Classroom Environment and Student Engagement of IP Schools in Binugao District

JUANITO A. ODANTE JR.
Teacher I
Rizal Memorial Colleges, Inc.
Master Of Arts in Educational Management
juanito.odante@deped.gov.ph

Abstract — Research has time and again emphasized that a poor learning environment can hamper successful learning. Fostering an effective at the same time culturally sensitive learning environment is especially challenging in far-flung areas. It is then, an intention of this study to investigate the relationship between classroom environment and student engagement in indigenous people schools in Binugao District, Toril, Davao City. Using descriptive-correlational method and purposive sampling, quantitative data were gathered establishing the findings of this study. Significant findings of the study include (1) IP learners often perceive their classroom environment to be positive; (2) The level of engagement of IP learners is high; (3) IP learners classroom environment is positively and significantly related to their classroom engagement. These findings support the recommendations that strategies to improve classroom engagement should include maintaining a positive classroom environment through understanding the cultural backgrounds and needs of indigenous students and ensuring that teaching methods are culturally relevant and responsive to their unique perspectives. It is further recommended that other factors contributing to high student engagement, including examining teaching methods, teacher-student relationships, curriculum content, and cultural relevancy be explored by future researchers.

Keywords — classroom environment, student engagement, IP learners

I. Introduction

The learning environment plays a crucial role in shaping the educational experiences of students. While a poor and uninspiring setting can impede academic progress and disinterest students, a pleasant and stimulating environment encourages active engagement and great learning outcomes. As stated by Usman and Madudili (2019) a school environment where academic achievement and a desire to learn are expected, valued, and rewarded, students and instructors collaborate well. On the other hand, Dixon (2018) defined student engagement as the effort the learner makes to promote his or her psychological commitment to stay engaged in the process of learning in order to acquire knowledge and build his or her critical thinking.

Bond, et al. (2020) contended that researchers, practitioners, and policymakers have all given the conceptualization and assessment of student engagement more consideration during the past decades. However, despite the significance of the learning environment and student engagement, there are worldwide concerns regarding their quality and effectiveness. According to

the World Bank (2018), approximately 260 million children globally are not in school, while many of those who attend schools face numerous challenges, such as overcrowded classrooms, inadequate resources, and poor infrastructure. In addition, the report from the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2021) stated that student engagement levels vary widely across different regions and socio-economic backgrounds, with many students disengaged from their learning due to factors such as boredom, disinterest, and lack of relevance to their lives.

Bond and Bedenlier (2019) claimed that student engagement, which may refer to the drive and effort students put forth within their learning community, can be seen through a spectrum of behavioral, cognitive, and affective indicators and many structural and internal factors, such as the intricate interaction of connections, learning activities, and the learning environment, influence it, has been studied a lot by researchers all around the world (Bond, et al., 2020).

Moreover, it was claimed that the likelihood that students would channel their energy back into their learning increases with their level of engagement and empowerment within their learning community. This can result in a variety of short- and long-term benefits, which can also further drive engagement. (Bond, et al., 2020).

While there has been considerable research on the learning environment and student engagement, there are still several gray areas that have not been fully explored. One such area is the impact of cultural factors on student engagement in different learning environments. As claimed by Swierczek and Bechter (2010), learning is significantly influenced by cultural values, and as such learning needs to be adjusted to the cultural environment in order to be effective. Hence, this area in student engagement needs further investigation.

In addition, research in the area of student engagement and classroom environment in Indigenous people schools has identified some gaps that need to be addressed. Some studies have focused on factors that influence student engagement in the classroom Han (2022), Fan (2022), (Cooper and Fry, 2020) and (Gray and Diloreto, 2016), while others have examined the role of the classroom environment in supporting Indigenous student success (Usman and Madudili, 2019). However, there is still a need for further research that explores the relationship between student engagement and classroom environment in Indigenous schools.

Another research gap is the need for studies that explore the impact of classroom climate and teacher-student relationships on Indigenous student engagement. Research has suggested that a positive classroom climate and supportive teacher-student relationships are important factors in promoting student engagement (McKenna et al., 2019), and this may be particularly true for Indigenous students who may have unique cultural and social experiences.

Finally, there is a need for studies that examine the impact of culturally responsive teaching practices on Indigenous student engagement and classroom environment. Culturally responsive teaching is an approach to teaching that takes into account the cultural and linguistic backgrounds

of students and incorporates these into instructional practices (Gay, 2018). Research has suggested that culturally responsive teaching practices can promote student engagement and academic success for Indigenous students (Lindsey et al., 2019).

Overall, more research is needed to explore the relationship between student engagement and classroom environment in Indigenous people schools, particularly in relation to the cultural and linguistic needs of Indigenous students, the impact of classroom climate and teacher-student relationships, and the effectiveness of culturally responsive teaching practices.

