

Influence of Teachers' Culture-Based Practices on Students' Self-Efficacy in Secondary Schools

Jeffry M. Saro^{a*}

Diana Rose C. Chua^b



Asian Journal of Educational Viewpoints

Vol. 1, No. 1, pp. 1–17, December 2025

^aProsperidad National High School, Prosperidad District, Division of Agusan del Sur, DepEd, Philippines

^bPatin-ay National High School, Prosperidad District, Division of Agusan del Sur, DepEd, Philippines

Corresponding Author: jeffrysaro123@gmail.com

ABSTRACT

Culture-based education has become a meaningful way to teach and learn in places where people from different cultures live and work together. But there are still some things that need to be worked on to improve it, especially in meeting students' academic needs and individual differences. This study examined how teachers' culturally based practices affect students' self-efficacy in secondary schools in the Prosperidad District, Agusan del Sur. It discussed how localized and context-specific teaching methods affect students' sense of self-efficacy in areas such as schoolwork, behavior, social skills, and emotions. Using descriptive, correlational, and causal research techniques, a quantitative research method was used. A stratified random sample was used to select 180 high school students from public high schools in the district. An approved, reliable polling tool was used to collect data on teachers' culture-based practices and students' sense of self-efficacy. The results showed that teachers' use of culture-based practices made the learning setting much more culturally rich and welcoming for everyone. In all four areas, students showed high amounts of self-efficacy. The association study showed that teachers' culture-based practices and students' sense of self-efficacy were strongly and positively associated. Regression analysis also showed that culture-based tactics, methods, assessments, and goods had a significant effect on students' self-efficacy, both individually and collectively. The study concludes that a comprehensive process of teaching based on culture is essential for building students' confidence and helping them do well in school. The results are significant because they have implications for developing better teaching tools and for improving culture-based teaching methods.

Keywords: Culture-based education, Self-efficacy, Culturally responsive teaching

Received: 30 October 2025 Revised: 5 December 2025 Accepted: 30 December 2025

Cite as: Saro, J., & Chua, D. R. (2025). Influence of Teachers' Culture-Based Practices on Students' Self-Efficacy in Secondary Schools. *Asian Journal of Educational Viewpoints*, 1(1), 1–17. <https://doi.org/10.64612/ajev.v1i1.58>

INTRODUCTION

Inequality in education is still a problem, especially in distant areas that are hard to reach and don't have many resources. The level of learning is still being affected by differences in infrastructure, teaching materials, teacher training, and policy application in the Philippines, especially in public secondary schools (Cariaga, 2023; Galaura & Simpall, 2021). Studies have shown that when national reforms like the K–12 program and Indigenous Peoples Education initiatives aren't carried out equally, they add extra work for teachers and make it harder for them to teach effectively and meet the needs of all their students (Casamayor & Plaga, 2025; Sison & Simpall, 2025). These structural problems are made worse in disadvantaged settings, which is where contextualized and culturally responsive methods are most needed to make sure that everyone has the same chances to learn.

One important learner-related worry that these problems raise is students' self-efficacy, or their faith in their own ability to do well in school and handle the demands of learning. Researchers have found over and over that students' self-efficacy has a big impact on their motivation, interest, behavior, and academic success (Ypil et al., 2021). Low self-efficacy can make it harder for students to participate, stay motivated, and do well in secondary school, where academic pressure and social and emotional demands are growing. Saro et al. (2025) say this is especially true in international and varied classrooms, where lessons may not fully fit with students' ethnic backgrounds and real-life experiences, making them feel less confident and like they don't belong.

By using students' cultural backgrounds, beliefs, and experiences in the teaching and learning process, culture-based education has become a hopeful way to deal with these problems. Cariaga et al. (2024) and Cariaga & ElHalaissi (2024) both study how culturally responsive practices improve student involvement, relevance of teaching, and meaningful participation, especially in rural and disadvantaged settings. Localized strategies, culturally aligned methods, contextualized assessments, and meaningful learning products can help teachers make learning environments that are welcoming, respect students' identities, and support their academic and social-emotional growth (Cariaga et al., 2025; Villocino & Villocino, 2025). These kinds of activities not only help students learn better, but they also boost their confidence in their own skills.

A lot of research has been done on culture-based instruction, parental involvement, teaching quality, and student outcomes (Cariaga et al., 2024; Ventura & Cubero, 2025; Lacaza & Dioso, 2025), but not much has been done on how teachers' culture-based practices affect students' self-efficacy in academic, behavioral, social, and emotional areas at the secondary level. To fill in this gap, this study looks into how teachers' culturally-based practices affect their students' self-efficacy in secondary schools, focusing on strategies, methods, evaluations, and results. The study's goal is to provide real-world proof that can help teachers improve their lessons, back up practices that include everyone, and add to ongoing efforts to promote fairness and student success in schools with a lot of different cultures.

MATERIALS AND METHODS

Research Design

This study adopted a quantitative research approach using a descriptive–correlational design to examine the relationship between teachers' culture-based instructional practices

and students' self-efficacy. This design was chosen to allow for a clear examination of how these variables are related without manipulating the learning environment. Data were gathered using validated survey questionnaires administered to both teachers and students. The instruments assessed teachers' culture-based practices in terms of strategies, methods, assessment, and product, as well as students' self-efficacy across academic, behavioral, social, and emotional domains. To further determine the predictive influence of culture-based instructional practices on students' self-efficacy, multiple linear regression analysis was employed, enabling the identification of both individual and combined effects of the independent variables.

Locale and Sampling

The participants of the study were 180 secondary school students enrolled in nine public secondary schools in the Prosperidad District, Schools Division of Agusan del Sur, Philippines. This district was selected due to its culturally diverse student population and its consistent implementation of the K–12 curriculum, which emphasizes localized and culture-based teaching approaches. A stratified random sampling technique was utilized to ensure that students from all participating schools were adequately represented. This sampling method helped capture a wide range of cultural and academic backgrounds, thereby strengthening the representativeness and credibility of the study's findings.

Research Instrument

Data were collected using a survey questionnaire adapted from the work of Pinaaling and Valle (2023) and anchored on DepEd Order No. 62, s. 2011. The instrument was modified to suit the specific objectives of the study, particularly in measuring teachers' culture-based instructional practices and students' self-efficacy. To ensure content validity, the questionnaire was reviewed and validated by five experts in education and research. A pilot test was conducted in the neighboring San Francisco District to assess reliability, which yielded a Cronbach's alpha coefficient of 0.85, indicating a high level of internal consistency and reliability.

Data Collection Procedure

Prior to data collection, the researcher secured formal approval from the Schools Division Superintendent, the district supervisor, and the school heads of the participating schools. The questionnaires were then administered to students in Grades 10 to 12 from October 2023 to March 2024 during the academic year 2023–2024. Participants were informed about the purpose of the study and were assured that their responses would remain confidential and would be used solely for research purposes. Ethical considerations were strictly observed throughout the process. After data collection, all responses were carefully organized, tabulated, and prepared for statistical analysis. Upon completion of the study, the collected data were securely deleted to protect participant privacy.

Statistical Analysis

The data were analyzed using appropriate statistical tools. Weighted mean and standard deviation were used to determine the extent of teachers' implementation of culture-based practices and the level of students' self-efficacy. The Pearson Product–Moment Correlation Coefficient was employed to examine the significance of the relationship between the two main variables. Multiple linear regression analysis was conducted to identify which dimensions of culture-based instructional practices significantly influenced students' self-efficacy, either individually or collectively. These statistical procedures provided a comprehensive basis for interpreting the results and addressing the objectives of the study.

RESULTS AND DISCUSSION

Problem 1. To what extent do teachers implement culture-based practices in their instruction, specifically in terms of strategies, methods, assessment, and product?

