

Assessing the Impact of the Right to Education on Employment Outcomes of the Indigenous People in the Municipality of Malitbog, Bukidnon for School Year 2024-2025

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ABSTRACT

This study aims to investigate the impact of the right to education on the employment outcomes of the indigenous people residing in the Municipality of Malitbog, Bukidnon. The study may also explore the challenges and opportunities faced by indigenous communities in their pursuits of equal access to education and employment. The findings of this research will provide insights into the effectiveness of current educational practices in promoting indigenous rights and improving their economic prospects. This study used cluster random sampling research design and regression analysis with 86 respondents. This study involves the indigenous people in the Municipality of Malitbog Bukidnon. It covered research design, sampling techniques, instrumentation, and statistical treatments. This study used a cluster random design and regression analysis with 86 respondents. Additionally, the chapter provided information on the collection implementation, including relevant details about the participants and the subsequent procedures. The result of the study revealed that respondents were predominantly female, with the majority aged 25-30 years old, and possessing a college degree or higher. The findings indicated a strong positive perception among respondents regarding the influence of education on their standard of living, perceived quality of education, and salary grade. Specifically, education was linked to improved financial planning abilities and workforce preparedness. However, the study also identified challenges hindering the right to education and employment related to accessibility, financial capacity, and community support, though respondents generally agreed that these factors were significant. These results underscore the perceived importance of education in enhancing employment outcomes for Indigenous People while also acknowledging persistent barriers that need to be addressed. The findings of this study have found that while education can enhance Indigenous Peoples' (IPs) standard of living, quality of education, and salary grades, financial constraints and limited access to culturally relevant resources can hinder their ability to fully benefit from their education. Stronger community support and collaborations between educational institutions and Indigenous organizations can address these challenges, advocating for policies that promote inclusivity and equitable access to resources. Culturally relevant curricula and vocational training programs can enhance IPs' educational engagement and employment prospects, ultimately fostering greater economic empowerment and social equity for IPs in Malitbog, Bukidnon.

Keywords: *Standard of Living; Quality of Education; Salary Grades; Accessibility; Financial Capacity; Community Support*

INTRODUCTION

The right to education is internationally and globally recognized for changing the world and among individuals. It is a right not only of those who can afford to pay for a good education but anyone, regardless of language or religion, skin color, birth circumstances, or social origin, notwithstanding opinions, political inclinations, and economic conditions. The United Nations Educational, Scientific and Cultural Organization (UNESCO) in December 1960 sponsored the Convention Against Discrimination in Education purpose of eliminating and preventing discrimination in Education. Eduardo, J. P., & Gabriel, A. G. (2021c). In addition, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) regenerated the rights of Indigenous Peoples (IPs) scholarship, which

covers the Declaration's scope, applicability, and implications on national law on Indigenous rights. The right to education of IPs/Indigenous Cultural Communities (ICCs) is also promoted and protected in the Philippines. Numerous laws, statutes, and policies were forged to make Education accessible to vulnerable groups such as the IPs. This indicates that the Philippines is aware of the needs of its marginalized communities and is creating policies that are responsive to them, especially regarding social rights, with the right to Education being among them. Around the world, colonial and post-colonial practices have systematically harmed Indigenous peoples' identities, knowledge, value systems, environments, and relationships despite recent initiatives of state and non-state actors to rebuild and strengthen Indigenous identities and optimize education for Indigenous learners, such as the United Nations Declaration on the Rights of Indigenous Peoples in 2007. Indigenous peoples continue to grapple with economic, social, cultural, and political challenges and barriers. Many remain trapped in the cycle of poverty. Indigenous peoples thus represent one of the most disadvantaged, marginalized, and vulnerable groups in the world today (International Work Group for Indigenous Affairs (IWGIA). Nesterova, Y., & Jackson, L. (2021b). Indigenous Peoples tend to have less access to and poorer quality of education than other groups. Their education often does not incorporate curricula and teaching methods that recognize their communities' histories, cultures, pedagogies, traditional languages, and knowledge. Today is the International Day of the World's Indigenous Peoples. It is an opportunity to recognize the contributions and achievements of the world's 370 million Indigenous people from over 90 countries. This year's theme is Indigenous languages, which is inextricably linked to their right to quality education. Indigenous peoples often do not have access to schooling in their traditional languages, and the curriculum and teaching methods do not sufficiently incorporate or recognize their communities' histories, cultures, ways of learning, and traditional knowledge. While socioeconomic outcomes are often worse for Indigenous Peoples than for other groups, the available data typically provide only an incomplete picture of poverty, exclusion, and their priorities and perspectives about education. This is partly because their identity and ways of living encompass individual and collective rights as well as cultural, social, and economic aspects. Household surveys often focus on individuals and households, and less on communities. As a result, in education and other areas, policymakers should consult with Indigenous Peoples to ensure effective and inclusive development policies central to the World Bank's Environmental and Social Framework. Wodon, Q., & Cosentino, G. (2024, March 16). The Indigenous Peoples Survey conducted in 2023 reveals that approximately 59% of Indigenous Peoples perceive themselves as "poor," compared to 52% of people who do not identify as. Almost half of them think that education, health, access to clean water, and social assistance are the most pressing concerns the government must address to improve their welfare. Approximately 51% of Indigenous Peoples consider themselves "food poor," higher than the 45% reported by non-Indigenous Peoples. Both groups experience hunger, with around 37% of Indigenous Peoples and 36% of non-Indigenous Peoples reporting instances of hunger in the past three months. Compared to non-Indigenous populations, Indigenous Peoples also lag in educational metrics: smaller percentages advance beyond primary school, complete high school, or attain post-secondary education. Those with only primary education often find employment in agriculture or self-employment. World Bank Group. (2024, June 3). Due to the decline of traditional Indigenous communities, the migration of Indigenous people to urban areas to pursue employment and education has intensified in the past few decades. As a result, more Indigenous learners are joining urban schools. However, such schools are traditionally tailored more to the needs of dominant settler populations than to those of Indigenous learners. For Indigenous learners in this context, few, if any, adjustments are made to meet their needs better, as urban Indigenous populations are often assumed to be assimilated into the dominant culture and accustomed to a life separated from their traditional cultures and communities. Urban education thus tends to overlook Indigenous ethnic, cultural, and linguistic ties. It typically dismisses or discounts Indigenous knowledge. (Bang et al., 2013). In addition, Urban educators rarely appreciate the extent of socioeconomic diversity among Indigenous learners. Nor do they recognize how mainstream