Classroom Environment. Children prefer studying in a classroom where they have enough space to play, have fun, and feel safe, regardless of their cultural beliefs and practices. The classroom atmosphere combines the social, emotional, and educational aspects of your class. According to research, a variety of factors in your classroom environment can influence students' motivation, and motivated students exert greater effort during learning activities. (Ambrose, et.al, 2010)

The learning environment plays a crucial role in shaping students' academic experiences and outcomes. Considerable research has been conducted on learning environments, and numerous factors have been identified that impact student learning (Zhang, 2013). Some of the key factors that influence the learning environment include physical aspects, such as classroom arrangement and temperature, social elements like teacher-student interactions and peer relationships, and psychological factors such as motivation and anxiety levels (Psychological and Social Factors in Learning, 2017).

The learning environment is the foundation of a student's learning process and their choices for their future employment. As such, it is regarded as a crucial element in figuring out how well a program is and how well kids do academically (Shrestha, et al., 2019). In fact, research has shown that classrooms with ample natural light and comfortable temperatures can positively impact students' academic performance (Barret, Davies, Zhang, and Barret, 2015). Moreover, the availability of resources such as computers and textbooks can facilitate student engagement and learning (Kurniawati, 2018).

It was claimed in K12 Insight (2017) that educational studies found that a supportive school culture affects students' performance and among the elements that affect the school culture is having a safe school. Isaac and Emmanuel (2021) stated in their research that culturally sensitive instruction and learning in the classroom produces a welcoming and accessible learning environment that guarantees the survival of cultural traditions. This has been supported by the claims of the study of Majeed, Fraser, Aldridge (2021) which found associations between satisfaction and the learning environment to be statistically significant at both the student and class levels on the majority of MCI ratings after the use of simple and multiple correlation analysis which examined the relationship between student happiness and the classroom atmosphere. Additionally, Li, et al. (2017) argued that a well-organized and structured classroom layout can

facilitate effective teaching and learning, and the social aspects of the learning environment are equally critical. It has been argued by Gurzynski-Weiss, Long, Solon, (2015) that classrooms are believed to promote student-centered learning and to capitalize on student preferences and modern lifestyles. As a matter of fact, Gurzynski-Weiss, Long, Solon (2015) claimed that by reducing pre-task setup, promoting student-centered courses, ensuring equal participation, and enabling students to work with more peers than they would in typical classrooms, truly creative settings will improve learning possibilities in a number of ways (Gurzynski-Weiss, Long, Solon, 2015).

Positive teacher-student interactions, such as clear communication and empathy, foster an environment in which learners feel supported and motivated (Abd-Elmotaleb & Saha, 2017). Similarly, Yussif (2023) stated that a positive peer environment that promotes collaboration and teamwork can enhance the quality of education. Conversely, according to Suryana et al., (2020) negative social factors such as bullying and lack of inclusivity can create a hostile learning environment that negatively impacts students' academic experiences.

The establishment of learning environments that cater to the unique needs of Indigenous people is crucial in today's world, given their cultural diversity and significance. As a matter of fact, the United Nation (2023) highlighted the importance of incorporating culture in Indigenous people education stating that indigenous communities are a culturally diverse and significant population, therefore education systems that cater to their specific needs are crucial.

According to Hurtado, et al. (1999), there has been research over the years that began to provide important guidance in understanding how to achieve diversity while improving the social and learning environments for students from different racial/ethnic backgrounds. Mckenna et al., (2019) advanced that research has suggested that a positive classroom climate and supportive teacher-student relationships are important factors in promoting student engagement.

Classroom climate. According to Hoy (2003) and Wang and Degol (2016), the term "school climate" refers to the nature and features of school life. (Cohen, Mccabe, Michelli & Pickeral, 2009). Despite the lack of agreement on its definition (Cohen et al, 2009; Wang & Degol, 2016), it is acknowledged that school climate is multidimensional and includes academic, social, and physical aspects (Loukas, Suzuki, and Horton, 2006) and that it has a complex structure (Marshall, 2004; Suldo, McMahan, Chappel, and Loker, 2012). Demiroz (2020) stated that school climate may be used to define school atmosphere and quality. It is basically constant and is based on the shared views of everyone at the school as well as the impacts of all of their behaviors (Demiroz, 2020).

According to Moos (1980), the classroom is a crucial location for students' intellectual and personal development, and classroom climates play a specific role in this process. Therefore, one of the elements influencing students' academic success may be the environment in the classroom.

Even if schools have similar physical structures, each school is a unique social organism with a unique atmosphere because of the physical characteristics of the school, the quality of social

relations, the demographic and cultural backgrounds of students, teachers, administrators, and other employees, shared norms and values all affect school climate. (Demiroz, 2020) This could be telling, according to Demiroz (2020) that school climate can vary from one school to another.

Indigenous school climate plays a vital role in the educational success of Indigenous students. Research has demonstrated that when Indigenous students feel a sense of belonging, positive school culture, and connectedness to their cultural identity within a welcoming and culturally responsive environment, they are more likely to achieve academic success and stay engaged in their studies (Burnett et al., 2022). Moreover, a positive Indigenous school climate fosters respect, understanding, and appreciation of diverse cultures among all students.