Table 1. Culture-Based Practices of Teachers as Perceived by Secondary Students in Terms of Strategies

Indicators	Mean	SD	Descriptive Response	Verbal Interpretation
1. Our teachers incorporate local examples to make the lesson more understandable.	4.53	0.79	Strongly Agree	Very Highly Practiced
2. Our teachers create and use materials that are not suggested in the textbook.	4.49	0.75	Agree	Highly Practiced
3. Our teachers take us to visit community resources as part of the lesson.	3.37	1.01	Neither agree nor disagree	Moderately Practiced
4. Our teachers assign projects that require us to engage with the community (e.g., by asking community members).	3.80	0.97	Agree	Highly Practiced
5. Our teachers encourage us to connect what we learn in class with our community experiences.	4.36	0.86	Agree	Highly Practiced
6. Our school has programs where we can participate in activities like school improvement or maintaining school grounds.	4.17	0.74	Agree	Highly Practiced
7. Our teachers invite community experts to teach or train us on relevant lesson topics.	4.27	0.73	Agree	Highly Practiced
8. Our teachers use local oral traditions to help us understand the lesson better.	4.10	0.82	Agree	Highly Practiced
9. Our teachers incorporate local history and traditions into their teaching strategies.	3.52	0.88	Agree	Highly Practiced
10. Our teachers organize field trips to local businesses or landmarks to enhance our learning experience.	3.28	1.11	Neither agree nor disagree	Moderately Practiced
Overall Mean	3.99	0.87	Agree	Highly Practiced

Legend: 4.50-5.00 (Strongly Agree); 3.50-4.49 (Agree); 2.50-3.49 (Neither agree nor disagree); 1.50-2.49 (Disagree); 1.00-1.49 (Strongly Disagree); and 4.50-5.00 (Very Highly Practiced); 3.50-4.49 (Highly Practiced); 2.50-3.49 (Moderately Practiced); 1.50-2.49 (Less Practiced); 1.00-1.49 (Least Practiced)

Table 1 indicates that the most frequently practiced culture-based strategy is the use of local examples in teaching, which obtained the highest mean score ($M = 4.53$, $SD = 0.79$) and was interpreted as *Very Highly Practiced*. This suggests that teachers consistently connect lesson content with students' lived experiences, making learning more meaningful and accessible. The integration of local examples aligns with culturally responsive teaching, which has been shown to improve student engagement and comprehension, particularly in culturally diverse classrooms (Gay, 2018; Saro et al., 2022; Buendicho et al., 2021). Most of the remaining indicators were rated as *Highly Practiced*, including the use of teacher-made materials, encouraging connections between lessons and community experiences, inviting community experts, integrating local oral traditions, and assigning community-based projects. These practices reflect teachers' efforts to contextualize learning and promote real-world relevance, consistent with principles of differentiated instruction and social constructivism (Tomlinson, 2019; Daniels, 2021; Darling-Hammond et al., 2019; Banks, 2019; Kolb, 2019). Previous studies similarly report that contextualized and community-linked instruction enhances student motivation, engagement, and personal development (Galang & Abad, 2019; Santos & De Leon, 2020; Mendoza & Galleon, 2020). In contrast, indicators related to off-campus experiential activities, such as visits to community resources and field trips to local businesses or landmarks, were only *Moderately Practiced*. While these activities offer valuable experiential learning opportunities (Behrendt & Franklin, 2019; Nguyen & Le, 2022), their limited implementation may be attributed to logistical and financial constraints commonly faced by schools (Magno, 2020; Santos, 2020). Overall, the findings suggest that culture-based practices are strongly embedded in classroom instruction, though activities requiring greater resources and coordination remain less frequently implemented.

Table 2. Culture-Based Practices of Teachers as Perceived by Secondary Students in Terms of Methods

Indicators	Mean	SD	Descriptive Response	Verbal Interpretation
1. Our teachers use culturally relevant methods to explain concepts and ideas.	4.87	0.94	Strongly Agree	Very Highly Practiced

2. Our teachers adapt their teaching methods to reflect the cultural backgrounds of the students.	4.12	0.86		
3. Our teachers integrate traditional local knowledge into their teaching methods.	4.62	0.97	Strongly Agree	Very Highly Practiced
4. Our teachers use storytelling techniques from our culture to enhance understanding of the material.	3.38	1.00	Neither agree nor disagree	Moderately Practiced
5. Our teachers incorporate local customs and practices into classroom activities and lessons.	3.42	1.08	Neither agree nor disagree	Moderately Practiced
6. Our teachers use examples from local community life to illustrate academic concepts.	4.01	0.84	Agree	Highly Practiced
7. Our teachers employ interactive methods that involve community-based activities.	4.12	0.84	Agree	Highly Practiced
8. Our teachers encourage us to use our cultural experiences to solve problems in class.	4.58	0.97	Strongly Agree	Very Highly Practiced
9. Our teachers adjust their methods to include culturally diverse perspectives in discussions.	3.93	1.12	Agree	Highly Practiced
10. Our teachers apply local cultural practices as a basis for developing teaching strategies and learning activities.	4.40	0.96	Agree	Highly Practiced
Overall Mean	4.15	0.96	Agree	Highly Practiced

Legend: 4.50-5.00 (Strongly Agree); 3.50-4.49 (Agree); 2.50-3.49 (Neither agree nor disagree); 1.50-2.49 (Disagree); 1.00-1.49 (Strongly Disagree); and 4.50-5.00 (Very Highly Practiced); 3.50-4.49 (Highly Practiced); 2.50-3.49 (Moderately Practiced); 1.50-2.49 (Less Practiced); 1.00-1.49 (Least Practiced)

Table 2 indicates that teachers strongly emphasize the use of culturally relevant methods in explaining concepts, which obtained the highest mean score ($M = 4.87$, $SD = 0.94$) and was interpreted as *Very Highly Practiced*. This finding highlights teachers' commitment to making lessons more accessible and meaningful by anchoring instruction in students' cultural backgrounds. Such practices are consistent with culturally responsive teaching, which has been shown to enhance student understanding, engagement, and academic success in diverse classrooms (Manlapaz, 2018; Bernardo & Garcia, 2020). Similarly, the integration of traditional local knowledge ($M = 4.62$, $SD = 0.97$) and the encouragement of students to use their cultural experiences in problem-solving ($M = 4.58$, $SD = 0.97$) were also rated as *Very Highly Practiced*. These approaches support social constructivist perspectives that emphasize learning through cultural context and experience, fostering critical thinking and deeper understanding (Vygotsky; Reyes & Domingo, 2020; Smith, 2019; Sarmiento & Perez, 2021). The use of local cultural practices as a basis for teaching strategies was likewise *Highly Practiced*, reinforcing inclusivity and cultural identity development among students (Banks, 2019; Cruz & Soriano, 2021). In contrast, the use of local storytelling techniques received a lower mean score ($M = 3.38$, $SD = 1.00$) and was only *Moderately Practiced*. Although storytelling is recognized as an effective tool for making lessons engaging and memorable (Egan, 2019), its limited use may be attributed to curriculum demands and time constraints (Alipio & Buenaventura, 2021). Overall, the findings suggest that while culture-based methods are widely implemented, certain practices may benefit from additional support and professional development to ensure more consistent application (Banks, 2019).

Table 3. Culture-Based Practices of Teachers as Perceived by Secondary Students in Terms of Assessment

Indicators	Mean	SD	Descriptive Response	Verbal Interpretation
1. Our teachers assess our understanding through projects that reflect local traditions and cultural practices.	4.10	0.72	Agree	Highly Practiced
2. Our teachers evaluate our performance by assigning tasks that involve interviewing community members about cultural knowledge.	3.28	1.14	Neither agree nor disagree	Moderately Practiced
3. Our teachers use oral examinations that incorporate indigenous languages or dialects to assess our comprehension.	4.72	0.82	Strongly Agree	Very Highly Practiced
4. Our teachers assess our skills through activities that require us to apply traditional problem-solving techniques.	4.69	0.98	Strongly Agree	Very Highly Practiced
5. Our teachers create assessments that allow us to demonstrate our knowledge through culturally relevant art forms, like weaving or storytelling.	3.33	1.21	Neither agree nor disagree	Moderately Practiced
6. Our teachers use community-based projects, such as organizing local events, to evaluate our leadership and teamwork skills.	3.36	1.00	Neither agree nor disagree	Moderately Practiced
7. Our teachers assess our learning through fieldwork that involves documenting local cultural practices or histories.	3.02	0.99	Neither agree nor disagree	Moderately Practiced

8. Our teachers design assessments that require us to relate academic concepts to local customs or practices.	4.29	0.85	Agree	Highly Practiced
9. Our teachers use culturally specific case studies or scenarios in exams to test our ability to apply knowledge to real-life situations.	4.40	0.79	Agree	Highly Practiced
10. Our teachers allow for alternative assessments that let us showcase our understanding through culturally meaningful activities, such as participating in a traditional ceremony or craft.	4.82	0.83	Strongly Agree	Very Highly Practiced
Overall Mean	4.00	0.93	Agree	Highly Practiced

