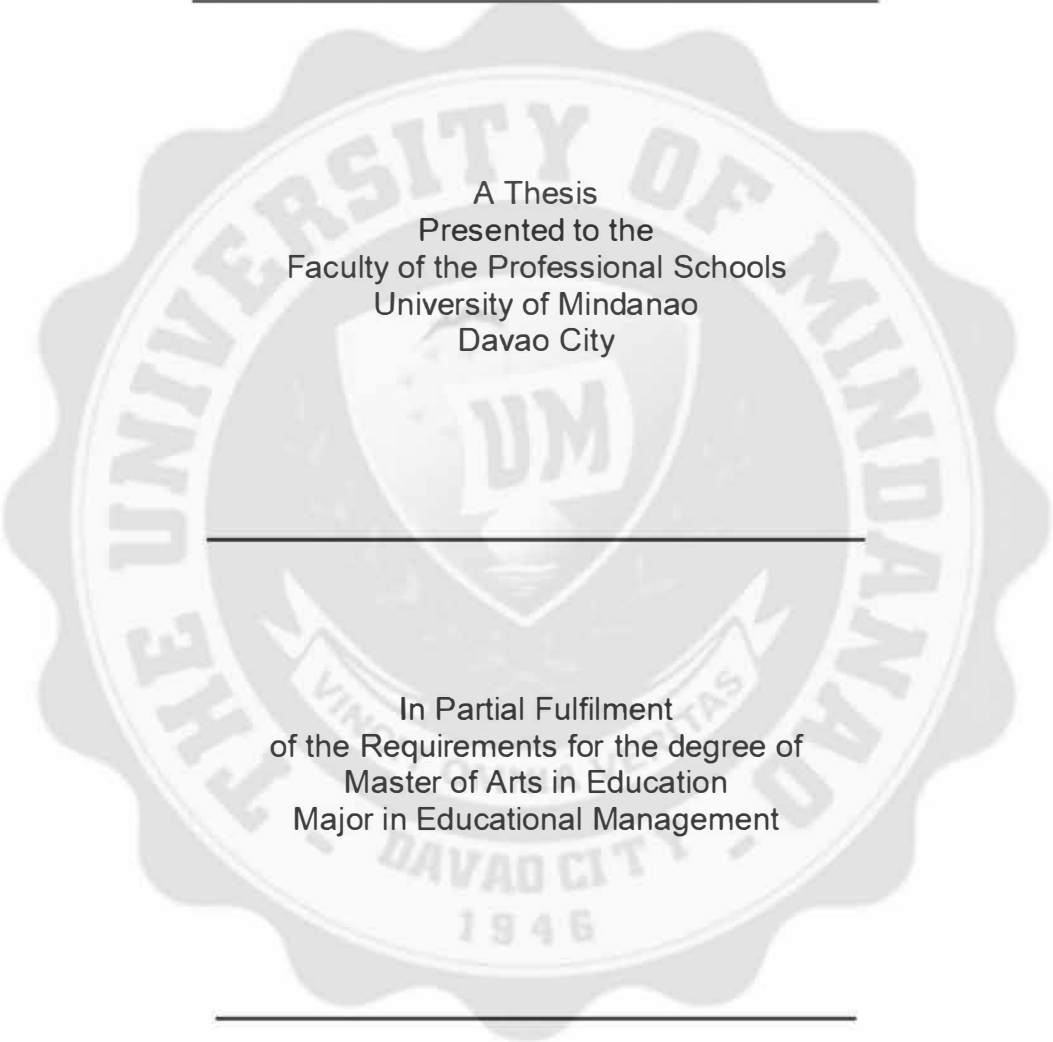


INTERCULTURAL COMMUNICATION COMPETENCE OF TEACHERS AND ENGAGEMENT OF IP LEARNERS



A Thesis
Presented to the
Faculty of the Professional Schools
University of Mindanao
Davao City

In Partial Fulfilment
of the Requirements for the degree of
Master of Arts in Education
Major in Educational Management

CATHERINE B. MARIBAO

March 2020

APPROVAL SHEET

The thesis entitled “**INTERCULTURAL COMMUNICATION COMPETENCE OF TEACHERS AND ENGAGEMENT OF IP LEARNERS**” prepared and submitted by **Catherine Buyco Maribao** for the degree of **Master of Arts in Education Major in Educational Management** has been examined and is hereby recommended for approval and acceptance.

EDWIN L. NEBRIA, EdD

Adviser

PANEL OF EXAMINERS

APPROVED by the Panel of Examiners on Oral Examination with a grade of **PASSED.**

EUGENIO S. GUHAO, JR., DM

Chairperson

ELIZABETH M. MALONZO, PhD

Member

RINANTE L. GENUBA, EdD

Member

MARY ANN E. TARUSAN, EdD, PhD

Member

ACCEPTED in partial fulfilment of the requirements for the degree of **Master of Arts in Education Major in Educational Management.**

Comprehensive Examination: **PASSED**

MARIA LINDA B. ARQUIZA, EdD

VP-RPC

ABSTRACT

This research determined the domain of intercultural communication competence of teachers that best influenced the engagement of Indigenous Peoples learners. It utilized quantitative non-experimental descriptive correlational research design. The respondents were 289 Grade 6 level IP learners from four public elementary schools in Davao Occidental chosen through universal sampling technique. The research instrument for intercultural communication competence of teachers chosen through (sampling type) was adapted from the Intercultural Communication Competence Measuring Scale. The research instrument for engagement of IP learners was adapted from the Student Engagement in Schools Questionnaire (SESQ). Statistical analysis revealed that the level of intercultural communication competence was very high, and engagement of IP learners was also very high. Results revealed a significant moderate positive correlation between intercultural communication competence and engagement of IP learners. Intercultural adroitness of teachers was the domain which best influenced the engagement of IP learners.

Keywords: IP education, intercultural communication competence, engagement of IP learners, descriptive – correlation, Philippines

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
ACKNOWLEDGMENT	ix
Chapter	
1 INTRODUCTION	
Rationale	1
Research Objective	3
Hypothesis	4
Review of Related Literature	4
Theoretical Framework	19
Conceptual Framework	21
Significance of the Study	21
Definition of Terms	24
2 METHOD	
Research Design	25
Research Locale	26
Population and Sample	27

	Research Instrument	29
	Data Collection	31
	Statistical Tools	32
	Ethical Consideration	33
3	RESULTS	
	Intercultural Communication Competence of Teachers in Davao Occidental	37
	Engagement of IP Learners	38
	Significance on the Relationship between Intercultural Communication Competence and Engagement of IP Learners	39
	Significance on the Influence of Intercultural Communication Competence on Engagement of IP Learners in Davao Occidental	41
4	DISCUSSION	
	Intercultural Communication Competence of Teachers	44
	Engagement of IP Learners	45
	Significance on the Relationship between Intercultural Communication Competence and Engagement of IP Learners	46
	Significance on the Influence of Intercultural Communication Competence on Engagement of IP Learners	47
	Conclusion	47
	Recommendations	49
	REFERENCES	50

APPENDICES

A	Letter to the Validators	60
B	Validation Sheet for the Research Instrument	65
C	Survey Questionnaires	70
D	Parental Consent	77
E	Informed Consent Form	81
F	Letter to Conduct Study	88
G	Certificate of Appearance	91
H	Turnitin(Plagiarism Checker) Result	96
I	Certificate of Public Forum	99
J	Certificate from Grammarian	101
K	UMERC Certificate	103
L	List of Specific Items per Indicator	105

CURRICULUM VITAE

LIST OF TABLES

Table		Page
1	Intercultural Communication Competence of Teachers in Davao Occidental	38
2	Engagement of IP Learners	39
3	Significance on the Relationship between Intercultural Communication Competence and Engagement of IP Learners	40
4	Significance on the Intercultural Communication Competence on the Engagement of IP Learners in Davao Occidental	42

LIST OF FIGURES

Figure	Page
1 Conceptual Framework	23
2 Map of the Philippines Showing Davao Occidental	28



ACKNOWLEDGMENT

It would not have been possible to write this thesis without the help and support of the kind people around me.

I dedicate my grateful thanks to my adviser Edwin L. Nebria, EdD for the assistance, patience, encouragement, and for sharing his valuable time and immense knowledge. I could not have imagined having a better adviser and mentor throughout the research activity.

To my panelists headed by Eugenio S. Guhao, Jr.,DM, Elizabeth M. Malonzo, PhD, Rinante L. Genuba, EdD and Mary Ann E. Tarusan, EdD, PhD for their helpful comments and valuable suggestions to improve this study.

I would like to express my sincere thanks to Maya Rodaje for the continuous support and motivation throughout my research study.

My special thanks to my co-teachers headed by Goendel R. Cagas, LPT, MAEd for their constant support and consideration throughout the research work.

To my family and loved ones for their unending love and unequivocal support throughout, as always, for which my expression of thanks likewise does not suffice.

Above all, to the Almighty Father who is always there during the hard and easy times of my life and for the blessings of health and confidence to undertake and complete the research study successfully.

Catherine B. Maribao

Chapter 1

INTRODUCTION

Rationale

Engagement in school of Indigenous Peoples or IP learners in the Philippines has been found to be dismally low (Cornelio & de Castro, 2016). It is estimated that in the Philippines there are 5.1 million IPs under the age of 18 years (IIMA & VIDES International, 2011). Notwithstanding, as it were, about 1.2 million IP youngsters have taken a crack at elementary and secondary schools (Calunsod, 2013). Unfortunately, those IP learners who are in school are not fully engaged in learning, as only around 50 percent of those enrolled in elementary schools are able to finish this level of education. Also, of those enrolled in secondary schools, only 19 percent are able to acquire a secondary level diploma (National Education for All Committee, 2015).

Engagement in school of IP learners is crucial to their success in school. IP learners who are meaningfully engaged in school are able to fruitfully gain the benefits of education. Additionally, engagement in school of IP learners, especially in the elementary level, will enable them to finish their education and pave the way for higher levels of education (DepED, 2016). Successful IP education will empower IPs in meaningfully interacting with the mainstream Philippine society (Victor & Yano, 2016).

However, the use of a language not the IP learners' own as auxiliary medium of instruction may have implications in terms of the sense of inclusion in

the school system, the degree of respect of the educators to their cultural identity, and most importantly, the engagement of the IP learners in their educational activities (United Nations Children's Fund, 2017). In Mindanao, very few teachers in the public school system are linguistically competent in the language of their IP learners. Specifically in the province of Davao Occidental, teachers of IP learners are mostly Cebuano speakers (Department of Education, 2017). Hence, the auxiliary medium of instruction is the lingua franca of Cebuano. Teachers must be sensitive to the needs of the IP learners, and hence must possess intercultural communication competence to effectively teach their students and motivate the IP learners to become more actively engaged in the learning process (DepED, 2017).

While it has been recognized by the DepED that successful IP education must be founded upon culturally sensitive and culturally relevant curricula (DepED, 2011), there has been no study that has delved into the impact of intercultural communication competence of teachers on the engagement in school of IP learners. Intercultural communication competence of teachers is essential in the successful delivery of culturally sensitive education for all and in increasing the engagement of learners of various cultural backgrounds. The achievement of quality education for diverse ethnicity of students necessitates the communicative competence of educators. Intercultural correspondence skill is the capacity to impart successfully and fittingly in different social settings (Banks & McGee Banks, 2015). The lack of empirical study on this presents a huge research gap in the academe. Therefore, it is urgent that the intercultural

communication competence of teachers be delved into, in order to ensure that IP learners are fully engaged in the learning process.

Research Objective

The purpose of this study was to determine which domain of intercultural communication competence of teachers best influences the engagement of IP learners. Specifically, this study has the following objectives:

1. To characterize the level of intercultural communication competence of teachers in terms of:
 - 1.1 intercultural sensitivity;
 - 1.2 intercultural awareness; and
 - 1.3 intercultural adroitness.
2. To measure the level of student engagement of IP learners in terms of:
 - 2.1 affective engagement;
 - 2.2 behavioral engagement; and
 - 2.3 cognitive engagement.
3. To determine whether a significant relationship exists between intercultural communication competence of teachers and student engagement of IP learners.
4. To ascertain which domain of intercultural communication competence of teachers best influences the student engagement of IP learners.

Hypothesis

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between intercultural communication competence of teachers and student engagement of IP learners.
2. There is no domain of intercultural teaching of teachers that best influences student engagement of IP learners.

Review of Related Literature

This section presents discussions related to the intercultural communication competence and student engagement of IP learners. Intercultural communication competence has the following indicators, namely: *intercultural sensitivity*, *intercultural awareness*, and *intercultural adroitness* (Shafiran, 2015). On the other hand, student engagement has the following indicators: *affective engagement*, *behavioral engagement*, and *cognitive engagement* (Hart, Stewart, & Jimerson, 2011).

Intercultural Communication Competence

Intercultural communication competence cannot be discussed without first exploring the concept of intercultural competence. The review of Moeller and Nugent (2014) on the literature on intercultural communication competence commenced with a quest for a definitive definition of intercultural competence. This was done because the foundation of intercultural communication competence is intercultural competence. Their conclusion was that there existed no consensus on a clear-cut meaning of intercultural competence.

A multidimensional model of intercultural competence was developed by Byram (2015). This model considers the knowledge, values, and skills required to be successful in intercultural interactions. Another model of intercultural competence, a process model, was advanced by Deardorff (2011). It depicts the learner of intercultural competence as working continually on internal outcomes, knowledge, and attitudes as well as external outcomes.

Although there is a lack of agreement regarding the accurate description of intercultural competence, there is a commonality in the myriad of discussions on intercultural competence. Intercultural competence comprises the development of individuals who are capable and proficient in engaging and collaborating in a highly pluralistic and global society. This capability arises from a realization of the appropriate means and methods of interacting and communicating with people from various cultures (Shields, 2019).

While intercultural competence does provide the essential foundation for the development of intercultural communication competence, the two concepts should not be equated. Individuals with intercultural communication competence have the capability of managing intercultural interactions with more flexibility and complexity. This is a consequence of intensive self-study, a comparison and contrast of one's own culture and that of the speakers of the target language, and a degree of proficiency in the target foreign language (Wilberschied, 2015).

Culture and language are complex notions which scholars have defined in different ways (Shafiran, 2015). Culture is remarkable since it is always showing signs of change, and thus, individuals learn culture for the duration of their lives.

Culture is seen as unique, multi-layered, and an evolving idea. Spencer-Oatey and Franklin (2008) recognize these highlights of culture, clarifying that culture is a fluffy arrangement of essential presumptions and qualities, directions to life, feelings, strategies, and conduct demonstrates that are shared by individuals, and the impact each person's conduct and his/her interpretation of the 'connoting' of other individuals.

The meaning of culture above implies that in the study hall, understudies may see the conduct of other individuals through their very own social context. This suggests culture impacts the manner in which they make meaning and translate things (Magyar & Robinson-Pant, 2011).

Culture apparently is dynamic, multifaceted and dialogic; constantly being made and challenged through the activities of people in their everyday lives (Kohler, 2015). This is by all accounts most intently connected with intercultural communication competence since it enables students to arrange meaning, and have the option to move between societies (Kohler, 2015). Also, Patel, Li, and Sooknanan (2011) remarked that individuals from various societies and social orders build and see reality in view of contrasts in their childhood, instruction, and political and social settings. This proposes issues in intercultural correspondence are almost certain to happen in view of these distinctions. Ntuli (2012) contends that we ought to endeavor to all the more likely comprehend, endure and regard each other's societies and contrasts.

Another perspective on culture will be the culture which is situated in the day by day lived encounters of people as they take an interest in procedures of

making, conveying and understanding their social framework (Kohler, 2015). Intercultural communication competence includes three viewpoints: cognitive, affective, and behavioral abilities; the cognitive ability is represented by intercultural awareness, the affective ability by intercultural sensitivity, and the behavioral ability by intercultural effectiveness or adroitness (Chen, 2009).

Intercultural sensitivity can be characterized as a person's capacity to build up a constructive feeling towards comprehension and acknowledging social contrasts that advances proper and successful conduct in intercultural correspondence (Chen, 2010). The definition accentuates the dynamic idea of intercultural affectability and alludes to the person's eagerness to learn, acknowledge, and even accept the cultural differences cultural differences during intercultural interaction (Dai & Chen, 2014).