Student-Teacher Relationship. In order to create a safe and effective learning environment, an establishment of positive relationships with students is critical as students are more likely to engage and learn when they feel respected and valued by their teachers (DepEd Tambayan, nd). Positive teacher-student relationships have long been recognized as an important factor in academic success and overall well-being for students (Cook, et al., 2018). As noted by Pekrun, Elliot, and Maier (2009), positive teacher-student relationships involve trust, respect, and empathy between the teacher and student. Teachers who foster positive relationships with their students can create a supportive classroom environment that promotes engagement, motivation, and academic achievement (Bearman & Hallam, 2007; Roorda et al., 2011).

Research has consistently shown that positive teacher-student relationships are associated with higher levels of student engagement and achievement (Bearman & Hallam, 2007; Roorda et al., 2011). Furthermore, positive teacher-student relationships have been linked to improved student behavior and reduced rates of disciplinary action (Roorda et al., 2011).

In addition, positive teacher-student relationships can also have a lasting impact on the well-being of students. All these are supported in the findings of the research of Amadi and Paul (2017) which revealed a very strong positive relationship between students' benefits on student-teacher communication and their academic achievement in the department.

Positive teacher-student relationships should be a fundamental component of any effective educational program (Ku & Shang, 2020). This could be telling that the good rapport between teachers and students not only benefits students but also teachers. As stated in the research of Cui (2022), it is important for schools to prioritize the development of positive teacher-student relationships through strategies like professional development opportunities and mentorship programs.

Culturally Responsive Teaching Practices. Accordingly, Demiroz (2020) and Gajdosova and Albertova (2019) argued that positive school culture affects student academic achievement, which therefore impacts how successful the school is and the best learning environments are provided by effective schools to promote their students' emotional, cognitive, social, aesthetic, and psychomotor development (Cohen et al., 2009; Ozdemir, 2012; Faour, 2012).

As such Indigenous schools play a crucial role in providing education that incorporates cultural values, practices and perspectives. (Dalton et al., 2019) They added that Such schools provide an environment in which Indigenous students feel seen, heard, and understood while affirming their cultural identities. This is so because indigenous schools provide a supportive learning environment that values culturally responsive teaching practices and fosters positive relationships between students, teachers, and the community (Schonleber, 2021).

Fong (2021) reported that indigenous college students have been historically underserved by the institutions they attend, which are often fraught with the uncertainty of belonging and feelings of isolation. This is despite the fact that when people feel like they belong to a group or community, they feel safe and make progress and they also protect their communities and contribute to their development (Demiroz, 2020). Thus, according to Demiroz (2020) students need to experience the feeling of belonging. This has been furthered by Roeser, Midgley & Urdan (1996) who reported that school belonging is related to academic achievement, academic performance, enhanced motivation, and self-efficacy.

In Indigenous people's schools, a positive school climate can help to promote cultural pride and a sense of belonging among students. This is especially important given the history of forced assimilation and cultural suppression experienced by Indigenous communities in many parts of the world (Fong, 2021).

However, Fong, et al. (2021) reported that the lack of proper valuation of cultural ways of knowing and being central to indigenous peoples' identities are reasons behind the marginalization that they experience.

Student Engagement. Student engagement is a very complex process that is fueled by the physical and psychological energy that the student devotes to the academic experience (Astin, 1999). Cavanagh (2012) said that student engagement in learning has become an important consideration in research into learning environments and the design of instruction.

Bond, et al. (2020) claimed that student engagement is the drive and effort students put forth within their learning community, which may be seen via a spectrum of behavioral, cognitive, and affective characteristics which means that a variety of structural and internal factors, such as the intricate interaction of connections, learning activities, and the learning environment, all have an impact on it.

Appleton, et al (2008) contend that student engagement is multi-faceted and a complex construct. While Finn (2006) believes that student engagement has been linked to improved achievement, persistence, and retention, student disengagement has a profound effect on student learning outcomes and cognitive development (Ma, Han, Yang, & Cheng, 2015). In the same vein, Finn & Zimmer (2012) argue that student engagement could be a predictor of student dropout in both secondary school and higher education.

Schlechty (2011) claims that the importance of student engagement in the success of class activities should be taken into consideration in classroom designs, however, Ortiz (2017) counter-argued that student engagement is a process that occurs in the classroom and that according to Dittoe (2002) the physical reality surrounding the process does not seem to have a direct impact on the degree to which students are engaged. Tharp (2015) also refuted the Schlechty framework citing that it is expensive for districts to use without much tangible payoff, and that regardless of framework usage the pace of public-school change is especially slow.

Indigenous student engagement is an important issue in modern-day education. Indigenous students often face unique and complex challenges that can impede their academic success. Therefore, it is necessary for educational institutions to develop strategies that foster the engagement of Indigenous students in the learning process (Kurtz et al., 2017).