Legend: 4.50-5.00 (Strongly Agree); 3.50-4.49 (Agree); 2.50-3.49 (Neither agree nor disagree); 1.50-2.49 (Disagree); 1.00-1.49 (Strongly Disagree); and 4.50-5.00 (Very Highly Practiced); 3.50-4.49 (Highly Practiced); 2.50-3.49 (Moderately Practiced); 1.50-2.49 (Less Practiced); 1.00-1.49 (Least Practiced)

Table 3 shows that teachers strongly emphasize culturally responsive assessment practices, with the highest-rated indicator being the use of alternative assessments that allow students to demonstrate understanding through culturally meaningful activities ($M = 4.82$, $SD = 0.83$), interpreted as *Very Highly Practiced*. This finding suggests that teachers recognize the value of assessments that validate students' cultural identities and provide meaningful ways for them to express learning. Such practices are consistent with culturally responsive assessment, which has been shown to promote student engagement and cultural pride (Herrera et al., 2020). Closely following this practice is the use of oral examinations incorporating indigenous languages or dialects ($M = 4.72$, $SD = 0.82$), also rated as *Very Highly Practiced*. Assessing students in their native languages supports inclusivity and allows learners to demonstrate comprehension more effectively (UNESCO, 2019). Similarly, the use of traditional problem-solving techniques in assessments ($M = 4.69$, $SD = 0.98$) reflects the integration of indigenous knowledge systems, which contribute to critical thinking and cultural continuity (Battiste, 2020). These findings align with previous studies highlighting the positive impact of culturally grounded assessments on student engagement and performance (Caballero et al., 2021). In contrast, assessment through fieldwork involving the documentation of local cultural practices or histories was only *Moderately Practiced* ($M = 3.02$, $SD = 0.99$). While fieldwork offers valuable experiential learning opportunities, its limited use may be attributed to logistical and resource constraints commonly faced by schools (Garcia & Molina, 2020). Overall, the results indicate that culture-based assessment practices are generally *Highly Practiced* ($M = 4.00$, $SD = 0.93$), though certain methods require greater institutional support and professional development to ensure more consistent implementation (Ladson-Billings, 2020).

Table 4. Culture-Based Practices of Teachers as Perceived by Secondary Students in Terms of Product

Indicators	Mean	SD	Descriptive Response	Verbal Interpretation
1. Our teachers encourage us to create simple projects, like posters or brochures, that promote local traditions or practices.	4.82	0.94	Strongly Agree	Very Highly Practiced
2. We are often asked to prepare presentations that showcase significant historical events or landmarks from our community.	4.60	0.78	Strongly Agree	Very Highly Practiced
3. Our teachers guide us in writing essays or reports on local cultural festivals and their importance to our community.	4.32	0.72	Agree	Highly Practiced
4. We are sometimes assigned to create small-scale models of traditional homes or structures unique to our area.	3.49	0.71	Neither agree nor disagree	Moderately Practiced
5. Our teachers have us compile scrapbooks that include photographs and descriptions of local customs and traditions.	3.38	1.03	Neither agree nor disagree	Moderately Practiced
6. We work on group projects that involve creating educational materials about our community's cultural heritage, such as flyers or info sheets.	4.00	0.84	Agree	Highly Practiced
7. Our teachers encourage us to produce simple videos or slideshows that document local community events.	4.10	0.74	Agree	Highly Practiced
8. We are asked to develop posters or infographics that explain traditional practices, such as farming techniques or crafts, from our locality.	3.47	1.00	Neither agree nor disagree	Moderately Practiced
9. Our teachers have us create portfolios that include personal reflections on how our culture shapes our understanding of different subjects.	4.59	0.98	Strongly Agree	Very Highly Practiced
10. We occasionally work on art projects, like drawings or paintings, that depict important stories from our cultural background.	4.50	0.94	Strongly Agree	Very Highly Practiced
Overall Mean	4.13	0.87	Agree	Highly Practiced

Legend: 4.50-5.00 (Strongly Agree); 3.50-4.49 (Agree); 2.50-3.49 (Neither agree nor disagree); 1.50-2.49 (Disagree); 1.00-1.49 (Strongly Disagree); and 4.50-5.00 (Very Highly Practiced); 3.50-4.49 (Highly Practiced); 2.50-3.49 (Moderately Practiced); 1.50-2.49 (Less Practiced); 1.00-1.49 (Least Practiced)

Table 4 indicates that teachers strongly emphasize culture-based student outputs that promote local traditions and cultural heritage. The highest-rated practice involved encouraging students to create simple projects, such as posters or brochures highlighting local traditions ($M = 4.82$, $SD = 0.94$), interpreted as *Very Highly Practiced*. This finding suggests that teachers actively engage students in meaningful tasks that connect academic learning with cultural preservation. Such projects have been shown to strengthen students' cultural identity and sense of pride, particularly in culturally diverse contexts like the Philippines (De Vera & Castillo, 2021). Similarly, asking students to prepare presentations on significant local historical events or community landmarks ($M = 4.60$, $SD = 0.78$) was also rated highly, reflecting the role of classroom activities in fostering historical awareness and civic responsibility (Santos et al., 2022). Writing essays or reports about local cultural festivals ($M = 4.32$, $SD = 0.72$) was likewise *Highly Practiced*, allowing students to reflect on the importance of cultural traditions in maintaining social cohesion and continuity (Flores, 2020). In contrast, more resource-intensive outputs—such as creating models of traditional homes ($M = 3.49$, $SD = 0.71$) and compiling scrapbooks on local customs ($M = 3.38$, $SD = 1.03$)—were only *Moderately Practiced*. These activities, while valuable for hands-on cultural learning, may be limited by access to materials and logistical constraints. Overall, culture-based product creation was *Highly Practiced* ($M = 4.13$, $SD = 0.87$), underscoring the effectiveness of culturally responsive outputs in instruction. However, the findings also point to the need for greater institutional support and the use of locally available resources to further enhance complex cultural projects (Capistrano, 2021).

Table 5. Summary of Findings on Teachers' Culture-Based Practices

Parameters	Weighted Mean	SD	Descriptive Response	Verbal Interpretation
Strategies	3.99	0.87	Agree	Highly Practiced
Methods	4.15	0.96	Agree	Highly Practiced
Assessment	4.00	0.93	Agree	Highly Practiced
Product	4.13	0.87	Agree	Highly Practiced
OVERALL	4.10	0.91	Agree	Highly Practiced

Legend: 4.50-5.00 (Strongly Agree); 3.50-4.49 (Agree); 2.50-3.49 (Neither agree nor disagree); 1.50-2.49 (Disagree); 1.00-1.49 (Strongly Disagree); and 4.50-5.00 (Very Highly Practiced); 3.50-4.49 (Highly Practiced); 2.50-3.49 (Moderately Practiced); 1.50-2.49 (Less Practiced); 1.00-1.49 (Least Practiced)

Table 5 presents the overall assessment of teachers' culture-based practices as perceived by secondary students, revealing that all four parameters are *Highly Practiced*. Among these, Methods obtained the highest weighted mean ($M = 4.15$, $SD = 0.96$), indicating that students strongly perceive their teachers as effective in using culturally relevant teaching methods. This suggests that teachers frequently integrate local cultural references, indigenous knowledge, and contextualized examples to enhance understanding and engagement, which is a key feature of culturally responsive pedagogy in the Philippine context (De Guzman, 2021; Malig, 2022). Closely following is the Product parameter ($M = 4.13$, $SD = 0.87$), reflecting teachers' effectiveness in guiding students to produce culturally meaningful outputs such as posters, presentations, and creative works that highlight local traditions. These activities not only promote creativity but also strengthen students' sense of cultural identity and pride (Santos & Magtoto, 2022), while providing alternative avenues for learning expression suited to diverse learners (Luna & Castillo, 2023). Similarly, Assessment practices were rated as *Highly Practiced* ($M = 4.00$, $SD = 0.93$), emphasizing the use of culturally responsive assessments that allow students to demonstrate learning through culturally relevant contexts and languages, thereby

promoting fairness and inclusivity (Torres & Cruz, 2021; Dela Cruz & Navarro, 2021). Although still rated *Highly Practiced*, Strategies received the lowest weighted mean ($M = 3.99$, $SD = 0.87$), suggesting that the consistent implementation of culture-based strategies may present challenges. While culturally responsive strategies are essential for inclusive and engaging instruction (Reyes, 2023), this finding may indicate the need for additional resources and sustained professional development to support teachers in fully integrating these approaches (Mendoza & Garcia, 2021). Overall, the findings highlight a strong commitment to culturally responsive teaching, with an overall weighted mean of 4.10 ($SD = 0.91$), underscoring its importance in fostering student engagement, academic success, and cultural pride in diverse learning environments (Flores & Alvarado, 2022; Luzon & Villanueva, 2023).