Intercultural sensitivity is a formative procedure, in which people can change themselves from the ethnocentric stage to ethnorelative stage (Bennett, 2013). There are two stages associated with this transformational procedure. The first is the refusal stage wherein the people prevent the presence from securing cultural contrasts. This is followed by the defense stage, wherein the people endeavor to shield their very own reality sees by confronting the apparent risk. Consequently, in the minimization arrange, the people secure their guiding principle by concealing differences under the front of intercultural similarities. Then, in the acknowledgment arrange, the people start to perceive and acknowledge intercultural contrasts in both cognitive and behavioural levels. Following this, the adjustment stage is when the people create delicate and

empathic aptitudes to adjust to intercultural differences and move into the bicultural or multicultural level. Finally, is the incorporation organize; here the people can appreciate intercultural differences.

In this way, intercultural-touchy people can extend and get constructive passionate reactions previously, during, and after collaborations, which thusly prompt a higher level of fulfilment and enables individuals to accomplish a sufficient social direction that empowers them to comprehend their very own and their partners' emotions and practices (Hernandez & Kose, 2011).

Intercultural awareness has the general definition as the eagerness and capacity to understand the requirement for social changes inside a global setting just as to comprehend the expanding availability between various cultural groups (Zhang & McCornac, 2013). Preferably, this expanding availability will be viewed as an uneven procedure of advancement whereupon further endeavors to improve the circumstance should be embraced so as to guarantee a more globalized social network. *Intercultural awareness* is essential so as to accomplish skill in intercultural relations. It is the subjective part of intercultural communication and alludes to the comprehension of social shows that influence how individuals think and carry on (Chen, 2010).

Intercultural awareness can be viewed as the establishment of correspondence (Zhu, 2011). It includes two characteristics: one is the attention to one's very own way of life; the other is the familiarity with another culture. As it were, it includes the capacity of remaining over from our very own point and getting to be mindful of our own cultural values, beliefs and observations. It

additionally includes getting to be mindful of the social qualities, convictions and views of different societies. Cultural awareness ends up fundamental when individuals speak with individuals from different cultures. Since individuals see, decipher and assess things in various ways, what is considered as suitable in one culture is probably going to be improper in another.

In this way, misconceptions emerge when individuals convey. Misinterpretations happen basically when we do not know about our very own conduct guidelines and impose these onto others. Without cultural awareness, we will in general misconstrue the verbal or the non-verbal conduct of the individual with whom we collaborate (Zhu, 2011).

Cultural awareness has developed in the course of the most recent couple of decades as a critical piece of conceptualizing the cultural measurement to language educating. That is, second language clients need to understand second language correspondence as a cultural procedure and to know about their very own culturally based informative conduct and that of others. In any case, while cultural awareness has given an imperative base of learning in connection with the social parts of language use and instructing, it is still established in a national origination of culture and language (Baker, 2011).

Intercultural adroitness is the behavioral aspect of communication competence (Chen, 2010). The behavioural measurement of intercultural capability clarifies how people should act in intercultural circumstances (Dai & Chen, 2014). This intercultural adroitness is the capacity to achieve errands and to accomplish explicit correspondence objectives in intercultural circumstances.

This behavioral measurement can be understood as the difference between individual's learning about competent communication behaviour to observing actual instances of competent communication practices in intercultural circumstances (Matveev, 2017).

The interculturally adroit communicator needs to show capable correspondence practices over some stretch of time. It is workable for a person to be learned in diverse viability speculations. However, it does not necessarily follow that he will have the option to exhibit this comprehension and learning in his behaviour. Watching the people in intercultural circumstances that are like those of their future callings would visualize their value in the future circumstances (Sam & Berry, 2016).

Intercultural competence has seven measurements (Matveev, 2017). These are show of regard is the capacity to exhibit regard and inspirational disposition toward different people, connection stance is the capacity to react to others in expressive, nonthreatening, and non-judgmental way, direction to learning is the capacity to perceive the idea of relativity of information, that individuals clarify the circumstances around them in various ways, compassion is simply the capacity of a person to "put themselves in others' shoes."

Self-arranged job conduct is the capacity to keep parity in mentioning data (starting) and managing bunch elements (orchestrating). Communication for the executives is the capacity to start, end, and alternate in the dialog depending on sensibly evaluating the necessities of others (Ko, 2013). Resistance for

equivocalness is the capacity on a person to respond to new and eccentric circumstances with little or insignificantly unmistakable indications of distress.

Intercultural adroitness includes message aptitudes, information of proper self-exposure, conduct adaptability, collaboration of the board, and social abilities during interaction with others from different cultures (Jandt, 2013). Message aptitudes is the capacity to utilize the language of another culture as one's own (Chen, 2010). This can incorporate etymological capability and correspondence guidelines of a specific culture, the capacity to code and make unmistakable messages and the capacity to perceive nonverbal practices (Spitzberg & Changnon, 2009). Appropriate self-disclosure is simply the capacity to uncover data transparently and properly to others in intercultural cooperation, giving a specific degree of social chain of command and individual intimacy (Matveev, 2017).

Behavioral flexibility is the capacity to choose suitable practices in a specific setting, practice adaptability and flexibility, and draw in proper behavioral systems to accomplish explicit correspondence objectives (Matveev, 2017). Connection management is the capacity to talk thus in a discussion, the capacity to start and end a discussion in a fitting way, and to enable all members of correspondence to contribute (Kim, 2014). Social aptitudes incorporate the abilities of compassion or emotional affectability, clairvoyant or instinct affectability, and point of view taking. Social aptitudes additionally incorporate character support or the capacity to keep up one's personality and to illuminate others about who we are in a discussion (Matveev 2017).

Student Engagement

Student engagement, alternately referred to as academic engagement or school engagement, is a multi-faceted construct used to measure various aspects of a student's participation, commitment, and involvement in academic or school-based activities (Hart et al., 2011). In many recent studies, academic engagement has been found to be highly correlated to academic achievement (Chapman, 2012; Holgado et al., 2013; Lutz & Culver, 2010). Researchers contend that student commitment is not just multidimensional, yet in addition exceptionally unique, fluctuating, setting subordinate, and intelligent (Goldin, Epstein, Schorr, & Warner, 2011).

There is expanding understanding that student commitment can be conceptualized as a multidimensional build. One of the most respected approaches to defining and measuring engagement stems from the work of (Fredricks, 2011). Based on his work some current instruments are using a three-construct approach to measure engagement: behavioral, cognitive, and emotional (Hart et al., 2011). Although some instruments use the three-construct approach, other instruments measure only two constructs. In many instruments that measure only two aspects of engagement, cognitive and behavioral engagement tend to get consolidated into what some researchers call psychological engagement (Betts, 2012). The view that there are three essential measurements of student engagement—cognitive, emotional, and behavioral—is currently generally accepted (Ryu & Lombardi, 2015).

Affective engagement refers to students' feelings in schools, for example, intrigue, fatigue, or uneasiness. It is the attitude that a student has toward school such as assigned classes or school activities. It may also include attitude towards those people involved in the school such as the teachers or other students (Fredricks, 2011). In essence, most researchers consider emotional engagement to be the combination of all of a student's feelings toward the school setting (Betts, 2012). Additionally, emotional engagement encompasses the sense of belonging a student might feel within the educational environment. Items that measure emotional engagement might focus on a student's feelings toward school in general with items such as "I feel happy when I am at school" (Fredricks, 2011).

Furthermore, emotional engagement items might measure the extent to which a student enjoys a particular class or a particular subject, for example, "I enjoy going to math class" (Betts, 2012). Finally, emotional engagement has, at times, been measured by asking students to rate their sense of belonging in a classroom. For example, a student might be asked to respond to the item, "I feel like my thoughts are valued in this class" (Fredricks, 2011).

Behavioral engagement alludes to consistency of exertion, cooperation, participation, schoolwork and other desired scholastic practices. Social commitment is every now and again estimated as the degree of interest in scholarly exercises (Fredricks, 2011). Behavioral engagement alludes to specific understudy practices related with adapting, for example, concentrating, applying exertion, stepping up to the plate, being diligent despite disappointment, following

guidelines and emphatically collaborating with instructors and companions among others (Hattie & Anderman, 2013).

Behavioral engagement was measured in a study (DeVito, 2016) by asking students to respond to questions related to how often they show up for class with the items that are necessary for that class and with questions about how other students or teachers might view their behavior during class. Alternatively, other instruments, such as the Academic Engagement Scale of the Consortium on Chicago School Research and the School Engagement Questionnaire, measure behavioral engagement with items relating to attention by asking students to report on how carefully they attend to lessons during class, or what types of distractive behaviors they might engage in during school time (Fredricks, 2011).

Cognitive engagement alludes to interest in learning and potentially the utilization of self-controlled metacognitive procedures. An intellectually connected student is a student who is astute and willing to apply the essential exertion for understanding of complex thoughts or dominance of troublesome abilities (Christenson, Reschly, & Wylie, 2012). The exploration on subjective commitment is focused about how much they are eager to work. It is cognitive engagement that is in charge of the student's thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills (Conner, 2011).

Correlations between Measures

The study of Yang (2015) on enhancing the university students' intercultural communication competence geared towards student engagement attained results that all participants have enhanced their intercultural communication competence. The study also revealed that student engagement learning approach encouraged students to become more engaged in the learning process while at the same time developed various study skills. The students also gained authentic intercultural developing and sharpened their intercultural sensitivity.

Additionally, the challenges of intercultural communication skill and active engagement, involvement, and participation in the learning procedures among students were studied by Foncha and Sivasubramaniam (2014). Their longitudinal study yielded results that acquisition of intercultural communication competence contributes to engagement, involvement, and participation. In a productive spiral cycle of the learning process, increased intercultural communication competence consequently fosters intercultural communication competence.

In addition, the intercultural competence, including communication in intercultural settings, and engagement of students in community colleges in the United States of America were examined by Riley, Bustamante, and Edmonson (2016). Their mixed method research found that intercultural competence that includes communication in intercultural settings has positive correlations with student engagement. Related to this, the intercultural communication competence of faculty and staff at a community college in relation to international

students' engagement was studied by Quatraro (2016). The study concluded that successful academic endeavors of international students are founded upon the strong intercultural communication competence of the faculty and staff.

The intercultural communication competence of teachers in relation to the improvement of student learning was also studied by Zhang (2017). The results of the study showed that development of teachers' intercultural communication competence is strongly correlated with improved student outcomes. This is echoed by the mixed quantitative and qualitative methods study of Estaji and Rahimi (2018) on teachers' intercultural communication competence, their pedagogical practices, and students' proficiency. The study adjudged that teachers' intercultural communication competence had a statistically significant effect on their teaching practices in the classroom, which in turn had a significant correlation with students' academic capabilities.

Similarly, the intercultural communicative competence of teachers, their creation of their lesson plans, and the academic achievement of students were studied by Pozzo (2014). Results of the quasi-experimental study disclosed that the intercultural communicative competence of teachers facilitated the successful transmission of learning area content to students of other cultures. It also increased the understanding of the contents of the course among the students. In the same manner, intercultural communicative competence of teachers and students' engagement in learning were investigated by Ghanem (2017). Results of the qualitative research revealed that intercultural communicative competence

of teachers influences the effectiveness of their teaching and the quality of engagement of the students.

Moreover, the study of Nieto (2008) on Cultural Competence and Its Influence on The Teaching and Learning of International Students revealed that there is a connection between Intercultural Sensitivity and a drawing in condition when instructing ESL understudies. The results of the study showing the moderate positive relationship between the two variables imply that teachers who manifested higher levels of intercultural sensitivity have higher awareness of the importance of having a learning environment that facilitates the feeling of students of being engaged in learning. Also, the study of Robinson (2012) on The Relationship between Teacher Cultural Competency and Student Engagement revealed that when students perceive their teachers to have cultural competence, this has a strong positive correlation with student engagement.

Furthermore, intercultural communication competence of academic advisors and the promotion of academic engagement and academic success of international students were researched by Yi (2015). The research concluded that the intercultural communication competence of academic advisors have a strong positive impact on the academic success of international students. Finally, intercultural communication competence of teachers and learning outcomes of allied medical sciences university students was investigated by Etherington (2014). The quantitative research generated results that strongly positively correlated improved intercultural communication skills of teachers and the promotion of optimal learning outcomes of the students in the university studied.

The literature and studies reviewed have shed light on intercultural communication competence of teachers and the student engagement of IP learners. The above literature explains culture, its relationship to intercultural communication competence, and the facets of intercultural communication competence. Bennett (2013) contended that when people associate with others, they bring with them a whole range of values, beliefs and assumptions. The way that a person relates to individuals will owe a lot to his sexual orientation, ethnic gathering, class foundation, etc. These elements, thus, will cooperate fundamentally with the equal variables for the people concerned. Intercultural communication can possibly advance a more prominent regard for various methods for being (Kelly, 2009).

Informal experiences are events that are not from formal training but from the natural environment but are relevant in shaping instructors' ability at communicating and teaching student populations from varied ethnic backgrounds (Soyylmaz et al., 2017). Intercultural sensitivity is an individual's capability of developing positive emotions that facilitate comprehending and valuing differences among cultures. This encourages behavior that promotes intercultural communication (Chen, 2010). Intercultural awareness is the establishment of communication. It is both awareness of one's own culture and awareness of another culture. It is being mindful of not exclusively one's very own cultural qualities, beliefs and discernments, yet in addition those of different cultures (Zhu, 2011). Intercultural adroitness is not only a person's knowledge about

competent communication behaviour but more about watching real occasions of able communication practices in intercultural circumstances (Matveev, 2017).

The above literature also explains that student engagement is a measure of various aspects of a student's participation, commitment, and involvement in academic or school-based activities (Hart et al., 2011). Student engagement has three essential measurements or subtypes of student engagement—cognitive, emotional, and behavioural (Ryu & Lombardi, 2015). Affective or emotional engagement is the combination of all of a student's feelings toward the school setting (Betts, 2012). Behavioral engagement includes behaviors of students relevant to learning. This includes concentrating, applying exertion, stepping up to the plate, being tenacious despite disappointment, following standards and emphatically communicating with educators and companions among others (Hattie & Anderman, 2013). Cognitive engagement is a student's interest in learning, profundity of handling, or potentially the utilization of self-managed metacognitive systems (Christenson et al., 2012).

Theoretical Framework

This study is primarily anchored on the Anxiety Uncertainty Management (AUM) theory posited by Gudykunst (2005). AUM theory proposes that communication becomes effective when it has the most minimal amount of misunderstanding. AUM further states that communication succeeds when the person who interprets the message in a communicative negotiation attaches an understanding of the message congruent with the intended message of the person he is communicating with.

The AUM theory states that in communicative interactions with strangers, there occur a degree of uncertainty and anxiety. In a cross-cultural communicative event, uncertainty and anxiety happen because of differences in language and culture and minimum comprehension of cultural rules between interlocutors. When anxiety in intercultural communication is either at a maximum or minimum, the intercultural communication event collapses.

This research is also anchored on the Face Negotiation theory created by Ting-Toomey and Dorjee (2015). Face Negotiation theory states that in intercultural communication, people strive towards a favorable social self-image and engage in numerous communicative behaviors intended to achieve the goals of the intercultural communicative transaction. Competence is perceived as a component of the idea of “face”. This competence is attained by means of information, mindfulness, and skills integration in the intercultural communicative transaction. Thus, intercultural facework competence is understood as the maximization of the integration of interculturally-sensitive information, mindfulness, and adaptable intercultural communicative skills in intercultural communication.

Finally, this study is anchored on the theory of Ryan and Deci (2013) on assimilation as influenced by self-determination. The theory on assimilation and self-determination by Ryan and Deci (2013) has implications for engagement of students in the learning process that will be utilized as the backbone of the framework for this quantitative study. The point of convergence of the quantitative study will be the intercultural communication competence of teachers

and the engagement in school activities of the IP students in the public elementary school, and this specific theory on assimilation and determination highlights the factors that affect the IP learners' behavior. The motivation entails engaging learning opportunities because they are seen as enjoyable, interesting, or relevant one's core psychological needs, as pointed out by Ryan and Deci (2013).

These three theories were the bedrock of the study. These were the theoretical pillars upon which the assumptions of this research were elevated into an operable research structure in order to delve deep into the IP elementary level learners' engagement in school, as influenced by the intercultural communication competence of their teachers.

Conceptual Framework

The independent variable of this study is the intercultural communication competence of teachers. This variable includes the domains of informal experience, intercultural sensitivity, intercultural awareness, and intercultural adroitness. The dependent variable is the engagement of IP learners. The dependent variable includes the domains of affective, behavioral, and cognitive factors as shown on Figure 1. It shows the relationship between intercultural communication competence of teachers and the school engagement of IP learners hypothesized by this research study.

