities to culturally appropriate and responsive education (Republic Act No. 8371, 1997). Operationalizing this mandate, the Department of Education (DepEd) instituted the Indigenous Peoples Education (IPEd) Program through DepEd Order No. 62, s. 2011, which provides the framework for a culture-based education (CBE) curriculum designed to be "responsive to the context, respects the identity, and promotes the indigenous knowledge systems and practices (IKSPs)" of learners. The pursuit of inclusive and equitable quality education is a central tenet of the global Education 2030 agenda, as outlined in the United Nations Sustainable Development Goal 4, which explicitly calls for ensuring equal access to all levels of education for vulnerable populations, including indigenous peoples (United Nations, 2015). In the Philippines, this global commitment is enshrined in national law and policy.

Despite this robust policy foundation, a significant chasm persists between the aspirational goals of IPEd and the lived reality in many classrooms. A primary challenge lies in effectively delivering a national curriculum that has historically been monocultural and standardized (Madrid, 2021). Teachers, who are often non-Indigenous and trained in Western-centric pedagogical models, frequently lack the competencies, resources, and support to adapt content and methodologies to be culturally resonant for Indigenous Learners (IP) (Barrida et al., 2025). This disconnect can lead to pedagogical incongruence, in which the teaching style and content are alien to learners' worldviews, resulting in disengagement, high dropout rates, and the perpetuation of educational marginalization (Bueno, 2020). This critical gap in curriculum implementation underscores the indispensable role of instructional leadership within the school. The school principal, as the primary instructional leader, is tasked with supervising the teaching and learning processes to ensure their quality and effectiveness (DepEd, 2015). Instructional supervision, when conceived as a formative and supportive process rather than a mere punitive inspection, is a powerful lever for improving teacher practice and, by extension, student outcomes (Sergiovanni & Starratt, 2013). In the unique context of schools serving IP communities, the principal's supervisory function must evolve beyond generic pedagogical feedback. It must be deliberately geared toward fostering what Paris and Alim (2017) term "culturally sustaining pedagogy," which seeks not only to be responsive to but also to perpetuate and foster linguistic, literate, and cultural pluralism.

However, the question of how school principals can effectively implement this culturally informed supervision remains underexplored, particularly in the Philippine context (Maglasang & Galigao, 2025). The strategies they employ—whether clinical supervision models, collaborative coaching, community-engaged strategies, or a combination thereof—directly influence teachers' capacity to deliver the curriculum in ways that honor the identity and knowledge of IP learners (Gay, 2018). The effectiveness of these supervisory approaches is the critical linchpin determining whether the IPEd policy translates into meaningful practice or remains a symbolic gesture.

In this context, the present study is situated. Focusing on the elementary schools in Magsaysay District, which hosts a significant population of IP learners, this research seeks to investigate the intricate relationship between the supervisory strategies employed by elementary school principals and the level of cultural responsiveness manifested in classroom curriculum delivery. By examining this nexus, the study aims to generate evidence-based insights that can bridge the prevailing policy-practice divide. Ultimately, this inquiry contributes to the broader mission of transforming educational leadership to ensure that the right to education for every Indigenous learner in the Philippines is not just an access right, but a right to a meaningful, affirming, and empowering learning experience.

Statement of the Problem - This study aimed to investigate the relationship between school principals' supervisory strategies and the level of cultural responsiveness in curriculum delivery for Indigenous learners in the elementary schools of Magsaysay District. Specifically, it sought to answer the following questions: (1) What are the supervisory strategies employed by the school heads in the curriculum delivery of Indigenous learners in Magsaysay District? (2) What is the level of supervisory strategies employed by the school heads in the curriculum delivery of Indigenous learners in Magsaysay District in terms of cultural awareness training, pedagogical adaptations, and supervisory support mechanisms? (3) What is the extent of cultural responsiveness of the curriculum delivery for Indigenous Learners as assessed by teachers in terms of Learner Engagement, Academic Performance, and Cultural Inclusivity? (4) Is there a significant relationship between the level of supervisory strategies of the school heads and the extent of cultural responsiveness in the curriculum delivery for Indigenous Learners as assessed by the teachers? (5) What action plan may be proposed to enhance the effectiveness of supervisory strategies among school heads of Magsaysay District?

Significance of the Study - The researcher of this present research study believed that principals' supervisory strategies must extend beyond conventional pedagogical techniques. It must be deliberately crafted to equip teachers with the competencies to integrate Indigenous Knowledge, Skills, and Practices (IKSP), use culturally appropriate materials, and employ responsive teaching methodologies. The effectiveness of these supervisory approaches—whether they are collaborative or community-based—is pivotal in determining whether curriculum delivery genuinely resonates with indigenous learners or inadvertently perpetuates cultural dissonance and disengagement (Gonzales & Lucas, 2022). Notwithstanding, the study moved beyond academic exercise to become a potent tool for systemic leadership improvement. It provides a clear, evidence-based pathway for transforming instructional leadership to finally realize the promise of inclusive, equitable, and culturally sustaining education for Indigenous learners in Magsaysay, Occidental Mindoro, MIMAROPA Region. The findings of this study are anticipated to be beneficial to the following entities: Indigenous Learners, taking cognizance of the improved learning experience and outcomes, ultimately, effective supervisory strategies lead to more supportive teachers and a more relevant curriculum. This translates into higher engagement, reduced dropout rates, improved academic achievement, and a stronger sense of cultural identity and pride. The study will provide school heads with empirical evidence on which supervisory strategies are most effective in promoting cultural responsiveness, thereby enhancing their instructional leadership capabilities in an IPEd context. It provides a clearer, data-driven model of which specific supervisory strategies are most effective in promoting cultural responsiveness, i.e., an Evidence-Based Leadership. The results of this study can inform teachers' professional development needs and guide teachers in refining their pedagogical approaches to be more inclusive and effective for IP learners. Relative to Clarified Expectations and Support, the study validates the challenges teachers face and outlines the specific pedagogical practices that constitute effective, culturally responsive teaching. It provides a clearer picture of what is expected and valued. The results of the present investigation can provide parents with evidence-based insight into how supervisory strategies play a critical role in delivering a more inclusive, responsive, and indigenized curriculum that mirrors the true setting of Indigenous Peoples' Education in Magsaysay.

For the Curriculum and Instruction Development (CID) Office, in terms of Contextualization of Learning Resources (LRs), the CID can use the findings to guide the development and distribution of more effective, localized, and culturally appropriate Learning Resources (LRs) and Self-Learning Modules (SLMs) that teachers need to deliver the curriculum responsively. The CID can, in fact, use this to design and deliver precise, needs-based training and technical assistance (e.g., LAC sessions) on curriculum contextualization, rather than offering generic training. National Commission on Indigenous Peoples (NCIP), the findings of this study will provide the NCIP with empirical evidence on how school-level supervisory strategies either facilitate or hinder the culturally responsive delivery of education for Indigenous (IP) learners. By identifying the strengths and gaps in curriculum implementation within the Magsaysay District, the results can inform the NCIP's policy recommendations and monitoring activities, ensuring that the right to culturally rooted education, as mandated by the Indigenous Peoples Rights Act (IPRA) of 1997, is upheld. Furthermore, this study can serve as a basis for strengthening the NCIP's partnership with the Department of Education (DepEd) to develop and contextualize

learning materials that truly respect and reflect the identity, culture, and traditions of IP communities. The findings of this study can serve as a basis for DepEd Officials (District and Division Level) to craft more responsive and evidence-based policies, training programs, and technical assistance plans for school leaders and teachers in IPEd-implementing schools at the district and division levels in Occidental Mindoro. In terms of Strategic Planning and Support, the results could provide a district-wide diagnosis to the District Supervisor. The supervisor can use the findings to design targeted district-level training programs for school heads focused on culturally responsive instructional supervision. Relative to Resource Allocation, the study can inform decisions on where to allocate limited resources—for instance, prioritizing funding for the development of culturally appropriate learning materials or for training programs identified as most impactful.

