

Teachers' Culture-Based Practices and Students' Self-Efficacy

Gariel H. Pinaaling^a, Azel M. Valle^b

^agpinaaling@gmail.com, ^bjeazarvalle@gmail.com

Southern de Oro Philippines College – Graduate School, Cagayan de Oro City, Philippines

Abstract

Culture-based education promotes a sense of belonging and inspires students to be an active participants in society. This study aimed to determine the correlation between Instructional Strategies and Self-Efficacy in the select Districts in the Division of Gingoog City. It sought to find out the extent of the teachers' culture-based practices, determine the students' self-efficacy, the significant relationship between the independent and dependent variables, and which of the independent variables influenced students' self-efficacy. A total of one hundred thirty (130) Grade 12 students comprised as respondents. The study employed correlational and causal designs with Mean, Standard Deviation, Pearson Coefficient of Correlation, and Multiple Linear Regression as the statistical treatment. It found that teachers highly practiced culture-based strategies through contextualization and localization. The students have a high extent of collective or social competency. These strategies, assessments and products are moderately related to students' self-efficacy. Culture-based strategies and assessments, and products best influenced students' self-efficacy. Teachers are encouraged to sustain and even enhance the practiced of localization and contextualization in their teaching. The students are motivated to enhance their academic self-efficacy by managing their time efficiently. The teachers are encouraged to sustain their localization and contextualization practices; hence, these are associated with students' self-efficacy.

Keywords: Culture-Based, Practices, Self-Efficacy

1. Introduction

A teaching and learning approach known as "culture-based education" is built on the principles, customs, and practices that make up every culture. Culture can be defined as the shared customs, beliefs, and way of life of a society/community/country. It refers to the group's shared ideals and conventions (Singh, 2022). Article XIV, Section 17 states that the state recognizes, respects, and protects indigenous cultural communities' rights to conserve and develop their cultures, customs, and institutions. It will consider these rights when establishing national policies to achieve the goals set in Article XIV of the Philippine Constitution of 1987.

The Indigenous People's Right Act, also known as Republic Act 8371, specifically states in section 30 that the state shall provide equal access to various cultural opportunities to the ICCs/IPs through the education system, governmental or private cultural organizations, scholarships, grants, and other incentives without compromising their the right to create, manage, and regulate their own educational institutions and systems, providing instruction in their own language, in an appropriate manner. Indigenous children and young people have a right to receive all levels and kinds of public education.

Furthermore, the purpose of the DepEd is to preserve and promote every Filipino's right to excellent, egalitarian, culture-based, and comprehensive basic education. The Basic Education Sector Reform Agenda (BESRA) in the Philippines, which includes improvements to the management of the Indigenous Peoples Education (IPed) program, is endorsed by DO 62, s. 2011; RA 8371 or IPRA Law. Towaf (2016) states that conceptually 'culture' meant the way of life of society, comprising all aspects of human existence, and the concept of culture-based education is important to promote nationality or national identity and responsibility of young Indonesians. Building the classroom curriculum on the varied students' backgrounds, culture, and

knowledge helps prepare pupils to be respected citizens of today's global community. Creating a deep sense of respect Students must be exposed to other people's heritage languages and cultures from an early age in order to be prepared for today's multicultural society (Caballero, 2016).

A teacher's culture-based practice, on the other hand, is the act or process of putting information into context, making sense of information from the circumstance or location in which the information was discovered. According to Khari (2018), it is critical to remember that skills taught to students, such as problem-solving and analytical thinking, do not exist in isolation; using purposeful contexts and learning activities, where these skills are applicable and why they should know them, will be more effective than simply memorizing theories and concepts.

According to Estuarso et al. (2017), pupils are more interested in learning English when the materials offered are more culturally relevant. It has been discovered that using local reading materials might help enhance their extrinsic motivation and engagement with the topic (Wijaya, 2018). The majority of the learners in the setting where the researcher is assigned are indigenous, and they have trouble absorbing the teachings utilizing only the two languages medium of instruction, English and Filipino. The majority of students in the school district are Higaunon. The possession of unique oral traditions, which are then passed down to the next generation, is one of the important cultural characteristics of a Higaunon Tribe. These oral traditions left an imprint on the Higaunons' lives.

According to Paguio et al. (2019), cultural communities around the world express and celebrate their rich history and colorful traditions through oral literature passed down from generation to generation, maintaining cultural identity continuation. These oral works of literature take the shape of stories, songs, riddles, legends, chants, and folktales, and they contain indigenous people's cultural beliefs, indigenous knowledge, and community values, which they have long struggled to preserve. The indigenous language lies at the heart of these cultures and memories, serving as an impermeable vehicle for their oral literature to flourish and endure across time. Indigenous oral literature, like other types of literature, plays an important role in transferring practical tools that their people can use to catalog and organize their collections of oral literature. Simultaneously, the globe continues to debate the appropriate way to manage, store, and conserve indigenous information, such as oral literature.

In the case of the Higaunon tribe, their habitations are in Mindanao's Northern and Central areas, mainly in the provinces of Misamis Oriental, Bukidnon, Agusan del Sur, Agusan del Norte, and Lanao del Norte. Higaunons are the least known of the area's ethnic groups. They are known as the people of the living mountains and the inhabitants of the forests. Their name is derived from the words "higa" which means "to live or reside," "gaun" which means "mountain or highland," and "onon" which means "people."

In terms of maintaining and enhancing their Oral Traditions, one of the most crucial tools for tracing ancestry, the Higaunon in Misamis Oriental are among the most vulnerable Mindanao tribes. A few Higaunon students participated in a few IP events held in schools, villages, and even barangays, despite the fact that the center for Indigenous Peoples Education in the Division of Gingoog City, North 3 District serves ninety (90) percent Higaunon students. These oral traditions provide good contexts and scenarios for relating teacher instruction and making learning concrete and effective. It will also teach the students to appreciate, value, and conserve their traditions. The proponent of this study would like to collect data on how teachers' Culture-Based Practices in instruction make learning more effective in the Division of Gingoog City, particularly in the North 3 District, where the majority of learners are members of the Indigenous Higaunon Tribe. As a result, this study was conceived.