Significance of the Study

While there had been a plethora of studies on the education of IP learners, this study focused on the influence of intercultural communication competence of

teachers on the engagement in school of IP elementary level learners. Thus, this study is seminal to the academe, especially in the training of teachers for efficacy, because the study was an intensive inquiry into the factors of school engagement that may be influenced by teachers' intercultural communication competence.

Learners, especially those from IP groups, will benefit from the results of the study because the elementary level teachers may be motivated to improve their intercultural communication competence that may influence the heightening of the involvement of students in school activities. The students will then be taught by teachers who will have understood how to improve their pedagogical process by incorporating in their instruction what will suit the inclusion needs of all students.

Related to this, the Department of Education may be able to use the data to tailor in-service training modules for teachers to strengthen the effective implementation of the elementary education curriculum and adopting the National Indigenous Peoples Education in the nation. Also, it is of most extreme significance that school administrators will become aware of the implementation of intercultural communication competence that will strengthen the academic engagement of IP students. The findings of the study imparted information on the relevance of adapting teaching methodologies in classroom-based activities and facilitative approaches in co-curricular activities in consideration of students and their cultural learning needs.

Parents have, in their heart, the best interests of their children. That is why the education of their children is of utmost priority for them. Parents will benefit from this study because they will become aware that teachers are continuing to become more prepared in ensuring that their children's education be improved. Hence, they will be assured that the learning needs of their children will be adequately provided for by better-equipped teachers.

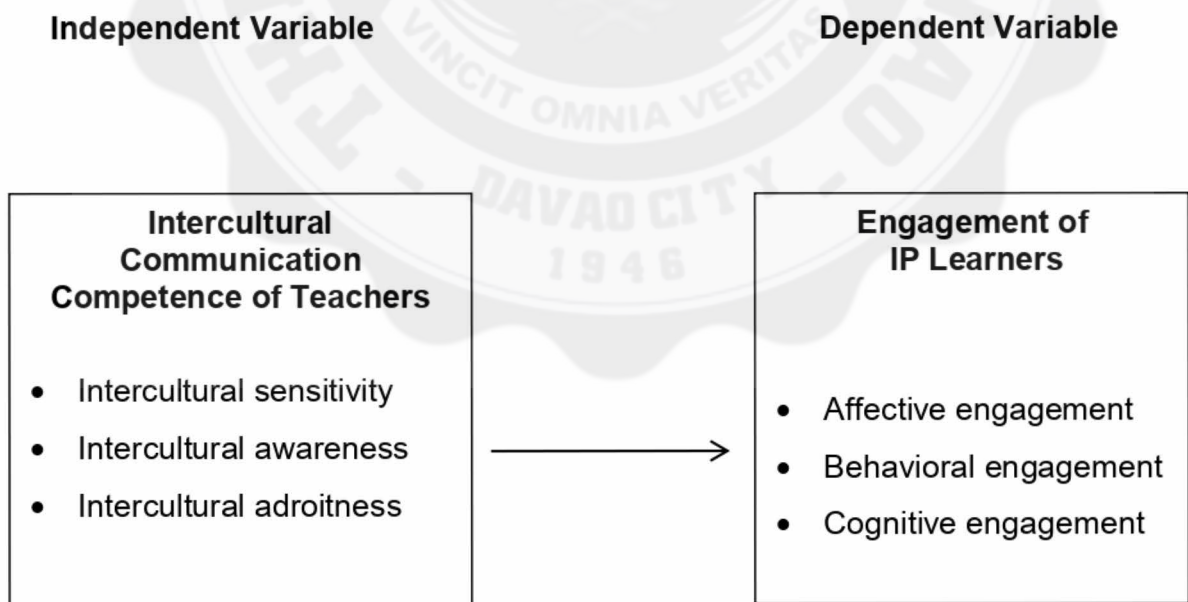


Figure 1. Conceptual Framework

Definition of Terms

This section presents the conceptual and operational definitions of the variables used in the study for readers to better understand their contextual meanings.

Intercultural Communication Competence. In this study, this refers to the capability of teachers in DepED Division of Davao Occidental who have IP learners under their tutelage to effectively communicate with learners from varied cultures and IP groups. This includes the domains of informal experience, intercultural sensitivity, intercultural awareness, and intercultural adroitness.

Student Engagement. In this study, this term is used to refer to the uplifted, concurrent experience of focus, intrigue, and pleasure of IP learners as they effectively partake in the activities of the learning procedure. This includes the domains of affective engagement, behavioral engagement, and cognitive engagement.

Chapter 2

METHOD

Presented and discussed in this chapter are the methods utilized by this study in the conduct of the research. The discussion includes the research design, research locale, population and sample, research instruments, data collection, statistical tools, and ethical considerations.

Research Design

This research study used the quantitative descriptive approach using the correlation technique. Correlational research depicts what exists at the moment such as conditions, rehearses, forms, structures, et cetera. Thus, it is classified as a type of descriptive method (Stangor, 2014). Correlation is a statistical measure of a relationship between two or more variables.

The exploration of the relationship between variables gives knowledge into the idea of the factors themselves as a comprehension of their connections. It also determines regardless of whether, and to what degree, a relationship exists between at least two quantifiable factors. The level of relationship is communicated regarding a coefficient of connection (Privitera, 2015).

Furthermore, correlation determines the direction of relationships between variables. If the relationships are substantial and consistent, they give an indication of how one variable may predict another, therefore enabling a researcher to make forecasts about the variables (Privitera, 2015).

The survey technique fit the needs and structure of this study because the researcher surveyed the intercultural communication competence of teachers of elementary level IP learners in Davao Occidental. The study also surveyed the school engagement of IP learners. The research design hence contributed to the validity of the data that were analyzed because it completely took into accounts all of the components of the variables.

Choy (2014) postulated that gathering data in surveys is beneficial in arriving at stronger and more reliable data because this particular research design permits researchers to concentrate on observing and identifying the characteristics that occur in each subject in a more reliable manner than any other design.

The correlational technique also fits the requirements of this study because this aimed to determine the influence of teachers' intercultural communication competence on the school engagement of IP learners.

Research Locale

The research was conducted in the newly-created area of Davao Occidental. It was carved out from the area of Davao del Sur. Davao Occidental is the newest province in the Philippines occupying the southwestern tip of Davao Region in Mindanao. Davao Occidental covers a total area of 2,163.45 square kilometres (835.31 square miles).

The local government unit administrative capital of Davao Occidental is the municipality of Malita. It is composed of five municipalities and 105 barangays. The five municipalities are Sta. Maria, Malita, Don Marcelino, Jose

Abad Santos, and Sarangani. Davao Occidental is home to the IP groups Manobo, Tagakaulo, and B'laan. It is also populated by Cebuano and various Filipino migrant groups. Figure 2 shows the map of the Philippines, with Davao Occidental highlighted.

Population and Sample

This research study employed the universal sampling technique. . Universal sampling alludes to the choice of test wherein every one of the individuals in the populace has a similar gainfulness of being incorporated into the example. In this study, the optimization of data on the intercultural communication competence of teachers of Grade 6 IP learners is crucial. Hence, the universal sampling method was most fit to the study.

The data on the intercultural communication competence of teachers of Grade 6 IP learners could best be observed from teachers who have IP learners themselves. A total of 289 IP learners from four public elementary schools were the respondents of this study. There were 84 IP learners from Mangili Elementary School, 55 IP learners from Monroe Joyce Elementary School, 78 IP learners from Culaman Elementary School, and 72 IP learners from Rolando Pardiñas Elementary School.

This study required the robustness of primary data that universal sampling provided. This is in order to propose a program that will strengthen the intercultural communication competence of teachers, leading to improved learning outcomes of Grade 6 IP learners.



Figure 2. Map of The Philippines showing Davao Occidental

Research Instrument

This research study utilized two research instruments. The first research instrument was used to gather data on the independent variable, the intercultural communication competence of teachers to ascertain which of its domains best influences the student engagement of IP learners. It was adapted from the Intercultural Communication Competence Measuring Scale used by Kim (2014) in an unpublished master's thesis entitled Intercultural Communication Competence: Initial Application to Instructors' Communication as a Basis to Assess Multicultural Teacher Education Programs. The adapted instrument had a total of 11 items, distributed among three domains.

The second research instrument gathered data on the dependent variable, the school engagement of IP learners. It was adapted from the study of Hart et al., (2011), with the title Student Engagement in Schools Questionnaire (SESQ) and the Teacher Engagement Report Form – New (TERF-N): Examining the Preliminary Evidence. The adapted instrument had a total of 18 items, distributed among three domains.

Furthermore, the questionnaires translated into Sinugbuanong Bisaya because it is the only one language accepted in Mother-Tongue Based in Department of Education. and explained it by a B'laan teacher.

The internal consistency of the items for both research instruments was verified, with a Cronbach's α of .738 and .806, respectively. The range of means, the descriptive level, and the interpretation of the research instruments are shown on the next page.

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very high	This means that the domain of the intercultural communication competence is always demonstrated.
3.40 - 4.19	High	This means that the domain of the intercultural communication competence is oftentimes demonstrated.
2.60 - 3.39	Moderate	This means that the domain of the intercultural communication competence is sometimes demonstrated.
1.80 – 2.59	Low	This means that the domain of the intercultural communication competence is seldom demonstrated.
1.00 – 1.79	Very low	This means that the domain of the intercultural communication competence is never demonstrated.

Range of Means	Descriptive Level	Interpretation
4.20 - 5.00	Very high	This means that the domain of the engagement of IP learners is always demonstrated.
3.40 - 4.19	High	This means that the domain of the engagement of IP learners is oftentimes demonstrated.
2.60 - 3.39	Moderate	This means that the domain of the engagement of IP learners is sometimes demonstrated.
1.80 – 2.59	Low	This means that the domain of the engagement of IP learners is seldom demonstrated.
1.00 – 1.79	Very low	This means that the domain of the engagement of IP learners is never demonstrated.

Data Collection

The researcher asked permission from the office of the Davao Occidental DepED Division Superintendent to conduct the study in Davao Occidental. After receiving the approval and procuring the endorsement from the Davao Occidental DepED Division Superintendent, the researcher then wrote formal letters of request to the respective school heads of the selected public elementary schools in Davao Occidental.

When the school heads had given permission to conduct the study, the researcher then formally requested, from their teachers, for the participation in the research study of the IP learners from the public elementary schools in Davao Occidental.

The researcher discussed with the teachers with IP learners the rationale of the study and the valuable input to inclusive education the learners could contribute by participating in the study. Details of the research instruments were provided to the teachers. The researcher conferred with the learners on why their participation in the study would be immensely beneficial to them. How the study would be conducted and how the research instrument would be administered to them were explained to the IP learners. The research instruments were then administered to the IP learners. Afterwards, the questionnaires were retrieved by the researcher. However, the parents' consent were obtained a week prior to the approved date in conducting the study.

The data on the extent of intercultural communication competence of the teachers with IP learners were gathered, tallied, tabulated, and encoded into a

spreadsheet software. The same were done to the data on the degree of engagement of the IP learners.

The data were treated with the use of statistical software in order to provide answers to the questions on which domain of intercultural communication competence of teachers significantly influences the engagement of IP learners.

Statistical Tools

The following are the statistical tools that were utilized in processing the gathered data:

Mean. This was useful in determining the central tendency with regard to the primary data on the intercultural communication competence of teachers and the student engagement of IP learners.

Pearson r . This was used to determine whether a correlation exists between intercultural communication competence of teachers and student engagement of IP learners.

Regression. This was used to determine the effect that the independent variable of teachers' intercultural communication competence had on the probability of obtaining a particular value of the dependent variable that is the student engagement of IP learners. This was also used to arrive at suggestions about which component/s of the independent variable and/or the intervening variable had a major effect on the dependent variable.

Ethical Consideration

The researcher observed full ethical standards in the conduct of the study following the study protocol assessments and standardized criteria, particularly in managing the population and data such as, but not limited to:

Voluntary participation. All Grade 6 IP learners themselves under the definition of this study were given the free will to participate without any form of consequence or penalty. Therefore, after the purpose and the benefits of the study were presented to the respondents, the rights of the respondents to contribute to the study were carefully considered and adhered to.

Privacy and confidentiality. The respondents' personal and/or professional information that may be required in the study were kept in private and utmost confidentiality.

Informed consent process. The research questionnaire was free of technical terms and was easily understandable to the respondents of the study. It provided the population a clear view of the benefits that the study would provide to the respondents. The questionnaires were administered with the consent and support of the authorities. Therefore, no research questionnaires were given to any respondent without permission from the authorized command channels.

Parental consent and recruitment. In getting number the number of respondents in the study, the researcher sought parental consent from their parents together with the consent of the learner by signing the assent form before answering the survey questionnaire. The researcher was recommended

to use universal sampling method in her study; it meant that all IP learners in four public elementary schools were the respondents of the study.

Risks. The study did not involve high risk situations that the population may experience in the area of physical, psychological, or socio-economic concerns.

Benefits. This study was highly important to the educational sector, especially in the training of teachers for efficient teaching of a culturally diverse student population. The results were also fundamental in aiding teachers in adapting their teaching methodologies to the needs of the IP learners to become more engaged in schooling. It is crucial that IP learners become more engaged in school to be better able to achieve complete participation in the educational system of the country.

Biosafety. The study did not deal with medical or scientific experiments that may jeopardize biological and environmental subjects. Furthermore, the conduct of the study was in accordance with environment-friendly principles.

Plagiarism. The study did not use any representations that led to plagiarism. With the use of Grammarly, Turnitin software and/or any plagiarism detector, consistency of grammar and minimization of similarity index were ensured, giving the researcher the leeway in using her own words to express the idea anchored on the authors of different studies.

Fabrication. The study was anchored on different studies which were appropriate and relevant. It ensured that the researcher did not make any tales in her literature and thus, stating the idea of the authors from her own

understanding. No data and/or results were made up or conclusions purposefully biased. The manuscript was firmly anchored on recognized, respected, and peer-reviewed studies.

Falsification. The study did not exaggerate the data and/or make claims those that are the works of others. Models and the theoretical framework used were from reliable sources.

Conflict of Interest. This study was conducted with no personal, financial, political, or intellectual conflict of interest. The data, conclusions, and recommendations expressed by the author were not asserted for the purpose of instigating personal and professional competition with colleagues. This research did not receive any financial support from any interest groups. The opinions expressed in the discussion were not held in accordance with any political affiliation. The conduct or the presentation of the research was not purposefully done to be in dispute with any intellectual or academic position.

Deceit. The study ensured that the data from the respondents were not used in any manner that would lead them to any harm. The research was conducted without any trickery or dishonesty that may damage the reputation of the respondents. The researcher guarantees that the welfare of the respondents was the primary responsibility of the researcher.

Observation. The study implemented proper precautions indicating that the researcher was operating certain observation to people in public places or semi-public spaces. The provision was addressed properly to avoid any ethical issue that could cause undesirable feedback.

Permission from Organization/Location. The study used formal communication addressed to proper authorities within the specific organization in the location where the data necessary for this study was sought. The researcher conscientiously abided by the organization and cultural protocols of the milieu of the organization and/or location of the study.

Technology Issues. The study did not collect data from internet sources and did not use online forums as sources of data. Views and opinions from any online environment were not considered as part of the data presented by this research.

Authorship. The author attests that this manuscript is the original work of the researcher. The researcher solely, fully, and sufficiently engaged in the conception, design, analysis, writing, and revision of this manuscript. Thus, the author takes public responsibility for the content of this research manuscript.

Chapter 3

RESULTS

Presented in this section is the data on the findings of the researcher with regard to the objectives of this research. The discussion of the results is logically arranged according to the sequence of the research objectives of this study, to wit: the level of intercultural communication competence of teachers as the independent variable, the level of engagement of IP learners as the dependent variable, and the correlation and regression results between these two variables. Indicators of each variable are also presented.

Intercultural Communication Competence of Teachers in Davao Occidental

Presented in Table 1 is the data on the independent variable. The level of intercultural communication competence of teachers in Davao Occidental was very high, with an overall mean of 4.58. This indicated that intercultural communication competence was always demonstrated by teachers. The overall mean reflected the means of the three indicators of intercultural communication competence namely: *intercultural sensitivity*, *intercultural awareness*, and *intercultural adroitness*.

The indicator for intercultural communication competence which garnered the highest mean was *intercultural adroitness*, with a mean of 4.65. This value

signifies that intercultural adroitness was *very high* among teachers in Davao Occidental.