Also, the Schools Division Superintendent. Tantamount to Informed Division-Wide Policy Formulation, the superintendent can champion division memoranda or policies that institutionalize the most effective supervisory practices identified in the study across all districts with IP learner populations. In terms of Strategic Direction for IPEd Implementation, the study offers a macro-level view of implementation challenges and successes at the school level, enabling the superintendent to set a more informed, strategic direction for the entire division's IPEd program. To LGU Magsaysay, this investigation could help the municipality's policymakers craft, revisit, and review existing ordinances related to educational reforms, making them more culturally responsive to the needs of indigenous learners across the municipality's barangays. The result would help address gaps in how external stakeholders could directly and meaningfully provide their full support in capacitating school leaders and/or providing teaching and learning resources for teachers and IP learners. For future researchers, this study can contribute to the body of literature on educational leadership and culturally responsive pedagogy in the Philippine context and serve as a reference for further investigation. For Baseline Data and Foundation for Further Study, this study provides a foundational model and a validated instrument that can be replicated in other districts or regions to enable comparative analysis. For the Identification of New Research Avenues, this present investigation will likely uncover new questions.

Scope and Delimitation of the Study - This section outlines the boundaries and specific parameters of the research investigation. It defined what the study included (such as the school head's supervisory strategies and cultural responsiveness) and what was excluded (other supervisory strategies in mainstream education) to ensure a clear, manageable, and focused inquiry. This study examined the supervisory strategies of all elementary school principals and the cultural responsiveness of teachers' curriculum delivery to IP learners in all public elementary schools within Magsaysay District for the school year 2025-2026. The study spanned from November 2025, for qualitative interviews with school heads, to January 2026, for the administration of the quantitative research questionnaires to teacher-respondents. The research focused on the Supervisory Framework for Teachers, operationalized through three dimensions, one of which is Cultural Awareness Training that encompasses the frequency, content (e.g., coverage of local IP history, IKSPs), and mode of delivery of training initiatives facilitated or mandated by the school principal. Second are the Pedagogical Adaptations, which cover the principal's strategies for guiding teachers to contextualize lesson plans, use culturally appropriate teaching methods such as community-based learning, and develop localized learning materials. And the third one is the Supervisory Support Mechanism, which includes specific processes employed by the principal, such as culturally informed classroom observations, feedback and coaching sessions, and the facilitation of Learning Action Cells (LACs) focused on IP pedagogy.

Moreover, the study was limited to exploring the dependent variable, i.e., cultural responsiveness in curriculum delivery, which was measured using three indicators. One of which is learner engagement, assessed through observable behavioral metrics such as attendance and participation, as well as perceived cognitive and affective engagement gathered from surveys and observations. The second one is academic performance, measured by the aggregated academic grades of IP learners in key learning areas (e.g., Science, Math, Araling Panlipunan), where contextualization is most feasible, with a focus on trends over a recent academic period. And finally, the third one is cultural inclusivity, which was evaluated by analyzing learning resources, lesson plans, and the physical classroom environment for evidence of integrated IKSPs, use of the mother tongue, and

displays of cultural respect. This research was delimited to other culturally indigenous learners apart from the Ratagnon tribe. Respondents in qualitative research are purposively selected, while a complete enumeration of all school heads and teachers from the selected research site is conducted. There were 10 school heads identified from 10 elementary schools, and 70 teacher-respondents across those schools.

2. Methodology

Research Design - This study utilized a sequential exploratory design. It is a two-phase mixed-methods design in which the researcher first collects and analyzes qualitative data to explore a phenomenon, then builds on those findings to conduct a quantitative phase (Cresswell, 2012). In addition, a qualitative design was used to identify the supervisory strategies employed by the school heads in delivering the curriculum to Indigenous learners. The quantitative design was used to describe the level of supervisory strategies and the extent of cultural responsiveness in curriculum delivery, and to determine their relationship.

Respondents of the Study - For the qualitative part of this study, the participating respondents were all 10 school heads who served in IP public elementary schools in Magsaysay District. Moreover, for the quantitative part of this study, the respondents were 70 teachers serving in 10 IP public elementary schools in Magsaysay District.

Research Instrument - To gather pertinent information for this study, the researcher considered the nature of the research design. For the qualitative part of this study, an interview guide was administered to elicit and extract codes from analyzed texts or transcribed interviews to form themes, to locate instruments that use concepts parallel to the qualitative themes, and to create scales and items for a questionnaire (Creswell, 2012). Moreover, in the quantitative part, the researcher used a researcher-made questionnaire. A Likert-type scale was used in this study and underwent a series of content and expert validation, as well as reliability testing, by experts in the field and academe. One set of questionnaires was prepared for all the participating respondents, namely, elementary teachers in Magsaysay District. Each research instrument elicited responses from elementary teachers regarding the following variables: Cultural Awareness Training, Pedagogical Adaptations, Supervisory Support Mechanisms, Learners' Engagement, Academic Achievement, and Cultural Inclusivity. To interpret results related to Instructional Leadership (independent variable), a five-point Likert scale is used; responses are keyed as: 5-Always; 4-Often; 3-Sometimes; 2-Rarely; 1-Never.

To validate the questionnaire, the researcher sought the help of three Graduate School Professors from DWCSJ, who have expertise in the said discipline, to assess the coherence of each item with the study's desired goal. The experts' comments and suggestions were incorporated into the final copy of the survey questionnaire. The research instrument in the form of a questionnaire was administered once to 30 respondents. It comprised six variables and underwent a reliability test. The foregoing analysis evaluates the internal consistency and reliability of the research instrument using Cronbach's alpha. Cronbach's Alpha is a measure used to assess the internal consistency of a scale or questionnaire, determining how closely related a set of items is as a group. Table 1 presents the results of the reliability analysis using standardized items.

Table 1
Result of Reliability Analysis

Items	Number of Items	Reliability Coefficients*	Analysis
I. Supervisory Strategies of School Heads (6 items each)			
1. Cultural Awareness Training	6	0.823	High Reliability
2. Pedagogical Adaptations	6	0.844	High Reliability
3. Supervisory Support Mechanisms	6	0.845	High Reliability
II. Cultural Responsiveness in Curriculum Delivery (6 items each)			
1. Learner Engagement	6	0.749	High Reliability
2. Cultural Inclusivity	6	0.799	High Reliability
3. Academic Performance	6	0.799	High Reliability

*Based on equal length

Based on the reliability analysis, all six variables demonstrate strong reliability, with values ranging from

0.749 to 0.845. The variables pedagogical adaptations, supervisory support mechanisms, and cultural awareness training exhibit the highest levels of internal consistency, as reflected in Alpha coefficients of 0.845, 0.844, and 0.823, respectively. These coefficients suggest that the six items used to measure each construct are highly consistent and reliably measure the constructs. Academic performance and cultural inclusivity also show good reliability, with cultural inclusivity slightly below 0.80 but remaining well above the standard minimum of 0.70. This indicates that the survey items are well understood by respondents and consistently answered. Learner engagement yielded the lowest alpha at 0.745, but it is still considered a statistically acceptable level of reliability. The overall reliability of the instrument is high. Every construct achieved an alpha value greater than 0.70, indicating that the items measure the same underlying construct with high reliability. These results provide a solid foundation for proceeding with further inferential statistical testing.