This research was founded on John Dewey's Curriculum Theory. He believed that the curriculum should eventually develop pupils who could adequately deal with the current world. As a result, the curriculum should not be presented as finished abstractions, but rather embrace the child's preconceptions and worldview. Dewey describes how to categorize children's conduct using four instincts, or impulses. The four impulses, according to Dewey, are social, constructive, expressive, and artistic. The curriculum should help the kid develop an organized understanding of the world in which he or she lives. Dewey planned to utilize

jobs to connect small representations of basic living activities in the classroom. Dewey aimed to achieve this goal by combining subject areas and materials. Dewey created linkages between subjects and the child's life in this way. Dewey is credited for creating progressive schools, some of which are still in operation today (Liqui, 2022).

DepEd Order 62 s, 2011, which mandates the inclusion of Indigenous Knowledge Systems and Practices in all learning domains and activities, and calls for the adoption of appropriate basic education pedagogy, content, and assessment. The DepEd will introduce mother tongue-based multilingual education for IPs kids. Improved hiring, deployment, and continuous professional development of teachers and learning facilitators who carry out the IP Education Program is another aspect of the IPs education framework. A key component of these IP education policies is the use of more forceful affirmative action to end all forms of IP discrimination throughout the Philippine educational system. This is strongly related to Teachers' Culture-Based Practices in the sense that if teachers use these approaches, learners may readily relate to the lesson; thus, they are familiar with and have experienced these scenarios. As a result, they are more likely to participate in learning activities. According to Fu (2018), incorporating local culture-based materials in language-teaching classrooms benefits both students and teachers. It is a beneficial technique to incorporate local cultural texts into foreign language training. It will motivate kids because the local culture contents include issues that they are familiar with. They can also encourage students to get a better knowledge of one's own culture.

Additionally, self-efficacy has a significant impact on the learning process. Self-efficacy is associated with the learner's belief in his ability to do tasks, arrange activities to learn on their own, and live with the prospect of academics of their own and others in the process of learning (Mirzawati & Rusdinal, 2020). A high level of self-efficacy is required to complete the work and fulfill the learners' duties at school. The classroom environment and how teachers give teaching are critical in assisting students to grow and prosper. A learning environment in which students can easily relate to the information and examples used by the teacher allows them to absorb the lesson fast. As a result, teachers must localize and contextualize their instruction in order for students to engage and connect with what their teachers convey to them.

2. Methodology

In this study, the descriptive-correlational and causal designs were applied. Given that the study will evaluate the probable association between how teachers' culture-based practices their education and the learners' self-efficacy level (Fraenkel et al., 2018), this approach is the right design. The goal of correlational design is to determine the relationship between two or more variables, as well as their cause and effect. Furthermore, according to Setiyawan and Rizkiyanto (2022), it is a statistical test used to assess the proclivity or tendency of two or more variables or two sets of data to change consistently. It's also a causal design. As a result, it will try to determine which independent factors are involved, alone or in combination, predict learners' self-efficacy.

The following statistical methods were utilized: For Problems 1 and 2, mean and standard deviation were used to determine the extent of the teachers' culture-based behaviors and the learners' self-efficacy. For Problem 3, Pearson Moment Correlation Coefficient was utilized to assess the association between teachers' culture-based activities as viewed by their students and learners' self-efficacy. Simultaneously, Multiple Linear Regression was used for Problem 4 to determine which of the independent variables, alone or in combination, predict learners' self-efficacy.

3. Results and Discussions

Problem 1. To what extent do teachers implement culture-based practices in their instruction in terms of:
 1.1 Strategies; and

1.2 Assessment and Product?

Table 1*Culture-based Practices of Teachers as Perceived by the Learners in terms of Strategies*

Indicators	Mean	SD	Description	Interpretation
1. Sometimes our teachers take local examples to make the lesson more understandable.	4.42	.76	Strongly Agree	Very Highly Practiced
2. There are times our teacher creates materials (other rather than those suggested in the textbook) and use them	4.16	.74	Agree	Highly Practiced
3. Sometimes we visit community resources with our teachers as part of the lesson.	3.31	1.19	Undecided	Moderately Practiced
4. Our teachers give us projects / assignments which we can complete by going out to the community (e.g. by asking community members).	3.71	.94	Agree	Highly Practiced
5. Our teachers challenge us to relate what we learn in class to what we see (experience) in our community.	4.18	.84	Agree	Highly Practiced
6. At school there are programs whereby we can engage in actual activities (e.g. school improvement, cleaning and shaping the school play grounds, etc.)	4.03	.84	Agree	Highly Practiced
7. There are times when our teachers invite experts from the community to class to teach or train us on important issues connected to the lesson topic.	3.19	1.21	Agree	Highly Practiced
8. Our teacher used our local oral traditions to make the lesson easy to understand	3.98	.83	Agree	Highly Practiced
Overall Mean	3.87	.92	Agree	Highly Practiced
Note: 4.21-5.0 Very Highly Practiced; 3.41-4.20 Highly Practiced; 2.61-3.40 Moderately Practiced. 1.81-2.60 Less Practiced; 1.0-1.80 Least Practiced				

Table 1 on the preceding page demonstrates the extent to which instructors' culture-based methods in curriculum implementation are perceived by students. It has an overall mean of 3.87 and a standard deviation of .92, indicating that it is categorised as Agree and interpreted as such Highly Practiced. The findings indicate that the teachers used a culture-based approach to curriculum implementation. This is specified under section 10.2 of the Republic Act 10533 Implementing Rules and Regulations, which states that the Curriculum must be contextualized and flexible enough to enable and empower schools to localize and develop the curriculum depending on their different educational and social situations. This allows pupils to quickly connect the topic to real-world perspectives (Flores., 2020).

