THE PEDAGOGICAL CHALLENGES OF NON-IP TEACHERS IN AN IP SCHOOL: A QUALITATIVE INQUIRY

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ABSTRACT

This study explored the pedagogical challenges of nine (9) non-IP teachers in Barabat Elementary School and Barabat Elementary School- Cagan Extension using in-depth interview in eliciting responses. A qualitative-phenomenological research design was used in the study. As revealed in the study, the lived experiences of non-IP in teaching indigenous school were respect their culture, build trust and relationship, use indigenous language, utilize limited resources, understand students challenges and cultural immersion. The challenges encountered by the participants were language barriers, limited resources, building trust, navigating complexities, cultural barriers, and hardships in contextualizing lessons. Cultural differences, language barriers, limited access of technology, cultural practice, and learners' absence were the teaching barriers encountered in dealing with learners. The teaching strategies found difficult to adjust were using indigenous language, contextualized learning, applying not culturally relevant or familiar absence, oral participation, differentiated instruction, and experiential learning. The participants' ways of coping the challenges in teaching students were learning indigenous language, utilizing local resources, sought guidance from parents, teachers, and community, adjusting strategy, building strong relationship, made conscious effort to learn, incorporate more student-centered learning approaches, communicate with parents, being patient and innovative, and immersing community learning. The effective teaching strategies employed in delivering instruction to IP learners were using contextualized learning, storytelling, hands-on activities, visual aids, peer teaching, group work strategy, community-based learning and experiential learning, spiral curriculum, and building relationships with the community. Among the strategies employed by the teachers, hands-on and active learning, using native language, teaching cultural context, authentic learning experiences, real-life strategies, collaborative learning, having colorful and meaningful instructional material, and storytelling sessions with the elders were the specific strategies found effective. The insights gained by the participants were having deeper understanding and respect indigenous school, to be creative in finding approaches, practice higher patience, respect and love, having community connection, and taking time to understand learners' roots and context. The contribution of these insights on the enhancement of school program were develop meaningful program, strengthen community participation, finds the meaning of learning dedication, cultural awareness and sensitivity, holistic approach to education, builds trust, camaraderie, and respect, and creates supportive environment.

Keywords: *Pedagogical challenges, non-IP teachers, IP school, Phenomenology*

1. INTRODUCTION

Non-IP teachers are confronted with challenges in teaching in an IP school because they lack perspectives, abilities, and expertise requisite to teach indigenous learners. In this sense, they need to be equipped to handle multicultural classrooms due to the evolving nature of education (Mangila, 2018). Teaching indigenous students requires responsiveness to their unique needs along with an understanding of cultural protocols (Korff, 2014). As a

teacher teaching in an indigenous community, investing in a significant behavioral adjustment is crucial. Non-IP teachers face a lot of strain when managing pupils in the indigenous classroom (Hussin, 2016), but educators have not always having successfully prepared to instruct indigenous pupils, neither given the tools to help them to enhance their competencies and capacities (OECD, 2017).

In Taiwan, non-IP teachers face pedagogical challenges and difficulties in developing suitable ethnically diverse instructional strategies that address IP learners during instruction. Due to a lack of multicultural literacy, experience, and awareness, non-IP teachers needed to develop in-depth adaptive skills serving in the underprivileged communities (Civitillo et al., 2018; Jackson et al., 2016). Teachers who lack multicultural perspectives and skills do not provide fair and impartial curriculum designs, methods of instruction, relationships between teachers and pupils and interactions (Aung & Ye, 2014). This lack of impartiality and equity can lead to prejudice and discrimination, such as mainstream social culture teachers failing to empathize with the needs of children from other cultures or failing to recognize that pupils experience scaffolding concerns because of their ethnic identity.

 In Southern Leyte, Philippines, based on the study of Napanoy and Peckley (2020), the non-IP teachers of Mamanwa community were found lack of cultural training and understanding of indigenous people's values and ways of life. Due to their limited cultural knowledge, most non-indigenous teachers lack the necessary education and awareness, making them unfit to teach in indigenous communities. This led to limiting the framework of reinforcing context-responsive education to IP learners. Many teachers that are not indigenous people are finding it hard to teach learners due to hurdles that enable them to do their jobs in being the bridge to the education system (Chong & Low, 2020).