Data Gathering Procedure - A letter of request to conduct this study was forwarded to the office of the Schools Division Superintendent. Firstly, the researcher sought the research adviser's approval to prepare the questionnaires and other materials needed for the study. In the second step, the researcher, through a letter of intent, sought permission from the DepEd Public School District Supervisor of Magsaysay District to collect the necessary data from 10 elementary schools identified under her academic jurisdiction. To ensure a smooth data-gathering process, permission to conduct the survey questionnaire was also sent to the Office of the Mayor and the Office of the Brgy. Captains as well. After securing all necessary preliminaries and protocols for data collection, the researcher first conducted interviews with the selected elementary principals in Magsaysay District via an online messaging platform. After the written answers from the qualitative interview were gathered, they were transcribed and analyzed to extract codes and form themes. Meanwhile, for the quantitative aspects of data collection, a researcher-developed questionnaire was administered to 70 teacher respondents from various elementary schools over 2 weeks.

Statistical Treatment of the Data - For the qualitative phase, thematic analysis was used to identify the supervisory strategies employed by the school heads in delivering the curriculum for Indigenous learners in Magsaysay District. For the quantitative phase, statistical techniques were employed in this study to obtain reliable results using SPSS version 26. The weighted mean was used in descriptive statistics to characterize the level of supervisory strategies employed by the school heads in the delivery of the curriculum to Indigenous learners in Magsaysay District. Meanwhile, Structural Equation Modeling using WaysPLS version 7.0 was employed to examine the significant relationships between the Supervisory Strategies of the school heads and Cultural Responsiveness in Curriculum Delivery for Indigenous Learners, as assessed by the teachers, under inferential statistics. Furthermore, since the questionnaire is a Likert-type scale, responses were assigned corresponding values to facilitate easy interpretation and correlation analysis of variables.

Ethical Considerations - Considering the very nature of this research study, that is, descriptive quantitative research utilizing a correlational research design, the researcher ensured strict confidentiality of the data gathered from the chosen respondents. Consent and assent forms were given to the parents of the participating elementary pupils to elicit their favorable responses regarding their willingness to have their children participate in the present research endeavor. The same is true with the school heads/school principal and elementary teachers. All pros and consequences, benefits, advantages, and disadvantages as well as the primary roles of the researcher in the whole conduct of data gathering procedure (pre-data gathering, pilot testing and actual administration of questionnaire), were disclosed from among the participating respondents to elicit good responses through their consent without violating their rights of data privacy and the likes. Nevertheless, the researcher informed the participating respondents that they may withdraw from the study at any time without restrictions.

3. Results and Discussions

After the descriptions were categorized, the final thematic map of supervisory strategies employed by the school heads in the curriculum delivery of Indigenous learners in Magsaysay District, as reflected in the figure, reveals three supervisory strategies: cultural awareness training, pedagogical adaptations, and supervisory

support mechanisms. The final themes are presented in box figures. In multicultural and indigenous contexts, cultural awareness training has become a crucial component of teacher supervisory frameworks. According to recent research, this type of training increases teachers' awareness of cultural differences, helping them better understand and meet the specific needs of Indigenous learners (Smith & Johnson, 2021). Moreover, a culturally responsive supervisory paradigm, according to Caingoy (2023), sees pedagogical adaptation as "smartening up" by relating academic concepts to learners' lived circumstances rather than "dumbing down" the curriculum. In fact, the value of instructional coaching above conventional inspectional models has been emphasized by recent studies. Alongside the teacher, Knight (2021) stated that a coach-supervisor who plans lessons together with the teacher, and provides formative, non-evaluative feedback, and models culturally sensitive teaching techniques fosters a cooperative, growth-oriented partnership while lowering instructor anxiety.

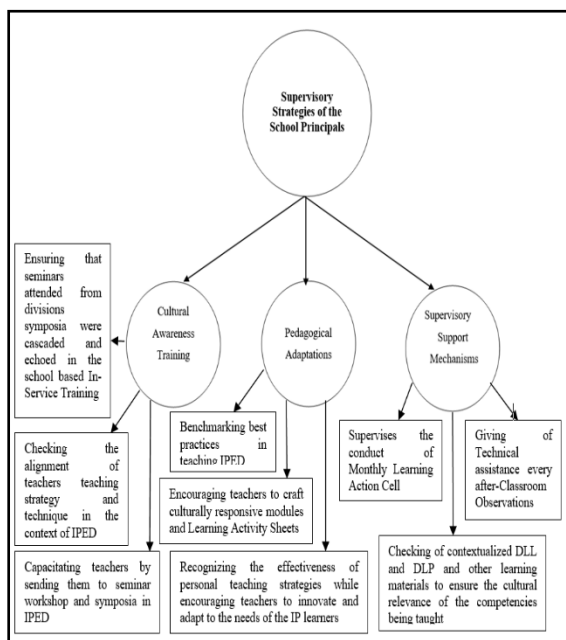


Figure 1. Initial Thematic Map of Supervisory Strategies

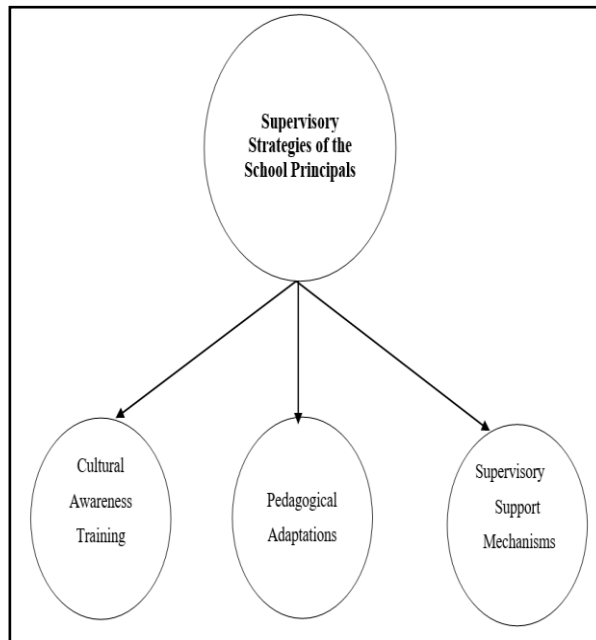


Figure 2. Final Thematic Map of Supervisory Strategies

Table 2

Mean Level of Supervisory Strategies in terms of Cultural Awareness Training, Pedagogical Adaptations, and Supervisory Support Mechanisms

Cultural Awareness Training	Weighted Mean	Interpretation
1. The school head uses a tool in my classroom observations for teachers, COT, for culturally pedagogical practices addressed to the teachers	4.69	Very High
2. The school head conducts professional learning communities (PLCs) to refine culturally responsive teaching practices	4.51	Very High
3. The school head allocates budget on the (SIP) School Improvement Plan that promotes cultural awareness to our academic community	4.66	Very High
4. The school head monitors teacher engagement in cultural training programs as part of their professional development portfolio.	4.39	Very High
5. The school head actively participates in community events by understanding the local culture that informs decision-making	4.77	Very High
6. The school head establishes rapport for an open dialogue by listening to the voice of the IP learners	4.83	Very High
Composite Mean	4.64	Very High
Pedagogical Adaptations		
1. The school head leads the development of a school- A broad policy guideline encouraging the indigenization of the curriculum to integrate IP knowledge and perspectives.	4.37	Very High
2. The school head uses a specific Observation Tool that includes criteria for evaluating culturally responsive pedagogical practices, during my classroom observations	4.51	Very High