Table 1
Intercultural Communication Competence of Teachers in Davao Occidental

Indicators	Mean	SD	Descriptive Level
Intercultural sensitivity	4.51	0.49	Very High
Intercultural awareness	4.57	0.48	Very High
Intercultural adroitness	4.65	0.47	Very High
Overall	4.58	0.49	Very High

The indicator for intercultural communication competence which garnered the highest mean was *intercultural adroitness*. The two highest items were number two and number three with a mean of 4.65. This value signifies that intercultural adroitness was *very high* among teachers in Davao Occidental. The intercultural communication competence indicator that obtained the second highest mean was *intercultural awareness*, which was also always demonstrated. The two highest were number eight and number six with a mean of 4.57. This was *very high* among the teachers of Davao Occidental. Lastly, the indicator of intercultural communication competence that obtained the lowest mean was *intercultural sensitivity*. This was again *very high* and was always demonstrated by the teachers. The two highest items were number eleven and number ten with a mean of 4.51.

Engagement of IP Learners

Revealed in Table 2 is the overall very high level of engagement of IP learners, with a mean of 4.64. This value signifies that engagement is always

Table 2
Engagement of IP Learners

Indicators	Mean	SD	Descriptive Level
Affective engagement	4.65	0.48	Very High
Behavioral engagement	4.67	0.47	Very High
Cognitive engagement	4.61	0.49	Very High
Overall	4.64	0.48	Very High

demonstrated by the IP learners. This value is the aggregate average of the engagement indicators which are *affective*, *behavioral*, and *cognitive*.

Behavioral engagement was the engagement indicator that was computed to have the highest mean of 4.67, with a descriptive level of *very high*. *Behavioral engagement* was always demonstrated by the IP learners. Next to this, *affective engagement*, with a mean of 4.65, was *very high* and garnered the second-highest mean. It was also always demonstrated by the IP learners. Finally, *cognitive engagement* was the engagement indicator with the lowest mean of 4.61. Despite having the lowest mean among the three indicators of engagement of IP learners, it had a descriptive level of *very high*, and was again always demonstrated by the IP learners.

Significance on the Relationship between Intercultural Communication Competence and Engagement of IP Learners

Shown in Table 3 is the pairwise correlation analysis between intercultural communication competence and engagement of IP learners. This was achieved

Table 3
Significance on the Relationship between Intercultural Communication Competence and Engagement of IP Learners

Intercultural Communication Competence	Engagement of IP Learners			Overall
	Affective	Behavioral	Cognitive	
Intercultural sensitivity	.086 (.145)	.107 (.069)	.115 (.052)	.061 (.304)
Intercultural awareness	.066 (.266)	.114 (.053)	.087 (.141)	.115 (.050)
Intercultural adroitness	.004 (.946)	.070 (.237)	.305* (.000)	.109* (.046)
Overall	.132* (.024)	.048* (.041)	.850* (.048)	.039* (.005)

* $p < 0.05$

utilizing the Pearson product moment correlation test. The overall p -value or relationship between intercultural communication competence and engagement of IP learners, was .005 which was lower than the 0.05 alpha value or α level of significance set by this study. The r value or the Pearson product moment correlation coefficient of 0.039 signified a direct relationship; that is, as the intercultural communication competence increases by a unit, the engagement of IP learners also correspondingly increases, albeit by only approximately 3.9

percent. The results also indicated a moderate positive correlation between intercultural communication competence and engagement of IP learners.

As to the correlation among individual indicators of the dependent and independent variables of this study, only intercultural adroitness of teachers and cognitive engagement of IP learners are significantly correlated, with a probability value of 0.305 and a p -value of 0.000. Additionally, only intercultural adroitness had a significant correlation with overall engagement of IP learners, with a probability value of 0.109 and a p -value of .046.

Overall intercultural communication competence is significantly correlated with each indicator of engagement of IP learners. Overall intercultural communication competence is significantly correlated with affective engagement of IP learners, with a probability value of 0.132 and a p -value of 0.024. Moreover, overall intercultural communication competence is significantly correlated with behavioral engagement of IP learners, with a probability value of 0.048 and a p -value of 0.041. Finally, overall intercultural communication competence is significantly correlated with cognitive engagement of IP learners, with a probability value of 0.850 and a p -value of 0.048.

Significance on the Influence of Intercultural Communication Competence on Engagement of IP Learners in Davao Occidental

Displayed in Table 4 is the result of the multiple linear regression analysis on the probable predictive value of indicators of intercultural communication competence on overall engagement of the IP learners. The F-measure of the regression analysis is 4.128, with a p -value of 0.007, which is less than the 0.05

set by this study. The R^2 value of 0.042 and the adjusted R^2 value of 0.032 indicated that 3.2 percent of the variability of the engagement of IP learners can

Table 4

Significance on the Intercultural Communication Competence of Teachers on the Engagement of IP Learners in Davao Occidental

Intercultural Communication Competence	Engagement of IP Learners			
	B	B	T	p-value
Intercultural sensitivity	-.076	-.123	-1.683	.094
Intercultural awareness	-.073	-.109	-1.715	.087
Intercultural adroitness	.156	.198	2.892	.004*
R^2	0.042			* $p < 0.05$
Adjusted R^2	0.032			
F	4.128			
p-value	0.007			

be explained by the variability of intercultural communication competence of teachers. This further meant that 96.8 percent of the remaining variance can be attributed to other variables not covered in the study.

Furthermore, the indicator of *intercultural adroitness* best influences the engagement of IP learners, with a coefficient of 0.156 and a p-value of 0.004. The coefficient of 0.198 showed that it can be predicted that for each unit increment in the intercultural adroitness of teachers, there will be a corresponding 19.8 percent increase in the engagement of IP learners, holding all other variables constant.

These significant findings resulted in the rejection of the second null hypothesis that there is no influence of intercultural communication competence of teachers to engagement of IP learners. Intercultural adroitness was the domain of intercultural communication competence which best influenced the engagement of IP learners.



Chapter 4

DISCUSSION

Presented in this chapter is the in-depth discussion on the implications of the findings of this study on intercultural communication competence and engagement of IP learners. It also provides the study's conclusions and recommendations that are founded upon the results of the study. The discussion on the findings is summarized based on the sequence of the problems stated in Chapter 1 and the presentation of results in Chapter 3. The conclusions are based on the results of the statistical analyses of the data gathered from the responses in the research instruments. The recommendations are offered to strengthen the intercultural communication competence of teachers to increase the engagement of IP learners in Davao Occidental.

Intercultural Communication Competence of Teachers

The very high level of intercultural communication competence of teachers has positive implications for their effectiveness in teaching IP learners. This very high rating on *intercultural sensitivity* signifies that they are very much willing to learn, appreciate, and even accept the cultural differences that they possess in relation to the culture of their learners during intercultural interactions with these learners (Dai & Chen, 2014). Another encouraging finding is the very high rating

on the intercultural awareness of the teachers. This portends the teachers' ability to realize that there is a necessity for social change amidst the plurality of ethnicity, not only among their learners but in current society as a whole. This further suggests that the teachers understand that the connectedness during communicative interactions between or among people of various cultural backgrounds has become inevitable (Zhang & McCornac, 2013).

Finally, the intercultural adroitness of teachers which got the highest mean shows that they have the admirable capability of not only being knowledgeable in cross-cultural effectiveness theories, but are also competent in demonstrating this understanding and knowledge through their behavior in their intercultural communication with the IP learners. This means that they are adept at accomplishing communication goals in their intercultural interactions with the IP learners under their tutelage, and that this has developed well over a period of time (Matveev, 2017).

Engagement of IP Learners

That the engagement of IP learners is very high has constructive implications for their academic achievement. This is due to the fact that engagement in school has been found to be highly correlated to academic achievement (Chapman, 2012; Holgado et al., 2013; Lutz & Culver, 2010). Their very high affective engagement is a good manifestation of the extent to which they enjoy curricular and co-curricular activities in school (Betts, 2012). Additionally, their very high affective engagement conveys the message that the

IP learners have a sense of belonging in the classroom and in the school community (Fredricks, 2011).

Moreover, the very high behavioral engagement of IP learners bespeak of the effort that they exert, the initiative that they take, and their persistence in the face of failure vis-à-vis their curricular and co-curricular undertakings (Hattie & Anderman, 2013). This has productive impacts to their eventual academic achievement because these are indicators of their consistency of exertion, cooperation, participation, schoolwork and other wanted scholarly practices (DeVito, 2016).

Lastly, the very high cognitive engagement of IP learners may effectively affect their future academic achievement. The very high cognitive engagement of the IP learners characterize them as insightful, key, and willing to apply the important exertion for understanding of complex thoughts or dominance of troublesome abilities. This further implies that the IP learners willingly invest in knowledge acquisition, engage in deep processing of information, and utilize self-regulated metacognitive strategies in learning (Christenson, Reschly, & Wylie, 2012).

Significance on the Relationship between Intercultural Communication Competence and Engagement of IP Learners

The significant relationship between intercultural communication competence and engagement of IP learners bodes well for IP education because there is evidence that teachers who manifested higher levels of intercultural sensitivity have higher awareness of the importance of having a learning

environment that facilitates the feeling of students of being engaged in learning (Nieto, 2008). Moreover, when learners perceive their teachers have high intercultural communication competence, this has a strong positive correlation with their engagement in school (Robinson, 2012).

Significance on the Influence of Intercultural Communication Competence on Engagement of IP Learners

The finding of this study that intercultural adroitness significantly influences the engagement of IP learners will require that teachers display respect to the cultural uniqueness of their learners. They also have to respond to the cultural differences of their IP learners in descriptive, nonthreatening, and nonjudgmental ways. In addition, they need to perceive the idea of relativity of information. That is, individuals clarify the circumstances around them in various ways. The teacher must also be able to place themselves in the position of their IP learners, as well as to use the language of their IP learners as their own (Chen, 2010).

Furthermore, the influence of intercultural adroitness to the engagement of IP learners necessitates teachers' linguistic competence in the communication rules of the culture of their IP learners. It also entails that the teachers have the capacity to code and make conspicuous messages of the language of their IP learners, and to recognize nonverbal behaviors of the IP learners that are formed by their culture (Spitzberg & Changnon, 2009). Finally, the influence of intercultural adroitness to the engagement of IP learners make teachers obliged to choose suitable practices in a specific setting, practice adaptability and

versatility, and connect with fitting social methodologies to accomplish explicit behavioral objectives when communicating with their IP students (Matveev 2017).

Conclusion

The intercultural communication competence of teachers has a moderate positive correlation with engagement of IP learners. As the correlation among individual indicators of the dependent and independent variables of this study, only intercultural adroitness of teachers and cognitive engagement of IP learners are significantly correlated. Additionally, the intercultural adroitness has a significant correlation with overall engagement of IP learners.

This research into the intercultural communication competence of teachers and the engagement of IP learners shows that the first null hypothesis that there is no significant relationship between intercultural communication competence of teachers and engagement of IP learners is rejected. It has been determined by this study that there exists a significant correlation between intercultural communication competence of teachers and engagement of IP learners in Davao Occidental.

In addition, the second null hypothesis that there is no influence of intercultural communication competence of teachers to engagement of IP learners is also hereby rejected. This study has revealed that intercultural communication competence overall, has a significant influence on engagement of IP learners in Davao Occidental.

The Anxiety Uncertainty Management theory developed by Gudykunst (2005) states that the communication will be more effective when the person interprets the message in a communicative negotiation attaches an understanding of the message congruent with the intended message. The study was anchored on the Face Negotiation theory wherein competence is perceived as a component of the idea “face”. It is attained by means of information, mindfulness, and skills integration in the intercultural communicative transaction. This research is also anchored on the assimilation and self-determination by Ryan and Deci (2013). It has implications for engagement of students in the learning process that will be utilized as the backbone of the framework of this study that entails the engaging learning opportunities. This study concludes that teachers not only need to maintain their very high intercultural communication competence but to constantly aspire for consistent demonstration of such intercultural communication competence in order for IP learners to experience the positive gains of engagement in curricular and co-curricular activities.

Recommendations

Guided by the results of the study, this author recommends the incorporation of the distinct cultural orientations of various learners in teaching course content. Additionally, teachers may also adapt their communication strategies to cater to the diversity of their learners. Moreover, teachers may purposively conduct classes in such a method that ensures the active participation of all the different ethnicities that compose their learners. Finally, it is

recommended that future researchers delve into the intercultural communication competence of teachers with IP learners of other IP groups.

REFERENCES

- Baker, W. (2011). From cultural awareness to intercultural awareness: Culture in ELT. *ELT Journal*, 66(1), 62–70. <https://doi.org/10.1093/elt/ccr017>
- Banks, J. A., & McGee Banks, C. A. (2015). *Multicultural education: Issues and perspectives* (9th ed.). New York, NY: Wiley.
- Bennett, M. (2013). *Basic concepts of intercultural communication: Paradigms, principles, & practices*. Boston: Intercultural Press.
- Betts, J. (2012). Issues and methods in the measurement of student engagement: Advancing the construct through statistical modeling. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 783-803). New York, NY: Springer Science.
- Byram, M. (2015). *Teaching and Assessing Intercultural Communicative Competence*. Retrieved August 27, 2019, from Scirp.org website:<https://www.scirp.org/reference/ReferencesPapers.aspx?ReferenceID=1524544>
- Calunsod, R. (2013, October 25). Philippines 'indigenizes' basic education. *ABS-CBN News Online*. Retrieved from <http://www.abs-cbnnews.com/nation/10/25/13/philippines-indigenizesbasic-education>
- Chapman, E. (2012). *An investigation into the capacity of student motivation and emotion regulation strategies to predict engagement and resilience in the middle school classroom*. Retrieved from <https://ro.ecu.edu.au/ecuworks2012/562/>

- Chen, G. M. (2009). Intercultural effectiveness. In L. A. Samovar, R. E. Porter, & E. R. McDaniel (Eds.), *A reader* (pp. 393-401). Boston, MA: Wadsworth.
- Chen, G. M. (2010). *A study of intercultural communication competence*. Hong Kong: China Review Academic Publishers.
- Choy, L. T. (2014). The strengths and weaknesses of research methodology: Comparison and complimentary between qualitative and quantitative approaches. *IOSR Journal of Humanities and Social Science*, 19(4), 99–104.
- Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). *Handbook of research on student engagement*. New York, NY: Springer-Verlag. doi: 10.1007/978-1-4614-2018-7
- Conner, T. (2011). Academic engagement ratings and instructional preferences: Comparing behavioral, cognitive, and emotional engagement among three school-age student cohorts. *Review of Higher Education and Self-Learning*, 4(13), 52-62.
- Cornelio, J. S., & de Castro, D. F. T. (2016). The state of indigenous education in the Philippines today. In J. Xing & P. Ng (Eds.), *Indigenous culture, education and globalization* (pp. 160-163) Heidelberg: Springer-Verlag Berlin. doi: 10.1007/978-3-662-48159-2_9.
- Dai, X., & Chen, G. M. (Eds.). (2014). *Intercultural communication competence: Conceptualization and its development in cultural contexts and interactions*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.
- Deardorff, D. K. (2011). Assessing intercultural competence. *New Directions for Institutional Research*, 2011(149), 65–79. <https://doi.org/10.1002/ir.381>
- Department of Education. (2011). *Adopting the national Indigenous Peoples (IP) education policy framework*. Retrieved from <https://www.deped.gov.ph/2011/08/08/do-62-s-2011-adopting-the-national-indigenous-peoples-ip-education-policy-framework/>
- Department of Education. (2016). *Implementing guidelines on the allocation and utilization of the Indigenous Peoples Education (IPEd) Program support fund for fiscal year (FY) 2016*. Retrieved from <https://www.deped.gov.ph/2016/04/19/do-22-s-2016-implementing-guide>

lines-on-the-allocation-and-utilization-of-the-indigenous-peoples-education-
-iped-program-support-fund-for-fiscal-year-fy-2016/

- Department of Education. (2017). *Davao del Sur Division Indigenous Peoples Education (IPEd) Program 2017 Report*. Digos City, Davao del Sur.
- DeVito, M. (2016). *Factors influencing student engagement* (Unpublished Certificate of Advanced Study Thesis, Sacred Heart University, Fairfield, CT). Retrieved from <http://digitalcommons.sacredheart.edu/edl/11>
- Estaji, M., & Rahimi, A. (2018). Exploring teachers' perception of intercultural communicative competence and their practices for teaching culture in EFL classrooms. *International Journal of Society, Culture & Language*, 6(2), 1-18. Retrieved from http://www.ijsc.net/article_32636_feb6972c793f403e17ce65712c1c9163.pdf
- Etherington, S. J. (2014). But science is international! Finding time and space to encourage intercultural learning in a content-driven physiology unit. *Advances in Physiology Education*, 38(2), 145-154. doi: 10.1152/advan.00133.2013
- Foncha, J. W., & Sivasubramaniam, S. (2014). The links between intercultural communication competence and identity construction in the University of Western Cape (UWC) community. *Mediterranean Journal of Social Sciences*, 5(10), 376-385. doi: 10.5901/mjss.2014.v5n10p376
- Fredricks, J. (2011). *Measuring student engagement in upper elementary through high school: A description of 21 instruments*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
- Ghanem, C. (2017). Teaching intercultural communicative competence: The perspective of foreign language graduate student instructors. *International Journal for the Scholarship of Teaching and Learning*, 11(2), 1-9. doi: 10.20429/ijstl.2017.110209.
- Goldin, G. A., Epstein, Y. E., Schorr, R. Y., & Warner, L. B. (2011). Beliefs and engagement structures: Behind the affective dimension of mathematical