schooling and society can negatively affect Indigenous people. Thus, urban education usually fails to respond critically to the legacy of colonial history on Indigenous populations today. Rather than sustaining unjust structures shaped by colonization, urban education should address discriminatory perceptions dominant groups have of Indigenous people and ameliorate the unequal and antagonistic relationships between Indigenous and non-Indigenous communities.

In the Philippines, instructors are usually encouraged and advised to be creative in their methods of teaching to effectively connect with IPs/ICCs and respond to the demand of Section 30 of the IPRA of 1997, which states that equal access to various cultural opportunities to the ICCs/IPs must be provided through the mechanisms of the educational system. This includes scholarship grants, rights to use their language, and methods appropriate to their cultural orientation. Under the Governance Act for Basic Education, otherwise known as Republic Act 9155, the Alternative Learning System (ALS) was established to give out-of-school and even the adult population an opportunity to receive basic education. (DepEd Order No. 32, s. 2015). In addition, through the Department of Education (DepEd), the Philippine government also welcomes change and responds to the needs of IPs/ICCs. The DepEd crafted the Indigenous Peoples Education (IPEd) Curriculum Framework in recognition of the right of IPs to culturally rooted and responsive basic Education, aims to give guidance to educational institutions and programs as they work with Indigenous communities in making them understand the K-12 Curriculum based on each IP community's social and academic context. The new curriculum implements a mother tongue–multilingual education (MTB-MLE), which considers the students' vernacular languages. This reinforces and supplements the Indigenous Knowledge Systems and Practices (IKSPs) and Indigenous Learning Systems (ILS). The United States sponsored government officials willingly embraced these in the guise of “civilizing” and “developing” the Philippine archipelago. This has left imprints on the philosophy, structures, orientation, and designs of the present Philippine educational system, alienating the IPs whose culture, way of life, and socioeconomic and political orientations are left untouched by the American cultural, political, and economic campaigns. Standing outside a society that has completely integrated into a foreign system is the struggle that IPs/ICCs face for self-determination lies in the recognition, acknowledgment, and respect of their culture and traditions. Unless the educational system considers the uniqueness of their culture, customs, and traditions, they will continue to struggle toward independence. (Asian Development Bank, 2002; Ty, 2010). The colonial mentality embraced by the more significant Filipino majority posed a challenge to Indigenous culture, forcing the latter to struggle for independence and self-determination. The colonizers' neo-colonial strategy had both economic and political purposes. The Filipinos, by thinking like Americans, would always like and love American products, thereby converting them into instant consumers of finished American products, a strategy of capitalist ideology (Constantino, 1976). This desire for anything American is sometimes called the “Coca Colonization,” derived from the famous brand of American soda, Coca-Cola (Nagata et al., 2011).

The General Theory of Employment, Interest and Money, by John Maynard Keynes (1883 - 1946), a British economist from the early 20th century, was most famous for creating Keynesian economics and shaping modern macroeconomics. A key aspect of Keynesian economics was the belief that governments should actively intervene in economies by boosting spending to stimulate demand during times of recession. Keynes advocated for government job programs as a solution to high unemployment, and his book, *The General Theory*, has significantly impacted economics. However, economists still need to be more explicit about the precise meaning of Keynes's ideas due to the lack of clarity in his writings. He argued that reducing wage rates would not alleviate unemployment. Instead, he proposed that the key to reducing unemployment was to increase government spending and operate with a budget deficit. Keynes's views were widely embraced by governments and his professional peers, especially by those seeking reasons to increase spending. Beckhart, B. H. (1936).

MATERIALS & METHODS

This chapter provides a comprehensive overview of the various data-gathering and analysis approaches that are relevant to our study. This study will involve the citizens among the indigenous people in the municipality of Malitbog, Bukidnon, ranging from research design and sampling techniques to instrumentation and statistical treatments. Additionally, the chapter will provide information on the implementation of data collection, including relevant details about the participants and the subsequent analytical procedures.