One such strategy is to involve Indigenous communities and elders in the development of curriculum and educational programs (Bisai & Singh, 2020). This approach can ensure that the curriculum and programs are culturally appropriate, relevant, and meaningful for Indigenous students (Earp, 2017). In addition, providing mentoring and support for Indigenous students can help to build positive relationships between these students and their peers, educators, and community members (Moriña, 2019). Moreover, creating safe and inclusive learning environments that respect Indigenous cultures and languages is essential (Torres, 2023). Furthermore, increasing the representation of Indigenous peoples in the school staff can contribute to creating an environment that is welcoming and encouraging for Indigenous students (Burges, 2019).

Learning Environment and Student Engagement. As advanced by Bauk and Radlinger (2013) today's fast-paced educational landscape has required creation of an engaging learning environment which has become more vital than ever before. Gray and Diloreto (2016) claims that student engagement is one of the factors that accounted for considerable variance in the satisfaction and perceived learning in online learning environments through a range of pathways. Additionally, Usman and Madudili (2019) claimed that the learning environment has recently come to the limelight as an essential area that should be considered and well-managed to enhance students' academic performance.

Nigerian stakeholders have expressed worry over the tendency of pupils performing poorly in academics in all types of institutions in Nigeria. Priority attention has been focused on issues such as teacher effectiveness, the teaching process, the effectiveness of school administration, and students' lack of interest in their studies as a result of distractions that hamper learning. In the fight to find a permanent solution to the country's persistently subpar educational results for children, the learning environment as a variable that influences students' academic outcomes either favorably or unfavorably has received very little attention (Usman and Madudili, 2019).

The recent demand for online learning has significantly shifted the panorama of the learning environment. While there are many who are skeptical of student engagement in online learning environment, Mandernach, Donnelli-Sallee, and Dailey-Hebert (2011) argued that student engagement should be measured beyond cognitive skills learned or mastered but rather focused on individuals' dispositions or attitudes about classroom experiences and life-long learning. They added that there are several affective factors related to student engagement which include attitude, personality, motivation, effort, and self-confidence (Mandernach, Donnelli-Sallee, and Dailey-Hebert, 2011). Consequently, Jennings and Angelo (2006) and Mandernach et al., (2011) said that instructors can more effectively plan lessons and activities that will encourage students to be more active participants in their learning and coursework by evaluating the level of student engagement and considering these affective aspects.

For indigenous students learning engagement and environment, Organisation for Economic Co-operation, and Development (2017) claims that indigenous people are different both within and across countries. While this is happening, Indigenous children typically do not have access to the same level of schooling that other children in their nation do. This predicament is brought on, in part, by the fact that school administrators and instructors are not always well-prepared to instruct Indigenous kids, nor are they always given tools to aid in the development of their skills and confidence.

As reported by Arens, et al. (2014) indigenous students do much worse academically than non-indigenous students. According to Thomson et al. (2013), the achievement difference between Indigenous and non-Indigenous students in Australia is more pronounced than the success disparities identified for Indigenous students in other colonial countries (De Bortoli & Thomson, 2010; Thomson et al., 2013). (e.g. Song et al., 2014).

As such Indigenous schools play a crucial role in providing education that incorporates cultural values, practices, and perspectives. (Dalton et al., 2019) They added that Such schools provide an environment in which Indigenous students feel seen, heard, and understood while affirming their cultural identities. This is so because indigenous schools provide a supportive learning environment that values culturally responsive teaching practices and fosters positive relationships between students, teachers, and the community (Schonleber, 2021).

Overall, said studies underscore that Indigenous schools enhance student engagement through culturally responsive education that affirms cultural identity and fosters positive relationships between students, teachers, and the community. The incorporation of Indigenous knowledge, pedagogies and practices promote learning that is relevant to students' experiences and cultural backgrounds, leading to higher rates of engagement (Cárdenas & Ibarra, 2022).

II. Methodology

Research investigations that sought to present static images of circumstances and determine the link between various factors employ descriptive correlational design (McBurney & White, 2009). As presented in the objectives, the study explored variables connected with classroom environment and student engagement in IP schools to add details on a topic that has not been researched in the Philippines.

To establish the descriptive correlation of variables used in this study, the researcher sought for quantitative data needed to describe and correlate the variables. Quantitative data, according to Dewitt Wallace Library (2021), are data that are either counted or compared on a numeric scale and are used when a researcher is trying to quantify a problem or address what and how many aspects of the research question.

Purposive sampling was used in the selection of the respondents. Elementary school students of Cabagaayan Elementary School and three other schools in Baguio District, Toril Davao City were involved because of their being members of the Cabagaayan Indigenous People community. The fact that there has been less study looking into the classroom environment of the Cabagaayan IP community, this study investigated the classroom environment from the perspective of Cabagaayan learners and how was it related to their engagement in class. Hence, the criteria used in choosing the respondents are the following. Firstly, they must be Cabagaayan IP members and number two they must be elementary students from the Cabagaayan IP schools in Binugao District. This aligns with the definition of Nikolopoulou (2022) of purposive sampling that stated that it is a non-probability sampling method where samples for study are chosen because they have the characteristics needed for the sample.