- learning. *ZDM Mathematics Education*, 43, 547-560. doi: 10.1007/s11858-011-0348-z
- Gudykunst, W. B. (2005). An Anxiety/Uncertainty Management (AUM) theory of effective communication: Making the mesh of the net finer. In W. B. Gudykunst (Ed.), *Theorizing about intercultural communication* (pp. 281-322). Thousand Oaks, CA: Sage Publications Ltd.
- Hart, S. R., Stewart, K., & Jimerson, S. R. (2011). The student engagement in school questionnaire (SESQ) and the teacher engagement report form-new (TERF-N): Examining the preliminary evidence. *Contemporary School Psychology*, 15(5), 67-79.
- Hattie, J., & Anderman, E. M. (2013). *International guide to student achievement*. New York, NY: Routledge.
- Hernandez, F., & Kose, B. W. (2011). The developmental model of intercultural sensitivity: A tool for understanding principals' cultural competence. *Education and Urban Society*, 44(4), 512-530. doi: 10.1177/0013124510393336
- Holgado, M. J., Cuesta-Vargas, A. I., Moreno-Morales, N., Labajos-Manzanares, M. T., Barón-López, F. J., & Vega-Cuesta, M. (2013). The association between academic engagement and achievement in health sciences students. *BMC Medical Education*, 13(33), 1-7. doi: 10.1186/1472-6920-13-33.
- IIMA & VIDES International. (2011). *Joint statement on the situation of the rights of the child in the Philippines*. Retrieved from http://lib.ohchr.org/HRBodies/UPR/Documents/session13/PH/JS10_UPR_PHL_S13_2012_JointSubmission10_E.pdf.
- Jandt, F. (2013). *An introduction to intercultural communication* (7th ed.). London, UK: SAGE Publications.
- Kelly, S. (2009). Race, social class, and student engagement in middle school English classrooms. *Social Science Research*, 37(2), 434-448.
- Kim, Y. Y. (2014). The identity factor in intercultural competence. In D. K. Deardorff (Ed.), *The Sage handbook of intercultural communication* (pp. 53-65). Thousand Oaks, CA: Sage.

- Ko, S. (2013). *Understanding the dynamics of classroom communication*. Newcastle: Cambridge Scholars.
- Kohler, M. (2015). *Teachers as mediators in the foreign language classroom*. Tonawanda, NY: Multilingual Matters.
- Lutz, M.E., & Culver, S. (2010). The national survey of student engagement: A university-level analysis. *Tertiary Education and Management*, 16(1), 35-44. doi: 10.1080/13583881003629814
- Magyar, A., & Robinson-Pant, A. (2011). Internationalising doctoral research: Developing theoretical perspectives on practice. *Teachers and Teaching: Theory and Practice*, 17(6), 663-676. doi: 10.1080/13540602.2011.625189
- Matveev, A. V. (2017). *Intercultural competence in organizations: A guide for leaders, educators, and team players*. New York, NY: Springer International Publishing. doi: 10.1007/978-3-319-45701-7
- Moeller, A. K., & Nugent, K. (2014). Building intercultural competence in the language classroom. *Faculty Publications: Department of Teaching, Learning and Teacher Education*, 161, 1-18. Retrieved from <http://digitalcommons.unl.edu/teachlearnfacpub/161>
- National Education for All Committee. (2015). *Philippine Education For All 2015 plan of action: An assessment of progress made in achieving the EFA goals*. Retrieved from <http://www.seameo-innotech.org/wp-content/uploads/2015/11/EFA%20V30.pdf>
- Nieto, C. (2008). Cultural competence: Its influence on the teaching and learning of international students. *Journal of Studies in International Education*, (14)4, 406 – 425. doi: 10.1177/1028315309337929
- Ntuli, C. D. (2012). Intercultural misunderstandings in South Africa: An analysis of nonverbal communication behaviour in context. *Intercultural Communication Studies*, 21(2), 20-31.
- Patel, F., Li, M., & Sooknanan, P. (2011). *Intercultural communication: Building a global community*. Thousand Oaks, CA: Sage Publications. doi: <http://dx.doi.org/10.4135/9781446270318.n10>

- Privitera, G. J. (2015). *Research methods for the behavioral sciences*. Thousand Oaks, CA: Sage Publications.
- Pozzo, M. I. (2014). Intercultural communicative competence in teaching sociocultural contents of Spanish as a foreign language: Analysis of history teachers' lesson plans. *International Journal on Advances in Education Research*, 1(2), 21-44. Retrieved from <https://pdfs.semanticscholar.org/df0b/593282a0659021a71180f46f0afb9c29298e.pdf>
- Quatraro, K. A. (2016). *Connecting through communication: Incorporating intercultural competency during international student orientations. (Capstone paper)*. Retrieved from <https://digitalcollections.sit.edu/capstones/2862>
- Riley, R. L., Bustamante, R. M., & Edmonson, S. L. (2016). Intercultural competence and student engagement of U.S. community college students: A mixed method study. *Community College Journal of Research and Practice*, 40(1), 1-15. doi: 10.1080/10668926.2014.961588
- Robinson, E. N. (2012). *The relationship between teacher cultural competency and student engagement* (Doctoral Dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 1023814947)
- Ryan, R. M., & Deci, E. L. (2013). Toward a social psychology of assimilation: Self-determination theory in cognitive development and education. In B. W. Sokol, F. M. E. Grouzet, & U. Muller (Eds.), *Self-regulation and autonomy: Social and developmental dimensions of human conduct* (pp. 191-207). Cambridge, England: Cambridge University Press. doi: 10.1017/cbo9781139152198.014
- Ryu, S., & Lombardi, D. (2015) Coding classroom interactions for collective and individual engagement. *Educational Psychologist*, 50(1), 70-83. doi: 10.1080/00461520.2014.1001891
- Sam, D. L., & Berry, J. W. (Eds.). (2016). *The Cambridge handbook of acculturation psychology*. Cambridge, UK: Cambridge University Press, 576.

- Shafiran, F. (2015). Language and culture: Overview. In F. Shafiran (Ed.), *The Routledge handbook of language and culture* (pp. 3–17). New York, NY: Routledge.
- Shields, E. (2019). *Educating for intercultural competence. A European Comenius Project promotes intercultural cooperation*. Retrieved from <https://trepo.tuni.fi/handle/10024/82896> [Accessed 15 Sep. 2019].
- Spencer-Oatey, H., & Franklin, P. (2008). *Intercultural interaction: A multidisciplinary approach to intercultural communication*. Basingstoke, UK: Palgrave Macmillan.
- Spitzberg, B. H., & Changnon, G. (2009). Conceptualizing intercultural competence. In D. K. Deardorff (Ed.), *The Sage handbook of intercultural communication* (pp. 2-52). Thousand Oaks, CA: Sage.
- Stangor, C. (2014). *Research methods for the behavioral sciences*. Belmont, CA: Wadsworth Publishing.
- Ting-Toomey, S., & Dorjee, T. (2015). Intercultural and intergroup communication competence: Toward an integrative perspective. In A. F. Hannawa & B.H. Spitzberg (Eds.), *Communication competence* (pp.503-538). Boston, MA: De Gruyter Mouton. Retrieved from https://www.researchgate.net/publication/303520390_TingToomey_Dorjee_2015_Intercultural_and_intergroup_communication_competence_Toward_an_integrative_perspective
- United Nations Children's Fund. (2017). *Report of the United Nations Children's Fund (UNICEF) to the 16th session of the United Nations Permanent Forum on Indigenous Issues*. New York, NY: Retrieved from http://www.un.org/esa/socdev/unpfii/documents/2017/16-session/un-agencies/UNICEF_Response.pdf
- Victor, M. L., & Yano, B. (2016). Actualizing the inclusion of Indigenous Peoples' rights in education: A policy initiative in the Philippines. *Human Rights Education in Asia-Pacific*, 22, 133-161. Retrieved from <https://www.hurights.or.jp/archives/asiapacific/section1/Full%20pages%20HREAP%20V6.pdf>
- Wilberschied, L. F. (2015). Intercultural communicative competence: Literature review. *Cultural Encounters, Conflicts, and Resolutions*, 2(1), 1-16.

Retrieved from <https://engagedscholarship.csuohio.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1071&context=cecr>

- Yi, Z. (2015). Intercultural communication competence: Advising international students in a Texas community college. *NACADA Journal*, 35(2), 48-59. doi:10.12930/NACADA-15-007
- Yang, P. (2015). Enhancing intercultural communication and understanding: Team translation project as a student engagement learning approach. *International Education Studies*, 8(8), 67-80. doi:10.5539/ies.v8n8p67
- Zhang, Y. (2017). A study on ESL teachers' intercultural communication competence. *English Language Teaching*, 10(11), 229-235. doi: 10.5539/elt.v10n11p229
- Zhang, R., & McCornac, D. C. (2013). Intercultural awareness via improvements in intercultural communication: The need for change in Japan. *Journal of Intercultural Communication*, 32(16). Retrieved from <https://www.immi.se/intercultural/nr32/zhang.html>
- Zhu, H. (2011). From intercultural awareness to intercultural empathy. *English Language Teaching*, 4(1), 116–19. doi: 10.5539/elt.v4n1p116



APPENDICES



APPENDIX A
Letter to the Validators



Professional Schools
Ground Floor, PS Building
Matina, Davao City
Telefax: (082)305-0645 Local 189

July 7, 2018

Eugenio S. Gutano, Jr

University of Mindanao

Davao City

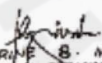
Dear Sir :

The undersigned would like to request your approval to be one of the evaluators in the research study entitled, "Intercultural Communication Competence of Teachers and Engagement of IP Owners" as a requirement for the degree of MAED - Educational Management. Undoubtedly, your expertise would make the instrument rich and substantive in content.

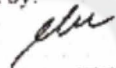
Attached to this request is the actual print-out of the interview guide, research objectives, population and sample of the study. Your comments and suggestions will be a great help in the realization of this study.

Looking forward for your favorable response on this request. Thank you and God bless.

Sincerely,


CATHERINE S. MARIBAO
Researcher

Noted by:


EDWIN NERIA, Ed.D
Research Adviser



Provincer Schools
Ground Floor, PS Building
Matina, Davao City
Telefax: (082)305-0645 Local 189

July 9, 2018

Alex B. Alegza, Ed.D.
Cor Jesu College
Davao City, Davao del Sur

Dear Sir:

The undersigned would like to request your approval to be one of the evaluators in the research study entitled, "INTERCULTURAL COMMUNICATION COMPETENCE OF TEACHERS AND ENGAGEMENT OF IT LEADERS" as a requirement for the degree of MASTERS OF ARTS IN EDUCATION - EDUCATIONAL MANAGEMENT. Undoubtedly, your expertise would make the instrument rich and substantive in content.

Attached to this request is the actual print-out of the interview guide, research objectives, population and sample of the study. Your comments and suggestions will be a great help in the realization of this study.

Looking forward for your favorable response on this request. Thank you and God bless.

Sincerely,

Catherine B. Markado
Researcher

Noted by

Edwin Nebra, Ed.D.
Research Adviser

Prepared:
7/11/18



Professional Schools
Ground Floor, PS Building
Matina, Davao City
Telefax: (082)305-0645 Local 189

July 7, 2015

Gloria P. Gempes

University of Mindanao

Davao City


Dear Ma'am:

The undersigned would like to request your approval to be one of the evaluators in the research study entitled, "Intercultural Communication Competence of Teachers and Preceptors of IP Inaug" as a requirement for the degree of MABD - Educational Management. Undoubtedly, your expertise would make the instrument rich and substantive in content.

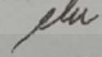
Attached to this request is the actual print-out of the interview guide, research objectives, population and sample of the study. Your comments and suggestions will be a great help in the realization of this study.

Looking forward for your favorable response on this request. Thank you and God bless.

Sincerely,


CATHERINE P. MARISCAL
Researcher

Noted by:


EDWIN MERSIN, ED.D.
Research Adviser



Professional Schools
Ground Floor, PS Building
Matina, Davao City
Telefax: (082)305-0645 Local 189

July 7, 2018

Ana Helen R. Lattes, PhD

University of Mindanao

Davao City

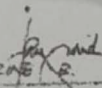
Dear Madam:

The undersigned would like to request your approval to be one of the evaluators in the research study entitled, "Intercultural Communication Competence of Teachers and Engagement of IP Learners" as a requirement for the degree of MAED - Educational Management. Undoubtedly, your expertise would make the instrument rich and substantive in content.

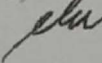
Attached to this request is the actual print-out of the interview guide, research objectives, population and sample of the study. Your comments and suggestions will be a great help in the realization of this study.

I am looking forward for your favorable response on this request. Thank you and God bless.

Sincerely,


CATHERINE R. MORIBAO
Researcher

Noted by:


EDWINA MESORIA, Ed.D.
Research Adviser

October 8, 2019

Eunice Afenzar, EdD

Professor, Professional Schools

University of Mindanao

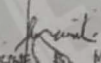
Dear Marion :

The undersigned would like to request your approval to be one of the evaluators in the research study entitled, "Intercultural Communication Competence of Teachers and Engagement of IP Learners" as a requirement for the degree of MMED - Educational Management. Undoubtedly, your expertise would make the instrument rich and substantive in content.


Attached to this request is the actual print-out of the downloaded questionnaire, research objectives, population and sample of the study. Your comments and suggestions will be a great help in the realization of this study.


Looking forward for your favorable response on this request. Thank you and God bless.

Sincerely,


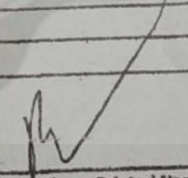

CHRISTINE B. MARISATO
 Researcher

Noted by:


EDWIN NEGRIA, EdD
 Research Adviser

The image features a large, faint watermark of the seal of The University of Mindanao. The seal is circular with a scalloped outer edge. It contains the text "THE UNIVERSITY OF MINDANAO" around the top, "DAVAO CITY" at the bottom, and "1946" at the very bottom. In the center is a shield with a crown on top and a banner below it that reads "VINCIT OMNIA VERITAS".

APPENDIX B
Validation Sheet for the Research Instrument

 UM The University of Mindanao	PROFESSIONAL SCHOOLS [] Main [] Branch
VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE	
Name of Evaluator : <u>Eugenio S. Gutano, Jr.</u> Degree : <u>DM</u> Position : <u>Dean</u> Number of Years of Teaching : _____ To the Evaluator : _____ Points of Equivalent : _____	
Please check the appropriate box for your ratings 5 - Excellent 2 - Fair 4 - Very Good 1 - Poor 3 - Good	
ITEMS	5 4 3 2 1
1. Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Presentation and Organization of Items The items are presented and organized in logical manner.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Suitability of Items The item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Adequateness of Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Attainment of Purpose The instrument fulfills the objectives for which it was constructed.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Title of Approved Research: <u>Intercultural Communication Competence of Teachers and Engagement of IP Learners</u>	
Name of Researcher: <u>Catherine B. Maribao</u>	
Research Adviser: <u>Edwin Nebria Ed.D.</u>	
Date of Evaluation of the Questionnaire: _____	
Remarks of the Evaluator: _____ _____ _____	
 Signature Above Printed Name	



PROFESSIONAL SCHOOLS

[] Main [] Branch _____

VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

Name of Evaluator : Gloria P. Geopac
 Degree : Ed.D. DM, PhD, SE, RGS
 Position : Research Consultant
 Number of Years of Teaching : _____
 To the Evaluator : _____
 Points of Equivalent : _____

Please check the appropriate box for your ratings

5 - Excellent	2 - Fair
4 - Very Good	1 - Poor
3 - Good	

ITEMS	5	4	3	2	1
1. Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.			/		
2. Presentation and Organization of Items The items are presented and organized in logical manner.			/		
3. Suitability of Items The item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.			/		
4. Adequateness of Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.			/		
5. Attainment of Purpose The instrument fulfills the objectives for which it was constructed.			/		
6. Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.			/		
7. Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.			/		

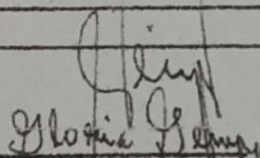
Title of Approved Research: Intercultural Communication Competence of Teachers and Engagement of IP Learners

Name of Researcher: Catherine B. Maribao

Research Adviser: Eduin Nebria, Ed. D

Date of Evaluation of the Questionnaire: _____

Remarks of the Evaluator: _____


 Signature Above Printed Name



PROFESSIONAL SCHOOLS

[] Main [] Branch _____

VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

Name of Evaluator : Eunice Atienza, Ed.D
 Degree : _____
 Position : Professor
 Number of Years of Teaching : _____
 To the Evaluator : _____
 Points of Equivalent : _____

Please check the appropriate box for your ratings

5 - Excellent	2 - Fair
4 - Very Good	1 - Poor
3 - Good	

ITEMS	5	4	3	2	1
1. Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.			/		
2. Presentation and Organization of Items The items are presented and organized in logical manner.			/		
3. Suitability of Items The item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.			/		
4. Adequateness of Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.			/		
5. Attainment of Purpose The instrument fulfills the objectives for which it was constructed.			/		
6. Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.			/		
7. Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.					