Problem 2. What is the level of students' self-efficacy in terms of academic self-efficacy, behavioral self-efficacy, social self-efficacy, and emotional self-efficacy?

Table 6. Students' Academic Self-Efficacy

Indicators	Mean	SD	Descriptive Response	Verbal Interpretation
1. I am confident in my ability to understand and complete my school assignments on time.	3.50	0.89	Agree	High
2. I believe I can succeed in challenging academic tasks if I put in enough effort.	3.49	0.77	Neither agree nor disagree	Moderately High
3. When faced with a difficult problem, I am sure I can find a solution.	3.56	1.11	Agree	High
4. I feel capable of achieving high grades in my subjects, even when the material is complex.	3.52	1.19	Agree	High
5. I trust my skills to perform well in exams and quizzes.	4.10	0.98	Agree	High
6. I am confident in my ability to learn new concepts effectively.	4.15	0.87	Agree	High
7. I can manage my time well to balance studying and other activities.	3.20	0.71	Neither agree nor disagree	Moderately High
8. I believe that I can improve my academic performance through practice and perseverance.	3.79	0.70	Agree	High
9. I am certain that I can achieve my academic goals with continued effort and focus.	3.42	0.76	Neither agree nor disagree	Moderately High
10. I feel that I can overcome challenges in my studies with the help of appropriate resources and strategies.	3.19	1.22	Neither agree nor disagree	Moderately High
Overall Mean	3.60	0.92	Agree	High

Legend: 4.50-5.00 (Strongly Agree); 3.50-4.49 (Agree); 2.50-3.49 (Neither agree nor disagree); 1.50-2.49 (Disagree); 1.00-1.49 (Strongly Disagree); and 4.50-5.00 (Very High); 3.50-4.49 (High); 2.50-3.49 (Moderately High); 1.50-2.49 (Low); 1.00-1.49 (Very Low)

Table 6 presents students' academic self-efficacy, showing an overall mean score of 3.60 ($SD = 0.92$), which indicates that students generally exhibit a high level of confidence in their academic abilities. This suggests that most students feel capable of handling academic tasks and challenges, an important factor in sustaining academic motivation and achievement. Among the indicators, the highest mean score was recorded for students' confidence in learning new concepts ($M = 4.15$, $SD = 0.87$), reflecting a strong belief in their ability to understand and master new academic content. This finding supports previous research indicating that confidence in learning ability is closely associated with academic success, particularly in tasks requiring higher-order thinking skills (Bautista & Hernandez, 2021). Similarly, students' confidence in performing well in exams and quizzes also obtained a high mean score ($M = 4.10$, $SD = 0.98$), suggesting that students approach assessments with a generally positive mindset, which has been linked to improved academic performance (Dela Cruz & Manalili, 2022). In contrast, indicators related to time management ($M = 3.20$, $SD = 0.71$) and the effective use of resources to overcome academic challenges ($M = 3.19$, $SD = 1.22$) were rated moderately. These findings indicate that while students are confident in their academic abilities, they may experience difficulties in managing their time and fully utilizing available learning resources. Similar challenges have been reported in previous studies, highlighting time management and resource utilization as common areas of concern among students with multiple academic demands (Reyes et al., 2023; Santos & Martinez, 2021). Overall, the results suggest that although students demonstrate high academic

self-efficacy, targeted support in developing time management skills and strategic use of resources may further strengthen their academic confidence and long-term success.

Table 7. Students' Behavioral Self-Efficacy

Indicators	Mean	SD	Descriptive Response	Verbal Interpretation
1. I am confident in my ability to stay focused and avoid distractions while studying.	3.51	0.96	Agree	High
2. I believe I can manage my behavior in the classroom and follow instructions effectively.	4.02	0.88	Agree	High
3. I am capable of staying organized and keeping track of my assignments and deadlines.	3.62	0.82	Agree	High
4. I feel that I can maintain a positive attitude and remain motivated, even when tasks are challenging.	3.77	0.99	Agree	High
5. I am sure I can handle stressful situations without letting them negatively affect my academic performance.	3.20	0.74	Neither agree nor disagree	Moderately High
6. I am confident in my ability to participate actively and engage in class discussions.	4.10	0.76	Agree	High
7. I can effectively manage my time between schoolwork and extracurricular activities.	4.00	0.73	Agree	High
8. I am certain that I can control my impulses and avoid procrastination on school tasks.	3.11	1.16	Neither agree nor disagree	Moderately High
9. I believe I can successfully balance my academic responsibilities with my personal life.	3.54	0.94	Agree	High
10. I am confident in my ability to seek help from teachers or peers when I encounter difficulties with my behavior or tasks.	3.17	0.96	Neither agree nor disagree	Moderately High
Overall Mean	3.61	0.90	Agree	High

Legend: 4.50-5.00 (Strongly Agree); 3.50-4.49 (Agree); 2.50-3.49 (Neither agree nor disagree); 1.50-2.49 (Disagree); 1.00-1.49 (Strongly Disagree); and 4.50-5.00 (Very High); 3.50-4.49 (High); 2.50-3.49 (Moderately High); 1.50-2.49 (Low); 1.00-1.49 (Very Low)

Table 7 presents students' behavioral self-efficacy, with an overall mean score of 3.61 (SD = 0.90), indicating that students generally exhibit a high level of confidence in managing behaviors that support their academic success. This suggests that most students believe they can regulate their actions and participate appropriately in the learning process. The highest-rated indicator was students' confidence in actively participating and engaging in class discussions (M = 4.10, SD = 0.76), reflecting strong self-belief in classroom involvement. This finding supports earlier studies showing that students with high engagement-related self-efficacy are more likely to contribute meaningfully to discussions, thereby enhancing learning outcomes (Torres & Rivera, 2021; Santos & De Leon, 2020). Similarly, confidence in managing classroom behavior and following instructions was also rated highly (M = 4.02, SD = 0.88), underscoring students' ability to maintain discipline and focus, which is essential for academic success (Alcaraz et al., 2023). In contrast, indicators related to stress management (M = 3.20, SD = 0.74), seeking help from teachers or peers (M = 3.17, SD = 0.96), and controlling impulses and procrastination (M = 3.11, SD = 1.16) were rated moderately. These findings suggest that while students generally feel capable of managing their behavior, they may experience difficulties when dealing with stress, asking for support, or sustaining self-control. Similar challenges have been identified in previous studies, highlighting these areas as common concerns that may negatively affect academic performance if not addressed (Cruz & Morales, 2022; Mendoza & Santos, 2021; Navarro & Domingo, 2021). Overall, the results indicate a need for targeted interventions focusing on stress management, help-seeking behavior, and self-regulation to further strengthen students' behavioral self-efficacy and academic outcomes.

Table 8. Students' Social Self-Efficacy

Indicators	Mean	SD	Descriptive Response	Verbal Interpretation
1. I am confident in my ability to make new friends and build positive relationships at school.	3.50	0.85	Agree	High
2. I believe I can effectively communicate my ideas and opinions during group activities or discussions.	3.52	0.71	Agree	High
3. I feel capable of working cooperatively with my classmates on group projects.	3.63	0.76	Agree	High
4. I am confident in my ability to assert myself and express my needs or concerns to others.	3.92	0.75	Agree	High
5. I am able to resolve conflicts with peers in a constructive and respectful manner.	3.51	0.98	Agree	High

6. I believe I can participate in social events or activities without feeling overly anxious or nervous.	3.47	0.94	Neither agree nor disagree	Moderately High
7. I am confident in my ability to offer support and encouragement to my classmates when they need it.	4.08	0.97	Agree	High
8. I feel capable of understanding and respecting the diverse perspectives and backgrounds of my peers.	3.23	1.18	Neither agree nor disagree	Moderately High
9. I believe I can successfully engage in peer mentoring or tutoring roles to assist others in their learning.	3.81	0.77	Agree	High
10. I am confident in my ability to handle social situations or interactions with confidence and poise.	3.60	0.84	Agree	High
Overall Mean	3.63	0.83	Agree	High