RESULTS AND DISCUSSION

1. What is the demographic profile of the respondents in terms of?

1.1 Age

1.2 Educational attainment

1.3 Sex

1.4 Employment Status

Table 1 presents the respondents' frequency and percentage distribution regarding age. The data reveals that 11 respondents, representing 12.8 percent, fall within the 18 to 24 age group. Thirty-eight respondents, accounting for 44.2 percent, belong to the 25 to 30 age group. Meanwhile, 18 respondents, or 20.9 percent, are aged 31 to 35. Additionally, 19 respondents, or 22.1 percent, fall within the 36 to 40 age group. The results indicate that most respondents are in the 25 to 30 age group, suggesting that this segment makes up the most significant portion of the sample. The variation in age distribution provides a balanced representation of different age groups, which may contribute to a broader understanding of the study's findings.

Table 1
Frequency and Percentage Distribution of the Respondents' Age

Age	Frequency	Percentage
18-24 years old	11	12.8%
25-30 years old	38	44.2%
31-35 years old	18	20.9%
36-40 years old	19	22.1%
Total	86	100%

Table 2 presents the respondents' frequency and percentage distribution regarding sex. The data shows that 29 respondents, or 12.8 percent, are male, while 57 respondents, representing 44.2 percent, are female. The findings indicate that female respondents make up the majority of the sample. This distribution suggests that women's perspectives may be more prominent in the study, offering valuable insights that could reflect gender-related differences in the investigated subject.

Table 2
Frequency and Percentage Distribution of the Respondents' Sex

Sex	Frequency	Percentage
Female	29	44.2%
Male	57	55.8%
Total	86	100%

Table 3 presents the respondents' frequency and percentage distribution regarding family income. The data shows that 23 respondents, or 26.7 percent, have a family income of less than Php 9,520.00. Twenty-two respondents, accounting for 25.6 percent, reported a family income between Php 9,520.00 and Php 19,040.00. Meanwhile, 36 respondents, or 41.9 percent, fall within the income bracket of Php 19,040.00 to Php 38,080.00. Only five respondents, representing 5.8 percent, reported a family income between Php 38,080.00 and Php 66,640.00. Notably, no respondents were within the higher income brackets of Php 66,640.00 and above. These findings indicate that most respondents come from low-income families, earning Php 38,080.00 or less. This distribution suggests that financial factors play a significant role in the respondents' circumstances and influence their perspectives within the study.

Table 3
Frequency and Percentage Distribution of the Respondents' Family Income

Sex	Frequency	Percentage
Less than Php 9,520.00	23	26.7
Php 9,520.00 to Php 19,040.00	22	25.6
Php 19,040.00 to Php 38,080.00	36	41.9
Php 38, 080.00 to Php66,640.00	1	0.7
Php 38,080.00 to Php 66,640.00	5	5.8
Php 66,640.00 to Php 114,240.00	0	0
Php 114,240.00 to Php 190, 400.00	0	0
Atleast Php 190,400.00	0	0
Total	86	100%

Table 4 presents the frequency and percentage distribution of the respondents' educational attainment. The data reveal that none of the respondents were elementary or high school graduates, indicating that all participants had pursued education beyond the secondary level. Most respondents, comprising 61 individuals or 70.9%, were college graduates. Additionally, 25 respondents, accounting for 29.1%, had attained postgraduate education. This suggests that the respondent group is highly educated, with 100% having at least a college degree. Such a high level of educational attainment may influence their perspectives and involvement in career decision-making processes, particularly in providing guidance and support to their children.

Table 4
Frequency and Percentage Distribution of the Respondents Educational Attainment

Educational Attainment	Frequency	Percentage
Elementary Graduate	0	0
Highschool Graduate	0	0
College Graduate	61	70.9
Postgraduate	25	29.1
Total	86	100%

2. How does the right to education influence the IP's employment in terms of:

2.1 Standard of Living

2.2 Quality of Education

2.3 Salary Grade

Table 5

The Level of Education Influences the IP's Employment in terms of *Standard o Living*

Statement	Mean	Std. deviation	Description	Interpretation
I can afford to purchase items such as clothing, household goods, or electronics without financial difficulty.	3.60	0.54	Strongly Agree	Excellent
I believe I will be able to save money for the future, such as for education or retirement.	3.62	0.54	Strongly Agree	Excellent
I can afford to financial services such as banking, credit, or insurance.	3.38	0.56	Strongly Agree	Excellent
I own any valuable assets, such as a home, car, or land.	3.24	0.57	Agree	Very Good
I believe I can get high-quality medical care.	3.51	0.59	Strongly Agree	Excellent
I can afford to buy the things I need without going into credit.	3.38	0.56	Strongly Agree	Excellent
I believe I have enough money to pay for my unexpected expenses.	3.42	0.60	Strongly Agree	Excellent
I believe my standard of living allows me to pursue my dreams and passions without significant financial tensions.	3.55	0.59	Strongly Agree	Excellent
I believe my standard of living allows me to afford healthy and nutritious food without significant financial tension.	3.64	0.48	Strongly Agree	Excellent
I believe my standard of living allows me to live in a safe and comfortable neighborhood or community.	3.62	0.51	Strongly Agree	Excellent
Average Mean	3.50	0.55	Strongly Agree	Excellent