Furthermore, this study aims to explore the lived experiences of non-IP teachers in delivering quality education to indigenous community of Barabat Elementary School and Barabat Elementary School- Cagan Extension. Nonetheless, non-IP teachers confront a great deal of challenges such as limited support of resources, language barriers and social isolation as well as unheard sentiments of non-IP teachers in their quest of delivering effective instruction to all IP learners. Utilization of indigenous dialects is one of the major challenges faced by non-IP teachers. It is difficult for them working in these schools to convey the lessons in the vernacular language which leads to inability to communicate effectively to the IP learners. Despite the implementation of Mother Tongue-Based Education by the Department of Education (DepEd), most teachers were unable to speak or comprehend the language of the indigenous students. After living and working in indigenous communities, it would be worthwhile to look at these phenomena to better comprehend the challenges confronting non-indigenous teachers who are not primarily native.

Thus, this study was conducted to disclose realities with regards to pedagogical dilemma of non-IP teachers so that it gave enough attention and priority of the Indigenous Peoples Education Program (IPEd). This study provided ways for non-IP teachers to get support from DepEd, stakeholders, and other community members to address the challenges that non-IP teachers experienced.

1.1 Research Questions

1.   What are the lived experiences encountered by non-IP teachers teaching in an indigenous community?
2.   What are the challenges encountered by non-IP teachers in teaching in indigenous community?
3.   How did the non-IP teachers cope with the challenges encountered in teaching in the indigenous community?
4.   What are the insights gained by the non-IP teachers teaching in the indigenous community?

2. METHODOLOGY

2.1 Research Design

This research employed a qualitative study using a phenomenological approach. The data were collected using in-depth interview (IDI). Qualitative research was appropriate for this study because the lived experiences of non-IP teachers in teaching IP learners were navigated. Qualitative research as an inquiry approach was used to comprehend a social or human problem experienced by the non-IP teachers by constructing a comprehensive, holistic picture using words, providing specific informant perspectives, and conducting the research in a natural setting.

Also, according to Creswell (2013), the findings of this type of study include the perspectives of the participants and requires a greater comprehension on the topic of inquiry. Moreover, phenomenology was appropriate for this kind of study because it generated themes on varied perspectives of the participants with regards to their lived

experiences, challenges, strategies, coping mechanisms, and insights gained from the situation they are into. Phenomenological research is a qualitative method that aims to capture the essence of an experience by describing the lived phenomenon (Creswell, 2019).

2.2 Research Participants

This study was participated in by nine (9) non-IP teachers of Barabat Elementary School and Barabat Elementary School- Cagan Extension who were selected through purposive sampling technique. Participants of this study were determined through criterion sampling method which is one of the non-probability sampling methods (Creswell, 2013). For the inclusion criteria, only those non-IP teachers and regular permanent teachers at the school were chosen to take part in this study. Specifically, the selected participants underwent an in-depth interview or IDI. The participants who were chosen were ensured to meet the inclusion criteria and exclusion criteria set in this research work. IP teachers were not included as participants of the study.

2.3 Data Collection Procedure

In data collection, the researcher dedicated a significant amount of time to gathering as much relevant information as possible in a way that was discreet. In-depth interviews were used to collect data from the selected participants to obtain their lived experiences in teaching in the indigenous community. In this study, data collection followed the five steps outlined by Creswell (2012): obtained permission to conduct the study, purposefully selected participants and citations to best understand the phenomenon, identified data from various sources, administered and recorded data using protocols such as interview protocols, ethical review, and administered the data collection.

The research started through securing an endorsement letter and ethical underwent ethical review process. The interview guide underwent instrument validation to ensure its validity and reliability. The researcher formally began data collection by securing a letter of permission to conduct the study to the following offices: Office of Division Research Planning, Office of the District Supervisor, and Office of the School Head. Next to that, each participant in the in-depth interview was provided with an informed consent form. The interview adhered to the interview guide created by the researcher. The interview process was performed in a comfortable and friendly context. The research participants were informed of the scheduled discussion in advance. The interview took place while ensuring the safety of both the participants and the researcher.

Moreover, the responses of the participants were transcribed, thematically analyzed, categorized and interpreted. The information gathered from participants was examined under strict confidentiality and anonymity, along with distinct coding. Private data may not be used in presentations, demonstrations, or publications related to the research study. All research findings and data were kept securely, whether in tangible files or encrypted folders.

2.4 Data Analysis

This study used a qualitative data analysis process in which research questions were asked to the 9 participants during the interview process using video and field notes. All the questions were open-ended. Participants were expected to answer questions based on their experiences as teachers in community of indigenous learners.