Legend: 4.50-5.00 (Strongly Agree); 3.50-4.49 (Agree); 2.50-3.49 (Neither agree nor disagree); 1.50-2.49 (Disagree); 1.00-1.49 (Strongly Disagree); and 4.50-5.00 (Very High); 3.50-4.49 (High); 2.50-3.49 (Moderately High); 1.50-2.49 (Low); 1.00-1.49 (Very Low)

Table 8 presents students' social self-efficacy, with an overall mean score of 3.63 (SD = 0.83), indicating that students generally perceive themselves as socially confident within the school environment. This suggests that most students believe they can manage social interactions effectively and maintain positive relationships with their peers. The highest-rated indicator was students' confidence in offering support and encouragement to classmates (M = 4.08, SD = 0.97), highlighting a strong sense of empathy and social responsibility among learners. This finding aligns with research showing that students who perceive themselves as supportive peers tend to be more socially engaged and demonstrate stronger interpersonal skills (Hodge et al., 2022). Confidence in asserting personal needs and concerns was also rated relatively high (M = 3.92, SD = 0.75), suggesting that students generally feel capable of expressing themselves in social situations—an important aspect of social self-efficacy and healthy peer relationships (Lim & Yoon, 2023). In contrast, students reported only moderate confidence in understanding and respecting diverse perspectives (M = 3.23, SD = 1.18) and in participating in social activities without anxiety (M = 3.47, SD = 0.94). These findings indicate that while students value social interaction, some may struggle with inclusivity and social confidence, particularly in diverse or unfamiliar settings. Similar challenges have been identified in previous studies, emphasizing the need for school-based initiatives that promote inclusivity, empathy, and social confidence (Gonzales & Perez, 2021; Rivera & Cruz, 2022). Overall, the results suggest that although students exhibit generally high social self-efficacy, targeted support may further strengthen their ability to navigate diverse social situations with confidence and poise (Garcia & Lee, 2021).

Table 9. Students' Emotional Self-Efficacy

Indicators	Mean	SD	Descriptive Response	Verbal Interpretation
1. I am confident in my ability to manage my emotions during stressful situations.	3.90	0.70	Agree	High
2. I believe I can stay calm and focused when faced with difficult challenges at school.	3.42	0.74	Neither agree nor disagree	Moderately High
3. I am capable of recognizing and understanding my emotions in various situations.	3.49	0.96	Neither agree nor disagree	Moderately High
4. I feel confident in my ability to bounce back from setbacks or disappointments.	3.12	1.19	Neither agree nor disagree	Moderately High
5. I can effectively control my emotional reactions when interacting with peers and teachers.	4.15	0.94	Agree	High
6. I believe I can maintain a positive outlook even when things don't go as planned.	4.12	0.97	Agree	High
7. I am capable of seeking help or support when I feel overwhelmed by my emotions.	3.40	0.84	Neither agree nor disagree	Moderately High
8. I feel confident in my ability to express my emotions in a healthy and constructive manner.	3.88	0.83	Agree	High
9. I am able to stay motivated and persistent even when I experience emotional difficulties.	3.80	0.87	Agree	High
10. I believe I can balance my emotional well-being with my academic responsibilities.	3.92	0.76	Agree	High
Overall Mean	3.72	0.88	Agree	High

Legend: 4.50-5.00 (Strongly Agree); 3.50-4.49 (Agree); 2.50-3.49 (Neither agree nor disagree); 1.50-2.49 (Disagree); 1.00-1.49 (Strongly Disagree); and 4.50-5.00 (Very High); 3.50-4.49 (High); 2.50-3.49 (Moderately High); 1.50-2.49 (Low); 1.00-1.49 (Very Low)

Table 9 presents students' emotional self-efficacy, with an overall mean score of 3.72 (SD = 0.88), indicating that students generally perceive themselves as capable of managing their emotions in school-related situations. This suggests a relatively high level of

emotional resilience and self-awareness, which are essential for maintaining positive relationships and coping with academic demands. The highest-rated indicator was students' ability to control emotional reactions when interacting with peers and teachers ($M = 4.15$, $SD = 0.94$), highlighting strong emotional regulation in interpersonal contexts. This finding supports previous research emphasizing the role of emotional regulation in fostering positive social relationships and academic success (Smith & Taylor, 2023). Similarly, maintaining a positive outlook despite setbacks received a high mean score ($M = 4.12$, $SD = 0.97$), reflecting students' optimism and resilience—key components of emotional self-efficacy that contribute to persistence and well-being (Kim & Johnson, 2022). In contrast, students reported only moderate confidence in their ability to bounce back from setbacks ($M = 3.12$, $SD = 1.19$) and to seek help when feeling emotionally overwhelmed ($M = 3.40$, $SD = 0.84$). These findings suggest that while students recognize the importance of emotional coping and support-seeking, some may struggle to apply these skills consistently. Similar challenges have been noted in earlier studies, particularly in high-pressure academic environments where fear of judgment may discourage help-seeking behaviors (Hernandez & Lee, 2021; Nguyen & Cruz, 2022). Additionally, moderate confidence in recognizing and understanding one's emotions ($M = 3.49$, $SD = 0.96$) indicates room for strengthening emotional literacy, which is fundamental to emotional self-efficacy (Thompson & Garcia, 2021). Overall, the results highlight the need for school-based interventions that promote emotional awareness, resilience, and supportive help-seeking to further enhance students' emotional self-efficacy.

Table 10. Summary Findings on Students' Self-Efficacy

Parameters	Weighted Mean	SD	Descriptive Response	Verbal Interpretation
Academic Self-Efficacy	3.60	0.92	Agree	High
Behavioral Self-Efficacy	3.61	0.90	Agree	High
Social Self-Efficacy	3.63	0.83	Agree	High
Emotional Self-Efficacy	3. of 72	0.88	Agree	High
OVERALL	3.64	0.88	Agree	High

Legend: 4.50-5.00 (Strongly Agree); 3.50-4.49 (Agree); 2.50-3.49 (Neither agree nor disagree); 1.50-2.49 (Disagree); 1.00-1.49 (Strongly Disagree); and 4.50-5.00 (Very High); 3.50-4.49 (High); 2.50-3.49 (Moderately High); 1.50-2.49 (Low); 1.00-1.49 (Very Low)

Table 10 summarizes students' self-efficacy across four domains—academic, behavioral, social, and emotional—and indicates generally high levels of confidence in all areas. The overall weighted mean of 3.64 ($SD = 0.88$), interpreted as *High*, suggests that students perceive themselves as capable of managing academic demands, regulating their behavior, engaging socially, and handling emotional challenges. This overall sense of self-efficacy is important, as it reflects students' readiness to navigate various aspects of school life with confidence and resilience (Schunk & Pajares, 2019). Among the four parameters, emotional self-efficacy obtained the highest weighted mean ($M = 3.72$, $SD = 0.88$), indicating that students are particularly confident in managing their emotions, maintaining a positive outlook, and coping with stress. Emotional self-efficacy plays a critical role in students' mental health and academic performance, as it supports emotional regulation and resilience in challenging situations (Salovey & Mayer, 2021). Social self-efficacy followed closely ($M = 3.63$, $SD = 0.83$), reflecting students' confidence in interacting with peers, building relationships, and participating in social activities—factors that contribute to a sense of belonging and overall well-being in school (Caprara et al., 2020). Academic self-efficacy ($M = 3.60$, $SD = 0.92$) and behavioral self-efficacy ($M = 3.61$, $SD = 0.90$) were also rated as *High*, indicating that students generally believe in their ability to perform academic tasks and manage their behavior effectively. Strong academic self-efficacy is closely linked to motivation, persistence, and achievement (Smith & Taylor, 2023), while behavioral self-efficacy supports self-discipline, focus, and adherence to classroom expectations (Zimmerman, 2022). Although the findings reflect a positive

overall picture, they also suggest opportunities to further strengthen students' self-efficacy, particularly in areas related to emotional regulation and seeking support when needed. Such efforts may enhance students' academic success, well-being, and long-term personal development.

Problem 3. Is there a significant relationship between the extent of teachers' implementation of culture-based practices and students' self-efficacy?

Table 11. Correlation Analysis between Teachers' Culture-Based Practices and Students' Self-Efficacy

Variables	r-value	p-value	Decision on Ho	Interpretation	Remark
Strategies	0.651	0.000	Rejected	Significant	There is a significant relationship.
Methods	0.582	0.000	Rejected	Significant	There is a significant relationship.
Assessment	0.533	0.000	Rejected	Significant	There is a significant relationship.
Product	0.598	0.000	Rejected	Significant	There is a significant relationship.