Furthermore, the indicator *Sometimes our teachers use local examples to make the lessons more clear*. The highest Mean of 4.42 with SD=.76 is stated as Strongly Agree and understood as Very Highly Practiced. This implies that teachers use local examples to help IP students understand the topic. Furthermore, the teachers use contextualized and localized lesson plans that are tailored to the learning styles of the IP students. Culture-based education is founded on the acceptance of multi-culturally different knowledge systems, skills, and socio-cultural diversity in educational processes. Furthermore, using local culture and context as topics in such writings promotes learners to embrace familiar vocabulary and stimulates additional reading and willingness to comprehend the materials (Nambiar et al., 2020).

The indication, on the other hand, *Sometimes we visit community resources with the teachers as part of the class*. The lowest mean was 3.31 with a standard deviation of 1.19, indicating Undecided and Moderately Practiced. This means that instructors and students are the least likely to use community resources. Especially in locations where instructors must obtain permits before engaging in any activity outside of the school grounds. As noted, teachers may take the initiative to open pupils' learning. Teachers are not hesitant to introduce their students to a nearby community laboratory if one is available. In this approach, the students can practically see the true significance of their studies.

In truth, education is about acquiring. It is all about Interpersonal contacts, social ties, self-discovery,

and self-growth are all important. In turn evaluation and self-assessment must stress the variety of learning as well as the overall learning experience. (Preston et al., 2021). They stated that in order to create culturally valid assessments, teachers must first comprehend Indigenous culture. Assessment approaches that are beneficial for Indigenous children are group-oriented and simulate real-life experiences.

Table 2 shows teachers' culture-based approaches to evaluation and product as perceived by students. It has a mean score of 3.70 and a standard deviation of .95, showing that it is Agree and well-practiced. This indicates, in terms of the product, that the teachers employed culturally appropriate assessments and a regionally designed tool for all learners. Cultural awareness is required of teachers.

Table 2

Culture-based Practices of Teachers as Perceived by the Learners in terms of Assessment and Product

Indicators	Mean	SD	Description	Interpretation
1. Our teacher encourages us to use indigenous or localized materials for our performance task.	3.75	.91	Agree	Highly Practiced
2. We can present performances and outputs using our oral traditions.	3.72	1.00	Agree	Highly Practiced
3. Our teacher allows us to demonstrate of what we know based on the local practices.	3.71	.92	Agree	Highly Practiced
4. In diagnostic assessment, the teacher drew our local experiences.	3.65	.92	Agree	Highly Practiced
5. Indigenous products and performances can be performed to show of what we know the lessons.	3.76	1.00	Agree	Highly Practiced
6. Teachers' assessment practices are flexible based on our needs and interests.	3.88	.87	Agree	Highly Practiced
7. Assessment practices of the teachers are culturally appropriate.	3.49	1.02	Agree	Highly Practiced
8. Assessment practices of our teacher is tailored on our indigenous culture.	3.45	.98	Agree	Highly Practiced
9. In assessing our performance the teacher respects our cultural practices, beliefs, and traditions.	3.93	.97	Agree	Highly Practiced
Overall Mean	3.70	.95	Agree	Highly Practiced

Note: 4.21-5.0 Very Highly Practiced; 3.41-4.20 Highly Practiced; 2.61-3.40 Moderately Practiced;
 1.81-2.60 Least Practiced; 1.0-1.80 Very Least Practiced

They should be aware of cultural differences. The assessment must be culturally appropriate in order to link people to learning and represent their cultural values. The teacher should be culturally responsive and provide students with assessment flexibility so that students can include cultural allusions and fluency into demonstrations of achievement. It is disrespectful to a child's life and culture to assess them in a way that does not seem meaningful or relevant to those aspects of their lives full child's development (Stoffer, 2017). This is confirmed by Mustaffa et al.'s (2020) study, which indicates that incorporating local culture into language resources must examine how the materials will contribute to skill development.

The indicator *In assessing our performance, the teacher respects our cultural practices, beliefs, and traditions*, The highest Mean of 3.93 with SD=.97 is stated as Agree and understood as Highly Practiced. This implies that the teachers take into account the constraints of their cultural ideas and customs. The learners may feel more at ease interacting with their teachers as a result. Within their limitations, they can discuss their experiences. Education, from an Indigenous perspective, is about acquiring Life skills are about interpersonal interactions, social connections, self-discovery, and personal development. Evaluation and self-assessment must, in turn, place a strong emphasis on the variety of learning as well as the overall learning process (Preston et al. 2021). They highlighted that teachers must understand Indigenous culture in order to construct culturally valid assessments. Effective assessment procedures for Indigenous kids are group-oriented and

mirror real-life scenarios. Such an assessment, as in outdoor education or culture camps, could be holistic or project-based activity. (Riley, 2019).

On the other hand, the indicator *Assessment practices of our teacher is tailored on our indigenous culture* the lowest mean was 3.45 with a standard deviation of .98, which is defined as Agree and interpreted as Highly Practiced. This means that teachers' assessment procedures are not always consistent between Western and Indigenous cultures. Teachers may have errors in this because they did not grow up in an indigenous community. The learners believe that their teachers cannot always relate their practices. As has been noticed, experiences are best served in the classroom, which is why teachers must be aware of the learners' ideas and culture. According to Shultz et al. (2021), good evaluation processes necessitate explicit consideration of culture. Assessments frequently reflect the dominant cultures' values, beliefs, and goals. It will be incongruent with the needs of Indigenous children if the instructor fails to develop fair and effective assessment for them (Trumbull & Barber, 2019).