The data were collected using the self-made questionnaire validated by highly experienced and qualified professors from distinguished universities in Davao City. The questionnaire is made up of two parts: Part 1 measures the perception of students on their learning environment, and Part 2 identifies the perceived student engagement of the students.

Upon approval of the proposal including the questionnaire, the researcher sought recommendation from the Dean of the Graduate school of the Rizal Memorial College to conduct the study on the research locale preferred by the researcher. After which, a letter seeking permission to conduct the study in Cabagaayan Elementary School and four other schools identified was submitted to Mr. Reynante A. Solitario, School Division Superintendent of Davao City. A separate letter of permission was submitted to the principals of the schools involved and were prepared and sent.

Reproduction of the instrument was done and followed by its administration to the identified respondents. The research coordinated with the school heads of school identified as locale of this research and were given a copy of the questionnaire for them to assist in the

distribution of the questionnaire. After three (3) days, the questionnaires were retrieved by the researcher. Retrieval was done by the researcher and tabulation followed.

Tables and descriptions were used in the use of descriptive statistics. The results of the hypothesis testing, however, were presented using inferential statistics.

The scale was used during discussion and analysis to interpret the data. Literature was employed to either support, maintain, or validate results or to contradict, oppose, or dispute results in the discussion of the findings.

Percentage in analyzing the number of learners who responded to a specific scale. Mean and standard deviation in the perceived classroom environment and student engagement, Pearson R in testing the relationship of the variables, and regression analysis in testing whether or not a significant relationship exists.

Pearson Product Moment Correlation was used to determine the significant relationship between classroom environment and student engagement of IP learners in four schools in Binugao District in Davao City. The values of r ranges from -1 to 1 were interpreted using Schober, Bossers, and Schwarte (2018)

III. Results and Discussion

The study examined the relationship between classroom environment and student engagement among Indigenous People (IP) learners in four schools in the Binugao District of Toril, Davao City. This study found that the classroom environment in the five schools in Binugao District, Davao City is often perceived to be positive. This means that the classroom environment is often perceived as positive by IP learners. This is due to the high scores given by the respondents on the three indicators for this variable. The first indicator for this got the highest score, while the other two indicators got relatively high scores.

The student engagement of indigenous students in IP schools is high. This means that the level of engagement of IP learners from the five schools in Baguio District in Toril Davao City is high. This was due to the high scores given by the respondents on statements that measured their engagement in their respective classrooms. Six of the ten statements got the highest rating while the other five statements got high leading to the overall rating for student engagement which is high.

The result of the correlation test between classroom environment and student engagement indicated a positive significant relationship. This means that as the value of the classroom environment increases, the value of student engagement also increases, and vice versa. It was also established by the statistical tool used that such a positive relationship is significant.

Discussion

The findings support recommendations to maintain positive classroom environments for IP learners through strategies such as understanding and incorporating students' cultural backgrounds and learning needs, fostering supportive teacher-student relationships, and implementing culturally responsive teaching practices.

Future research could further explore other factors contributing to high student engagement among Indigenous learners, such as specific teaching methods, curriculum content, and school-community partnerships. Examining how these elements interact with the classroom environment would provide deeper insights into supporting the educational success of Indigenous students.

Overall, this study highlights the importance of creating learning environments that are welcoming, culturally sensitive, and conducive to engagement for Indigenous students. By doing so, schools can help empower IP learners and promote their academic achievement.

IV. Conclusion

This study highlights several important points. Firstly, IP learners generally perceive their classroom environment in a positive light, with a strong sense of classroom climate, teacher-student relationships, and culturally responsive teaching. This aligns with research emphasizing the importance of creating learning environments that are sensitive to the cultural backgrounds and needs of Indigenous students.

Moreover, contrary to some prior research suggesting challenges with Indigenous student engagement, this study found that IP learners have a high level of engagement in their learning. This may be attributable to the positive classroom environment they experience.

The strong positive correlation between classroom environment and student engagement underscores the critical role that learning environments play in facilitating engagement and learning among Indigenous students. When Indigenous students feel their cultural identities are affirmed and they have positive relationships with teachers, they are more likely to be engaged in the learning process.

REFERENCES

[1] Abd-Elmotaleb and Saha, S., (2017). The Role of academic self-efficacy as a mediator variable between perceived academic climate and academic performance. Journal of Education and Learning, Vol 2(3). https://doi.org/10.5539/jel.v2n3p117

[2] Amadi, G and Paul, A. (2017). Influence of student-teacher communication on students' academic achievement for effective teaching and learning.American Journal of Educational Research, 5(10), 1102-1107. https://doi.org/10.12691/education-5-10-12

[3] Ambrose, S. A., Bridges, M. w., Lovett, M. C., DiPietro, M., & Norman, M. K. 2010. How Learning Works: 7 Research-Based Principles for Smart Teaching. San Francisco, CA: Jossey-Bass.

[4] Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. Psychology in the Schools, 45(5), 369–386. https://doi.org/10.1002/pits.20303.