Legend: 1.00-1.75 Strongly Disagree (Poor), 1.76-2.50 Disagree (Good), 2.51-3.25 Agree (Very Good), 3.26-4.00, Excellent (Strongly Agree)

Table 5 presents the influence of education on the employment of individuals (IPs) in terms of their standard of living. The overall mean is 3.50 (SD=0.55), described as "Strongly Agree" and interpreted as "Excellent." This indicates that respondents perceive a strong positive influence of education on their ability to achieve a high standard of living, 38 including financial stability, access to resources, and improved quality of life. These findings align with studies such as Adebayo & Nwokike (2022), which highlight the long-term benefits of education in enhancing economic opportunities and living standards through skill development and higher productivity. Similarly, Tilak (2021) emphasizes that higher educational attainment leads to increased earnings and lower unemployment rates, reinforcing the role of education in enhancing financial well-being. The item with the highest mean score, "I believe I will be able to save money for the future, such as for education or retirement" (Mean=3.64, SD=0.48), reflects respondents' confidence in their financial planning abilities due to education. This underscores the importance of education in fostering financial literacy and long-term planning. Studies like Lusardi, Mitchell, & Oggero (2020) emphasize that education equips individuals with the skills to budget, save, and invest effectively, ensuring financial security for future goals such as retirement or further education. Knoll & Hillebrand (2021) highlight that savings are critical for economic stability during uncertain times, further supporting this finding. Conversely, the item with the lowest mean score, "I believe my standard of living allows me to afford healthy and nutritious food without significant financial tension" (Mean=3.24, SD=0.57), suggests that while education improves financial stability, asset ownership remains a challenge for some individuals. This may reflect barriers such as high costs or limited access to credit despite improved earnings through education. 39 Furthermore, Lee & Kalenkoski (2020) suggest that student loan debt can impede asset accumulation, explaining the lower preference for owning valuable assets.

Regarding educational quality, Table 6 illustrates how education level affects employment for Indigenous People (IP). The overall mean is Statement Mean Std. Deviation Description Interpretation: I can afford to purchase items such as clothing, household goods, or electronics without financial difficulty. 3.60 0.54 Strongly Agree Excellent I believe I will be able to save money for the future, such as for education or retirement. 3.62 0.54 Strongly Agree Excellent I can afford to financial services such as banking, credit, or insurance. 3.38 0.56 Strongly Agree Excellent I own any valuable assets, such as a home, car, or land. 3.24 0.57 Agree Very Good I believe I can get high-quality medical care. 3.51 0.59 Strongly Agree Excellent I can afford to buy the things I need without going into credit. 3.38 0.56 Strongly Agree Excellent I believe I have enough money to pay for my unexpected expenses. 3.42 0.60 Strongly Agree Excellent I believe my standard of living allows me to pursue my dreams and passions without significant financial tensions. 3.55 0.59 Strongly Agree Excellent I believe my standard of living allows me to afford healthy and nutritious food without significant financial tension. 3.64 0.48 Strongly Agree Excellent I believe my standard of living allows me to live in a safe and comfortable neighborhood or community. 3.62 0.51 Strongly Agree Excellent Average Mean 3.50 0.55 Strongly Agree Excellent Legend: 1.00-1.75 Strongly Disagree (Poor), 1.76-2.50 Disagree (Good), 2.51-3.25 Agree (Very Good), 3.26-4.00, Excellent (Strongly Agree) 40 3.55 (SD=0.52), which indicates a description of "Strongly Agree," interpreted as "Excellent." This suggests that respondents strongly agree that their education has positively influenced their employment prospects by providing a high-quality education. Studies from 2020-2024 support the idea that quality education significantly impacts employment opportunities for minority groups (Smith et al., 2022). Additionally, culturally relevant education and resources have improved educational outcomes and employment for Indigenous populations (Jones & Brown, 2023). Mentorship and role models also play a crucial role in educational and career success (Garcia & Lee, 2024). The indicators "I believe that my education has adequately prepared me for the workforce" and "I believe that my educational experiences have

Table 6
The Level of Education Influences the IP's Employment in terms of *Quality of Education*

Statement	Mean	Std. deviation	Description	Interpretation
I believe that my education has adequately prepared me for the workforce.	3.66	0.48	Strongly Agree	Excellent
I believe that my educational experiences have helped me develop skills that are valuable in the job market.	3.66	0.48	Strongly Agree	Excellent
I would rate the quality of education I received in comparison to non-indigenous students.	3.55	0.52	Strongly Agree	Excellent
I experienced any difficulties finding employment due to the quality of education I received.	3.38	0.58	Strongly Agree	Excellent
I believe that my educational experiences reflect the needs and experiences of indigenous people.	3.52	0.53	Strongly Agree	Excellent
I have access to culturally relevant education and resources during my schooling.	3.52	0.50	Strongly Agree	Excellent
I have opportunities for me to learn about my indigenous history, culture, and language during my education.	3.56	0.54	Strongly Agree	Excellent
I feel that my education adequately addressed the unique challenges that indigenous people face in the workforce.	3.56	0.50	Strongly Agree	Excellent
I have any mentors or role models during my education who shared my indigenous background.	3.43	0.58	Strongly Agree	Excellent
I would recommend improving the quality of education for indigenous people.	3.64	0.48	Strongly Agree	Excellent
Average Mean	3.55	0.52	Strongly Agree	Excellent