Table 3

Summary Table of Teachers' Culture-based Practices

Variables	Mean	SD	Description	Interpretation
Strategies.	3.87	.92	Agree	Highly Practiced
Assessment and Product	3.70	.95	Agree	Highly Practiced
Note: 4.21-5.0 Very Highly Practiced; 1.81-2.60 Least Practiced; 3.41-4.20 Highly Practiced; 1.0-1.80 Very Least Practiced 2.61-3.40 Moderately Practiced;				

Table 3 is a summary table of teachers' culture-based activities in terms of tactics, assessment, and product. As a result, it is revealed that the teachers possessed teaching approaches that are sensitive to the society's current culture. Moreover, variable *strategies* have the greatest Mean of 3.87 with SD=.92, which is classified as Agree and interpreted as Highly Practiced. This means that it has been argued that understanding and appreciating the importance of Indigenous education is anchored in the environment in which it takes place. Understanding the feeling of place and the individual's relationship to that location is required for this rooting (Saaler, 2023).

On the other hand, the variable *assessment and products* achieved the lowest mean rating of 3.70 with SD= 0.95, defined as Agree and interpreted as Highly Practiced. This suggests that teachers contextualized their tactics more than exams and products. An assessment of this type could be a holistic or project-based endeavor, such as in outdoor education or culture camps (Riley 2019). The assessment must be culturally appropriate in order to link people to learning and represent their cultural values. The teacher should be culturally responsive and provide students with assessment flexibility so that students can include cultural allusions and fluency into demonstrations of achievement. Because it doesn't Assessing a child in a way that doesn't appear meaningful or relevant to their life and culture is inauthentic and does not respect the learning of the complete child and pointless. (Stoffer, 2017).

Problem 2. How strong is the pupils' self-efficacy in terms of:

- 2.1 Academic Self-Efficacy;
- 2.2 Social Self-Efficacy; and
- 2.3 Emotional Self-Efficacy?

Table 4 on the following page illustrates the students' academic self-efficacy. It has an Overall Mean of 3.81 and a Standard Deviation of .92, indicating that it is Agree and is viewed as High. This implies that students can do well in school. Despite belonging to an indigenous culture, their cognitive ability to perform well in class was unaffected. It demonstrates that kids are motivated to learn when lessons are contextualized and localized. The pace of the learning process is flexible for each student the research by Mam et al. (2017) indicated that students exposed to contextualized and localized instruction outperformed pupils exposed to

contextualized but not localized instruction. Butarbutar et al. (2019) discovered that incorporating local culture into learning-teaching activities for younger learners increases their enjoyment, happiness, and interest in classroom activities. However, Ugwuanyi et al. (2020) discovered that having students trust in their potential to succeed in a certain situation or complete a task increases their self-efficacy, which leads to improved academic accomplishment.

Table 4*Students' Academic Self-Efficacy*

Indicators	Mean	SD	Description	Interpretation
1. I can get the attention of my teachers to help me when I get stuck on schoolwork.	3.87	.96	Agree	High
2. I can study a chapter for a test.	3.79	.89	Agree	High
3. I can succeed in finishing all my homework every day.	3.60	.96	Agree	High
4. I can pay attention during every class.	3.85	1.00	Agree	High
5. I will be successful in passing all my subjects.	3.78	.86	Agree	High
6. I will be successful in satisfying my parents with my schoolwork.	3.77	.90	Agree	High
7. I will be successful in passing the test.	3.74	.98	Agree	High
8. I can associate myself with my classmates.	3.95	.94	Agree	High
9. I can work with productively with my friends and classmates.	4.02	.83	Agree	High
Overall Mean	3.81	.92	Agree	High
Note: 4.21-5.0 Very High 3.41-4.20 High; 2.61-3.40 Moderately High; 1.81-2.60 Low; 1.0-1.80 Very Low				

The indicator *I can work with productively with my friends and classmates* Having the highest Mean of 4.02 with SD=.92, which is characterized as Agree and interpreted as High. This signifies that the indigenous pupils are working constructively with their peers and classmates. They perform in school as regular and normal students. It has been demonstrated in academic settings that perceived social support improves academic achievement (Vasquez et al., 2022). Students that experienced more positive emotions and trusted in their skills used metacognitive learning strategies, which resulted in greater academic achievement (Hayat et al., 2020).

Self-efficacy is an important psychological component that is generally regarded vital in numerous fields of psychology due to the function it plays in good conduct. Indeed, improving self-efficacy and recognizing factors that influence it will have an impact on learners' accomplishment. Self-efficacy is defined as competence and the ability to deal with life's difficulties (Saeid & Eslaminejad, 2017). Furthermore, self-efficacy is not synonymous with self-image, self-worth, or any other related construct. It is frequently given the same meaning as these variables, as well as confidence, self-esteem, and optimism; nonetheless, it has a slightly distinct definition than any of these related ideas.

On the other hand, the indicator *I can succeed in finishing all my homework every day* The lowest mean was 3.60 with a standard deviation of .96, which is defined as Agree and interpreted as High. This means that IP students frequently rely on their classmates to complete their schoolwork. This can be seen in a natural classroom setting. Students require a buddy system. The more time they spend with their friends, the more confident they are in their ability to complete their schoolwork. It is best to have friends to call and refer topics for clarity while experiencing difficulty, especially in class-related activities. Indigenous pupils prefer to work in groups (Riley & Johansen, 2019). Furthermore, it is well known that two heads are better than one

while doing something, particularly decision-making, in order to achieve better results.

Table 5
Students' Social Self-Efficacy

Indicators	Mean	SD	Description	Interpretation
1. I can express my opinions even if other classmates disagree with me.	3.72	.93	Agree	High
2. I can have a chat with an unfamiliar person.	3.62	.98	Agree	High
3. I can work in harmony with my classmates.	3.78	.99	Agree	High
4. I can tell other classmates that they are doing something that I do not like.	3.63	.94	Agree	High
5. I can work with my friends and other classmates.	3.94	.89	Agree	High
6. I can prevent quarrels with other classmates.	3.76	.95	Agree	High
7. I can easily adjust myself to strangers.	3.72	1.09	Agree	High
8. I can be a friend to anybody.	3.89	.93	Agree	High
9. I can pacify my friends who have conflicts.	3.56	1.01	Agree	High
Overall Mean	3.73	.97	Agree	High