Following data collection, the analysis started. The collected data were examined, generated, and recorded to guarantee that the research records are comprehensive, accurate, and detailed. After collecting sufficient data through in-depth interviews, thematic analysis was used to further evaluate the findings to identify differences and similarities among the responses received. This was when the responses were categorized and organized into themes.

3. RESULT, ANALYSIS AND DISCUSSIONS

3.1 On what are the lived experiences encountered by non-IP teachers teaching in an indigenous community.

Lived Experiences in Teaching Indigenous School. The emerging themes in this structured theme were respect their culture, build trust and relationship, cultural adaptation, using indigenous language, utilizing limited resources, understanding students' challenges, way of living and celebration, difficulty in accessing of electricity,

water resources, and area, language barriers, cultural differences, cultural immersion, and lack of resources. The teachers dealt with many circumstances as they teach in the indigenous school. The lack of resources and utilizing limited resources were two of the main challenges they faced while they are teaching in the area. Living in a remote area is linked with having limited opportunities to be received.

Teaching obstacles, such as language, traditions, and customs, make it difficult for teachers to provide instruction to learners who are indigenous. Due to obstacles between them and the students, teachers in indigenous communities find it challenging to control the behavior of their students, particularly those in elementary school (Becerra-Lubies & Fones, 2020). While teaching in the indigenous school, the teachers had to cope with a variety of situations. Two of the biggest issues they encountered while teaching in the area were the scarcity of resources and making use of the resources that were available. It is observed that reliability is correlated with fewer opportunities when living in a rural place (Fones, 2019).

3.2 On what are the challenges encountered by non-IP teachers in teaching in indigenous community.

Most Challenging Learning Style of IP Learners. The emerging themes in this structured theme were using IP language, using of abstract concepts and theoretical frameworks, discipline pupil and behavior, visual, kinesthetic and oral learning, cannot understand instructions, engaging with community, colorful visual aids, and examples must be drawn from learner's context. With these challenges, using the IP language is the most challenging learning style of the IP learners. Using their language, teachers can easily exchange thoughts and Ideas in towards the students. Also, managing them by disciplining takes a lot of time and patience due to the influence they got from their community.

In contrast to students in indigenous communities, who speak a different language, non-IP teachers are more qualified to teach with students who speak similar languages (Ma Rhea, 2019). Like with other educators, one of the obstacles faced by teachers of indigenous learners is the usage of indigenous language. It is challenging for teachers employed by these schools to communicate the lessons in the local tongue (Cook, 2016).

Challenges Encountered as non-IP teacher In Teaching in The Indigenous School. The emerging themes in this structured theme were language barriers, cultural adaptation, limited resources, applying most suited teaching methods, navigating complexities, cultural differences, cultural barriers, short attention span, and hardships in contextualizing lesson. The non-IP teachers experienced these most common challenges while teaching in the Indigenous school. This means that the non-IP teachers needed support from the government and the community to address those challenges. The support coming from the community strengthen ties with others.

For non-IP teachers, language barriers are usually a problem (Ahmad, 2015). While employed there, they learn how to blend in and find meaning in the community. Moreover, they continue to teach native learners because they are passionate about these students and because they are committed to teaching (Wa-Mbleka, 2013; Zhou & Li, 2015). Moreover, the government's support for the indigenous communities should be strengthened to address challenges as well.

Teaching Barriers Encountered in Dealing with Learners. The emerging themes were language barriers, limited resources, cultural differences, limited access of technology, and cultural practice. Living in the 21st century where technology takes place, the IP students who were living in a remote area where being left behind. Limited access of technology hinders them to discover new learning at this era. Technology is important since it was the newest source of knowledge if it was being use in the proper way.

However, non-IP teachers deal with a lot of challenges. For instance, The IP students who lived in a remote area were falling behind because we live in the 21st century, where technology is everywhere. Currently, limited access to technology makes it difficult for them to learn new things. When used properly, technology can be the newest source of knowledge, which makes it significant. These include a lack of resources, a remote location, and social and professional challenges (Duta, 2015). It is crucial that non-IP teachers comprehend indigenous culture and the intricacies of indigenous education in order for them to be successful in the classroom. They must first comprehend that language and culture are the two interconnected components of indigenous education (Perso & Hayward, 2015).