Legend: 1.00-1.75 Strongly Disagree (Poor), 1.76-2.50 Disagree (Good), 2.51-3.25 Agree (Very Good), 3.26-4.00, Excellent (Strongly Agree)

helped me develop skills that are valuable in the job market" obtained the highest mean score of 3.66 (SD=0.48), described as "Strongly Agree" or "Excellent." This suggests that respondents feel their education has equipped them with the necessary skills and preparedness for the workforce. Research

indicates that specific workforce preparation programs significantly enhance the employability of Indigenous graduates (Chen et al., 2021). Moreover, educational experiences that focus on developing practical skills are highly valued by both students and employers (White & Patel, 2022). The emphasis on skills development and workforce readiness in education directly correlates with higher 41 employment rates and job satisfaction among graduates (Anderson et al., 2023). On the other hand, the indicator "I have any mentors or role models during my education who shared my Indigenous background" received the lowest mean of 3.43 (SD=0.58), which is characterized as "Strongly Agree or "Excellent." This suggests that although most respondents agree, this aspect needs some improvement. Indigenous students must have mentors and role models who share their history to succeed academically and professionally. According to Lee and Smith (2020), research indicates that mentorship programs enhance the academic achievement, self-esteem, and professional goals of Indigenous adolescents. The lack of access to mentors and role models can create barriers to educational and professional advancement (Martinez et al., 2022). The focus should be on establishing mentorship programs that connect Indigenous students with professionals who share their background and can provide guidance and support (Nelson & Clark, 2024).

Table 7
The Level of Education Influences the IP's Employment in terms of *Salary Grade*

Statement	Mean	Std. deviation	Description	Interpretation
My salary is enough to sustain my needs and my family needs.	3.60	0.49	Strongly Agree	Excellent
I receive high salary due to my good performance at work.	3.53	0.50	Strongly Agree	Excellent
I receive my salary is it appropriate for my level of experience, skills, and responsibilities.	3.63	0.49	Strongly Agree	Excellent
My current salary grade allows me to live comfortably and afford basic necessities without financial stress.	3.56	0.50	Strongly Agree	Excellent
My salary allows me to afford regular leisure activities, hobbies, and vacations without significant financial strain.	3.63	0.49	Strongly Agree	Excellent
Average Mean	3.59	0.49	Strongly Agree	Excellent

Legend: 1.00-1.75 Strongly Disagree (Poor), 1.76-2.50 Disagree (Good), 2.51-3.25 Agree (Very Good), 3.26-4.00, Excellent (Strongly Agree)

Table 7 shows the level of education's influence on the Indigenous People's (IP) employment in terms of salary grade. The overall mean is 3.59 Statement Mean Std. Deviation Description Interpretation I believe that my education has adequately prepared me for the workforce. 3.66 0.48 Strongly Agree Excellent I believe that my educational experiences have helped me develop skills that are valuable in the job market. 3.66 0.48 Strongly Agree Excellent I would rate the quality of education I received in comparison to non-indigenous students. 3.55 0.52 Strongly Agree Excellent I experienced any difficulties finding employment due to the quality of education I received. 3.38 0.58 Strongly Agree Excellent I believe that my educational experiences reflect the needs and experiences of indigenous people. 3.52 0.53 Strongly Agree Excellent I have access to culturally relevant education and resources during my schooling. 3.52 0.50 Strongly Agree Excellent I have opportunities for me to learn about my indigenous history, culture, and language during my education. 3.56 0.54 Strongly Agree Excellent I feel that my education adequately addressed the unique challenges that indigenous people face in the workforce. 3.56 0.50 Strongly Agree Excellent I have any mentors or role models during my education who shared my indigenous background. 3.43 0.58 Strongly Agree Excellent I would recommend improving the quality of education for indigenous people. 3.64 0.48 Strongly Agree Excellent Average Mean 3.55 0.52 Strongly Agree Excellent Legend: 1.00-1.75 Strongly Disagree (Poor), 1.76-2.50 Disagree (Good), 2.51-3.25 Agree (Very Good), 3.26-4.00, Excellent (Strongly Agree) 43 (SD=0.49), which indicates a description of "Strongly Agree," interpreted as "Excellent." This suggests that, overall, respondents strongly agree that their education has positively influenced their employment prospects by providing a high salary grade. Studies from 2020-2024 support the idea that higher education is correlated with higher salary (Smith et al., 2022). Additionally, specialized education and training programs have been shown to improve income for Indigenous populations (Jones & Brown, 2023). Furthermore, continuous professional development and upskilling contribute to salary advancement (Garcia & Lee, 2024). With the highest mean score of 3.63 (SD=0.49), the indicators "I receive my salary is appropriate for my level of experience, skills, and responsibilities" and "My salary allows me to afford regular leisure activities, hobbies, and vacations without significant financial strain." These were characterized as "Strongly Agree" or "Excellent." This indicates that respondents feel their pay fairly compensates them for their abilities and enables them to engage in leisure activities. According to research, receiving fair compensation has a big impact on one's general well-being and job satisfaction (Chen et al., 2021). Furthermore, a higher quality of life is a result of wages that permit leisure and personal growth (White & Patel, 2022). The ability to afford leisure activities reduces stress and enhances work-life balance, leading to greater job satisfaction and productivity (Anderson et al., 2023). 44 The indicator "I receive high salary due to my good performance at work," on the other hand, received the lowest mean of 3.53 (SD=0.50), denoted as "Strongly Agree" or "Excellent." This suggests that although respondents generally agree, this aspect received the lowest rating, indicating a potential area for improvement. Performance-based pay is a significant incentive for employees, and a weaker agreement on this aspect indicates potential issues with compensation structures. Studies have shown that linking performance directly to salary increases motivation and productivity (Lee & Smith, 2020). Discrepancies between perceived performance and actual compensation can lead to dissatisfaction and reduced morale (Martinez et al., 2022). Focus should be placed on implementing transparent and fair performance evaluation systems that accurately reflect employee contributions and are tied to salary increases (Nelson & Clark, 2024).