3. The school head allocates resources and provides time for teachers to collaborate in developing culturally relevant learning resources.	4.66	Very High
4. The school head recognizes teachers who demonstrate innovation in creating culturally adapted teaching strategies.	4.39	Very High
5. The school head facilitates professional learning communities (PLCs) where teachers can systematically share their culturally responsive teaching practices.	4.77	Very High
6. The school head monitors teachers' teaching pedagogy quarterly to ensure that it is culturally adapted to the needs of the learners	4.83	Very High
Composite Mean	4.64	Very High
Supervisory Support Mechanisms		
1. The school head establishes a clear system for teachers to seek support when facing challenges related to culturally diverse classrooms	4.47	Very High
2. The school head ensures that the school's resource allocation (e.g., for instructional materials, field trips) reflects the priority of supporting IP education.	4.41	Very High
3. The school head supervisory feedback to teachers following classroom observations is primarily formative, focusing on improving their culturally responsive methods.	4.37	Very High
4. The school head protects teachers from excessive administrative tasks to ensure they have adequate time for developing culturally adapted lessons.	4.41	Very High
5. The school head creates a school culture where teachers feel safe to innovate in their pedagogy without fear of deviating from DepEd Orders	4.46	Very High
6. The school head collaborates with teachers by giving them technical assistance in conducting action researches relative to their chosen interventions	4.53	Very High
Composite Mean	4.44	Very High
Overall Mean	4.52	Very High

Scale: 4.20-5.00 Very High; 3.40 -4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.00-1.79 Very Low

Table 2 shows the mean levels of supervisory strategies employed by school heads, as assessed by teachers in the delivery of the curriculum for indigenous learners. As shown in the table, all three indicators yielded composite means interpreted as “Very High,” ranging from 4.44 to 4.64. The highest composite mean is attributable to the indicator "cultural awareness training," with a mean score of 4.64. According to a study, teachers must first be given a basic awareness of the cultures they interact with through a supervisory framework. Beyond merely acknowledging holidays and clothing, Cultural Awareness Training (CAT) fosters a profound understanding of Indigenous Knowledge Systems and Practices (IKSPs), worldviews, and historical contexts.

Furthermore, in multicultural and indigenous situations, cultural awareness training has become a crucial part of teacher supervisory frameworks. According to recent research, this type of training increases teachers' awareness of cultural differences, helping them better understand and meet the specific needs of Indigenous students (Smith & Johnson, 2021). According to Reyteran (2021), pre-service teachers regularly deal with curriculum implementation, student progress monitoring, living with the IP community, and occasionally traveling to and from the IP community as they go about their daily tasks of instructing their IP students are ready to instruct IP students thanks to the knowledge, attitudes, and abilities they have gained throughout their pre-service teacher education program. Eden et al. (2024) revealed that acknowledging and honoring the cultural identities, experiences, and histories of students, teachers, and communities is the cornerstone of cultural competency. Teachers can leverage students' diverse backgrounds to enhance learning experiences through culturally responsive teaching strategies. This entails integrating viewpoints, educational strategies, and culturally relevant content that connect with students' real-world experiences. Additionally, educators must continue their professional development to establish cultural competence. Workshops and training courses can improve teachers' knowledge of cultural diversity, unconscious prejudices, and inclusive teaching techniques.

Meanwhile, the lowest composite mean was attributed to the second indicator, “Pedagogical Adaptations,” with a mean score of 4.44. To make learning relevant and accessible for Indigenous learners, teachers must be guided by supervision in translating cultural knowledge into practical instructional adjustments. This entails monitoring how educators adapt curriculum content, instructional techniques, and assessment processes. Culturally responsive pedagogy (CRP) is an educational approach that prioritizes recognizing students' cultural backgrounds, experiences, and viewpoints, according to Guberina (2023). CRP's efficacy depends on a wide range of individual circumstances, but cultural acknowledgment and appreciation are crucial. This means making

room in the curriculum and teaching strategies for students' varied cultural identities and backgrounds. According to Manzul (2025), the most crucial method for contextualizing instruction is first to understand pupils' cultural backgrounds, thereby enabling teachers to tailor lessons to their needs. In order to enable students to freely express themselves and broaden their vocabulary in order to effectively engage with people who have different worldviews, values, behaviors, communication styles, customs, and practices, teachers in CRT feel that it is essential to assist students in learning at least two languages: their mother tongue and its English equivalent. Manzul (2025) emphasized that inclusive education upholds each student's entitlement to a high-quality education by encouraging participation, removing barriers, and attending to diverse learning needs. Ogegbo and Ramnarain (2024) identified several strategies for integrating Indigenous knowledge systems (IKS) into science education in schools, including using contextualized Indigenous instructional materials, working with Indigenous elders and knowledge keepers, and involving students in experiential learning activities. The study also highlighted the benefits of various pedagogies for incorporating IKS into scientific education, such as fostering the development of new knowledge and improving critical thinking skills. The research demonstrated that teachers can successfully integrate IKS into their science classrooms by recognizing and using a variety of approaches. Because of this change, supervisors must be well-versed in differentiated instruction and able to offer constructive criticism on the methods teachers use for evaluation. Finally, teachers can also close the gaps between formal curriculum requirements and indigenous epistemologies by working with supervisors to co-create lesson plans that incorporate local culture (Kumar & Singh, 2022).

Table 3

Mean Extent of cultural responsiveness of the curriculum delivery for Indigenous Learners as assessed by teachers in terms of Learner Engagement, Academic Performance, and Cultural Inclusivity

Learner Engagement	Weighted Mean	Interpretation
1. My Indigenous Learner actively participates in class discussions and activities.	4.80	Very High
2. I observe that IP learners show increased motivation and interest when lesson content is connected to their cultural heritage.	4.74	Very High
3. IP learners in my class confidently ask questions that allow them to express their ideas fully	4.60	Very High
4. There is a noticeable improvement in the school attendance of my IP learners when culturally relevant topics are integrated into the lesson	4.63	Very High
5. My IP learners collaborate effectively with their peers from both IP and non-IP backgrounds during group work.	4.64	Very High
6. I observe that my IP learners are actively engaged in performing tasks that are culturally applicable to their real-life scenario	4.83	Very High
Composite Mean	4.71	Very High
Cultural Inclusivity		
1. The learning materials in my classroom (e.g., books, posters, visuals) reflect the culture, history, and contributions of Indigenous Peoples.	4.34	Very High
2. IP learners express pride in their cultural identity during classroom activities	4.47	Very High
3. The classroom environment is one where the native dialect of IP learners is respected when appropriately incorporated into learning.	4.70	Very High
4. Classroom rules and interactions in our classroom are based on mutual respect for diverse cultural backgrounds.	4.71	Very High
5. I feel successful in creating a learning space where both IP and non- IP students value and learn from each other's cultures.	4.70	Very High
6. Quarterly Assessments of learning outcomes of our IP learners are indigenized without compromising standardized test competencies	4.64	Very High
Composite Mean	4.60	Very High
Academic Performance		
1. The quarterly academic grades of my IP learners have shown improvement through the use of culturally responsive teaching methods.	4.49	Very High
2. IP learners demonstrate a better understanding of lesson content when it is presented using examples and contexts from their own culture.	4.56	Very High
3. The completion rate of assignments and projects among my IP learners is high.	4.39	Very High
4. My IP learners are able to effectively articulate their knowledge through diverse assessment methods (e.g., storytelling, practical demonstrations,	4.53	Very High

portfolios).		
5. The achievement gap between IP learners and their non-IP classmates in my subject narrows down compare from the last quarter	4.54	Very High
6. By using indigenous layperson's terms, IP learners are able to articulate their answers well when being asked HOTS questions during recitation.	4.50	Very High
Composite Mean	4.50	Very High
Overall Mean	4.60	Very High