Note: 4.21-5.0 Very High 3.41-4.20 High; 2.61-3.40 Moderately High; 1.81-2.60 Low; 1.0-1.80 Very Low

Table 5 depicts the pupils' level of social self-efficacy. It has an overall mean of 3.73 and a standard deviation of .97, classifying it as Agree and interpreting it as High. This indicates that the students demonstrated collaborative or collective proficiency. Furthermore, pupils believe they can do assignments successfully when they work with others. A successful organization still requires people who are both accountable and confident in their abilities. Singh's (2022) research backs up this finding. Culture-based teaching and learning should aim to motivate pupils not only academically, but also socially, culturally, mentally, and spiritually. Social or collective efficacy is described as collaborative competency, or the belief that individuals can succeed and work together to solve problems. This attribute does not negate the necessity for self-awareness. A successful organization still requires people who are both accountable and confident in their abilities. Individual competencies, on the other hand, are magnified and become synergistic in social efficacy. It typically connects a person's relationships and self-efficacy (Claremont Lincoln University, 2018).

Further, the indicator *I can work with my friends and other classmates*, with a mean of 3.94 and a standard deviation of 0.89, was labeled Agree and interpreted as High. This implies when students collaborate with their classmates, they are more at ease and efficient in their work. Working together allows kids to develop more loving, supporting, and committed connections with one another. This, in turn, boosts their self-esteem, resulting in stronger social skills and emotional well-being (Spence, 2022).

Moreover, It is defined by Gazo et al. (2020) as the individual's trust in his ability to participate in social interactive tasks required to maintain personal relationships. Furthermore, it is vital to offer students with adequate social support in order to improve their grades and increase their level of academic motivation and self-efficacy (Hussain et al., 2023).

On the other hand, the indicator *I can pacify my friends who have conflicts*, The lowest mean was 3.56 with a standard deviation of 1.01, which is characterized as Agree and interpreted as High. This means that the learners' learning is less inhibited in terms of resolving disagreements. Indigenous people have a long history of respecting the decisions of others. In this instance, the teacher in the classroom is the ideal person to resolve any problems that arise. Perhaps the students have been conditioned to remain mute in the face of disparities. That they exclusively let their parents or elders to resolve disputes. The The teaching

and learning process must cater to the physical, social, and cultural preferences of the learner. He also stressed the importance of a culturally responsive classroom. Every student must feel valued and safe in order to study and participate. Learners can build a sense of pride and self-worth in such a setting. When students are aware that their cultures are being promoted at school, they feel empowered, a part of the school community, and a sense of pride in their cultural heritage. Students do better academically and develop into more well-rounded adults when they learn in a setting that value their language and culture (Singh, 2022).

Table 6*Students' Emotional Self-Efficacy*

Indicators	Mean	SD	Description	Interpretation
1. I can cheer myself up when an unpleasant event has happened.	3.96	.94	Agree	High
2. I can prevent myself to become nervous.	3.65	.95	Agree	High
3. I can control my feelings.	3.90	.96	Agree	High
4. I can give myself a pep talk when I feel down.	3.65	.98	Agree	High
5. I can tell my friend that I do not feel well.	3.81	.86	Agree	High
6. I can suppress my unpleasant thoughts.	3.71	.80	Agree	High
7. I do not worry about things that might happen.	3.45	1.03	Agree	High
8. I can manage myself in times that I have a big problem.	3.89	.86	Agree	High
9. I can manage my feeling and emotions in situations that I am not doing good in my	3.86	.85	Agree	High
Overall Mean	3.76	.91	Agree	High

Note: 4.21-5.0 Very High 3.41-4.20 High; 2.61-3.40 Moderately High; 1.81-2.60 Low; 1.0-1.80 Very Low

The emotional self-efficacy of the students is displayed in Table 6. Its overall mean is 3.76, with a standard deviation of 0.91, and is therefore categorized as Agree and interpreted as High. As a result the pupils' emotions could be managed inwardly rather than externally. Furthermore, the children can communicate their feelings in a socially acceptable manner that is appropriate for the situation. Emotional self-efficacy is a person's perception that they can respond effectively and adequately to environmental cues, whether positive or negative (Paupanekis et al., 2019). Individuals also feel they can manage and control bad emotions while experiencing and expressing positive emotions in appropriate situations.

In the same table, the indicator *When a negative thing occurs, I can make myself feel better* the highest mean of 3.96 with a standard deviation of 0.94 was recorded, which is viewed as high and is classified as Agree. This suggests that the pupils had an excellent coping mechanism when confronted with adversity in their lives. It also means that individuals may recuperate and regain their equilibrium in a stressful scenario. Furthermore, the students accept responsibility for their emotions and recognize that emotions do not represent objective reality. In other words, feelings are an individual and subjective experience arises from one's interpretation of events (Mental Health.net, 2022).

Moreover, the indicator *I do not worry about things that might happen*, scored the lowest Mean of 3.45 with SD=1.03 was determined as Agree and interpreted as High. This implies that the kids have a positive attitude on life and that, despite their difficulties, they are certain that they can overcome all obstacles. As noted, the learners are influenced by whatever happens in their surroundings. Some students fall behind academically owing to familial or financial issues. In such instances, the instructor at school must be critical in assessing the feelings or behaviors that students exhibit. This could imply that they require sanctuary. Emotional self-efficacy beliefs in emotion regulation have been shown to support wellbeing and psychosocial adaptation through time, according to Bassi (2018). When a person lacks emotional

effectiveness, they can become entrenched in patterns of maladaptive behavioral reactions. These emotional pain reactions or the drive to avoid suffering feed and sustain psychopathological processes. They may lack comprehension of their emotional experience; they may struggle to tolerate and regulate difficult emotions; and it may appear practically impossible for them to make values-consistent decisions when triggered (New Harbinger Publications, 2017).

