

Uncovering Diversity in Social Studies Through Culturally Responsive Pedagogy Among Indigenous Students in The Philippines

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Abstract — Abstract- This qualitative study uncovers the diversity in Social Studies through Culturally Responsive Pedagogy among indigenous students in the Philippines. The study was participated by the Junior High School Social Studies teachers from the two public school in the Municipality of Lumbatan, Lanao Del Sur. To gather information about the JHS Social Studies teachers' teaching strategies, their perspectives on CRT, approaches that support CRT practices, and potential challenges in the CRT process, an asynchronous online interview using a validated self-created survey questionnaire was used. The findings show that the most current teaching strategies of the Social Studies teachers focuses on the development of students' soft skills such as critical thinking, socialization, and self-confidence. Three themes emerged from the CRT perspectives of the JHS Social Studies teachers which are: Personalized Learning, Language Literacy, and Inclusive Classroom with Interaction and Collaboration. The findings suggest that most teachers perceived that CRT is a contextualized approach. However, Contextualization and localization are the least current CRT strategies used by Social Studies teachers. The most used CRT Strategy is collaboration and cooperative learning however, these approaches are the least supported by the teachers' perspectives on CRT. Moreover, if a teacher is unaware of a student's background, some issues, such as discrimination and bullying, may arise. Finally, to enhance the JHS Social Studies teachers' CRT approaches, an enhanced faculty development program for culturally responsive teaching in Social Studies was proposed.

Keywords — *Culturally Responsive Teaching, interaction & collaboration, language literacy, personalized learning, perspectives*

I. Introduction

Culturally responsive education is one of the most effective ways of meeting the learning needs of culturally diverse students (Gay, 2000, 2010; Ford, 2010; Harmon, 2002; Ladson-Billings, 1994, 2010). The Republic Act 10533, also known as the Enhanced Basic Education Act of 2013 permits and empowers schools to localize and indigenize depending on their educational

and social contexts within the national competences necessary in formal and non-formal education for all learners, regardless of socioeconomic or cultural background. Furthermore, this law's implementing rules and regulations include the institutionalization of Indigenous People's Education (IPEd) in DepEd. The IPEd programs must promote multiple modalities that strengthen the Indigenous Learning System (ILS) in cultivating young understanding and articulation of indigenous systems and practices (DepEd Order No. 43, 2. 2013). Research shows numerous related issues in CRT implementation. For instance, concerns in connecting with indigenous people (Thorpe, et al., 2021); cultural mismatch due to the differences between school culture and family culture of children, unmanageable pupils, and a weak parental and community support (Dar, W. & Najar, I., 2017); linguistic hurdles that influenced student's learning (Huynh, T., 2021); and decrease in the integration of cultural and linguistic variety throughout time (Bodur, Y., 2016). Meanwhile, in the Philippines, Pejaner, KJ. and Vistades M. (2020) found out that although teachers used a variety of applications and techniques in the classroom, it was only limited to those activities that connected the subject's concepts to their daily lives. Due to the teachers' lack of knowledge of the students' culture, other indigenous knowledge systems and practices were not considered. Furthermore, the prevalence of inferiority and shame shows that students and teachers have not resolved inferiority and shame issues. In Lanao Del Sur, apart from the Maranao's distinct cultural practices, they are considered the most significant Muslim cultural linguistic minority in the Philippines. For example, the Maranao language is widely spoken throughout the municipality of Lumbatan Lanao Del Sur. Students and teachers, in particular, use their native language to communicate with one another in schools. However, while most students and teachers in Lanao del Sur are Maranao, there are some students who come from a different cultural background, which may lead to a neglect for other students' language & cultures.

The purpose of this qualitative inquiry was to uncover the diversity in Social Studies through CRT among the junior high school social studies teachers in the two public schools in the Municipality of Lumbatan Lanao Del Sur. It sought answers about the Social Studies teachers' teaching strategies. Specifically, their perspectives on CRT, their approaches that support the CRT practices, and the challenges they may encounter in the CRT process. Finally, this study aimed to propose an enhanced faculty development program for culturally responsive teaching in Social Studies. Django P. and Alim S. (2014) developed a vision for culturally sustaining pedagogy based on the work of culturally relevant pedagogy due to increasing issues related to racism and racially motivated bullying in schools. Its goal is to "support multilingualism and multiculturalism in practice and perspective for students and teachers. They argue that culturally sustaining educators not only draw on but also sustain their students' culture—both static (e.g., heritage ways and home language) and evolving culture. Thus, the Culturally Responsive Teaching (CRT) was defined as it attempts to preserve and promote linguistic literacy and cultural heterogeneity practices (Django P. & Alim S., 2014). Therefore, a Culturally Responsive Teaching emphasizes the importance of education in preserving culture and traditions. CRT strategies can meet the needs of indigenous students by adapting teaching methods and approaches to their cultural backgrounds. The application will not only improve students' academic performance, but it will also increase their

motivation and foster a sense of belonging in the classroom while encouraging acceptance of other people's cultural beliefs.