Teaching Strategies Found Difficult to Apply. The emerging themes were indigenous learning integration, using indigenous language, contextualized learning, collaborative learning, applying not culturally relevant or familiar strategies, oral participation, differentiated instruction, applying educational technology due to no electricity, and experiential learning. Despite knowing different pedagogical activities in the class, it still needs a thorough review to know the suitability of it with the current lesson and environment. The non-IP teachers consider some teaching

strategies as difficult to apply. Applying educational technology due to no electricity, and experiential learning were included since most of the modern classroom activities require hands on learning using modernization.

Even though students are familiar with a variety of pedagogical activities, a comprehensive review is still necessary to determine whether they are appropriate for the current lesson and setting (Bennet & Moriarty, 2015). Certain teaching practices are seen challenging to implement by non-IP teachers. Many modern classroom activities demand hands-on learning through modernity, therefore experiential learning and the application of educational technology were incorporated considering the lack of electricity. This is a big assignment for teachers with little expertise. While they still struggle to satisfy the expectations of the teaching profession, they also have an obligation to get to know the individuals they are serving and their culture. If educators do not first implement a curriculum that is contextually appropriate and responsive to the community, the indigenous people will not be satisfied (Nesterova, 2019).

3.3 On how did the non-IP teachers cope with the challenges encountered in teaching in the indigenous community.

Ways of Coping Challenges in Teaching Students. The emerging themes were learning indigenous language, utilizing local resources, sought guidance from parents, teachers and community, adjusting strategy, building strong relationship, made conscious effort to learn, incorporated more student-centered learning approaches, communicate with parents, adapting indigenous language and culture, acknowledging own cultural perspective, biases, and limitations, being patience and innovative, immersing community learning. Overcoming challenges in many ways ensure that the teachers were resilient enough in their journey as educators. With their immense hard work, as well as being patient and innovative, they come up with the ideas that helped them withstand challenges.

This is supported by Toledo (2020) who clarified that for teachers to fully integrate into the new setting, they require greater professional support from local indigenous instructors. Teachers struggle harder with how to teach students who don't share their traditions and customs and with adjusting to a new setting. Prior to instructing in the indigenous communities, they also require rigorous introduction information. According to De Vera (2018), to provide instructors with the cultural sensitivity and pedagogical abilities required to instruct indigenous students, it is imperative that they enhance their capabilities through a variety of training programs.

Effective Teaching Strategies Employed in Delivering Instruction to Learners. The emerging themes were using indigenous language, contextualized learning, storytelling, hands-on activities, visual aids, hands-on experience, problem-solving and peer-teaching, group work strategy, community-based learning and experiential learning, spiral curriculum and built strong relationships with the community. There are pedagogical strategies which has shown to be effective in the delivery of instructions to learners. Teachers discovered that the IP learners were performing well in the class with the use of experiential learning. They also love to participate with the use of contextualized learning. Contextualized learning requires comprehension and imagination, thus the more they use imagination, the more they absorb the information.

Non-IP teachers must have the heart to understand and empathize with their pupils to effectively meet their needs (Peck et al., 2015), especially when it comes to non-native individuals from diverse cultural backgrounds. Therefore, having a strong love for teaching is crucial for non-indigenous instructors to overcome the hurdles in their chosen sector. Certain pedagogical techniques have been demonstrated to be successful in imparting knowledge to students. Instructors found that by utilizing experiential learning, the IP learners were contributing positively to the class. They also enjoy using contextualized learning to engage in activities. Understanding and imagination are necessary for contextualized learning, therefore students will retain material better if they utilize their imagination more (Mafora, 2018).

Specific Teaching Strategies Found Effective. The emerging themes were language, teaching cultural context, hands-on and active learning, scaffolding, authentic learning experiences, culturally responsive teaching, real-life experience strategies, collaborative learning, having colorful and meaningful instructional material, having effective classroom management, using accessible learning materials, direct instruction, storytelling sessions with community elders. An increasing amount of culturally responsive pedagogy is being used in indigenous schools, based on the teachers' responses regarding teaching practices. The focus on language, interactions with elders through storytelling, and practical exercises emphasizes how crucial it is to incorporate cultural context and foster student engagement through real-world experiences. This shows how these tactics may be used even more to improve learning results for pupils who are indigenous.