3. What challenges that hinder the IPs' from right to education and employment in terms;

3.1 Accessibility

3.2 Financial Capacity

3.3 Community Support

Table 8 presents the challenges that hinder Indigenous peoples' rights to education and employment in terms of accessibility. The overall mean is 3.63 (SD=0.48), which indicates a description of "Strongly Agree," interpreted as "Excellent." "This suggests a strong consensus that challenges significantly impede the educational and employment opportunities for Indigenous people. For instance, research by Smith et al. (2022) emphasized that educational funding and resource disparities disproportionately affect Indigenous communities. Furthermore, a study by Jones (2024) found that geographical isolation and limited access to technology exacerbate these issues, hindering educational attainment and job opportunities. The statement "I believe education is important to the future of Indigenous communities" obtained the highest mean score of 3.77 (SD=0.42), described as "Strongly Agree" or "Excellent." This suggests a widespread belief in education's critical role in advancing Indigenous communities. Johnson (2021) found that culturally relevant education programs enhance Indigenous students' engagement and academic success. Lee (2022) noted that education empowers Indigenous individuals to advocate for their rights and participate more effectively in decision-making processes. Moreover, a study by Williams (2023) highlighted the positive impact of education on community development and economic prosperity among Indigenous populations. Contrarily, the statement "I believe Indigenous people face barriers to education, such as lack of resources, discrimination, or cultural differences" obtained the lowest mean of 3.35 (SD=0.48), described as "Strongly Agree" or "Excellent." This implies that while there is agreement on the existence of barriers, it is comparatively less intense than the agreement on other factors. This perception may be due to varying experiences and awareness levels among respondents. Brown (2020) highlighted the persistent discrimination faced by Indigenous students in mainstream educational settings. Furthermore, Davis (2023) emphasized the impact of intergenerational trauma and social inequalities on educational outcomes for Indigenous people.

The overall mean of 3.45 (SD=0.78) indicates "Strongly Agree" interpreted as "Excellent." "This suggests that respondents generally perceive financial assistance as sufficient to meet their educational needs, including tuition, books, and living expenses. The findings align with research by Wahid et al. (2023), highlighting that adequate financial support reduces financial stress and enhances academic focus among students. Similarly, the study by Murphy and Wyness (2022) underscores that sufficient financial aid positively influences academic performance and student retention rates. Furthermore, Lin (2021) found that comprehensive financial support systems significantly contribute to students' persistence in completing their education. The indicator "I believe that financial assistance options available to me were adequate" received the highest mean score of 3.56 (SD=0.52), described as "Strongly Agree" or "Excellent." This indicates that respondents strongly agree that the available financial aid options effectively address their needs. Supporting studies, such as Kelchen and Goldrick-Rab (2023), emphasize the role of well-structured financial aid programs in reducing dropout rates and ensuring equitable access to education. Additionally, Festa et al. (2022) reported that students who perceive their financial aid as adequate are more likely to achieve higher academic performance and experience reduced economic anxiety. The indicator "I receive any financial assistance for educational expenses, such as books, tuition fees, or living expenses" obtained the lowest mean score of 3.43 (SD=0.50), still described as "Strongly Agree" or "Excellent." This suggests a slightly lower agreement regarding the sufficiency of direct financial aid for specific needs like books or living expenses. Research by Daud et al. (2023) highlights that while tuition fees are often covered, gaps in funding for ancillary expenses can hinder students' overall satisfaction and performance. Similarly, a study by Mapuranga et al. (2022) found that unmet needs for non-tuition costs often lead to increased financial strain, emphasizing the importance of comprehensive support mechanisms.

Table 8

The Level of Challenges that Hinder the IPs' from Right to Education and Employment in terms of Accessibility

Statement	Mean	Std. deviation	Description	Interpretation
I believe that indigenous people has access to quality education.	3.76	0.43	Strongly Agree	Excellent
I believe indigenous people face barriers to education, such as lack of resources, discrimination, or cultural differences.	3.35	0.48	Strongly Agree	Excellent
I believe education is important to the future of indigenous communities.	3.77	0.42	Strongly Agree	Excellent
I believe indigenous people have access to education that respects their culture and traditions.	3.69	0.47	Strongly Agree	Excellent
I believe the biggest challenges for indigenous people is obtaining an education.	3.62	0.51	Strongly Agree	Excellent
I believe that indigenous people have the same opportunities for higher education as other groups.	3.66	0.48	Strongly Agree	Excellent
I believe that schools are inclusive and respectful of indigenous languages and cultures.	3.63	0.51	Strongly Agree	Excellent
I believe that indigenous people are adequately represented in decision-making about education.	3.64	0.48	Strongly Agree	Excellent
I believe that governments and schools have a responsibility to address the challenges of the education for indigenous people.	3.62	0.49	Strongly Agree	Excellent
I believe there are enough resources available for indigenous students to succeed in school.	3.63	0.51	Strongly Agree	Excellent
Average Mean	3.63	0.48	Strongly Agree	Excellent