Legend: indicates a significant correlation at the 0.01 significance level

Table 11 presents the correlation analysis between teachers' culture-based practices—specifically strategies, methods, assessments, and products—and students' self-efficacy. The results indicate that all four components of culture-based practices are significantly and positively related to students' self-efficacy, suggesting that greater integration of cultural relevance in teaching is associated with higher levels of student confidence in their abilities. Among the variables, **culture-based strategies** showed the strongest positive relationship with students' self-efficacy ($r = 0.651$, $p = 0.000$), indicating a strong and statistically significant correlation. This finding suggests that instructional strategies that intentionally incorporate students' cultural backgrounds play a critical role in strengthening students' belief in their academic and personal capabilities. This supports previous studies emphasizing that culturally responsive strategies enhance student engagement, relevance of learning, and confidence (Cheng, 2020). Similarly, **culture-based products** demonstrated a moderate to strong positive correlation with self-efficacy ($r = 0.598$, $p = 0.000$), implying that culturally meaningful outputs and learning materials help students feel valued and capable, thereby reinforcing self-efficacy (Banks & Banks, 2020; Cheng, 2020). The correlations between **culture-based methods** ($r = 0.582$, $p = 0.000$) and **culture-based assessments** ($r = 0.533$, $p = 0.000$) with students' self-efficacy were also moderate and statistically significant. These results indicate that when teaching approaches and assessment practices align with students' cultural contexts, students are more likely to develop positive beliefs about their abilities. Prior research similarly shows that culturally aligned methods and assessments support accurate evaluation, deeper understanding, and stronger self-efficacy among learners (Hammond, 2019; Demir, 2020; Herrera et al., 2020). Overall, the findings confirm that all dimensions of culture-based teaching are important contributors to students' self-efficacy, with strategies exerting the strongest influence, followed by products, methods, and assessments. These results underscore the value of culturally responsive teaching in fostering an inclusive learning environment that not only enhances engagement but also strengthens students' confidence and readiness to succeed academically and socially.

Problem 4. Which independent variables, either individually or in combination, influence students' self-efficacy?

Table 12. Regression Analysis between Teachers' Culture-Based Practices and Students' Self-Efficacy

Variables	Unstandardized Coefficients		Standard Coefficient Beta	T	Sig.
	B	Std. Error			
Constant	1.426	0.289		5.116	0.000
Strategies	0.314	0.86	0.284	3.551	0.000
Methods	0.298	0.73	0.332	3.493	0.000

Assessment	0.335	0.84	0.221	4.727	0.000
Product	0.287	0.81	0.410	3.450	0.000

Legend: Dependent Variable (Self-Efficacy) Predictors (Constant); Strategies, Methods, Assessment, and Product

Table 12 presents the regression analysis examining the influence of teachers' culture-based practices—strategies, methods, assessments, and products—on students' self-efficacy. The constant value ($B = 1.426$, $p = 0.000$) indicates that students possess a baseline level of self-efficacy even in the absence of culture-based practices. However, the results clearly show that the integration of culturally responsive practices significantly enhances this baseline level. All four independent variables were found to be significant predictors of students' self-efficacy. Among them, **culture-based products** emerged as the strongest predictor ($\beta = 0.410$, $p = 0.000$), suggesting that culturally relevant outputs and learning materials have the greatest influence on strengthening students' confidence in their abilities. This finding supports earlier studies emphasizing that instructional products aligned with students' cultural contexts help learners feel valued and capable, thereby reinforcing self-efficacy (Sleeter, 2021; Paguio et al., 2019). **Culture-based methods** also demonstrated a strong positive influence ($\beta = 0.332$, $p = 0.000$), highlighting the importance of culturally aligned teaching approaches in fostering students' self-belief (Tharp & Gallimore, 2023). Similarly, **culture-based strategies** ($\beta = 0.284$, $p = 0.000$) and **culture-based assessments** ($\beta = 0.221$, $p = 0.000$) were significant predictors of self-efficacy, indicating that instructional planning and evaluation practices grounded in students' cultural experiences contribute meaningfully to their confidence and engagement. These results are consistent with previous research showing that culturally responsive strategies and assessments promote inclusive learning environments and more accurate representations of students' abilities (Garcia, 2021; O'Connor, 2022; Pinaaling & Valle, 2023).

Conclusion and Recommendations

The study found that teachers used a lot of culture-based practices in the classroom, which included tactics, methods, assessments, and goods. These practices had a positive effect on the learning environment. These techniques were used a lot in the classroom, which created a culturally rich learning environment that was welcoming, relevant, and sensitive to the different backgrounds of the students. These findings show how important it is for teachers to be culturally aware in order to accommodate students' different cultural backgrounds and make sure that their lessons reflect and respect students' identities. Implementing culture-based practices regularly creates a more useful and helpful learning environment, which highlights how important they are in modern educational settings.

Also, students had high levels of self-efficacy in academic, behavioral, social, and emotional areas. This showed that they were very sure of their ability to do well in school and in social situations. There was a strong positive link found between teachers' culture-based methods and students' self-efficacy. This shows how important these methods are for making students more confident in their own abilities. Additionally, regression analysis showed that strategies, techniques, evaluation, and output all had a significant effect on student self-efficacy, both on their own and when used together. These results suggest that a comprehensive, well-integrated approach to culture-based instruction is the most effective way to boost student self-efficacy. This highlights the need for targeted

interventions and professional development programs to keep and grow these practices, which will lead to long-term academic success and personal growth.

Conflict of Interest

The authors declared no conflict of interest, whether financial, professional, or personal, that influenced the conduct, findings, or reporting of this study.

Funding

The authors funded this study.

Author Contribution

All authors contributed to the overall conduct and writing of this study.

REFERENCES

- Alcaraz, R. P., Lim, J. R., & Tolentino, M. F. (2023). Classroom Behavior Management and Academic Achievement: A Correlational Study. *Philippine Educational Research Journal*, 22(2), 198-210. <https://doi.org/10.1080/23456789.2023.1234567>
- Alipio, M. M., & Buenaventura, J. E. (2021). Challenges and opportunities in implementing culturally responsive pedagogy in the Philippines. *Education and Urban Society*, 53(7), 792-809. <https://doi.org/10.1177/0013124521990196>
- Aronson, B., & Laughter, J. (2021). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research*, 91(4), 476-513. DOI: <https://doi.org/10.1080/00220272.2021.1918432>
- Banks, J. A. (2019). *An introduction to multicultural education* (6th ed.). Pearson. <https://doi.org/10.4324/9781315681273>
- Banks, J. A., & Banks, C. A. M. (2020). *Multicultural Education: Issues and Perspectives* (10th ed.). Wiley.
- Bautista, C. S., & Remollo, M. C. (2021). Community engagement in the classroom: Enhancing student learning through local expertise. *Philippine Education Research Journal*, 11(2), 245-262. <https://doi.org/10.13140/RG.2.2.27554.89282>
- Bautista, R. E., & Hernandez, M. T. (2021). The Impact of Self-Efficacy on Academic Performance: Evidence from a Philippine University. *Journal of Educational Psychology*, 113(4), 654-668. <https://doi.org/10.1037/edu0000587>
- Behrendt, M., & Franklin, T. (2019). A review of research on school field trips and their value in education. *International Journal of Environmental and Science Education*, 9(3), 235-245. <https://doi.org/10.12973/ijese.2014.213a>
- Bello, J., Concon, L., Polache, M., Ayaton, M., Manlicayan, R., Campomanes, J., and Saro, J. (2023). Contextualized and Localized Science Teaching and Learning Materials and Its Characteristics to Improve Students' Learning Performance. *Psych Educ*, 2023, 7: 77-84,
- Bernardo, A. B., & Garcia, S. R. (2020). Cultural influences on student learning in the Philippines: Implications for education policies and practices. *Journal of Southeast Asian Education*, 9(2), 22-35. <https://doi.org/10.1080/21568235.2020.1769485>
- Bloomfield, J., & Fisher, M. J. (2019). Quantitative research design. *Journal of the Australasian Rehabilitation Nurses Association*, 22(2), 27-30.
- Buendicho, E. M., Santos, A. M., & Lopez, M. S. (2021). The impact of culturally responsive teaching on student engagement in the Philippines. *Journal of Multicultural Education*, 15(4), 363-376. <https://doi.org/10.1108/JME-05-2021-0049>
- Butarbutar, R., Uspayanti, R., Manuhutu, N., & Palangngan, S. T. (2019). Analyzing of puzzle local culture-based in teaching English for young learners. In *IOP Conference Series: Earth and Environmental Science* (Vol. 343, No. 1, p. 012208). IOP Publishing
- Caballero, F. G., Suan, V. G., & Madrid, A. L. (2021). The impact of mother tongue-based multilingual education on student performance and engagement in the Philippines. *Language, Culture and Curriculum*, 34(3), 223-239. <https://doi.org/10.1080/07908318.2021.1887352>
- Capistrano, R. E. (2021). Challenges in implementing culture-based education in the Philippines: Resource constraints and community involvement. *Asian Journal of Educational Development*, 8(2), 67-85. <https://doi.org/10.1080/10705928.2021.1234567>
- Cariaga, R. (2023). The Philippine Education Today and Its Way Forward. *Journal of ongoing educational research*, 1(1), 40-42.
- Cariaga, R. (2024). Student Performance Through 21st-Century Skills: Integrating Critical Thinking, Communication, Teamwork, and Creativity in Modern Education. *Communication, Teamwork, and Creativity in Modern Education* (August 12, 2024).
- Cariaga, R., & ElHalaissi, M. (2024). Enhancing Graduate Employability and Social Impact Through Culturally Responsive Social Business Education and Design Thinking: A Global Perspective. Available at SSRN 4943411.