Table 7*Summary Table of Extent of Self-Efficacy*

Variables	Mean	SD	Description	Interpretation
Academic Self-Efficacy	3.74	.98	Agree	High
Emotional Self-Efficacy	3.95	.94	Agree	High
Social Self-Efficacy	4.02	.83	Agree	High
Overall Mean	3.90	.92	Agree	High

Note: 4.21-5.0 Very High 3.41-4.20 High; 2.61-3.40 Moderately High; 1.81-2.60 Low; 1.0-1.80 Very Low

Table 7 summarizes the students' sense of self-efficacy. It has an overall mean of 3.30 and a standard deviation of .92, indicating that it is Agree and is evaluated as High. This indicates that the pupils have a strong belief in their ability and potential to complete things despite any problems they may face. The table reveals that the Mean is 3.7-4.02 and the Standard Deviation is .83-.98, indicating high self-efficacy. This aided Singh's (2022) research. Culture-based teaching and learning should strive to motivate pupils not only academically, but also socially, culturally, mentally, and spiritually.

The variable, *Social Self-Efficacy*, got the highest Mean of 4.02 with SD=.83, which is described as Agree and interpreted as High. The illustrative review of the intervention literature demonstrates that the proposed classroom-based socialization processes have clear applied implications, and efforts to improve socialization in the classroom can promote students' emotional and academic competence (Valiente et al., 2020). Moreover, the culture-based practices of the teachers are great factors that the students develop their Social Self-Efficacy.

On the other hand, *Academic Self-Efficacy* scored the lowest, with a mean of 3.74 and a standard deviation of .98, showing agreement and evaluated as high. This suggests that student-respondents lack the guts and confidence to achieve academically in school. Moneva and Tribunalo (2020) explored the relationship between students' self-confidence and performance tasks, as well as whether self-confidence influences students' performance tasks. It demonstrates that pupils with high self-confidence levels may easily complete their schoolwork and are not frightened to participate in any activity. Students with low self-confidence, on the other hand, performed poorly on tasks and were afraid to participate in any activity.

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

Table 8*Correlation Analysis between Culture-based Practices and students' Self-Efficacy*

Variables	r-value	p-value	Decision on Ho	Interpretation
Strategy	.524**	.000	Reject	Significant
Assessment and Product	.570**	.000	Reject	Significant

** . Correlation is significant at the 0.01 level (2-tailed)

The association study between culture-based behaviors and students' self-efficacy is shown in Table 8. It demonstrates that the two variables are regarded as relevant.

The second variable, evaluation, has the greatest r-value of .570, indicating that the decision on H_0 is rejected and evaluated as significant. According to the research, the pupils believe in their ability to succeed and achieve their objectives. Furthermore, the data shows that approach, assessment, and product all have a moderately favorable link with self-efficacy. This suggests that as the scope of culture-based practices of methods and assessment increases, so does students' self-efficacy. As a result, the null hypothesis is rejected on this basis.

On the other hand, the r-value for Assessment and Product is .524 with a p-value of .000 and is viewed as significant. This suggests that increased self-efficacy raises the likelihood that pupils' academic performance will improve. This supports the findings of Bello et al.'s (2023) study, which found that when teaching and learning processes were localized and contextualized, learning performance improved significantly. Culturally responsive teachers, similarly, connect academic concepts to their students' everyday life, an approach that makes learning experiences more personally meaningful, engaging, and effective (Muniz, 2019).

Problem 4. Which of the independent variable singly or in combination influenced students' self-Efficacy?

Table 9

Regression Analysis between Culture-based Practices and Students' Self-Efficacy

Culture-based Practices	Unstandardized Coefficients		Standard Coefficient Beta	T	Sig.
	B	Std. Error			
Constant	1.398	.276		5.059	.000
Strategies	.284	.082	.293	3.452	.001
Assessment and Product	.339	.072	.402	4.728	.000
R=.619		R ² =.383	F=39.386		Sig=.000

a. Dependent Variable: Self-Efficacy

b. Predictors: (Constant), Strategies and Assessment

Table 9 shows how the independent variables affect the dependent variables. Clearly, the teachers' two culture-based practices influenced the learners' self-efficacy: Strategies, $\beta = 0.284$, $t = 3.452$, ($p.01$), and Assessment and Product, $\beta = 0.339$, $t = 4.728$, ($p.01$). The data suggest that Strategies, Assessment, and Product all have a substantial impact on learners' self-efficacy.

More specifically, the beta weights (β) represent the projected scores for values of the independent variables, implying that each additional score/unit accounted for by these two measure variables would imply a boost in the learner's self-efficacy. This suggests that the more these culture-based practices are used, the higher the learners' self-efficacy. Furthermore, the numbers in the table reveal that every unit shift in culture-based strategies boosts the learner's self-efficacy by 29.3 percent. This also means that the more culture-based practices are used, the higher the learner's self-efficacy. Learner self-efficacy has increased by 40.2 percent when it comes to culture-based product review and evaluation. This means that the greater the use of culture-based assessment and output, the greater the students' sense of self-efficacy.

Furthermore, The R^2 value illustrates how much influence the entire set of independent variables, taken as a whole, has on the learner's self-efficacy. The total variation of the dependent variable was 38.3%, which reflects the amount of variance explained by the two culture-based practices, namely Strategies and Assessment and Product, while other factor variables not included in the study accounted for 61.7 percent of the variance. The equation useful in determining what independent variable/s substantially influences self-efficacy (Y) as evidenced by the F-value (39.386) with its matching probability value (.000) is significant at ($p.01$) based on the preceding study.

Therefore, The null hypothesis is rejected since no independent variable, alone or in combination, best influenced the learner's self-efficacy. This means that as teachers conducted culture-based teaching,

students' self-efficacy increased, and when self-efficacy grows, the likelihood of improving student performance increases. This claim is corroborated by the findings of Bello et al. (2023) the localization and contextualization of teaching and learning processes learning performance improved significantly.

4. Conclusions and Recommendations

The following conclusions are drawn based on the study's main findings:

1. Teachers used culture-based tactics such as contextualization and localisation extensively.
2. Students demonstrate a high level of collective or social proficiency. They can become more capable as they work with their peers and classmates.
3. Students' self-efficacy is marginally related to culture-based strategies, assessment, and product.
4. Students' self-efficacy was most influenced by culture-based tactics, assessment, and product.