Scale: 4.20-5.00 Very High; 3.40 -4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.00-1.79 Very Low

Table 3 shows the mean extent of cultural responsiveness in curriculum delivery for indigenous learners. As shown in the table, all three indicators yielded composite means interpreted as "Very High," ranging from 4.50 to 4.71, with an overall composite mean of 4.60. The results are comparable to the Culturally Responsive-Sustaining Pedagogy (CR-SP) by Paris & Alim (2017), which moves beyond mere responsiveness to advocate for an education that sustains linguistic, literate, and cultural pluralism as part of schooling for positive social transformation. This theory argues that teaching should connect to students' cultural backgrounds and experiences, making learning more relevant and effective. This theory provides the lens for defining and measuring "cultural responsiveness" in curriculum delivery. It moves beyond the earlier concept of culturally relevant pedagogy to argue that education should not just be responsive to but should actively sustain and perpetuate the linguistic, literate, and cultural pluralism of students. Gay (2018) defines culturally responsive teaching as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective. Paris & Alim (2017) assert that pedagogy should be "sustaining," supporting young people in sustaining the cultural and linguistic competence of their communities while simultaneously providing access to dominant cultural competence. The highest composite mean could be attributed to indicator, Learner Engagement, with a mean score of 4.71. Research shows that learner engagement is greatly increased when the curriculum is delivered in a culturally sensitive manner. Students feel much more like they belong and are much more motivated to engage when they see their identities, history, and languages represented and appreciated in the curriculum. According to Picpican (2025), indigenous pedagogies support inclusive education by affirming students' cultural identities and the communities they belong to, empowering them within their unique global contexts. Students were more eager to participate, more sympathetic. They felt more united in their classroom when academic staff used *kuwentuhan* and models of cooperation and teamwork based on *bayanihan* and *pagtutulungan*. Furthermore, a strong framework for experiential, contextual learning was provided by integrating indigenous rituals and methods of knowing, *eco-knowledge*, ceremony, and ethnicity into the curriculum.

According to Magnaye (2025), incorporating Indigenous science into higher education is essential for developing students' cultural resilience and contextualized scientific literacy as well as their environmental perception, or their cognitive, emotional, and cultural understanding of the natural world. The results show that teachers create meaningful learning experiences through curriculum integration, hands-on and land-based activities, multimodal representations, and community involvement. These techniques improve students' perceptual, emotional, and behavioral connections to the environment by encouraging deeper involvement with regional ecologies and cultural heritage. According to Suarta et al. (2022), learning outcomes in cognitive, social, and interpersonal domains are positively influenced by students' perceptions of their teachers' indigenous knowledge and cultural competence.

In addition, increased learner engagement among Indigenous students has been associated with culturally relevant curriculum delivery. According to research by Chen and Morales (2022), students exhibit higher motivation and engagement when the curriculum includes indigenous languages, customs, and values. In a similar vein, Johnson et al. (2024) found that culturally relevant content encourages students to feel a sense of belonging and have their identities validated, leading to active participation in class. Supervisors who assist educators in incorporating this kind of content help provide compelling learning opportunities tailored to the circumstances of Indigenous learners.

Meanwhile, the lowest composite mean was attributed to the third indicator, "Academic Performance," with

a mean score of 4.50. According to a meta-analysis by Ahmed and Lee (2023), Academic performance is positively impacted when cultural responsiveness is incorporated into curriculum delivery. Compared with children taught using the standard curriculum, Indigenous pupils exposed to culturally modified curricula performed better on literacy and numeracy examinations. According to Lavilles and Estrellan (2025), IP learners' performance was significantly impacted by the implementation of IPED curricular contextualization. It was determined that the IPED curriculum prioritizes learning outcomes, enabling instructors to teach the course. A research study by Sammel (2020), based on a meta-analysis, underscores that Academic attainment across subject areas is positively and significantly affected by educational practices that take into account students' cultural origins. This is supported by the research findings of Suarta et al. (2022), which show that learning outcomes in cognitive, social, and interpersonal abilities are positively affected by students' perceptions of their teachers' indigenous knowledge and cultural competency. According to Lavilles and Estrellan (2025), IP learners performed well in communication, creativity, and invention, as well as in the use of technology as a learning tool, teamwork, self-direction, critical thinking, and problem-solving. There is a connection between IP learners' performance and curriculum management.

According to Lovido and Salazar's (2025) research, CRT effectively improves science learning outcomes and inquiry competence, especially in classrooms with diverse student bodies. These findings corroborate studies that contend that by contextualizing science education and tying material to cultural knowledge, CRT promotes inclusivity, inquiry, critical thinking, and conceptual comprehension. On the other hand, the indicator Cultural Inclusivity yielded a mean score of 4.60, with a "Very High" verbal interpretation. The ultimate goal of cultural responsiveness is cultural inclusivity—creating a learning environment that not only recognizes but also celebrates and maintains indigenous culture, beyond engagement and performance. This goes beyond tokenistic inclusion (one lesson on a traditional dance, for example) to the widespread integration of IKSPs into the curriculum. According to Manzul (2025), inclusive education upholds each student's entitlement to a high-quality education by encouraging participation, removing barriers, and addressing diverse learning needs. According to Chakma (2024), culturally appropriate teaching materials are essential. The diversity of Indigenous knowledge and customs should be reflected in textbooks, multimedia resources, and instructional aids. This promotes a sense of identity and belonging by enabling kids to connect with their heritage.

Additionally, by fostering intercultural communication and appreciation, these tools can serve as bridges of understanding for kids from all backgrounds. Li and Li (2020) demonstrated that the most commonly used tactics in inclusive classrooms were shorter assignments and different expectations; teachers' lesson plans were heavily focused on general education rather than the unique needs of each student; and the obstacles to inclusive instruction were much higher than the support received. Additionally, compared to instructors in rural regions, general education teachers in urban areas employed more teaching strategies, faced fewer obstacles to inclusive instruction, and received more support. According to Sammel (2020), an inclusive environment is clearly present when, firstly, indigenous elders are acknowledged as knowledge holders and invited to teach, secondly, when indigenous languages are used as instructional and learning languages, and lastly, when the physical classroom features and illustrates artifacts, symbols, and maps pertinent to the local community. This encourages a great sense of pride in one's identity.