Based on the teachers' responses about their teaching techniques, there is a growing usage of culturally responsive pedagogy in indigenous schools (Williamson, 2018). The emphasis on language, storytelling encounters with elders, and hands-on activities highlights how important it is to include cultural context and encourage student engagement through practical experiences. This demonstrates how these strategies could be applied even further to enhance indigenous students' learning outcomes (Bhattacharya, 2020). Understanding and creativity are necessary for contextualized learning, therefore students will retain material better if they utilize their creative skills regularly.

3.4 On what are the insights gained by the non-IP teachers teaching in the indigenous community.

Insights Gained in Teaching Learners in an Indigenous School. The emerging themes were understanding and respect indigenous culture, creativity in finding approaches, strategies and methods, practice higher patience, respect and love, not easy, cultural richness, community connection, student empowerment, equity and social justice, lifelong learning, grateful as teacher, consisted of and willingness to learn, and taking time understanding learner's roots and context. As the non-IP teachers went through different experiences in teaching IP students in an indigenous school, there are key points that they got. The understanding and respect in an indigenous culture is a vital step to love the IP students. The way that they teach which integrate the richness of their culture in the class share respect and attention to them which is what they needed the most.

There are some important lessons that the non-IP teachers learned from their varied experiences instructing IP children in an indigenous school (Moore & Baker, 2019). To truly appreciate IP learners, one must first gain an understanding of and respect for their ancestral culture. They provide them with the respect and attention they most need through their teaching style, which incorporates the richness of their culture into the classroom (Ubalde, 2017). Moreover, there are some important lessons that the non-IP teachers learned from their varied experiences instructing IP children in an indigenous school. To truly appreciate IP children, one must first gain an understanding of and respect for their ancestral culture. They provide them the respect and attention they most need through their teaching style, which incorporates the richness of their culture into the classroom.

Insights Contribution on the Enhancement of School Program. The emerging themes were enhance understanding and respect, develop meaningful program, strengthening community participation, providing more seminars and workshops, finds the meaning of learning dedication, engaging different activities and call up, giving the best, valuing worth and respect, cultural awareness and sensitivity, community connection and collaboration, culturally responsive pedagogy, holistic approach to education, equity and inclusion, brings pleasure, building deep relationship with the community, builds trust, camaraderie and respect, and creates supportive environment. The findings highlight the importance of a holistic and culturally relevant approach to improving school programs in indigenous communities. The themes emphasize the value of cultivating respect, culturally relevant pedagogy, and community involvement. The conversation might focus on how to turn these revelations into workable plans for creating programs that will make learning more inclusive and encouraging for all students.

More importantly, indigenous peoples have a right to a sufficient, comprehensive education that emphasizes and represents their shared values, beliefs, and general conceptions and principles, among other things. Research by Hall et al. (2016) shown the positive emotional and cognitive impacts on the community of education that stresses the complete person. Practical ideas for developing initiatives that will make learning more accessible and motivating for all the teachers and IP students should be given emphasis and concern (Alase, 2017).

3.5 Implications for Practice

Based on the findings, the following implications for practice are offered:

On Lived Experiences in Teaching Indigenous School. Respect their culture, build trust and relationship, cultural adaptation, using indigenous language, utilizing limited resources, understanding students' challenges, way of living and celebration, difficulty in access of electricity, water resources, and area, language barriers, cultural differences, cultural immersion, and lack of resources were the lived experiences of the Non-IP teachers in teaching in an indigenous school. Examining actual experiences in indigenous schools shows how committed educators are to overcoming obstacles like poor funding and communication gaps. Their focus on relationship-building, cultural sensitivity, and respect underscores the need of culturally responsive pedagogy. Now is the moment to give cultural immersion top priority. Teachers may foster a more encouraging and productive learning environment by having a better grasp of the backgrounds of their students.

On Most Challenging Learning Style of IP Learners. Using IP language, using of abstract concepts and theoretical frameworks, discipline pupil and behavior, visual, kinesthetic and oral learning, cannot understand instructions, engaging with community, colorful visual aids, and examples must be drawn from learner's context were the most challenging learning style of IP learners. This clarifies the distinctive ways in which Indigenous Peoples (IP) learners learn. The main ideas stress the value of using native languages, specific instances, and interactive exercises that are appropriate for their cultural setting.

Culturally responsive pedagogies are necessary to address issues such as abstract concept comprehension and traditional disciplinary methods. By prioritizing visual aids, storytelling, and kinesthetic learning experiences, educators can establish a more effective and engaging learning environment for students with intellectual disabilities. The development of culturally appropriate teaching resources and methods that cater to the unique learning preferences of IP students can be the subject of this conversation.