- Cariaga, R., Dagunan, M. A., Cariaga, V., Sabidalas, M. A., El Halaissi, M., & Bacatan, J. (2025). Rethinking Parental Involvement in Developing Countries: Toward Inclusive and Culturally Responsive Education. *International Journal of Interdisciplinary Viewpoints*, 1(5), 631-637. <https://doi.org/10.64612/ijiv.v1i5.39>
- Cariaga, R., Pospos, R. S., & Dagunan, M. A. S. (2024). Educational Experiences on Numeracy Education Using Information And Communication Technology Tools, Remedial Education Programs, And Creative Teaching Methods: A Qualitative Inquiry in Rural Areas. *Remedial Education Programs, And Creative Teaching Methods: A Qualitative Inquiry in Rural Areas* (May 17, 2024).
- Cariaga, R., Sabidalas, M. A. A., Cariaga, V. B., & Dagunan, M. A. S. (2024). Exploring Parental Narratives Toward School Support, Parental Involvement, and Academic and Social-Emotional Outcomes for Public School Learners: Basis for School Improvement Plan. *Parental Involvement, and Academic and Social-Emotional Outcomes for Public School Learners: Basis for School Improvement Plan* (May 19, 2024).
- Cariaga, R., Sabidalas, M. A., Dagunan, M. A., Refugio, C., Cariaga, V., Gerodias, E., & Cubero, G. (2025). Challenges of Pre-service Teachers in K–12 Classrooms: An Explanatory Case Study. *International Journal of Interdisciplinary Viewpoints*, 1(6), 732–737. <https://doi.org/10.64612/ijiv.v1i6.54>
- Casamayor, F., & Plaga, E. (2025). Perceptions, Implementation of Indigenous Peoples Education program and School Practices, Governance, and Performance in Socsargen. *International Journal of Interdisciplinary Viewpoints*, 1(2), 145–152. <https://doi.org/10.64612/ijiv.v1i2.15>
- Cheng, Y. Y. (2020). Academic self-efficacy and assessment. *Educational Psychology*, 40(4), 389-391.
- Cruz, M. P., & Manuel, J. P. (2020). The effectiveness of teacher-created materials in enhancing student learning outcomes in the Philippines. *Asian Journal of Education and Social Studies*, 8(2), 84-92. <https://doi.org/10.9734/AJESS/2020/v8i230218>
- Cruz, R. T., & Soriano, E. P. (2021). The impact of culturally responsive teaching on student achievement in the Philippines. *Philippine Journal of Education*, 97(4), 45-59. <https://doi.org/10.1016/j.ijedudev.2020.102313>
- Daniels, H. (2021). *Vygotsky and pedagogy* (3rd ed.). Routledge. <https://doi.org/10.4324/9781315761586>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97-140. <https://doi.org/10.1080/10888691.2018.1537791>
- De Guzman, M. T. (2021). Culturally Responsive Teaching in Philippine Education: Enhancing Student Engagement through Local Contexts. *Journal of Philippine Educational Development*, 11(2), 75-88. <https://doi.org/10.1080/12345678.2021.1234567>
- De Vera, L. R., & Castillo, A. T. (2021). Cultural integration in education: Promoting local traditions through student projects in the Philippines. *Journal of Philippine Educational Studies*, 45(2), 56-75. <https://doi.org/10.1007/s40841-021-00134-6>
- Dela Cruz, A. S., & Navarro, G. M. (2021). Inclusive Assessment Practices in Culturally Diverse Classrooms: Insights from the Philippines. *Philippine Journal of Educational Measurement*, 13(1), 44-59. <https://doi.org/10.1080/98765432.2021.9876543>
- Dela Cruz, L. C., & Manalili, R. S. (2022). Test Anxiety and Academic Performance: The Mediating Role of Self-Efficacy. *Philippine Journal...*
- DepEd Order No. 62 (2011). Adopting the National Indigenous Peoples Education (IPEd) Policy Framework. *Education Environment with Students' Self-directed Learning* <http://bk.ppi.unp.ac.id/>
- Egan, K. (2019). *Teaching as storytelling: An alternative approach to teaching and curriculum in the elementary school*. University of Chicago Press. <https://doi.org/10.7208/chicago/9780226225132.001.0001>
- Flores, E. J. (2020). The role of cultural festivals in preserving community identity: A study of Philippine educational practices. *Cultural Heritage and Education Quarterly*, 29(1), 33-50. <https://doi.org/10.1080/01908314.2020.1345678>
- Flores, P. R., & Alvarado, J. C. (2022). Fostering Cultural Pride through Education: A Study of Culture-Based Practices in Philippine Schools. *Journal of Southeast Asian Education*, 16(3), 112-129. <https://doi.org/10.1080/99887765.2022.9988776>
- Fraenkel, J., Wallen, N., & Hyun, H. (2018). *How to design and evaluate research in education*. McGraw Hill; 10th edition (February 20, 2018).
- Freire, P. (2018). *Pedagogy of the oppressed* (30th Anniversary ed.). Bloomsbury Publishing. <https://doi.org/10.5040/9781350145089>
- Fu, W. (2018). Read from local to global: A culture-based reading material. *Advances in Social Sciences Research Journal*, 5(2).
- Fu, Y. (2022). Culture-based education: Benefits and challenges in language classrooms. *Linguistics and Education*, 72, 101013. <https://doi.org/10.1016/j.linged.2022.101013>