This structural model in Figure 5 illustrates how the three supervisory strategies used by school heads: cultural awareness training (CULTURE), pedagogical adaptations (PEDAGOGY), and supervisory support mechanisms (SUPERV) influence cultural responsiveness to curriculum delivery on Indigenous Peoples (IP) learners, measured by learner engagement (ENGAGE), cultural inclusivity (INCLUSIV), and academic performance (ACADPERF). In this model, the path coefficient indicates the strength of the relationship, while the p-value determines if the relationship is statistically significant at the $p < 0.05$ standard threshold. Cultural awareness training, pedagogical adaptations, and supervisory support mechanisms together explain 61% ($R^2 = 0.61$) of the variance in cultural inclusivity. This suggests that cultural inclusivity is the dependent variable, which is highly addressed by these supervisory strategies. The combined predictors explain 38% ($R^2 = 0.38$) of the variance in learner engagement among IP learners. The combined contribution of pedagogical adaptations

and cultural awareness training accounts for 18% ($R^2 = 0.18$) of the variance in academic performance. Beta coefficients ranged from -0.083 to 0.437, with p-values from $p < .001$ to .240.

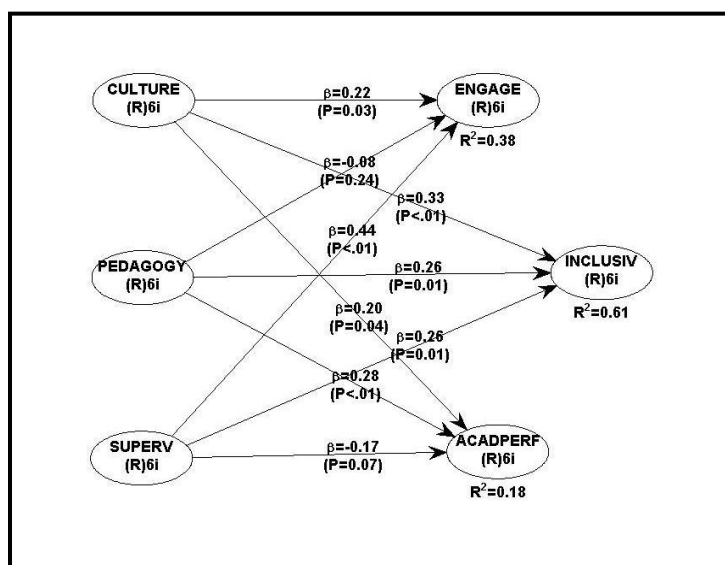


Figure 3. Structural Model of the Relationship Between Supervisory Strategies of and Cultural Responsiveness in IP Curriculum Delivery

Table 4

Beta Coefficients of the Paths and p-values for Ho

Path	Beta (β) Coefficient	p-value*	Interpretation
Ho: Supervisory Strategies → Cultural Responsiveness in IP Curriculum Delivery			
CULTURE → ENGAGE	0.219	.026	Significant
CULTURE → INCLUSIV	0.332	.001	Significant
CULTURE → ACADPERF	0.201	.039	Significant
PEDAGOGY → ENGAGE	-0.083	.240	Not Significant
PEDAGOGY → INCLUSIV	0.258	.011	Significant
PEDAGOGY → ACADPERF	0.284	.006	Significant
SUPERV → ENGAGE	0.437	<.001	Highly Significant
SUPERV → INCLUSIV	0.258	.011	Significant
SUPERV → ACADPERF	-0.171	.067	Not Significant

*Significant at $p < .05$

Table 4 discloses the structural model analysis of the relationship between supervisory strategies and cultural responsiveness in the curriculum delivery for Indigenous Peoples (IP) learners. Cultural awareness training emerged as a significant predictor across all three dimensions of cultural responsiveness in IP curriculum delivery. It exerted the strongest influence on cultural inclusivity, suggesting that developing a school head's cultural understanding is the most effective way to ensure inclusive delivery of curriculum to IP learners. It also showed significant positive paths toward learner engagement and academic performance, highlighting that cultural competency serves as a foundation for student success in the IP context. In multicultural and indigenous situations, cultural awareness training has become a crucial part of teacher supervisory frameworks. According to recent research, this type of training increases teachers' awareness of cultural differences, helping them better understand and meet the specific needs of Indigenous students (Smith & Johnson, 2021). For example, Lee et al. (2022) found that supervisors who include cultural awareness modules in their training programs help teachers reduce cultural prejudices and develop empathy, both of which positively affect classroom interactions. A culturally responsive supervisory paradigm, according to Garcia and Ortiz (2021), on the other hand, sees pedagogical adaptation as "smartening up" by relating academic concepts to the learners' lived circumstances rather than "dumbing down" the curriculum. For example, the Mangyans' vast knowledge of the surrounding flora and fauna, and their sustainable agricultural technique of kaingin (swidden farming), might be used to teach a science lesson on biodiversity (Reyes & Dela Cruz, 2022). Supervisors can help teachers by building resource

banks of locally produced materials and providing models of modified lesson plans. According to Dizon (2020), supervisory conferences that emphasize "how to assess" rather than merely "what was assessed" are essential for encouraging instructors' pedagogical bravery and inventiveness.

The importance of assisting educators in adapting instructional approaches to their students' cultural backgrounds is increasingly recognized in supervisory frameworks. It is worth noting that recent studies have emphasized the value of instructional coaching over conventional inspectional models. Alongside the teacher, Knight (2021) stated that a coach-supervisor who plans lessons together with the teacher, and provides formative, non-evaluative feedback, and models culturally sensitive teaching techniques, fosters a cooperative, growth-oriented partnership while lowering instructor anxiety. Moreover, supervisors also need to stand up for their teachers. This involves obtaining the required resources, such as funds for community resource people or translations of materials into the area's native language. According to Buday and Galigao (2024), improving school resources, investing in teacher quality and training, and raising educational standards are all essential to improving student achievement. The findings corroborate the Human Capital Theory, which highlights how improved educational methods produce graduates who are competent and flexible and who aid in a nation's advancement. Schools and legislators may work together to support curriculum revisions, foster teacher development, and ensure consistent instructional monitoring informed by this report's findings. These practical actions will help pupils develop the skills required for a constantly changing society.

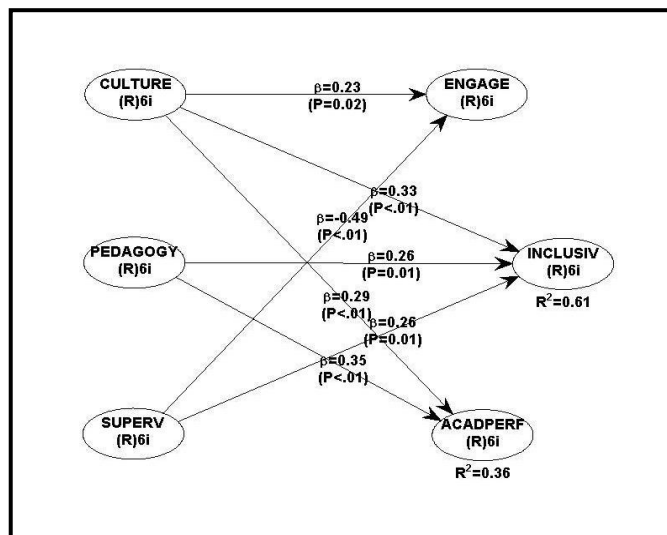


Figure 4. Emerging Model of the Relationship Between Supervisory Strategies of and Cultural Responsiveness in IP Curriculum Delivery

The emerging model in Figure 4 presents an improved structural framework that depicts only the most significant paths linking school heads' supervisory strategies to the cultural responsiveness of curriculum delivery for Indigenous People (IP) learners. Compared to the initial structural model, the emerging model highlights a significant set of relationships, specifically focusing on how cultural awareness training (CULTURE), pedagogical adaptations (PEDAGOGY), and supervisory support mechanisms (SUPERV) affect the cultural responsiveness outcomes. The emerging model shows that cultural inclusivity remains the most strongly predicted variable, at 61% ($R^2=0.61$). Academic performance shows a major increase in explanatory power, from 18% in the original model to 36% ($R^2 = 0.36$) in the emerging model. This suggests that the refined paths more accurately identified the factors that enhance learner success. Although the R^2 value for the learner engagement variable is not explicitly labeled in the emerging model diagram, the paths leading to it remain statistically significant. Beta coefficients retained their strength, with p-values remaining significant.