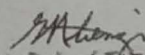
Title of Approved Research: Intercultural Communication Competence of Teachers and Engagement of IP Learners

Name of Researcher: Catherine B. Moribao

Research Adviser: Eduin Nebria, Ed.D

Date of Evaluation of the Questionnaire: _____

Remarks of the Evaluator: _____


EUNICE A. ATIENZA, Ed.D
 Signature Above Printed Name



PROFESSIONAL SCHOOLS

[] Main [] Branch

VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE

Name of Evaluator : ARM D. Nies, Ph.D., Ed.D
 Degree : _____
 Position : Vice President for Academics Dean of Graduate School CCor Jess College
 Number of Years of Teaching : 30 years
 To the Evaluator : _____
 Points of Equivalent : _____

Please check the appropriate box for your ratings -
 5 - Excellent 2 - Fair
 4 - Very Good 1 - Poor
 3 - Good

ITEMS	5	4	3	2	1
1. Clarity of Directions and Items The vocabulary level, language, structure and conceptual level of questions suit the level of participants. The directions and the items are written in a clear and simple language.		✓			
2. Presentation and Organization of Items The items are presented and organized in logical manner.	✓				
3. Suitability of Items The item is appropriate and represents the substance of the research. The questions are designed to determine the conditions, knowledge, perception and attitudes that are supposed to be measured.	✓				
4. Adequateness of Items per Category or Indicator The items represent the coverage of research adequately. The questions per area category are adequate representations of all the questions needed for research.	✓				
5. Attainment of Purpose The instrument fulfills the objectives for which it was constructed.	✓				
6. Objectivity Each item questions only one specific answer or measures only one behavior and no aspect of the questionnaire is a suggestion of the researcher.	✓				
7. Scale and Evaluation Rating Scale The scale adapted is appropriate for the items.	✓				

Title of Approved Research: Intercultural Communication Competence of Teachers and Engagement of IP Learners

Name of Researcher: Catherine B. Maribao

Research Adviser: Edwin Nebria, Ed.D.

Date of Evaluation of the Questionnaire: July 11, 2018

Remarks of the Evaluator: Some cultural terms are foreign even to advanced children - how much more to the IP students?

Suggestions: 1. Use 2 or 3 synonyms of 2 cultural terms. 2. Or write the English term in close proximity after the checked term. 3. Personally administer the questionnaire.

Dr. Arm D. Nies
Signature Above Printed Name

APPENDIX C
Survey Questionnaires



Teachers Intercultural Communication Competence

	Statement	5	4	3	2	1
1 Intercultural Sensitivity	1.1 I think my instructor looks forward to interacting with students of different cultural backgrounds.					
	1.2 I think my instructor enjoys the cultural variety within this class.					
	1.3 I think my instructor feels uncomfortable around students of various cultures					
2 Intercultural Awareness	2.1 I think my instructor is mindful of different ways he/she could present him/herself within a culturally diverse class.					
	2.2 I think my instructor is aware of how culturally-diverse students behave in this class.					
	2.3 I think my instructor is aware of the similarities among various cultural backgrounds (including his/her own) that are represented in this class.					
	2.4 I think my instructor is aware of the differences between cultural backgrounds (including his/her own) that are represented in the classroom.					
3 Intercultural Adroitness	3.1 I think my instructor incorporates his/her own cultural orientations, as well as that of various students, to teach course content.					
	3.2 I think my instructor self-discloses relevant cultural information about him/herself to students.					
	3.3 I think my instructor adapts his/her communication strategies to his/her unique classroom audience.					
	3.4 I think my instructor consciously conducts class in such a way to get participation from all of his/her students.					

Student Engagement in Schools

	Statement	5	4	3	2	1
1 Affective	1.1 I think what we are learning in school is interesting.					
	1.2 I enjoy learning new things in class.					

	1.3	I think learning is boring.					
	1.4	I am proud to be at this school.					
	1.5	Most mornings, I look forward to going to school.					
2 Behavioral	2.1	In class, I work as hard as I can.					
	2.2	I pay attention in class.					
	2.3	When I'm in class, I just act like I'm working.					
	2.4	In school, I do just enough to get by.					
	2.5	When I'm in class, my mind wanders.					
	2.6	If I have trouble understanding a problem, I go over it again until I understand it.					
	2.7	I take an active role in extracurricular activities in my school.					
3 Cognitive	3.1	When I study, I figure out how the information might be useful in the real world.					
	3.2	When learning new information, I try to put the ideas in my own words.					
	3.3	When I study, I try to connect what I am learning with my own experiences.					
	3.4	I make up my own examples to help me understand the important concepts I learn from school.					
	3.5	When learning things for school, I often try to associate them with what I learnt in other classes about the same or similar things.					
	3.6	I try to think through topics and decide what I'm supposed to learn from them, rather than studying topics by just reading them over.					

Control Number: _____

Name of School: _____

Location of School: _____

Palihog sulati og ✓ ang gitag-on sa imong pag-uyon bahin sa matag pahayag mahitungod sa imong pag-apil sa mga buluhaton sa eskwelahan.

Palihog himuang giya ang sumusunod:

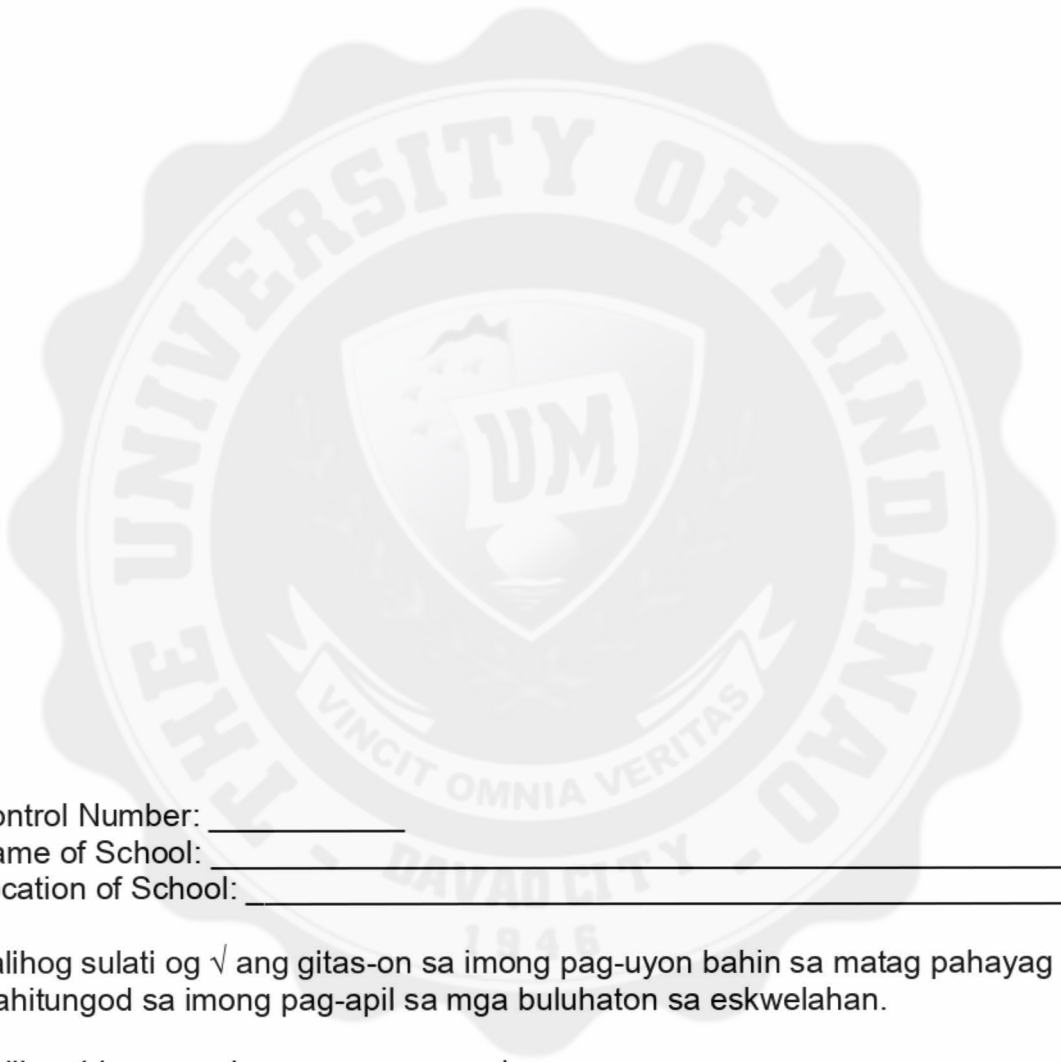
1-WALA nako ni ginabuhat

2-PANAGSA ra ni nako ginabuhat

- 3-USAHAY** ginabuhay ni nako
4-MAKADAGHAN ni nako ginabuhay
5-KANUNAY ni nako ginabuhay

Teachers' Intercultural Communication Competence

	Statement	5	4	3	2	1
1 Intercultural Sensitivity	1.6 Nagtuo ko nga ang akong magtutudlo hagian magtudlo og mga estudyante nga gikan sa nagkalahi-lahi nga mga kultura.					
	1.7 Nagtuo ko nga ang akong magtutudlo naghandom nga magkig-lambigit sa mga estudyante nga gikan sa nagkalahi-lahi nga kultura.					
	1.8 Nagtuo ko nga ang akong magtutudlo malingaw sa nagkadaiya nga kultura niini nga klase.					
	1.9 Nagtuo ko nga ang akong magtutudlo dili komportable palibot sa mga estudyante nga nagkadaiya ang kultura.					
2 Intercultural Awareness	2.1 Nagtuo ko nga ang akong magtutudlo naga-huna-huna of lahi-lahi nga mga pamaagi nga iyang mapasundayag ang iyang kaugalingon sa klase nga nagkadaiya ang kultura.					
	2.2 Nagtuo ko nga ang akong magtutudlo nasayod kung unsa mulihok ang mga estudyante niini nga klase nga nagkadaiya ang kultura.					
	2.3 Nagtuo ko nga ang akong magtutudlo nasayod sa pagka-amgid sa nagkadaiya nga mga kultura nga anaa niini nga klase.					
	2.4 Nagtuo ko nga ang akong magtutudlo nasayod sa kalahian sa nagkadaiya nga mga kultura nga anaa niini nga klase.					
3 Intercultural Adroitness	3.5 Nagtuo ko nga ang akong magtutudlo naga-tigman sa iyang kaugalingon nga kultura, lakip pod ang nagkadaiya nga kultura sa mga estudyante, sa iyang pagtudlo sa unod sa leksiyon.					
	3.6 Nagtuo ko nga ang akong magtutudlo nagatug-an og kultural nga impormasyon bahin sa iyang kaugalingon didto sa mga estudyante.					
	3.7 Nagtuo ko nga ang akong magtutudlo naga-takdo sa iyang pamaagi sa pagpahibalo sa iyang lahi nga klase.					
	3.8 Nagtuo ko nga ang akong magtutudlo gapaningkamot alang tanan estudyante maka-salmot sa klase.					



Control Number: _____

Name of School: _____

Location of School: _____

Palihog sulati og \surd ang gitag-on sa imong pag-uyon bahin sa matag pahayag mahitungod sa imong pag-apil sa mga buluhaton sa eskwelahan.

Palihog himuang giya ang sumusunod:

- 1-WALA** nako ni ginabuhat
- 2-PANAGSA** ra ni nako ginabuhat
- 3-USAHAY** ginabuhat ni nako
- 4-MAKADAGHAN** ni nako ginabuhat
- 5-KANUNAY** ni nako ginabuhat

Student Engagement in Schools

	Statement	5	4	3	2	1
1 Affective	1.4 Ganahan ko sa akong ginatun-an sa eskwelahan.					
	1.5 Malingaw ko mag-tuon og bag-ong mga butang sa klase.					
	1.6 Nagtuo ko nga la-ay ang pag-tuon.					
	1.4 Akong garbo nga naa ko ini nga eskwelahan.					
	1.5 Kasagaran buntag, madasigon ko nga moadto sa eskwelahan.					
Behavioral	2.1 Sa klase, gapaningkamot ko kutob sa akong makaya.					
	2.2 Naga-salmot ko sa klase.					
	2.3 Sa klase,gapa-aron-ingnon ra ko nga nagatrabaho.					
	2.4 Sa eskwelahan, ga-mantinir ra ko sa akong Ginabuhat.					
	2.5 Sa klase, nag-saag akong panghuna-huna.					
	2.6 Kung maglisod ko og sabot sa problema, akon gina-utro og basa hangtod akong masabtan.					
	2.7 Aktibo ko nga ga-entra sa mga kalihokan sa eskwelahan sama sa sports day og picnic.					
Cognitive	3.1 Inig magtuon ko,akong ginamatik-matik Unsay gamit sa akong nahibaw-an sa tinood Nga kalibutan.					
	3.2 Inig ga-kat-on ko og bag-o nga butang, ako Ning ginahunahuna sa akong kaugalingon Nga mga pulong.					
	3.3 Inig magtuon ko,akong ginasumpay ang akong ginatun-an sa akong kaugalingon nga kasinatian.					
	3.4 Akong ginatan-aw unsa pagkahaom tanan nga mga butang nga ginapangtun-an sa eskwelahan.					
	3.5 Akong ginalambigit ang mga butang nga akong ginatun-an sa mga pare-parehas nga mga butang nga akong natun-an.					
	3.6 Akong ginahuna-huna ang hisgotanan para makahukom ko unsa angay nga matun-an imbis nga ako lang siyang basahon.					



APPENDIX D
Parental Consent



Professional Schools

Davao City

PARENT CONSENT

Sir/Maam,

Greetings!

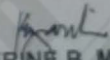
I am **Catherine B. Maribao**, a master's student of the University of Mindanao-Professional Schools, Davao City. I am currently doing my thesis entitled "**INTERCULTURAL COMMUNICATION COMPETENCE OF TEACHERS AND ENGAGEMENT OF IP LEARNERS**" in partial fulfillment of the requirements for the degree of Master of Arts in Education major in Educational Management.

Your child has been recommended to be the participant of the study. Kindly contact me in this number 09108579416, to discuss about the study. If you decide and your child to volunteer as respondent, a consent form will be provided and signed.

Once you have already understand, discussed you, and internalized, you can now sign The "Informed Consent Form" and the parent consent as proof that you have fully understood your role as a participant.

Thank you and more power.

Sincerely,


CATHERINE B. MARIBAO
 Student

J.J.
Judith Jaylon
 Name of the Parent

Alexander Jaylon
Alexander Jaylon
 Name of the Child



Professional Schools

Davao City

PARENT CONSENT

Sir/Maam,

Greetings!

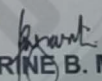
I am **Catherine B. Maribao**, a master's student of the University of Mindanao-Professional Schools, Davao City. I am currently doing my thesis entitled **"INTERCULTURAL COMMUNICATION COMPETENCE OF TEACHERS AND ENGAGEMENT OF IP LEARNERS"** in partial fulfillment of the requirements for the degree of Master of Arts in Education major in Educational Management.

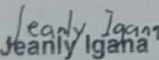
Your child has been recommended to be the participant of the study. Kindly contact me in this number 09108579416, to discuss about the study. If you decide and your child to volunteer as respondent, a consent form will be provided and signed.