Following are some recommendations based on the study's findings:

1. Teachers are encouraged to continue, if not improve, their use of localization and contextualization in the classroom.
2. Students are urged to better themselves academic self-efficacy through effective time management.
3. Teachers are recommended to keep up their localization and contextualization techniques, which are linked to student self-efficacy.
4. Teachers are urged to improve their skills in developing alternate or genuine evaluations for evaluating students' performance.

REFERENCES

- Abood, M. H., Alharbi, B. H., Mhaidat, F., & Gazo, A. M. (2020). The Relationship between Personality Traits, Academic Self-Efficacy and Academic Adaptation among University Students in Jordan. *International Journal of Higher Education*, 9(3), 120-128.
- Bassi, M., Delle Fave, A., Steca, P., & Caprara, G. V. (2018). Adolescents' regulatory emotional self-efficacy beliefs and daily affect intensity. *Motivation and Emotion*, 42, 287-298.
- 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, Document ID: PEMJ520, doi:10.5281/zenodo.7607686, ISSN 2822-4353
- Butarbutar, R., Uspayanti, R., Manuhutu, N., & Palangngan, S. T. (2019, October). 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, J. (2016). The Importance of Culture-Based Education. *NABE Perspect*, 20-21.
- Card, Michael. (2022). What is total enumeration sampling. <https://www.quora.com/What-is-total-enumeration-sampling>
- Cherry, Kendra. (2022). Self-Efficacy and Why Believing in Yourself Matters.
- Chiclana, F., Kumar, R., Mittal, M., Khari, M., Chatterjee, J. M., & Baik, S. W. (2018). ARM-AMO: An

- efficient association rule mining algorithm based on animal migration optimization. *Knowledge-Based Systems*, 154, 68-80. LiquiSearch. (2022). Curriculum Theory - John Dewey's Curriculum. Claremont Lincoln University. (2018). From Self-Efficacy to Social Efficacy. [com/self-efficacy-4177970curriculum](https://www.claremontlincoln.edu/self-efficacy-4177970curriculum)
- DepEd Order No. 62 (2011). Adopting the National Indigenous Peoples Education (IPEd) Policy Framework. Education Environment with Students' Self-directed Learning <http://bk.ppj.unp.ac.id/>
- Eduardo, J. P., & Gabriel, A. G. (2021). Indigenous peoples and the right to education: The Dumagat experience in the provinces of Nueva Ecija and Aurora, in the Philippines. *SAGE Open*, 11(2), 21582440211009491.
- Estuarso, D. (2017). When local goes global: English teachers as cultivators of local culture in a globalized region. *KnE Social Sciences*, 60-69
- Fathi, J., & Derakhshan, A. (2019). Teacher self-efficacy and emotional regulation as predictors of teaching stress: An investigation of Iranian English language teachers. *Teaching English Language*, 13(2), 117-143.
- Flores, Grace T. (2020). The Use of Contextualized Instructional Materials (CIMs) in Teaching Social Studies among Primary Grade Learners. https://www.researchgate.net/publication/354969987_The_Use_of_Contextualized_Instructional_Materials_CIMs_in_Teaching_Social_Studies_among_Primary_Grade_Learners
- Fraenkel, J., Wallen, N., & Hyun, H. (2018). How to design and evaluate research in education. McGraw Hill; 10th edition (February 20, 2018). <https://www.amazon.com/How-Design-Evaluate-Research-Education/dp/125991383X>
- Frawley, J., Ober, R., Olcay, M., & Smith, J. (2017). Indigenous student achievement in higher education: the influence of cultural factors on self-efficacy. *Journal of Australian Indigenous Issues*, 20(2), 17-30.
- Fu, W. (2018). Read from local to global: A culture-based reading material. *Advances in Social Sciences Research Journal*, 5(2).
- 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.
- Garin, Reyes, Domantay, & Rosal. (2017). Contextualized and Localized Teaching as a Technique in Teaching Basic Statistics
- Gavilan College. (n.d.). Contextualized Teaching and Learning.
- Gazo, Mahasnch, Abood, and Muhediat. (2020). Social Self-Efficacy and its
- 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.
- 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.
- <http://ijhe.sciedupress.com> International Journal of Higher Education Vol. 9,
- <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/l/localization->
- <https://theknowledgereview.com/significance-culture-based-education-philippines/>
- <https://theknowledgereview.com/significance-culture-based-education-philippines/>
- <https://www.brandonu.ca/bu-cares/files/2020/01/Indicators-of-Student-Success->
- <https://www.claremontlincoln.edu/engage/ethical-leadership/self-efficacy-social-efficacy/>
- https://www.gavilan.edu/staff/context_teach.php
- https://www.liquisearch.com/curriculum_theory/john_deweys_curriculum_theory