Literature Review

Culturally Responsive Teaching. Students are examining the world critically, questioning accepted knowledge, contributing their perspectives to shape that knowledge, and maintaining and developing the literacies required to do this work (Quince, C., 2021). Thus, depending on their context and level of comfort, they must express their social and cultural concerns and demands in their new surroundings through writing or dialogue and must demonstrate how they would deal with their own complicated and conflicting identities (Weng et al., 2021). Moreover, IPRA legislation was enacted in order to indigenize formal education and reverse the impact of formal education on indigenous populations while the Alternative Learning System (ALS) curriculum for Indigenous Peoples (IPs) education (DO No. 101, s. 2010) drafted by the Bureau of Non-Formal Education, now the Bureau of Alternative Learning System (BALS) focused at achieving functional literacy such as communication skills, problem solving and critical thinking abilities, a feeling of self and community, ecological sustainability practice, and the development of a global worldview for IPs who wish to learn at their own speed and location. According to Mullen, C. (2020), curriculum and indigenous knowledge are integrated to foster involvement, acceptance, and justice beyond tolerance. Therefore, learners must understand the relationship between culturally sustaining pedagogy and conceptual understandings and practices of reading, thinking, and writing involved in analyzing and generating knowledge in a discipline across subject areas (Quince, C., 2021). Culturally Responsive Teaching highlights concerns about the value of education in rapidly changing civilizations hence a school should be a place where communities of colour's cultural traditions can be sustained (Alim, H & Paris, D., 2017). CRT applications are a method for meeting the requirements of pupils. CRT applications for students will boost their motivation and have a favorable impact on their intellectual and affective growth during the educational process (Karatas, K., 2020). Paris, Django and Alim, H. (2014) defined Culturally Responsive Teaching (CRT) as it attempts to preserve and promote linguistic literacy, and cultural heterogeneity practices. It is characterized by teachers who are committed to cultural competence, establish high expectations, and position themselves as both facilitators and learners" (Samuels A.J., 2018, p. 23).

Current Teaching Practices in Social Studies. The DepEd K12 Program has the following salient features: (1) strengthening early childhood education (universal kindergarten); (2) building proficiency through language (mother tongue-based multilingual education); (3) making the curriculum relevant to learners (contextualization and enhancement); (4) gearing up for the future (senior high school); (5) ensuring integrated and seamless learning (spiral progression); and (6) nurturing the holistically developed Filipino (college and livelihood readiness, 21st century skills) (DepEd ,2015). The Araling Panlipunan program, which is part of the K12 curriculum or the Enhanced Basic Education Curriculum, adopts an innovative technique that sets it apart from

standard methods of education. It contains Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs), which specify what students should know and be able to do in civics, economics, geography, history, and social studies (K12 Gabay Pangkurikulum, 2016). The topics in this area focus on acquiring a variety of specific ideas, facts, and generalizations, therefore, students must use greater reading comprehension and reading sub-skills (e.g., inquiry, comprehension, word-learning abilities) to grasp the information (Deveci & Bayr, 2011, as cited by Ilter, I., 2017) and to encourage student's participation in learning about themselves as a community.

Students in social studies classes must employ strong tactics that model vocabulary development as well as effective reading and vocabulary abilities (Baer & Nourie, 1993; Ciardiello, 2002, as cited by Ilter, I. 2017, p. 1137). To increase student learning and performance, teachers are encouraged to apply effective reading techniques as well as the sub-skills they believe are suitable and valuable in their classrooms (Chang & Ku, 2014; Graves, 2006, as cited by Ilter, I. 2017, p. 1138). bayır, ö. (2016) points out the role of the Social Studies course in creating a society with skilled citizens while Martell, C. and Stevens, K. (2019) identify the instructors' methods and some teaching qualities such as tapping on students' local communities, growing students' socio-political consciousness, and offering activities that helped preserve dynamic community practices. Further, the teachers' approaches of culturally sustaining pedagogy were impacted by their school settings and the backgrounds of their pupils.