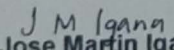
Once you have already understand, discussed you, and internalized, you can now sign The "Informed Consent Form" and the parent consent as proof that you have fully understood your role as a participant.

Thank you and more power.

Sincerely,


CATHERINE B. MARIBAO
 Student


Jeanly Igana
 Name of the Parent


Jose Martin Igana
 Name of the Child



Professional Schools

Davao City

PARENT CONSENT

Sir/Maam,

Greetings!

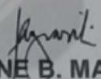
I am **Catherine B. Maribao**, a master's student of the University of Mindanao-Professional Schools, Davao City. I am currently doing my thesis entitled **"INTERCULTURAL COMMUNICATION COMPETENCE OF TEACHERS AND ENGAGEMENT OF IP LEARNERS"** in partial fulfillment of the requirements for the degree of Master of Arts in Education major in Educational Management.

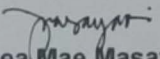
Your child has been recommended to be the participant of the study. Kindly contact me in this number 09108579416, to discuss about the study. If you decide and your child to volunteer as respondent, a consent form will be provided and signed.

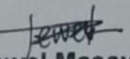
Once you have already understand, discussed you, and internalized, you can now sign The "Informed Consent Form" and the parent consent as proof that you have fully understood your role as a participant.

Thank you and more power.

Sincerely,


CATHERINE B. MARIBAO
 Student


Rhea Mae Masayao
 Name of the Parent


Jewel Masayao
 Name of the Child

APPENDIX E
Informed Consent Form





University of Mindanao

Informed Consent Form (ICF)

UMERC - 006
Rev. 01 / December 1, 2016
Approved by:

Control No.: _____

University of Mindanao Ethics Review Committee
Matina, Davao City

Informed Consent Form for Intercultural Communication Competence of Teachers and Engagement of IP Learners
Name of the Researcher(s) Catherine B. Maribao
Institution: University of Mindanao

INTRODUCTION

You are invited to participate in a research study conducted by Catherine B. Maribao, at the University of Mindanao, because you fit the inclusion criteria for informants of our study.

Your participation is completely voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends.

If you decide to participate, you will be asked to sign this form. You will be given a copy of this form.

PURPOSE OF THE STUDY

This study aims to predict the to determine which domain of intercultural teaching of teachers significantly influence the engagement of IP learners.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to participate by answering the survey questionnaire which you can finish in less than 30 minutes.

POTENTIAL RISKS AND DISCOMFORTS

You may feel discomfort during the course of the interview because of the sensitive nature of the topic being studied. You may opt not to answer questions which make you feel any psychological or emotional distress or you can withdraw as a participant of the study if you feel that you cannot discuss the information that is asked of you. The researchers value your participation and will place your welfare as their highest priority during the course of the study.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

This study can generate relevant information which can be useful to public and private administrators, human resource managers, and policy-makers. The results, discussions, and findings from this study can spark evidence-based information which can be used by government agencies such as Department of Education and National Commission on Indigenous People.

This research can contribute to the few and scanty studies on Indigenous People Learners which is set on the background of the ASEAN integration. Educators and researchers in the ASEAN region may find this study as a reference material. School personnel especially those coming from private HEIs can find this research beneficial as they can be provided with information on Engagement of IP Learners Likewise development researchers can benefit from this research as a way of providing them ideas for their future research endeavors.

CONFIDENTIALITY



University of Mindanao

Informed Consent Form (ICF)

UMERC - 006
Rev. 01 / December 1, 2016
Approved by:

Control No.: _____

We will keep your records for this study confidential as far as permitted by law. Any identifiable information obtained in connection with this study will remain confidential, except if necessary to protect your rights or welfare. This certificate means that the researcher can resist the release of information about your participation to people who are not connected with the study. When the results of the research are published or discussed in conferences, no identifiable information will be used.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

INVESTIGATOR'S CONTACT INFORMATION

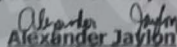
If you have any questions or concerns about the research, please feel free to contact the researcher at the University of Mindanao, Davao City through telephone number _____ or mobile phone number 09108579416 or through email at maribaocath26@gmail.com; or if you need to see her, she can be located at the Office of the _____, Mati, Davao Oriental.

RIGHTS OF RESEARCH PARTICIPANT

If you have questions, concerns, or complaints about your right as a research participant or the research in general and are unable to contact the research team, or if you want to talk to someone independent of the research team, please contact the University of Mindanao Professional Schools at 305-06-45

RESEARCH PARTICIPANT'S CONSENT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form. I can withdraw my consent at any time and discontinue participation without penalty.



Alexander Jaylon

Signature above Printed Name of Participant

11-05-2018
Date Signed

To be accomplished by the Researcher Obtaining Consent:

I have explained the research to the participant and answered all of his/her questions. I believe that he/she understands the information described in this document and freely consents to participate.


CATHERINE B. MARIBAO
Name of Person Obtaining Consent

10-30-2018
Date Signed



University of Mindanao

Informed Consent Form (ICF)
 UMERC - 006
 Rev. 01 / December 1, 2016
 Approved by:

Control No.: _____

University of Mindanao Ethics Review Committee
 Matina, Davao City

Informed Consent Form for Intercultural Communication Competence of Teachers and Engagement of IP Learners

 Name of the Researcher(s) **Catherine B. Maribao**
 Institution: **University of Mindanao**
INTRODUCTION

You are invited to participate in a research study conducted by Catherine B. Maribao, at the University of Mindanao, because you fit the inclusion criteria for informants of our study.

Your participation is completely voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends.

If you decide to participate, you will be asked to sign this form. You will be given a copy of this form.

PURPOSE OF THE STUDY

This study aims to predict the to determine which domain of intercultural teaching of teachers significantly influence the engagement of IP learners.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to participate by answering the survey questionnaire which you can finish in less than 30 minutes.

POTENTIAL RISKS AND DISCOMFORTS

You may feel discomfort during the course of the interview because of the sensitive nature of the topic being studied. You may opt not to answer questions which make you feel any psychological or emotional distress or you can withdraw as a participant of the study if you feel that you cannot discuss the information that is asked of you. The researchers value your participation and will place your welfare as their highest priority during the course of the study.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

This study can generate relevant information which can be useful to public and private administrators, human resource managers, and policy-makers. The results, discussions, and findings from this study can spark evidence-based information which can be used by government agencies such as Department of Education and National Commission on Indigenous People.

This research can contribute to the few and scanty studies on Indigenous People Learners which is set on the background of the ASEAN integration. Educators and researchers in the ASEAN region may find this study as a reference material. School personnel especially those coming from private HEIs can find this research beneficial as they can be provided with information on Engagement of IP Learners. Likewise development researchers can benefit from this research as a way of providing them ideas for their future research endeavors.

CONFIDENTIALITY



University of Mindanao

Informed Consent Form (ICF)

UMERC - 006
Rev. 01 / December 1, 2016
Approved by:

Control No.: _____

We will keep your records for this study confidential as far as permitted by law. Any identifiable information obtained in connection with this study will remain confidential, except if necessary to protect your rights or welfare. This certificate means that the researcher can resist the release of information about your participation to people who are not connected with the study. When the results of the research are published or discussed in conferences, no identifiable information will be used.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

INVESTIGATOR'S CONTACT INFORMATION

If you have any questions or concerns about the research, please feel free to contact the researcher at the University of Mindanao, Davao City through telephone number _____ or mobile phone number 09108579416 or through email at manbaocath26@gmail.com; or if you need to see her, she can be located at the Office of the _____, Mati, Davao Oriental.

RIGHTS OF RESEARCH PARTICIPANT

If you have questions, concerns, or complaints about your right as a research participant or the research in general and are unable to contact the research team, or if you want to talk to someone independent of the research team, please contact the University of Mindanao Professional Schools at 305-06-45

RESEARCH PARTICIPANT'S CONSENT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form. I can withdraw my consent at any time and discontinue participation without penalty.

JM Igana
Jose Martin Igana

Signature above Printed Name of Participant

11-05-2018
Date Signed

To be accomplished by the Researcher Obtaining Consent:

I have explained the research to the participant and answered all of his/her questions. I believe that he/she understands the information described in this document and freely consents to participate.

Catherine B. Maribao
CATHERINE B. MARIBAO

Name of Person Obtaining Consent

10-30-2018
Date Signed



University of Mindanao

Informed Consent Form (ICF)

UMERC - 006 Rev. 01 / December 1, 2016 Approved by:

Control No.: _____

University of Mindanao Ethics Review Committee
Matina, Davao City

Informed Consent Form for Intercultural Communication Competence of Teachers and Engagemant of IP Learners

Name of the Researcher(s) **Catherine B. Maribao**
Institution: **University of Mindanao**

INTRODUCTION

You are invited to participate in a research study conducted by Catherine B. Maribao, at the University of Mindanao, because you fit the inclusion criteria for informants of our study.

Your participation is completely voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends.

If you decide to participate, you will be asked to sign this form. You will be given a copy of this form.

PURPOSE OF THE STUDY

This study aims to predict the to determine which domain of intercultural teaching of teachers significantly influence the engagemant of IP learners.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to participate by answering the survey questionnaire which you can finish in less than 30 minutes.

POTENTIAL RISKS AND DISCOMFORTS

You may feel discomfort during the course of the interview because of the sensitive nature of the topic being studied. You may opt not to answer questions which make you feel any psychological or emotional distress or you can withdraw as a participant of the study if you feel that you cannot discuss the information that is asked of you. The researchers value your participation and will place your welfare as their highest priority during the course of the study.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

This study can generate relevant information which can be useful to public and private administrators, human resource managers, and policy-makers. The results, discussions, and findings from this study can spark evidence-based information which can be used by government agencies such as Department of Education and National Commission on Indigenous People.

This research can contribute to the few and scanty studies on Indigenous People Learners which is set on the background of the ASEAN integration. Educators and researchers in the ASEAN region may find this study as a reference material. School personnel especially those coming from private HEIs can find this research beneficial as they can be provided with information on Engagemant of IP Learners Likewise development researchers can benefit from this research as a way of providing them ideas for their future research endeavors.

CONFIDENTIALITY



University of Mindanao

Informed Consent Form (ICF)

UMERC - 006
Rev. 01 / December 1, 2016
Approved by:

Control No.: _____

We will keep your records for this study confidential as far as permitted by law. Any identifiable information obtained in connection with this study will remain confidential, except if necessary to protect your rights or welfare. This certificate means that the researcher can resist the release of information about your participation to people who are not connected with the study. When the results of the research are published or discussed in conferences, no identifiable information will be used.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

INVESTIGATOR'S CONTACT INFORMATION


If you have any questions or concerns about the research, please feel free to contact the researcher at the University of Mindanao, Davao City through telephone number _____ or mobile phone number 09108579416 or through email at maribaocath26@gmail.com; or if you need to see her, she can be located at the Office of the _____, Mati, Davao Oriental.

RIGHTS OF RESEARCH PARTICIPANT

If you have questions, concerns, or complaints about your right as a research participant or the research in general and are unable to contact the research team, or if you want to talk to someone independent of the research team, please contact the University of Mindanao Professional Schools at 305-06-45

RESEARCH PARTICIPANT'S CONSENT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form. I can withdraw my consent at any time and discontinue participation without penalty.



Jewel Masayao

Signature above Printed Name of Participant

11-05-2018
Date Signed

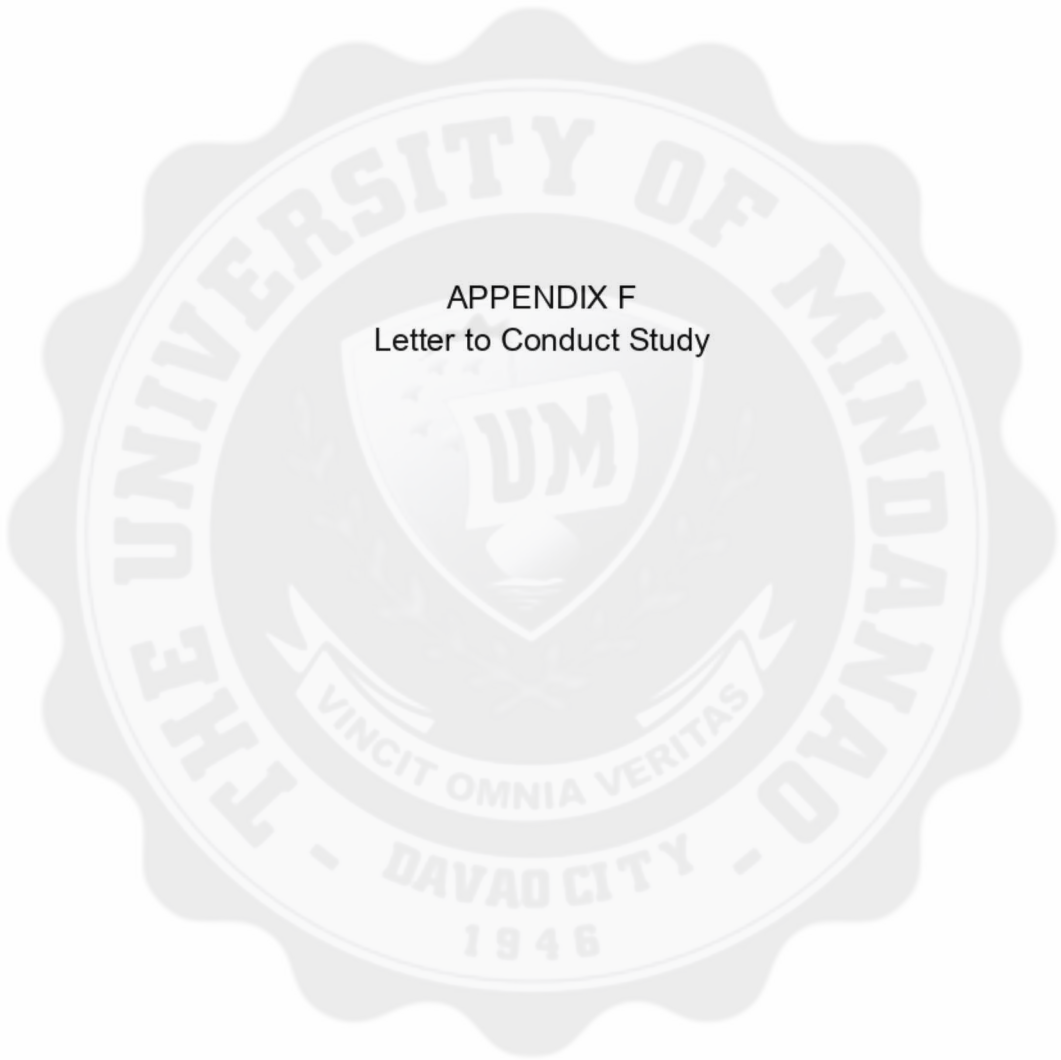
To be accomplished by the Researcher Obtaining Consent:

I have explained the research to the participant and answered all of his/her questions. I believe that he/she understands the information described in this document and freely consents to participate.


CATHERINE B. MARIBAO
Name of Person Obtaining Consent

10-30-2018
Date Signed

APPENDIX F
Letter to Conduct Study





Professional Schools
Ground Floor, PS Building
Matina, Davao City
Telephone: (082)305-0645 Local 189

July 10, 2018

REYNALDO MELLORIDA, CESO VI
Division Superintendent
Davao Occidental

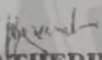
Dear Sir Mellorida:

The undersigned is currently working on her thesis entitled "**Intercultural Communication Competence of Teachers and Engagement of IP Learners**" as a requirement for the degree of **Master of Arts in Education major in Educational Management**.

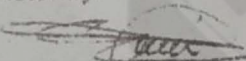
In this regard, the researcher would like to request your approval to conduct the study in your division. Also, the confidentiality of the data will be an utmost priority. Please find attached sample of questionnaire/interview guide to be distributed to the respondents.


Looking forward for your favorable response on the said request.

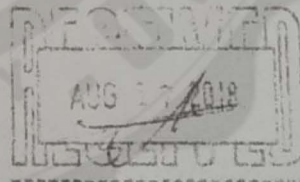
Respectfully yours,


CATHERINE B. MARIBAO
Researcher

Noted by:


EDWIN E. NEBRIA, Ed.D
Research Adviser


EUGENIO S. GUHAO, JR., DM
Dean, Professional Schools



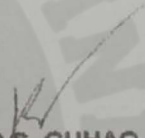


Professional Schools
Ground Floor, PS Building
Matina, Davao City
Telephone: (082)305-0645 Local 189

1st Endorsement
July 10, 2018

Respectfully endorsed to REYNALDO MELLORIDA, CESO VI, Division Superintendent, Davao Occidental, the attached letter of CATHERINE B. MARIBAO, a student in the Professional Schools of this University requesting permission to conduct her study in your division.