- <https://www.newharbinger.com/blog/professional/emotion-efficacy-what-it-is-and-https://www.verywellmind.com/what-is-self-efficacy-2795954>
<https://www.verywellmind.com/what-is-self-efficacy-2795954>
[index.php/aipitekin/index](https://www.verywellmind.com/what-is-self-efficacy-2795954)
- Indicators of student success: Teacher handbook. Brandon University.
- Issues vis-à-vis the development of its COVID-19 model. Journal of Research,
- Keller, H. (2022). *Cultures of infancy*. Routledge.
- Kūkea Shultz, P., & Englert, K. (2021, July). Cultural validity as foundational to assessment development: An indigenous example. In *Frontiers in Education* (Vol. 6, p. 701973). Frontiers Media SA.
- Kirton, A., & McKeever, N. (2023). Trust, Attachment, and Monogamy. *The Moral Psychology of Trust*, 295.
- Liqui Lung, C. W. (2022). On the Origin and Persistence of Identity-Driven Choice Behavior.
- Mam, R. M. G., Domantay, G. F., & Rosals, J. (2017). Contextualized and localized teaching as a technique in teaching basic statistics. *Asia Pacific Journal of Education, Arts and Sciences*, 4 (1), 62, 67
- Maria Lady Sol A. Suazo & Gemmalyn P. Montenegro (2018)-Implementation of a Culture-Based Education
- Mental Health.net. (2022). Emotional Self-Efficacy. <https://www.mentalhelp.net/adolescent-development/emotional-self-efficacy/>
- Mirzawati and Rusdinal. (2020). The Relationship between Self-efficacy and Learning
- Muniz, Jenny. (2019). 5 Ways Culturally Responsive Teaching Benefits Learners.
<https://www.newamerica.org/education-policy/edcentral/5-ways-culturally-responsive-teaching-benefits-learners/#:~:text=5%20Ways%20Culturally%20Responsive%20Teaching%20Benefits%20Learners>
- Muris, P., Merckelbach, H., Otgaar, H., & Meijer, E. (2017). The malevolent side of human nature: A meta-analysis and critical review of the literature on the dark triad (narcissism, Machiavellianism, and psychopathy). *Perspectives on psychological science*, 12(2), 183-204..
- Mutlu, A. K. (2018). Academic Self-Efficacy and Academic Procrastination: Exploring the Mediating Role of Academic Motivation in Turkish University Students. *Universal Journal of Educational Research*, 6(10), 2087-2093.
- Nambiar, R. M., Ibrahim, N., Hashim, R. S., Yasin, R. M., Azman, H., Yusof, N. M., & Mustaffa, R. (2020). Impact of local culture-based reading materials on students' skill development and confidence in English. *Universal Journal of Educational Research*, 8(2), 445-453.
- New Harbinger Publications. (2017). *Emotion Efficacy: What It Is and Why It Matters*.
- Nguyễn, Phạm & Nguyễn: Tasks, self-efficacy, and L2 motivational self-system
 No. 2;
- Paguio, J. D., & Rosa, J. A. R. D. (2019). Threats and Mechanisms in Preserving the Oral Literature of the Aeta Magbukon of Bataan, Philippines. *Bicol University R & D Journal*, 22(1).
- Paupanekis, E., Murray, J., Rempel, K., Lounatvuori, A., & Lawrence, B. (2019).
 Policy & Practice of Teachers & Teacher Education (ISSN 2232-0458/ e-ISSN
- Preston, J. P., & Claypool, T. R. (2021, July). Analyzing assessment practices for Indigenous students. In *Frontiers in Education* (Vol. 6, p. 679972). Frontiers Media SA.
- Relationship
 Republic Act 10533. (2013) Act Enhancing the Philippine basic education system
- Riley, L., & Johansen, M. (2019). Creating valuable indigenous learning environments. *Journal of Public Affairs Education*, 25(3), 387-411.
- Roman, J., & Ortega, M. (2019). Culturally Relevant Pedagogy.
- Ronald Joseph AVECILLA, M. B. A. (2019). The Philippine Cultural Education Program of the National Commission for Culture and the Arts: Retooling the Program towards a Culture-Based Education for Public Governance. In *Ascendens Asia Journal of Multidisciplinary Research Conference*

Proceedings (Vol. 3, No. 4).

- Saeid, N., & Eslaminejad, T. (2017). Relationship between Student's Self-Directed-Learning Readiness and Academic Self-Efficacy and Achievement Motivation in Students. *International education studies*, 10(1), 225-232.
- Saguin, Inocian, & Un. (2020). Contextualized differentiated instruction in contemporary
- Setiyawan, A., & Rizkiyanto, L. (2022). Teachers' experience in EFL class by implementing blended learning during covid-19: narrative inquiry. *English Education English Journal for Teaching and Learning* 10(01):94-107. DOI:10.24952/ee.v10i01.5659
- Saaler, S. (2023). NATIONALISM, HISTORY, AND COLLECTIVE NARCISSISM. *The Routledge Handbook of Nationalism in East and Southeast Asia*, 234.
- Singh, J. P. (2022). CULTURE-BASED EDUCATION. *SocialScience*. 2550-1771 Vol. 10, No. 2, December 2020, 18-31
- Spence, Carley. (2022). Collaborative learning: the science behind it, and why it works. <https://www.cambridge.org/elt/blog/2022/04/29/collaborative-learning-science-behind-it/>
- Sun Star Pampanga. (2017). Localization and Contextualization of Teaching Science. <https://www.pressreader.com/Teacher-Handbook.pdf> teachers-hat/contextualizing-learning-using-scaffolding-a6046434fc88
- Stoffer, J., and Australian (2017). The Importance of Culturally Safe Assessment Tools for Inuit Students. *J. Indigenous Educ.* 46 (1), 64–70. doi:10.1017/jie.2016.30
- Towaf, S. M. (2016). The National Heritage of Ki Hadjar Dewantara in Tamansiswa about Culture-Based Education and Learning. *Journal of Education and Practice*, 7(23), 167-176. strengthening its curriculum and increasing the number of years for basic
- Trumbull, E., & Nelson-Barber, S. (2019). The ongoing quest for culturally-responsive assessment for Indigenous students in the US. In *Frontiers in Education* (Vol. 4, p. 40). Frontiers Media SA.
- Ugwuanyi, C. S., Okeke, C. I., & Asomugha, C. G. (2020). Prediction of Learners' Mathematics Performance by Their Emotional Intelligence, Self-Esteem and Self-Efficacy. *Cypriot Journal of Educational Sciences*, 15(3), 492-501
- UNESCO International Bureau of Education. (2022). Localization of curriculum.
- Vasquez, R. A., Esteban, R. F. C., Mamani-Benito, O., & Caycho-Rodríguez, T. (2022, June). Examining Academic Self-Efficacy and Perceived Social Support as Predictors for Coping With Stress in Peruvian University Students. In *Frontiers in Education* (Vol. 7, p. 881455). Frontiers Media SA. why-it-matters/