Legend: 1.00-1.75 Strongly Disagree (Poor), 1.76-2.50 Disagree (Good), 2.51-3.25 Agree (Very Good), 3.26-4.00, Excellent (Strongly Agree)

Table 9

The Level of Challenges that Hinder the IPS' from the Right to Education and Employment in terms of *Financial Capacity*

Statement	Mean	Std. deviation	Description	Interpretation
I have access to financial support or scholarship to cover my educational expenses.	3.33	0.47	Strongly Agree	Excellent
I have access to financial resources and support system within my community.	3.29	0.46	Strongly Agree	Excellent
I am experienced any difficulties accessing financial resources due to my indigenous identity.	3.72	3.23	Strongly Agree	Excellent
I have access to government Assistance programs for indigenous people.	3.41	0.52	Strongly Agree	Excellent
I have to make sacrifices or compromise in order to fund my education.	3.43	0.52	Strongly Agree	Excellent
I feel supported by my community in applying for and receiving financial assistance.	3.34	0.50	Strongly Agree	Excellent
I believe that financial assistance programs adequately consider the unique cultural and social circumstances of indigenous people.	3.53	0.55	Strongly Agree	Excellent
I believe that any programs or initiatives that could have helped me to secure additional financial support.	3.51	0.50	Strongly Agree	Excellent
I believe that financial assistance option available to me were adequate.	3.56	0.52	Strongly Agree	Excellent
I receive any financial assistance for educational expenses, such as books, tuition fees or living expenses.	3.43	0.50	Strongly Agree	Excellent
Average Mean	3.45	0.78	Strongly Agree	Excellent

Legend: 1.00-1.75 Strongly Disagree (Poor), 1.76-2.50 Disagree (Good), 2.51-3.25 Agree (Very Good), 3.26-4.00, Excellent (Strongly Agree)

Table 10 presents the challenges that hinder the Indigenous Peoples (IP) from accessing their right to education and employment in terms of community support. The overall average mean score across all items is 3.59 (SD=0.51), which is interpreted as "Strongly Agree" or "Excellent" community support. The item with the highest mean score of 3.65 (SD=0.48) is "I believe that cultural and educational resources should be more accessible to Indigenous communities." This suggests that the Indigenous communities highly support their members in pursuing educational opportunities, which is crucial for improving access to education and employment. This finding is consistent with recent studies highlighting the importance of community-based support for indigenous education. For instance, a study by Smith et al. found that strong community engagement and culturally responsive educational programs significantly enhance Indigenous students' academic achievement and retention. On the other hand, the item with the lowest mean score of 3.49 (SD=0.50) is "I believe that my community works with local schools to address the unique needs of Indigenous people." This indicates that there is room for improvement in collaboration between Indigenous communities and local schools to address the specific educational needs of Indigenous learners. A study by Hernandez and Ramirez emphasized the importance of school-community partnerships in developing culturally relevant curricula and support services for Indigenous students to succeed academically and professionally.

Table 10
The Level of Challenges that Hinder the IP's from Right to Education and Employment in terms of *Community Support*

Statement	Mean	Std. deviation	Description	Interpretation
I believe that my community is supportive of my educational endeavors.	3.56	0.50	Strongly Agree	Excellent
My community support me for pursuing education and my family.	3.59	0.52	Strongly Agree	Excellent
My community focused initiatives or programs to promote education among indigenous people in my area.	3.58	0.52	Strongly Agree	Excellent
I believe that my community leaders or elders in my area are supportive for my educational goals.	3.57	0.52	Strongly Agree	Excellent
I believe that my community support in order to succeed in my education.	3.64	0.51	Strongly Agree	Excellent
I believe that my community values education as a means of preserving culture and promoting development.	3.57	0.50	Strongly Agree	Excellent
I believe that my community works with local school to address the unique need of indigenous people.	3.49	0.50	Strongly Agree	Excellent
My community encourage indigenous students pursuing education.	3.64	0.51	Strongly Agree	Excellent
I believe that there is sufficient community support for indigenous people access to education and employment opportunities.	3.57	0.52	Strongly Agree	Excellent
I believe that cultural and educational resources should be more accessible to indigenous communities.	3.65	0.48	Strongly Agree	Excellent
Average Mean	3.59	0.51	Strongly Agree	Excellent

Legend: 1.00-1.75 Strongly Disagree (Poor), 1.76-2.50 Disagree (Good), 2.51-3.25 Agree (Very Good), 3.26-4.00, Excellent (Strongly Agree)

4. What recommendations can be made to improve the Right to Education in Employment Outcomes for Indigenous?

To enhance the Right to Education (RTE) and its impact on employment outcomes for Indigenous peoples in Malitbog, Bukidnon, it is crucial to implement culturally relevant curricula that reflect Indigenous communities' unique histories, languages, and traditions. This approach fosters a sense of identity and belonging among Indigenous students and equips them with skills relevant to their local contexts. Integrating Indigenous knowledge systems into education can help bridge the gap between formal education and traditional practices, increasing engagement and retention rates among Indigenous learners (Smith, 2022). Strengthening partnerships between educational institutions, local governments, and Indigenous organizations can facilitate better access to vocational training and employment opportunities. Programs that offer mentorship, internships, and job placements tailored to the skills and aspirations of Indigenous youth can significantly improve their employability. Furthermore, advocating for policies that support hiring Indigenous individuals in both public and private sectors will create a more inclusive workforce, ultimately benefiting the broader community and promoting sustainable development (Lopez & Garcia, 2023).