For your approval.


EUGENIO S. GUHAO, JR., DM
Dean, Professional Schools

Not valid

W/out dry seal

APPENDIX G
Certificate of Appearance



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON XI
SANGAY NG DAVAO OCCIDENTAL
Jose Abad Santos 1 District
Monroe M. Joyce Elementary School

CERTIFICATE OF APPEARANCE

To Whom It May Concern:

This is to certify that the following official/employee of
MARLOS D. SARDINIA ELEMENTARY SCHOOL appeared at Monroe M. Joyce
Elementary School on the date and purpose stated below:

NAME	<u>CATHERINE B. MARIBAO</u>
DESIGNATION	<u>TEACHER I</u>
PURPOSE	<u>TO CONDUCT RESEARCH STUDY</u>
DATE	<u>NOVEMBER 5, 2019</u>

ALMA L. GENEROSO
Teacher In-Charge/T-II

Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON XI
SANGAY NG DAVAO OCCIDENTAL
Jose Abad Santos I District
Mangili Elementary School

CERTIFICATE OF APPEARANCE

To Whom It May Concern:

This is to certify that the following official/employee of
MARCOS D. SARONA ELEMENTARY SCHOOL appeared at Mangili Elementary School
on the date and purpose stated below:

NAME	<u>CATHERINE B. MARIBAO</u>
DESIGNATION	<u>TEACHER 1</u>
PURPOSE	<u>TO CONDUCT RESEARCH STUDY</u>
DATE	<u>NOVEMBER 5, 2018</u>

MARIANNE EVE SUBANG
Principal 1

Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON XI
SANGAY NG DAVAO OCCIDENTAL
Jose Abad Santos 1 District
Rolando E. Pardinias Sr. Elementary School

CERTIFICATE OF APPEARANCE

To Whom It May Concern:

This is to certify that the following official/employee of
MARIGOS D. SARDUA ELEMENTARY SCHOOL appeared at Rolando E. Pardinias Sr.
Elementary School on the date and purpose stated below:

NAME	:	<u>CATHERINE B. MARIBAO</u>
DESIGNATION	:	<u>TEACHER I</u>
PURPOSE	:	<u>TO CONDUCT RESEARCH STUDY</u>
DATE	:	<u>NOVEMBER 5, 2018</u>

[Signature]
GINA D. RONQUILLO
Principal II

THE UNIVERSITY OF THE PHILIPPINES
- DAVAO CITY -
1946


Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON XI
SANGAY NG DAVAO OCCIDENTAL
Jose Abad Santos 1 District
Harden Joyce Elementary School


CERTIFICATE OF APPEARANCE

To Whom It May Concern:

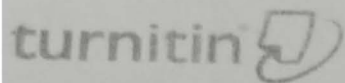
This is to certify that the following official/employee of
MARCOS D. SARONA ELEMENTARY SCHOOL appeared at Harden Joyce Elementary
School on the date and purpose stated below:

NAME	:	<u>CATHERINE B. MARIBAO</u>
DESIGNATION	:	<u>TEACHER I</u>
PURPOSE	:	<u>TO CONDUCT RESEARCH STUDY</u>
DATE	:	<u>NOV. 5, 2018</u>


LUZ E. DALIT
Principal II



APPENDIX H
Turnitin (Plagiarism Checker) Result



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author	Catherine B. Maribao
Assignment title	PS 2019-2020
Submission title	INTERCULTURAL COMMUNICATIO..
File name	MARIBAO.docx
File size	178.42K
Page count	54
Word count	10,141
Character count	61,554
Submission date	23-Aug-2019 08:32AM (UTC+0800)
Submission ID	1162496203

INTERCULTURAL COMMUNICATION COMPETENCE OF TEACHERS AND ENGAGEMENT OF IP LEARNERS

By Catherine B. Maribao

ABSTRACT

The research determines factors of intercultural communication competence of teachers that best influenced the engagement of Indigenous Peoples learners of teachers. A mixed quantitative non-experimental descriptive correlational research design. Respondents were purposively sampled 210 Grade 6 level IP learners from four (4) public elementary schools in Davao Occidental. Research instrument for intercultural communication competence of teachers was adapted from the Intercultural Communication Competence Measuring Scale. Parallel instrument for engagement of IP learners was adapted from the Student Engagement in Schools Questionnaire (SESQ). Descriptive analysis revealed intercultural communication competencies very high and engagement of IP learners was also very high. Regression results revealed a significant moderate positive correlation between intercultural communication competence and engagement of IP learners. Intercultural abilities of teachers best influenced the engagement of IP learners. The study broadens the knowledge and provides moral insights to the important role of intercultural communication competence to engagement of IP learners that lead to future academic achievement of IP learners.

Keywords: IP education, intercultural communication competence, engagement of IP learners, Paggaya

INTERCULTURAL COMMUNICATION COMPETENCE OF TEACHERS AND ENGAGEMENT OF IP LEARNERS

ORIGINALITY REPORT

4% SIMILARITY INDEX **2%** INTERNET SOURCES **3%** PUBLICATIONS **%** STUDENT PAPERS

PRIMARY SOURCES

1	Alex Matveev. "Intercultural Competence in Organizations", Springer Nature, 2017 <small>Publication</small>	1%
2	digitalcommons.uri.edu <small>Internet Source</small>	1%
3	ir.lib.must.edu.tw <small>Internet Source</small>	<1%
4	Calabio , Leah O. Khan , Kenneth John L. Susan , Karen Joy S. Tan , Joel B.. "Correlation of Teachers' Confidence and Teaching Techniques to Accounting Interest of Students", International Journal of Accounting Research, 2017 <small>Publication</small>	<1%
5	designstudio.educ.msu.edu <small>Internet Source</small>	<1%
6	www.scribd.com <small>Internet Source</small>	<1%

APPENDIX I
Certificate of Public Forum





Certificate of Recognition



is awarded to

CATHERINE B. MARIBAO

as discussant / research presenter on the topic entitled
"Intercultural Communication Competence and Engagement of IP Learners"
during the Public Research Forum with the theme

**"Advancing Comprehensive Educational Research A
Key to New Discoveries: A Public Forum"**

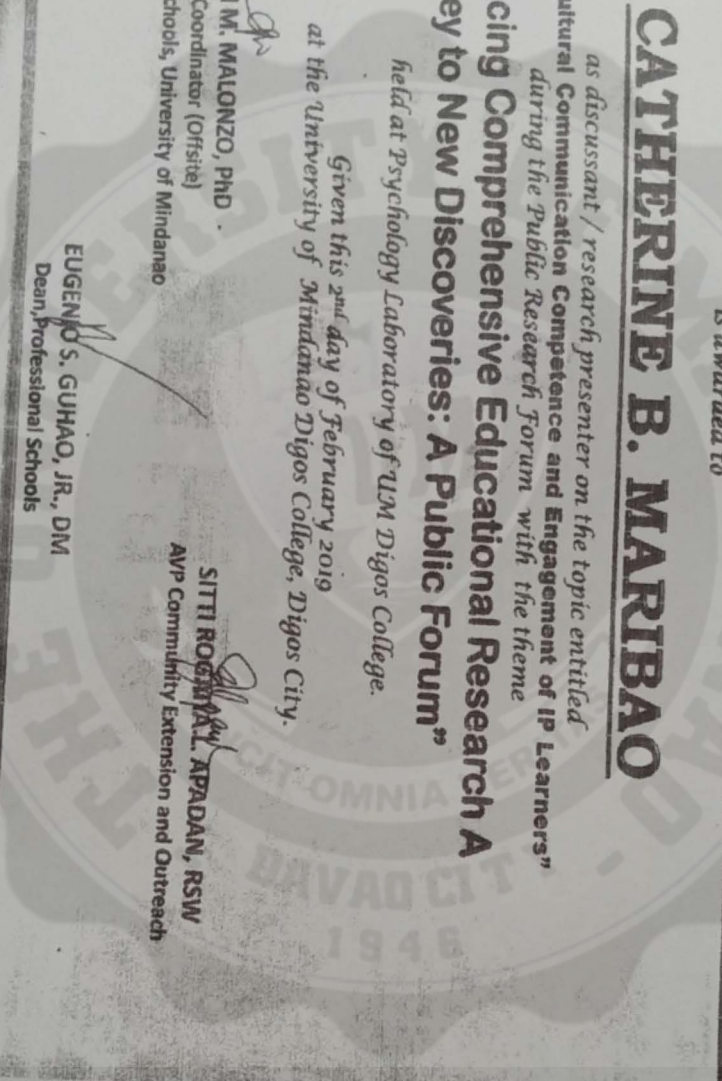
held at Psychology Laboratory of ULM Digos College.

Given this 2nd day of February 2019
at the University of Mindanao Digos College, Digos City.

[Signature]
ELIZABETH M. MALONZO, PhD
Research Coordinator (Offsite)
Professional Schools, University of Mindanao

[Signature]
SITTI ROSEMARY L. APADAN, RSW
AVP Community Extension and Outreach

[Signature]
EUGENIO S. GUHAO, JR., DM
Dean, Professional Schools



APPENDIX J
Certificate from Grammarian





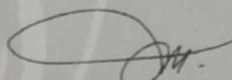
Professional Schools
Ground Floor, PS Building
Matina, Davao City
Telephone: (082) 297-6115

CERTIFICATION

To Whom It May Concern:

This is to certify that the manuscript of **Ms. Catherine B. Maribao**, entitled, **"Intercultural Communication Competence of Teachers and Engagement of IP Learners"** has been checked and edited by the undersigned.

This certification is issued on August 28, 2019.



GEOFFREY E. GIRADO, LLB, RN
Reader



APPENDIX K
UMERC Certificate



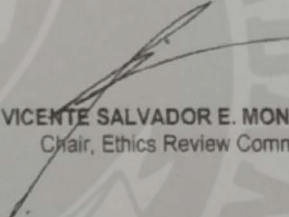
**UMERC**

University of Mindanao Ethics Review Committee

**Compliance Certificate
for Study Ethics Protocol Review**Control No. A332-0721-2018

This is to certify that the study entitled "Intercultural Communication Competence of Teachers and Engagement of IP Learners" by CATHERINE B. MARIBAO, a candidate of Master of Arts in Education major in Educational Management of the University of Mindanao Graduate School, has been examined by the University of Mindanao Ethics Review Committee (UMERC) and has been evaluated to have adequately complied the requirements for the study ethics protocol and is therefore, cleared for implementation using universally accepted scientific procedures and internationally accepted ethical guidelines.

Given this 24th day of November 2018 at the UMERC Office, PS Building, Davao City, Philippines.



VICENTE SALVADOR E. MONTAÑO, DBA
Chair, Ethics Review Committee

VINCIT OMNIA VERITAS
DAVAO CITY
1946

APPENDIX L
List of Specific Items per Indicator



Part I -**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.738	.742	11

Interpretation: The alpha coefficient for the 11 items is .738, suggesting that the items have relatively high internal consistency. (Note that a reliability coefficient of .70 or higher is considered "acceptable" in most social science research situations.)

Note: **Item number 1 is deleted as suggested by the test in order to be accepted.**

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q2	45.9800	6.102	.665	.	.678
Q3	45.9800	6.102	.665	.	.678
Q4	46.0400	7.345	.150	.	.751
Q5	45.8600	6.939	.334	.	.726
Q6	45.8800	6.189	.657	.	.681
Q7	46.0600	7.527	.083	.	.760
Q8	45.9600	6.488	.497	.	.703
Q9	45.7800	6.420	.621	.	.689
Q10	45.8800	7.496	.105	.	.756
Q11	45.9400	7.486	.101	.	.757
Q12	45.8400	6.627	.478	.	.707

Part II -**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.806	.814	18

Interpretation: The alpha coefficient for the 18 items is .806, suggesting that the items have relatively high internal consistency. (Note that a reliability coefficient of .70 or higher is considered "acceptable" in most social science research situations.)

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	78.9400	14.098	.709	.	.778
Q2	78.9400	14.098	.709	.	.778
Q3	79.1200	16.516	-.045	.	.823
Q4	79.2800	14.736	.417	.	.794
Q5	78.9400	14.098	.709	.	.778
Q6	78.9400	14.507	.575	.	.786
Q7	78.9400	14.507	.575	.	.786
Q8	79.0800	16.810	-.117	.	.827
Q9	78.9600	16.774	-.107	.	.824
Q10	79.0400	15.876	.125	.	.812
Q11	79.1400	14.939	.359	.	.798
Q12	79.0800	14.687	.440	.	.793
Q13	79.0000	14.041	.671	.	.779
Q14	79.0200	14.020	.663	.	.779
Q15	79.1000	15.847	.124	.	.813
Q16	79.3000	15.276	.274	.	.804
Q17	79.0000	14.041	.671	.	.779

Q18	79.0800	14.402	.521	.	.788
-----	---------	--------	------	---	------



MARIBAO,CATHERINE B.

Tamlangon,Matanao,Davao del Sur

Mobile Number : 09108579416

E-mail address:maribaocath26@gmail.com

<https://orcid.org/0000-0003-1141-8317>

**PERSONAL DETAILS**

Date of Birth:March 26,1990 **Place of Birth:** Digos,Davao del Sur

Age: 28 **Gender** : Female

Civil Status: Single

Religion: Church of God (S.A.)

EDUCATIONAL ATTAINMENT

Graduate Studies

School: University of Mindanao

Degree: Masters of Arts of Education-Educational Mangement

School Year:2016-Present

School: Rizal Memorial Colleges

Degree: Early Childhood on Edcation

School Year: 2014-2015

Tertiary Education

School: University of Southern Mindanao

Degree: Bachelor of Elementary Education

Address: Kabacan, North Cotabato

School Year: 2007-2011

Secondary Education

School: Digos City National High School

Address: Rizal Avenue, Digos City

School Year: 2003-2007

Primay Education

School: Digos Central Elementary School

Address: Rizal Avenue, Digos City

School Year: 1998-2003

HONORS/AWARDS/ACHIEVEMENTS

- With Honors
- Musician of the Year in two Consecutive Years
- Tagum Musikahan Competitor
- Winning Coach for Chamber Theater
- Winning Coach for Communication Arts Festival in Pagsaysay sa Usa ka Sugilanon

- Winning Coach for Oral Reading

WORK EXPERIENCE

Mindanao Montessori School

Del Pilar, Digos City

April 2012 – March 2013

- Taught multigrades 3 and 4
- Taught English, Filipino, Mathematics and Araling Panlipunan
- Used mainstreaming strategy

Mangili Elementary School

Mangili, Jose Abad Santos, Davao Occidental

June 2014 – October 2015

- Grade 2 teacher and taught all subject areas
- School-Based Feeding Coordinator

Marcos D. Sarona Elementary School

San Miguel, Matanao, Davao del Sur

October 2015-Present

- Academic teacher
- Band Master of Drum & Lyre Corps
- Adviser of English Campus Journalism
- School Clinic Coordinator
- School Secretary & Treasurer Coordinator
- School Property & Custodian Coordinator
- English Coordinator
- National Drug Education Program Coordinator

SEMINARS/WORKSHOPS/TRAININGS

- Implementation of Financial Management Operation Manual
Department of Education

- Regional Interdisciplinary Research Congress
University of Mindanao
- Training-Workshop for Leader and Partner Schools
Department of Education
- Follow Through Training for Untrained Grades 3 & 4 Teachers Cluster
Department of Education
- 2015 Roll-Out Training for Multigrade Teachers
Department of Education
- District downloading of DIV-IRI and Launching of Project Reynald
Department of Education
- Workshop Session on Community Engagement
Department of Education
- District Downloading of Inputs on Performance Coaching
Department of Education
- District Seminar on Child Protection Policy
Department of Education
- District Training on Red Cross 143 and Disaster Reduction Risk Reduction
Department of Education
- District Echo on Division-IRI Implementation
Department of Education
- District Training on the Results-Based Performance
- Seminar- Workshop for Campus Journalism
Department of Education
- Regional Training of Trainers for Content in Music and Arts
Department of Education

REFERENCES

- Marianne Eve Subang
Mangili, Jose Abad Santos, Davao Occidental
09075100208

- Letecia Y. Abe
Flying A, Digos City

09465910476

- Goendel R. Cagas
Cabligan, Matanao, Davao del Sur

09082337646

- Ivy M. Gecale
San Miguel, Matanao Davao del Sur

09076770316