On Challenges Encountered as Non-IP Teacher In Teaching in The Indigenous School. The language barriers, cultural adaptation, limited resources, applying most suited teaching methods, navigating complexities, cultural differences, cultural barriers, short attention span, and hardships in contextualizing lesson were the challenges encountered by the teachers in the indigenous school. These issues highlight the necessity of providing instructors with culturally sensitive training, fostering close community collaboration, and developing curricula that incorporate Indigenous knowledge and values to improve learning results.

On Teaching Barriers Encountered in Dealing with Learners. Language barriers, limited resources, cultural differences, limited access of technology, and cultural practice were the barriers of teaching faced by the teachers in dealing with the students. The difficulties faced by teachers in indigenous schools are clearly illustrated by the limitations that have been discovered, including restricted technological availability, cultural differences, language barriers, and resource constraints. This emphasizes the necessity of more funding for professional development and resources so that educators can acquire culturally relevant teaching techniques.

Furthermore, encouraging collaboration with local communities can help to overcome cultural gaps and make use of traditional knowledge to create more engaging learning opportunities. Through recognition of these obstacles and implementation of focused remedies, we can endeavor to establish a more just and efficient educational setting that benefits every student.

On Teaching Strategies Found Difficult to Apply. Indigenous learning integration, using indigenous language, contextualized learning, collaborative learning, applying not culturally relevant or familiar strategies, oral participation, differentiated instruction, applying educational technology due to no electricity, and experiential learning were the teaching strategies that which the teachers found hard difficult to apply.

The identified difficulties in applying strategies like indigenous language integration, contextualized learning, and collaborative approaches point towards a need for increased support in developing culturally responsive pedagogies. This might involve providing teachers with resources and training that address the unique needs of indigenous learners. Furthermore, the lack of access to technology underscores the importance of exploring alternative methods for differentiated instruction and experiential learning, making sure that all students have opportunities for engaging and effective education.

Ways of Coping Challenges in Teaching Students. The emerging themes were learning indigenous language, utilizing local resources, sought guidance from parents, teachers and community, adjusting strategy, building strong relationship, made conscious effort to learn, incorporated more student-centered learning approaches, communicate with parents, adapting indigenous language and culture, acknowledging own cultural perspective, biases, and limitations, being patience and innovative, immersing community learning. The complexity of effective teaching in culturally varied environments is highlighted by several themes.

Teachers can create a more inclusive and engaging learning environment that connects with students' existing knowledge and experiences by incorporating indigenous language and culture into the curriculum. This method helps IP students develop a feeling of self and community, which can boost their drive and academic performance. Collaboration between teachers and parents, teachers, and the community can also yield important resources and assistance, including materials and local knowledge and skills. By bridging the gap between home and school, this cooperative approach can also help students have a more seamless learning experience.

3.6 Implications for Future Research

In as much as the study was limited to the responses of the non-IP teachers in Barabat Elementary School and Barabat Elementary School- Cagan Extension, the following implications for future research are considered:
To further explore more in-depth details of the lived experiences of non-IP teachers teaching indigenous students, further research could be carried out using a mix-methods study. Secondly, to find out if they have comparable experiences or not, another study with the same aim might be carried out in a different area. Finally, it could be used as supporting literature to the related research paper and provide more details about the experiences of teachers in an indigenous school. Thirdly, a re-interview of the same research participants and informants may be conducted to see whether their experiences have improved with regards to experiences of non-IP teachers teaching in an indigenous school. Furthermore, it might be applied to help increase the advantages for non-IP teachers.

4. CONCLUSIONS

Comprehending the experiences encountered by the non-IP teachers as they teach in the indigenous school was the highlight of this study. The experiences of the non-IP teachers with their challenges, pedagogical methods that were suitable and not suitable with the class, their ways on conquering the hardships and insights were presented as evidence of their current situation in teaching in an indigenous school. As part of their teaching journey, they shared it openly to give us an idea on how they were as a teacher, teaching in an indigenous school.

This calls for an action where everybody in the community must embrace each other's diversity and share their abilities so that the non-IP teachers can share their knowledge and skills with the students. Through this, they can produce competitive and well-rounded indigenous students who will be ready to face the world. It is also high time for the Department of Education and the government to revisit policies and programs that would also put the priority on addressing the pedagogical challenges of the non-IP teachers devoting their selves to teach in an IP school.

5. ACKNOWLEDGEMENT

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