Teachers' Perspectives on Culturally Responsive Teaching. Perspectives is "a reflective, socially defined interpretation of experience that serves as a basis for subsequent action... a combination of beliefs, intentions, interpretations, and behavior that interact continually" (Clark & Peterson, 1986, p. 287). Teachers bring to the classroom a vision of teaching and carry that vision out via their cultural lenses, prejudices, and assumptions (Montecinos, 1995). After studying the teacher perspectives of culturally responsive teaching, according to Ebersole et al. (2015), three themes emerged: 1) Participating in culturally responsive activities; 2) Transitioning to a culturally responsive teaching viewpoint; 3) Becoming a culturally responsive teacher. Similarly, Liao et al. (2021) suggested that to generate culturally responsive teachers, instructors should engage in education knowledge from culturally diverse perspectives, improve their tactics for generating culturally inclusive learning experiences, and establish asset-based attitudes about cultural diversity. The following pieces of literature show the value of participation in culturally responsive activities for instructors. Karatas, K. (2020) said, instructors feel that to be culturally responsive, one must be aware of his or her students' cultural ideas. Karatas explains that a culturally responsive teacher should possess concern and respect for the student's culture, tolerance, fairness, avoiding attitudes and behaviors of cultural prejudice, being aware of their students' cultural beliefs, and accepting and understanding. In addition, teachers should promote a safe, educational environment by prioritizing attentiveness and respect to students' cultural beliefs and cultural influence on learning (Karatas, K., 2020). Finally, they should have varied teaching strategies and

solid professional pedagogies to tie issues to their students' cultural features and (Ebersole et al., 2015) build knowledge inclusive of all pupils.

Components of Culturally Responsive Teaching. According to Krasnof, B. (2016), cultural responsiveness is a vital component of excellent teaching and being an effective teacher includes more than just providing subject matter training or focusing on a single indicator of student achievement. This critical study found out the significant components of a culturally responsive teaching such as *discovery, personalized learning, language literacy, and inclusivity with interaction and collaboration*. Personalized learning is a pedagogical technique aimed at revolutionizing education (Strekalova-Hughes et al., 2021). It emphasizes learner agency regarding what and how they learn, tailoring pedagogy to students' unique interests, needs, and talents. Personalized learning appears to have an impact on the quality of educational evidence, making it difficult to gain a thorough understanding of how the approach is used (Strekalova- Hughes et al., 2021). The DepEd's Madrasah Education in the K to 12 for appropriate and relevant educational opportunities for Muslim learners. The purpose is to recognize the Muslim learner's cultural context, competencies, and interests. Similarly, the highly observed ethnomathematical practices of Ifugaos is a pattern of their characteristics as keen observers and expressive of their practices (Capua, R. D., 2020). According to Weng et al. (2021), teachers must provide students with a variety of discussion topics while taking into account their stated interests and needs. For example, when a hip-hop pedagogy is implemented in an urban science classroom, girls of color can establish a science identity and better comprehend the subject (Adjapong, E. 2021).

In terms of language and culture, "it was not possible to understand or appreciate one without knowledge of the other" (Wardhaugh, 2002, as cited by David, E. n.d). The language used by a people reflects their culture: since they value certain things and do them in specific ways, they come to use their language in ways that reflect what they value and what they do (p. 219-220). "Language does not exist in isolation but is part of a society and culture" (Chan Suet Fong [1], Dorothy DeWitt [2], & Chin Hai Leng [3], 2018, p. 66); These two are inextricably linked (Brody, 2003: 40; Jiang, 2000, p. 238, as cited by Salim, S., 2017); and are "intertwined and cannot be separated" (Brown, 2000; Byram, 1997; Deardorff, 2006, Kramsch, 1993; Liddicoat, 2001; Paige, et al., 2003; Shen, 2004; Ho, 2009; Xia, 2013, as cited by Chan Suet Fong [1], Dorothy DeWitt [2], & Chin Hai Leng [3], 2018, p. 66); As when it comes to the field of education and teaching, 'language learning is culture learning' (Gao, 2006, cited by Salim, S., 2017, p.59) because a certain language is a reflection of a specific culture (Farnia & Sulaiman, n.d, as cited by Salim, S., 2017, p. 242). Communication is the "*ground of meeting and the foundation of community*" (p. vii) among human beings (Montagu and Watson, 1979 as cited by Krasnof, 2016).

The more exposure in a certain language, the more it became easier to use it. However, in a culturally responsive classroom, although it is important to consider students comfortability in expressing themselves, it is the role of the teacher to help the students to become at least bi-culturally competent which means, the student can speak using their home language and can be

able to translate it into a standard English form (Landson-Billings, G., n.d, 5:59-6:29). Becoming bi-lingual means to protect one's own language while being able to communicate to the world. This could be the best solution to avoid what so called linguistic genocide or *linguicide* by Rose, H. and Conama, JB. (2018). Using a language without knowing its cultural context might result in misunderstandings and disputes (Brislin, 1995; Hammer, 1999; Wolfson, 1989, as cited by Chan Suet Fong [1], Dorothy DeWitt [2], & Chin Hai Leng [3], 2018, p. 66). Mercado, M., and Mercado, M. (2020) claim that when designing and implementing culturally responsive learning activities, teachers anchored the content and competencies on the students' ancestral domain and cultural practices, while the indigenous language is emphasized and strengthened through the instructional process.