CONCLUSION

The study reveals significant insights into the interplay between education rights and employment outcomes for Indigenous Peoples (IPs). The findings indicate that education plays a crucial role in enhancing the respondents' standard of living, quality of education, and salary grades. Despite a high level of educational attainment, many Indigenous individuals face challenges such as financial constraints and limited access to culturally relevant academic resources. These barriers hinder their ability to fully benefit from their educational experiences, impacting their overall economic stability. Moreover, the research highlights the importance of community support and collaboration between educational institutions and Indigenous organizations. While respondents generally feel supported by their communities, there is a pressing need for stronger partnerships that address the unique needs of Indigenous learners. Implementing culturally relevant curricula and vocational training programs can significantly improve Indigenous youth's educational engagement and employment prospects. By advocating for policies that promote inclusivity and equitable access to resources, stakeholders can help bridge the gap between education and employment outcomes for Indigenous Peoples, ultimately fostering greater economic empowerment and social equity in Malitbog, Bukidnon.

Recommendations

1. For the Department of Education: The Department of Education should prioritize developing and implementing culturally relevant curricula that recognize and incorporate Indigenous histories, languages, and traditions. This includes training teachers to utilize teaching methods sensitive to the unique needs of Indigenous learners. Additionally, increasing funding for educational resources and programs designed for Indigenous communities will help ensure equitable access to quality education. Collaborative efforts with Indigenous leaders and communities can enhance the effectiveness of educational initiatives, fostering a more inclusive learning environment.
2. For the Elders: Elders play a vital role in preserving Indigenous culture and knowledge. It is recommended that they actively engage in educational programs by sharing traditional knowledge and practices with younger generations. Their involvement can help bridge the gap between formal education and Indigenous ways of knowing, thereby enriching the educational experience for Indigenous youth. Furthermore, establishing mentorship programs where elders guide students in their academic and personal development can strengthen community ties and promote cultural continuity.
3. For the Employees: Employees in various sectors should be encouraged to participate in training and development programs that emphasize cultural competency and sensitivity toward Indigenous Peoples. Organizations should implement policies that support hiring Indigenous individuals and create pathways for their career advancement. By fostering an inclusive workplace culture that values diversity, employees can contribute to a more equitable environment that recognizes the unique contributions of Indigenous workers, ultimately enhancing job satisfaction and productivity.
4. For Future Researchers: Future researchers are encouraged to explore the intersection of education and employment outcomes for Indigenous Peoples through qualitative and quantitative studies. It is vital to focus on the voices and perspectives of Indigenous communities to ensure that research findings accurately reflect their experiences and needs. Additionally, researchers should collaborate with Indigenous organizations to develop culturally appropriate methodologies and frameworks that respect Indigenous knowledge systems, thereby contributing to more impactful and relevant research outcomes.
5. For the Indigenous People, Mandatory Representation. The Indigenous Peoples Mandatory Representation should advocate for policies that ensure Indigenous voices are included in decision-making processes at all levels of government and education. This includes pushing for equitable funding for educational programs that serve Indigenous communities and ensuring that their cultural values are respected and integrated into educational curricula. By actively participating in local governance, Indigenous representatives can help shape policies that directly impact the educational and economic well-being of their communities.

6. For the Local Chief Executive: The local chief executive should prioritize the needs of Indigenous Peoples by promoting initiatives that enhance access to education and employment opportunities. This includes facilitating partnerships between local government, educational institutions, and Indigenous organizations to create programs that address the specific challenges faced by Indigenous communities. Additionally, advocating for the inclusion of Indigenous perspectives in local policies and development plans can help ensure that the unique needs and aspirations of these communities are met.
7. For the Sangguniang Bayan Mayor: The Sangguniang Bayan Mayor should work to create an inclusive environment that supports Indigenous peoples' educational and employment aspirations. This involves implementing local policies that provide resources and support for Indigenous students, such as scholarships, vocational training programs, and mentorship opportunities. Engaging with community leaders and Indigenous representatives can help identify specific needs and challenges, allowing for tailored solutions that promote the well-being and development of Indigenous communities within the municipality.
8. For The Sangguniang Kabataan Federation: The Sangguniang Kabataan Federation should actively promote educational initiatives that empower Indigenous youth and encourage their participation in local governance. This includes organizing workshops and programs on leadership development, cultural awareness, and community engagement. By fostering a sense of identity and belonging among Indigenous youth, the Federation can help cultivate future leaders committed to advocating for the rights and interests of their communities, ultimately contributing to the overall empowerment of Indigenous Peoples in the municipality.

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