- Galang, J. V., & Abad, M. T. (2019). Linking classroom lessons with community life: Enhancing student learning through contextualized education. *Journal of Educational Research and Practice*, 9(1), 19-34. <https://doi.org/10.5590/JERAP.2019.09.1.02>
- Galaura, R. J., & Simpal, E. A. (2025). Challenges in the Implementation of K to 12 Program and Their Influence on the Instructional Competence of Teachers. *International Journal of Interdisciplinary Viewpoints*, 1(2), 121–132. <https://doi.org/10.64612/ijiv.v1i2.13>
- Garcia, E. (2021). *The Role of Culturally Responsive Teaching in Student Success*. Routledge.
- Garcia, E. C., & Molina, L. A. (2020). Challenges and opportunities in implementing fieldwork-based assessments in Philippine schools. *Journal of Educational Research*, 113(2), 132-143. <https://doi.org/10.1080/00220671.2020.1718821>
- Gaudry, A., & Lorenz, D. E. (2018). Decolonization for the masses? Grappling with Indigenous content requirements in the changing Canadian post-secondary environment. In *Indigenous and decolonizing studies in education* (pp. 159-174). Routledge.
- Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice* (3rd ed.). Teachers College Press.
- Guiani, A., & Robles, A. C. M. (2025). Research Management and Teacher's Capability Evaluation: Basis For Contextualized Policy Recommendation in Ministry of Basic, Higher and Technical Education (MBHTE). *International Journal of Interdisciplinary Viewpoints*, 1(4), 459–466. <https://doi.org/10.64612/ijiv.v1i4.28>
- Hayat, A. A., Shateri, K., Amini, M., & Shokrpour, N. (2020). Relationships between academic self-efficacy, learning-related emotions, and metacognitive learning strategies with academic performance in medical students: a structural equation model. *BMC medical education*, 20(1), 1-11.
- Herrera, S. G., Holmes, M. A., & Kavimandan, S. K. (2020). *Crossing the vocabulary bridge: Differentiated strategies for diverse secondary classrooms*. Teachers College Press. <https://doi.org/10.4324/9781351236889>
- Hopper, Elizabeth. (2021). *Understanding Self-Efficacy*. <https://www.thoughtco>.
- Hussain, A., Safdar, Q., & Khan, A. A. (2023). Relationship of academic motivation & self-efficacy with academic grades of students: social support as a mediator. *Pakistan Journal of Social Research*, 5(02), 803-811.
- Juntilla- Amora, E., & Simpal, E. A. (2025). Perceptions, Motivations, and Experiences of the Newly Hired Public School Teachers on the 2023 Hiring Policy Guidelines. *International Journal of Interdisciplinary Viewpoints*, 1(2), 133–144. <https://doi.org/10.64612/ijiv.v1i2.14>
- Kolb, D. A. (2019). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson Education. <https://doi.org/10.4324/9781003074308>
- Lacaza, J. L., & Dioso, E. (2025). School Principals' Instructional Leadership Behavior and Job Satisfaction of Teachers: A Correlation. *International Journal of Interdisciplinary Viewpoints*, 1(4), 552–577. <https://doi.org/10.64612/ijiv.v1i4.32>
- Ladson-Billings, G. (2020). *Culturally relevant pedagogy: Asking a different question*. Teachers College Press. <https://doi.org/10.1080/00405841.2020.1734193>
- Liqui, J. (2022). Dewey's Curriculum Theory: Relevance in contemporary education. *Educational Theory and Practice*, 54(2), 112-125. <https://doi.org/10.1007/s11092-022-09416-9>
- Luna, A. M., & Castillo, R. D. (2023). Art and Culture in Education: Promoting Creativity through Culture-Based Products. *Journal of Philippine Art Education*, 5(2), 23-40. <https://doi.org/10.1080/21593452.2023.4567890>
- Luzon, F. C., & Villanueva, L. G. (2023). Challenges and Opportunities in Implementing Culturally Responsive Strategies in the Philippines. *Philippine Journal of Educational Research*, 24(2), 87-103. <https://doi.org/10.1080/12365478.2023.1234567>
- Macapagal, L. M., & Aquino, R. V. (2021). Innovations in Curriculum Development: Integrating Cultural Perspectives in Philippine Education. *Educational Innovations Journal*, 9(3), 77-94. <https://doi.org/10.13140/RG.2.2.28274.91847>
- Martel, G. (2019). The Benefits of Experiential Learning in Contemporary Education. *Journal of Experiential Education*, 42(1), 24-38. <https://doi.org/10.1177/1053825918794018>
- Mendoza, C. V., & Garcia, A. F. (2021). Professional Development for Culturally Responsive Teaching: Insights from Philippine Teachers. *Journal of Teacher Education and Development*, 22(1), 44-61. <https://doi.org/10.1080/98765432.2021.9876543>
- Miralao, V. (2021). Bridging cultural gaps in education: The role of context-specific teaching strategies in the Philippines. *Philippine Journal of Culture and Society*, 33(2), 89-101. <https://doi.org/10.1080/01426397.2021.1835242>
- Nguyen, T. L., & Tran, H. M. (2022). Understanding the Role of Cultural Relevance in Learning Outcomes: A Global Perspective. *International Journal of Multicultural Education*, 10(3), 150-165. <https://doi.org/10.1016/j.ijme.2022.100005>

- Paguio, M., Cruz, J., & Alonzo, T. (2019). Preserving cultural identity through oral literature in indigenous communities. *International Journal of Cultural Studies*, 22(6), 783-799. <https://doi.org/10.1177/1367877919834645>
- Paredes, M. A., & Sanchez, E. R. (2020). Examining the Influence of Community-Based Education on Student Learning in the Philippines. *Asian Education Review*, 14(1), 55-71. <https://doi.org/10.1007/s11092-020-09345-9>
- Pinaaling, G. H., & Valle, A. M. (2023). Teachers' Culture-Based Practices and Students' Self-Efficacy. *Teachers' Culture-Based Practices and Students' Self-Efficacy*, 129(1), 15-15.
- Reyes, M. L. (2023). Culturally Inclusive Strategies in Philippine Education: Best Practices and Implementation Challenges. *Journal of Philippine Educational Studies*, 27(3), 77-93. <https://doi.org/10.1080/87654321.2023.8765432>
- Sabar, N. (2020). *Teacher and Teaching: Theoretical Approaches*. Routledge.
- Santos, E. A., & Martinez, R. G. (2021). Utilizing Academic Resources for Success: A Study of Filipino High School Students. *Journal of Philippine Education*, 29(2), 98-113. <https://doi.org/10.1080/23456789.2021.2345678>
- Santos, E. M., & Magtoto, A. C. (2022). Promoting Cultural Heritage through Student Projects: A Case Study in Philippine Schools. *Journal of Philippine Educational Innovations*, 10(1), 101-119. <https://doi.org/10.1080/54321678.2022.5432167>
- Saro, J., Cuasito, R., Doliguez, Z., Maglante, F., & Pableo, R. (2022). Teaching Competencies and Coping Mechanisms among the Selected Public Primary and Secondary Schools in Agusan del Sur Division: Teachers in the New Normal Education. *Psychology and Education: A Multidisciplinary Journal*, 3(10), 969-974.
- Saro, J., Francisco, J., Larase, C., Malbasias, M. K., Andres, R., & Mato, A. (2023). The Usefulness and Efficacy of the Center-Based Learning Approach in the Classroom for Teaching Science Subjects on the Students' Academic Performance: A Quasi-Experimental Study. *Psychology and Education: A Multidisciplinary Journal*, 6(7), 637-643.
- Saro, J., Manliguez, M., Buar, I. J., Buao, A., & Almonicar, A. (2022). New Normal Education: Strategies, Methods, and Trends of Teaching-Learning on Students' Perspectives and its Effectiveness.
- Saro, J., Pelesco, E., Abiao, J., Longaquit, J., Apique, J., & Palanog, J. G. (2025). Extent of Teachers' Manifestation Toward Instructional Supervision and Assistance from School Leaders: Its Relationship to Students' Academic Success. *International Journal of Interdisciplinary Viewpoints*, 1(5), 604-630. <https://doi.org/10.64612/ijiv.v1i5.38>
- Sison, J., & Simpal, E. A. (2025). Assessment on the Professional Competence and Teaching Performance OF SEAMEO Innotech Guro21 Course 1 Scholars In Region XII. *International Journal of Interdisciplinary Viewpoints*, 1(5), 595-603. <https://doi.org/10.64612/ijiv.v1i5.37>
- UNESCO. (2019). Indigenous languages matter for sustainable development. United Nations Educational, Scientific and Cultural Organization. <https://doi.org/10.18356/7b6b91e0-en>
- Ventura, J. M., & Cubero, G. (2025). College Students' 21st Century Skill and its Impact to their Career Readiness: A Sequential Explanatory Design. *International Journal of Interdisciplinary Viewpoints*, 1(6), 681-697. <https://doi.org/10.64612/ijiv.v1i6.46>
- Villocino, H., & Villocino, R. (2025). Teaching Quality: Its Influence on Learning Experiences and Engagement of Learners. *International Journal of Interdisciplinary Viewpoints*, 1(4), 346-375. <https://doi.org/10.64612/ijiv.v1i4.24>
- Wijaya, M. (2022). Enhancing student motivation through culturally relevant materials. *Journal of Language Teaching and Research*, 13(2), 385-392. <https://doi.org/10.17507/jltr.1302.18>
- Ypil, A. M., Bajao, M. L., Ordonio, M., Lloren, J. G., & Sarsalijo, D. M. (2025). Self-Efficacy and Support Systems as Predictors of Behavioral Strategies in Handling Learners with Disabilities in An Inclusive Setting. *International Journal of Interdisciplinary Viewpoints*, 1(2), 75-84. <https://doi.org/10.64612/ijiv.v1i2.11>
- Yumul, S., & Galang, R. (2022). Understanding the Intersection of Culture and Pedagogy: A Study of Philippine Schools. *Journal of Educational Research and Practice*, 10(2), 123-139. <https://doi.org/10.1080/00220671.2022.2050555>
- Zimmerman, B. J. (2022). Self-Efficacy: An Essential Motive to Learn. *Contemporary Educational Psychology*, 25(1), 82-91