Table 5
Standardized Estimates of the Path in the Emerging Model

Hypothesis	Standardized Estimates (β)	Standard Error	<i>p</i> -value *	Effect Coefficient**	Effect Size
Ho: Supervisory Strategies→Cultural Responsiveness in IP Curriculum Delivery					
CULTURE→ENGAGE	0.232	0.111	.020	.141	Small
CULTURE→INCLUSIV	0.332	0.107	.001	.242	Medium
CULTURE→ACADPERF	0.286	0.109	.005	.161	Medium
PEDAGOGY→INCLUSIV	0.258	0.110	.011	.182	Medium
PEDAGOGY→ACADPERF	0.354	0.107	<.001	.204	Medium
SUPERV→ENGAGE	-0.494	0.102	<.001	.331	Large
SUPERV→INCLUSIV	0.258	0.110	.011	.189	Medium

*Significant at $p < 0.05$

** Effect size coefficient: 0.02 – small, 0.15 – medium, 0.30 – large

The standardized estimates disclosed in Table 5 indicate the strength and direction of the relationship between variables. Cultural awareness training shows a consistent effect, yielding significant positive estimates across all three outcomes: engagement ($\beta=0.232$), inclusivity ($\beta=0.332$), and academic performance ($\beta=0.286$). Small-to-medium effect sizes were recorded: .141, .242, and .161. It can be said that while cultural awareness training is necessary, it is less of a direct predictor of learner engagement than other factors.

Effective CAT for teachers is a continual, reflective practice rather than a one-time lecture, according to recent research. It entails critical introspection into one's own cultural prejudices and the power structures within the educational system (Caingoy, 2023). Understanding the unique histories, dialects (such as Alangan, Tadyawan, or Buhid in Mindoro), spiritual beliefs, and socioeconomic difficulties of the Mangyan groups in Magsaysay is necessary in the Philippine setting. Meanwhile, a strong negative standardized estimate is observed for learner engagement ($\beta = -0.494$, $p < .001$), yielding a large effect size of 0.331. The effect indicates that supervisory support mechanisms are a primary determinant of student engagement levels. This suggests that, as the standard of supervisory oversight, such as rigid compliance checks or traditional monitoring, increases without integrating cultural awareness or pedagogical adaptations, it may feel culturally insensitive to learners and teachers. Moreover, non-adaptive supervisory mechanisms are perceived negatively by learners, leading to reduced classroom participation and interest.

The findings are supported by the Instructional Leadership Theory (Hallinger & Murphy, 1985) as cited by Li et al. (2023). It is a model that defines the school leader's role in framing the school's goals, managing the instructional program, and promoting a positive school learning climate. The "supervising and evaluating instruction" dimension is the core component directly linked to this study, as it concerns the strategies principals use to improve teaching and learning. These theories will be integrated to posit that effective instructional leadership (Hallinger & Murphy, 1985), manifested through purposeful supervisory strategies, is a critical enabling factor for the successful implementation of Culturally Responsive-Sustaining Pedagogy (Paris & Alim, 1985) in classrooms with IP learners. The strongest positive influence on academic performance is pedagogical adaptation ($\beta = 0.354$, $p < .001$). This implies that specific teaching methods are the most critical tools for improving student grades in Indigenous Peoples (IP) education. A medium effect size of .204 suggests that changing the instructional strategy would have a noticeable impact on performance. If a school head implements an instructional intervention, the improvement in the learner performance will be large enough to be observed in practice. The standard error reflects the precision of the path estimates. These standard errors are all significant across all paths due to the consistently low values ranging from .102 to .111. These confirm that the model's findings are reliable and not due to chance.

The findings confirm the rejection of the null hypothesis, which posits no significant relationship between the level of supervisory strategies of the school heads and the extent of cultural responsiveness in curriculum delivery of Indigenous People Learners as assessed by the teachers. Supervisory strategies affect cultural responsiveness in the IP curriculum delivery. This implies that for IP learners to achieve higher grades, it is not enough for a school head to be culturally sensitive; instead, they must actively supervise and encourage the

Supervisory strategies and cultural responsiveness in curriculum delivery for IP Learners in Magsaysay District

adaptation of instructional materials and classroom strategies. The researchers recognized that without strong support systems integrated within the supervisory framework, the required modifications and awareness cannot thrive. This pertains to the methods, both formal and informal, through which supervisors provide teachers with direction, materials, and emotional support. In fact, the value of instructional coaching above conventional inspectional models has been emphasized by recent studies. Alongside the teacher, Knight (2021) stated that a coach-supervisor who plans lessons together with the teacher, and provides formative, non-evaluative feedback, and models culturally sensitive teaching techniques, fosters a cooperative, growth-oriented partnership while lowering instructor anxiety.

Table 6

Proposed Action Plan for Enhancing Supervisory Strategies for Indigenous Learners in Magsaysay District

Key Result Area (KRA)	Specific Objectives	Activities / Strategies	Timeline	Resources Needed	Persons Involved	Success Indicators
Building on Cultural Sensitivity and IPRA Law	To enhance cultural awareness and foundational knowledge of IP rights and culture among school leaders.	- Session 1: Orientation on RA 8371 (Indigenous Peoples Rights Act) and its implications for basic education. - Session 2: Dialogue with the Magsaysay District Tribal Council and Elders on local history, customs, and learning traditions. - Session 3: Ethnographic immersion or exposure to the IP community's daily life.	Start of School Year (June - July)	- MOA with Tribal Council - Transportation for immersion	Principals, Head	Enhanced cultural awareness and foundational knowledge of IP rights and culture among school leaders.
B. Indigenization of Supervisory Tools and Processes	To develop supervisory tools that assess and promote the Integration of IKSP in the classroom	2. Collaborative Development of Indigenized Classroom Observation Tool (COT).	. Indigenization of Supervisory Tools and Processes	Formalize inclusive and indigenized supervisory strategies through the development of localized tools and protocols that guide school heads in providing feedback that honors community context and indigenous knowledge systems.	Tool (COT). (SDO Curriculum Implementation Delivery-CI D Chief, IpEd supervisor, Master Teacher, Head Teacher, Principals)	. Indigenization of Supervisory Tools and Processes
C. Instructional Leadership for IKSP Integration	To support teachers in contextualizing the curriculum and integrating IKSP in daily lessons.	3. Roll-out of (Harmonized Planning) Sessions.	C. Instructional Leadership for IKSP Integration	To support teachers in contextualizing the curriculum and integrating IKSP in daily lessons. Institutional Lize's cultural awareness is not a standalone training, but as a continuous, reflective practice embedded in all supervisory conversations, from classroom observations to professional learning communities	3. Roll-out of "(Harmonized Planning) Sessions. (SDO Curriculum Implementation Delivery-CI D Chief, Teachers, Master Teacher, Head Teacher, Principals)	C. Instructional Leadership for IKSP Integration
D. Strengthening School-Community Partnership	To institutionalize the role of the community in	4. Establishment of a "Tribal Academic Circle" (TAC).	D. Strengthening School-Co	Operationalize a partnership framework with IP community elders	4. Establishment of a "Tribal	D. Strengthening School-Community Partnership