[5] Arens, A. K., Bodkin-Andrews, G., Craven, R. G., & Yeung, A. S. (2014). Self-concept of Indigenous and non-Indigenous Australian students: Competence and affect components and relations to achievement. Learning and Individual Differences, 32, 93–103. https://doi.org/10.1016/j.lindif.2014.03.019

[6] Barret, P., Davies, F., Zhang, Y., & Barret, L. (2015). The impact of classroom design on pupils' learning: Final results of a holistic multi-level analysis. Elsevier, 89, 118-133. https://www.sciencedirect.com/science/article/pii/S0360132315000700

[7] Bisai, S. and Singh, S. (2020) "Towards a holistic and inclusive pedagogy for students from diverse linguistic backgrounds," Teflin Journal - A Publication on the Teaching and Learning of English, 31(1),p. 139. Available at: https://doi.org/10.15639/teflinjournal.v31i1/139-161.

[8] Bond, M., & Bedenlier, S. (2019). Facilitating student engagement through educational technology: Towards a conceptual framework. Journal of Interactive Media in Education, 11(1), 1–14. https://doi.org/10.5334/jime.528

[9] Bond, M., Buntins, K., Bedenlier, S., et al. (2020). Mapping research in student engagement and educational technology in higher education: A systematic evidence map. International Journal of Educational Technology in Higher Education, 17(1), 1–30. https://doi.org/10.1186/s41239-019-0176-8

[10] Bond, M., Marín, V. I., Dolch, C., et al. (2018). Digital transformation in German higher education: Student and teacher perceptions and usage of digital media. International Journal of Educational Technology in Higher Education, 15(1), 48. https://doi.org/10.1186/s41239-018-0130-1

[11] Burgess, C. (2019). Effective teaching methods that work for Indigenous students. https://www.aare.edu.au/blog/?p=3941.

[12] Burnett, C., Purkey, E., Davison, C., Watson, A., and Bayoumi, I. (2022) "Spirituality, Community Belonging, and Mental Health Outcomes of Indigenous Peoples during the COVID-19 Pandemic," International Journal of Environmental Research and Public Health, 19(4),p. 2472. https://doi.org/10.3390/ijerph19042472.

[13] Cavanagh, R. (2012). Associations between the classroom learning environment and student engagement in learning 1: A Rasch model approach. Joint AARE APERA International Conference, Sydney

[14] Cohen, J., Mccabe, E.M., Michelli, N. M. & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. Teachers College Record, 111 (1), 180–213.

[15] Cooper, R. (2018). Indigenous student engagement: A review of the literature. Australian Journal of Indigenous Education, 47(1), 1-10.

[16] Cui, L. (2022). The Role of teacher–student relationships in predicting teachers' occupational wellbeing, emotional exhaustion, and enthusiasm. National Library of Medicine. https://doi.org/10.3389%2Ffpsyg.2022.896813

[17] De Bortoli, L., & Thomson, S. (2010). Contextual factors that influence the achievement of Australia's Indigenous students: Results from PISA 2000–2006.Australian Council for Educational Research. https://research.acer.edu.au/ozpisa/7/

[18] Demiroz, S. (2020). The relationship between secondary schools students' perceptions of school climate, their school belonging and their academic achievement. Education Reform Journal, Vol5. http://dx.doi.org/10.22596/erj2020.05.02.60.77

[19] Dewitt Wallace Library. (2021, March 9). What Is Research Data?: Qualitative vs. Quantitative. Macalester.edu. https://libguides.macalester.edu/c.php?g=527786&p=3608639

[20] Dittoe, W. (2002). Innovative models of learning environments. New Directions for Teaching and Learning, 2002(92), 81-90. https://doi.org/10.1002/tl.82

[21] Dixson, M. D. (2010). Creating effective student engagement in online courses: What do students find engaging? Journal of the Scholarship of Teaching and Learning, 10(2), 1–13.

[22] Earp, J. (2017). Practices that support Indigenous students - Teacher Magazine. https://www.teachermagazine.com/au_en/articles/practices-that-support-indigenous-students.

[23] Eva Gajdosova, Silvia Majercakova Albertova. Validation of International School Climate Surveys in Slovakia. American Journal of Applied Psychology. Vol. 8, No. 1, 2019, pp. 14-18. https://doi.org/10.11648/j.ajap.20190801.13

[24] Faour M. (2012). The Arab world's education report card: School climate and citizenship skills. Washington, DC: Carnegie Endowment for International Peace.

[25] Finn, J. (2006). The adult lives of at-risk students: The roles of attainment and engagement in high school (NCES 2006-328). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

[26] Finn, J., & Zimmer, K. (2012). Student engagement: What is it? Why does it matter? In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), Handbook of research on student engagement, (pp. 97–131). Boston: Springer US. https://doi.org/10.1007/978-1-4614-2018-7_5.

[27] Fong, C. J., Owens, S. L., Segovia, J., Hoff, M. A., & Alejandro, A. J. (2021). Indigenous cultural development and academic achievement of tribal community college students: Mediating roles of sense of belonging and support for student success. Journal of Diversity in Higher Education. Advance online publication. https://doi.org/10.1037/dhe0000370

[28] Gay, G. (2018). Culturally responsive teaching: Theory, research, and practice (3rd ed.). Teachers College Press.