	school supervision and curriculum delivery.		mmunity Partnership	and leaders, ensuring that curriculum delivery is not merely for IP learners but is co-created with them, making responsiveness a shared responsibility between the school, the community, and the District leadership	Academic Circle" (TAC). (SDO CID Chief, IPEd supervisor, Educators, Teachers, Principals, Head Teachers, Master Teacher, Policymakers)	
E. Monitoring, Evaluation, and Documentation	To assess the effectiveness of the strategies and document good practices for replication.	5. Documentation Project.	E. Monitoring, Evaluation, and Documentation	To assess the effectiveness of the strategies and document good practices for replication.	5. Documenta tion Project. (SDO Curriculum Implementa tion Delivery-CI D Chief, Teachers, Principals, Head Teachers, Master Teacher, Policymake rs)	E. Monitoring, Evaluation, and Documentation

The results of the study on "Supervisory Strategies and Cultural Responsiveness in Curriculum Delivery for Indigenous Learners in Magsaysay District" highlight the critical need to align school leadership practices with the unique cultural context of the IP communities in Magsaysay District. While current supervisory strategies may address general pedagogical concerns, there is a need to indigenize these approaches intentionally. This action plan is proposed to build the capacity of school heads to become culturally responsive instructional leaders, ensuring that curriculum delivery is not only accessible but also relevant and respectful of learners' indigenous knowledge systems and practices (IKSP) (Mercado, 2021).

4. Conclusions

Based on the findings presented, the following conclusions are drawn: Supervisory strategies employed by the school heads in Magsaysay District that are culturally responsive to curriculum delivery are encapsulated in three major themes: cultural awareness training, pedagogical adaptations, and supervisory support mechanisms. Regarding the level of supervisory strategies as assessed by the teachers, the elementary school principals/school heads of Magsaysay District actively prioritize cultural awareness training as part of their supervisory strategies to ensure inclusive, culturally responsive curriculum delivery for Indigenous learners in Magsaysay District. The elementary school principals/ school heads of Magsaysay District exercise proactive instructional leadership by ensuring that teaching methodologies are culturally responsive, indigenized, and localized. The elementary school principals/school heads of Magsaysay District have a strong support mechanism as part of their supervisory strategies to ensure that curriculum delivery for Indigenous learners in the district is inclusive and culturally responsive. In terms of the Extent of cultural responsiveness in curriculum delivery, IP learners are actively and collaboratively participating in class discussions, showing increased motivation and improved attendance rates. This implies a high level of engagement and participation when the curriculum delivered is culturally responsive. The academic performance of IP learners improved when the curriculum delivered was culturally responsive. Learners were found to demonstrate a better understanding of the lesson presented and to effectively articulate their knowledge across different assessment methods when the curriculum is culturally responsive, and the pedagogy is indigenized and localized. The learning materials, classroom activities, and

classroom environment utilized by the culturally inclusive teachers contribute to creating a better learning space for IP learners.

The findings establish a clear, statistically significant link between the supervisory strategies employed by school heads and the cultural responsiveness of curriculum delivery for indigenous learners. Among these strategies, cultural awareness training emerged as the most consistently influential factor, demonstrating a significant positive impact on all three critical outcomes: learner engagement, inclusivity of the learning environment, and academic performance. This synthesis confirms that effective supervision in the Magsaysay District extends beyond administrative compliance; it is fundamentally a pedagogical practice. When school heads prioritize and model culturally responsive supervision—particularly through targeted training—they directly enable teachers to move beyond performative inclusion toward a curriculum that is authentically indigenized, thereby creating the conditions for indigenous learners to thrive holistically. To translate the study's findings into sustainable practice, the proposed action plan serves as a strategic roadmap for transforming supervisory roles within the Magsaysay District. The plan moves beyond a one-time intervention by outlining a phased, collaborative approach. Its core components are designed to: institutionalize cultural awareness, formalize inclusive and indigenized supervisory strategies, and operationalize a partnership framework with IP community elders and leaders. By implementing this plan, school heads in Magsaysay District can shift from being evaluators to becoming instructional leaders who champion culturally sustaining pedagogies, thereby ensuring the long-term impact of the supervisory strategies identified in this study.

Recommendations - Based on the conclusions drawn from the study on "Supervisory Strategies and Cultural Responsiveness to Curriculum Delivery for Indigenous Learners in Magsaysay District," the following recommendations are proposed for implementation by the Schools Division Office (SDO), Public Schools District Supervisor (PSDS), School Heads, and teachers. The holistic application of cultural awareness training, pedagogical adaptations, and supervisory support mechanisms strategies suggests a promising model for addressing the educational gaps faced by minority communities. This study serves as a baseline for education policymakers to consider institutionalizing these adaptive supervisory practices across other districts with similar cultural demographics. Regarding the level of supervisory strategies as assessed by the teachers, the Schools Division Office (SDO) and Public Schools District Supervisor (PSDS) may ensure that cultural awareness training is conducted regularly and continuously, not just as a one-time activity, as it consistently supports all aspects of cultural responsiveness. Since pedagogy has the strongest influence on academic performance, school heads may prioritize supervising how teachers indigenize and localize their instruction. They may provide targeted coaching to help teachers translate engaging lessons into better grades. School heads may maintain their strong, supportive presence while shifting from rigid, compliance-focused monitoring to a more collaborative, mentoring approach. This will prevent supervisory actions from being perceived negatively by learners and teachers, thereby enhancing cultural responsiveness in curriculum delivery. School Heads and teachers may design lessons that use culturally relevant "hooks" (e.g., stories, traditions) to spark interest, since instructional methods alone may not immediately engage learners. School heads may institutionalize a supervisory framework that integrates culturally responsive assessment practices. During classroom observations and instructional supervision, school heads may focus not only on pedagogical competence but also on how teachers use culturally relevant materials and examples to enhance learners' comprehension. School heads may adopt a collaborative and community-linked supervisory approach. Supervisors need not limit their strategies to the four walls of the classroom; they should extend them to include the IP community itself. It is recommended that school heads, through their supervisory plans, require and model the integration of Indigenous Knowledge Systems and Practices (IKSP) into lesson plans by facilitating dialogues with elders and the NCIP.

School heads may actively supervise the adaptation of instructional materials and classroom strategies. Being culturally sensitive is not enough; they may ensure that teaching practices are truly indigenized and localized. The SDO Supervisor for IpEd Indigenous Education under Curriculum Implementation Delivery CIDOffice may institutionalize cultural awareness not as a standalone training but as a continuous, reflective practice embedded in all supervisory conversations, from classroom observations to professional learning

communities as part of the IPed Curriculum in the division. They may also formalize inclusive and indigenized supervisory strategies by developing localized tools and protocols that guide school heads in providing feedback that honors community context and indigenous knowledge systems, which shall be echoed and cascaded during the monthly MANCOM (Management Committee Meeting) of the school principals. Future researchers may conduct a follow-up study to explore why non-adaptive supervisory mechanisms negatively affect learner engagement and which specific instructional interventions most effectively translate engagement into academic performance.

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