[29] Gurzynski-Weiss, L., Long, A. Y., & Solon, M. (2015). Comparing interaction and use of space in traditional and innovative classrooms. Hispania, 98(1), 61-78. https://www.doi:10.1353/hpn. 2015.0028

[30] Hoy, W.K. (2003). School climate. In J.W. Guhtrie (Ed.), Encylopedia of Education (2nd ed.), (pp. 2121-2124). New York: Thompson Gale

[31] Isaac, K. M., & Emmanuel, O. A. (2021). Rejection of Indigenous Music? Reflections of Teaching and Learning of Music and Dance in Tamale International School. African Journal of Social Sciences and Humanities Research, 4(2), 74-86. https://doi.org/10.52589/AJSSHR-MUUUIJWV

[32] K-12 Insight. (2012). How to create a positive school climate: 5 key areas every school leader should assess. Herndon, VA: K-12 Insight. Retrieved from https://www.k12insight.com/resources/.

[33] Ku, C, G. and Shang, I. (2020) "Using the Integrated Kano–RIPA Model to Explore Teaching Quality of Physical Education Programs in Taiwan," International Journal of Environmental Research and Public Health, 17(11),p. 3954. Available at: https://doi.org/10.3390/ijerph17113954.

[34] Kurniawati, T. (2018). Analysis of Accounting Learning Quality and College Students' Financial Literacy. https://doi.org/10.2991/piceeba-18.2018.7.

[35] Kurtz, M, L, D. et al. (2017) "Indigenous methodology in understanding indigenous nurse graduate transition to practice," International Indigenous Policy Journal, 8(4). Available at: https://doi.org/10.18584/iipj.2017.8.4.9.

[36] Li, S., Wu, F., Wu, J., Xie, K., Yu-Peng, X. (2017). The study of the influence between informal learning places and interactive activities in campus group based on spatial configuration. https://doi.org/10.2991/eesed-16.2017.50.

[37] Lindsey, R. B., Roberts, L. M., & Campbell Jones, F. (2019). The culturally responsive teacher. Harvard Educational Review, 89(3), 371-395.

[38] Loukas, A., Suzuki, R. & Horton, K.D. (2006). Examining school connecyedness as a mediator of school climate effects. Journal of Research on Adolesence, 16 (3), 491- 502. http://onlinelibrary.wiley.com/doi/10.1111/j.1532- 7795.2006.00504.x/

[39] Ma, J., Han, X., Yang, J., & Cheng, J. (2015). Examining the necessary condition for engagement in an online learning environment based on learning analytics approach: The role of the instructor. The Internet and Higher Education, 24, 26–34. https://doi.org/10.1016/j.iheduc.2014.09.005.

[40] Majeed, A., Fraser, B., & Aldridge, J. (2021). Junior Secondary Mathematics Student's Learning Environment and Satisfaction in Brunei Darussalam. Australian Association for Research in Education. https://www.aare.edu.au/data/publications/2001/maj01681.pdf

[41] Marshall, M. L. (2004). Examining school climate: Defining factors and educational influences. Retrieved (31/07/2017) from Georgia State University Center for Mitchell et al., 2010),

[42] McKenna, T. H., Dicum, K. E., & Murchison, J. P. (2019). Student engagement in the classroom: A literature review. Journal of Educational Research and Practice, 9(2), 183-194.

[43] Moos, R. H. (1980). Evaluating classroom learning environments. Stud. Educ. Evalu. 6, 239–252

[44] OECD (2017), Promising Practices In Supporting Indigenous Students Success, OECD Publishing, Paris, https://www.dx.doi.org/10.1787/9789264279421-en

[45] Ortiz, Y. (2017). The Impact of learning environments on student engagement. Leadership and Policy Studies Faculty Publications and Presentations. Paper 25. http://hdl.handle.net/10950/605

[46] Ozdemir, M. (2012). Examinations of high school students' metaphorical school perceptions in terms of various variables. Education and Science, 37(163), 96-109.

[47] Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions. In Handbook of research on student engagement (pp. 365-386). SpringerUS.

[48] Psychological and Social Factors of Learning (2017). Available at: https://blogs.uww.edu/lieslziegeweid/2017/02/22/psychological-and-social- factors-of-learning/.

[49] Rashid, T., & Asghar, H. M. (2016). Technology use, self-directed learning, student engagement and academic performance. Computers in Human Behavior, 63(10), 604–612. https://doi.org/10.1016/j.chb.2016.05.084

[50] Roeser, R.,W., Midgley, C., & Urdan, T., C. (1996). Perceptions of the school psychological environment and early adolescents psychological and behavioral functioning in school: The mediating role of goals and belonging.Journal of Educational Psychology, 88 (3), 408-42.

[51] Schlechty, P. C. (2011). Engaging students: The next level of working on the work. SanFrancisco, CA: Wiley.

[52] Shrestha, E., Mehta, R. S., Mandal, G., et al. (2019). Perception of the learning environment among the students in a nursing college in Eastern Nepal. BMCMedical Education, 19, 382. https://doi.org/10.1186/s12909-019-1835-0

[53] Song, S., Perry, L. B., & McConney, A. (2014). Explaining the achievement gap between Indigenous and non-Indigenous students: An analysis of PISA 2009results for Australia and New Zealand. Educational Research and Evaluation, 20(3), 178–198. https://doi.org/10.1080/13803611.2014.892432

[54]

[55] Suldo, S. M., McMahan, M.M., Chappel, A. M. & Loker, T. (2012). Relationships between perceived school climate and adolescent mental health across genders. School Mental Health, 4, 69-80. https://doi.org/10.1007/s12310-012-9073-1

[56] Suryana, A., Akbar, M. and Ridwan, A. (2020) "Development of a Student Bullying Scale Using the Rasch Model," Kne Social Sciences. Available at: https://doi.org/10.18502/kss.v4i14.7883.

[57] Tharp, J. R. (2015). The Schlechty framework: The work, engagement, and high- stakes tests(Doctoral dissertation) http://0search.proquest.com.library.uark.edu/docview/1752405654?accountid=8361

[58] Thomson, S., De Bortoli, L., & Buckley, S. (2013). PISA 2012: How Australia measures up. Australian Council for Educational Research. https://research.acer.edu.au/ozpisa/15/

[59] Torres, A. (2023). Creating an Inclusive Learning Environment for Indigenous Students:Strategies for educators. Available at: https://www.jeagmhs.com/2023/02/creating-inclusive-learning- environment.html.

[60] United Nations (2023). Importance of indigenous education and culture highlighted, as permanent forum continues second session. https://press.un.org/en/2003/hr4674.doc.htm

[61] United Nations Educational, Scientific and Cultural Organization (UNESCO) (2021). Education for the 21st century. https://en.unesco.org/themes/education-21st-century

[62] Wandix-White, D. (2020) "Care, Control, and Color: A Conversation About Disparities in School Disciplinary Practices," Journal Of curriculum Studies research, 2(2),p. 81-97. Available at: https://doi.org/10.46303/jcsr.2020.11.

[63] Wang, M.T. & Degol, J. L. (2016). School climate: a review of the construct, measurement, and impact on student outcomes. Educational Psychology Review, 28, 315-352. https://doi.org/10.1007/s10648-015-9319-1

[64] World Bank. (2018). World Development Report 2018: Learning to Realize Education's Promise. Washington, DC: World Bank.

[65] Yussif (2023). 9 reasons why students misbehave. Classroom Management   Expert. https://classroommanagementexpert.com/blog/why-do-students-   misbehave/

[66] Zhang, Q. (2013) Overviews of Current Researches on Influential Factors of Effective Instruction in China. https://doi.org/10.2991/icemss.2013.39.

AUTHOR'S PROFILE

JUANITO A. ODANTE JR

Born in Davao City, Philippines, on July 20, 1994, the author is 29 years old and single. He currently resides in Baracatan Toril, Davao City, far from his hometown due to a school assignment. Among his four beautiful and compassionate sisters and brothers, he is the youngest. At St. John Paul II College of Davao, which is located on Ecoland Drive in Matina, Davao City, he completed his Bachelor of Arts degree in Elementary Education with a Major in General Education. In March of last year, he took and was fortunate enough to pass the Teacher Licensure Examination. He completed his education as a self-sufficient scholar, working at Apartelle for nearly six years prior to graduating from college. He worked for three years as a private school teacher as well. In April of 2021, he resigned from his position as a private school teacher after being hired by the Department of Education in the same month. Up until now, he has also worked as a Sunday school teacher, instructing young students. By the mercy of our Lord, he is currently enrolled in an online program at Gate Bible School. The Global Forum for Teacher Educators (GFTE) Certified International Introductory Course "Munir's Socioeco Ethical Model of Human Rights Education " was completed by him. The course focused on advancing human rights, developing socioethical consciousness, and building a more just and inclusive society. For the time being, He is currently completing his Master of Arts in Educational Management program at Davao City's Rizal Memorial Colleges, Inc.

He is an indigenous person in Davao City who works as an IP teacher from the Bagobo Tagabawa Tribe. He currently resides in Davao City and works as a grade 1 and 2 teacher in a multigrade classroom at Cabagaayan Elementary School, where his school ID is 132406, located in Sitio Cabagaayan, Brgy Sibulan, Toril Davao City. In addition he has been associated with the

Department of Education for the past three years. He is a member of the Bagobo Tagabawa Tribe and an IP teacher.

Juanito believes that life has ups and downs, and sometimes a down can be the reason for an amazing up. Indeed, Education must not simply teach work - it must teach life. (W.E.B. DuBois) His favorite Bible verse is from the book of Psalm 19:7 - " The law of the Lord is perfect, reviving the soul; the testimony of the Lord is sure, making wise the simple." Always pray and do not give up.(Luke 18:1)God is with you wherever you go.(Joshua 1:9)