Lastly, creating learning opportunities without isolating any students in the classroom and support the learning of all students are the characteristics of teachers who believe in the pedagogical power of CRT (Milner, 2011, as cited by Karataş, K. 2020). It cares and build a community (Krasnoff, 2016). As the classroom environment reflects students' perceptions of their academic experience (Reid & Radhakrishnan, 2003 as cited by Barr, J., 2016), Krasnoff (2016) argues that creating an equal classroom environment means allowing various students to use their own cultures and experiences to widen their intellectual horizons and academic achievement. A strong school atmosphere necessitates meaningful and collaborative interactions between instructors and students, between teachers and administrators, and amongst students (Johnson, P., 2016). According to the High Impact Teaching Strategies – Excellence in teaching and learning (2020), CRT promote student engagement in regular and meaningful classroom interactions. It asserts that collaboration is the central concept at the heart of excellent schools as it fosters a sense of group responsibility for always improving teaching practice and, as a result, student learning. Collaboration allows teachers and teams to observe, reflect on, and improve several essential classroom practices (p. 4).

Challenges in the implementation of Culturally Responsive Teaching. According to A.J. Samuels (2018), managing potentially contentious themes in the classroom is a potential issue when implementing a culturally responsive Teachers who are culturally responsive also work to honour and accommodate students' native languages, such as by advocating for translation services and resources in multiple languages given topic or disagrees with a group's practices. For instance, the teachers' claimed lack of sufficient understanding of their own home tongue and how to teach it, as well as their lack of appropriate training to execute it (Nolasco, 2012; Tupas & Martin, 2016) (e.g. lack of understanding in the content of the Social Studies course and about the implementation of the curriculum (bayır, ö. (2016), incorporating Aboriginal material (Thorpe, et al., 2021), and how to teach the materials (Milne, E., 2017); lack of research expertise and abilities in doing research (Ulla Mark, B., et al., 2017); and Specialization-workload mismatch in the preparation and lesson administration of the out-offield social studies teachers (Mea,et al., 2019)). Such matters may cause pain and, as a result, may be downplayed or avoided (A.J. Samuels, 2018). Teacher's anxiety about potential conflicts among students who embrace opposing ideologies is

also an identified challenge in CRT implementation (A.J. Samuels, 2018). Because people's ideologies can be predicted by their personalities (Jost, Nosek, & Gosling, 2008, as cited by Maas, Z., 2018, p.3) and values (Gibson & Hare, 2016, as cited by Maas, Z., 2018, p.3), and experiences. Like the experience with school, travel, and job that requires critical thinking or looking at opposing ideas that lack a "correct solution," for example, tends to generate a liberal tilt (Jost, Nosek, & Gosling, 2008, as cited by Maas, Z., 2018, p.3).

In this sense, the conflicting ideas arouse due to differences in personalities, values, and experiences. It means that people's ideologies change over time, and this frequently coincides with significant life events. Thus, make it difficult for the people to work together effectively. For instance, as reported by Dar, W., and Najjar, I. (2017), the biggest issue in teaching tribal children is the IPs adaptability to nontribal conditions. Some studies indicate that being in a new cultural environment is a challenge to students. The teachers and students may experience communication, teaching, and learning difficulties because kids may not adjust to the classroom setting due to their hesitation to participate in activities or talk in the multicultural classroom since they are learning in a new and foreign atmosphere (Cooper, Helmes & Ho., 2004, as cited by Alsubaie, M.A., 2015). In addition, the same authors also found out that group study, lectures, individual learning, and cooperative learning, all of which entail interaction and communication, may be unfamiliar to all overseas students. In this context, it affects the communication of people in class. The learners' expressions are heavily influenced by their cultural indoctrination (Krasnof, 2016) and the differences in vocabulary, grammar, linguistic styles, nonverbal behavior, values, beliefs, and customs across cultures may lead to disputes and misunderstandings (Lu, 2004; Shen, 2004; Sun, 2011). Instructors and students will be unable to comprehend and communicate themselves directly and clearly to one another if they have distinct nonverbal communication (Bohm, Davis, Meares & Pearce, 2002, cited by Alsubaie, M.A., 2015) and if students do not have language proficiency (Cooper, Helmes & Ho, 2004, cited by Alsubaie, M.A., 2015). A.J. Samuels (2018) claims that the existing prejudices both personal and institutional, and how these biases might lead to a lack of commitment or incentive to be culturally sensitive is also an issue.

II. Methodology

Research Design. This qualitative study used a descriptive phenomenological approach because this design is appropriate for research questions centered on determining the who, what, and where of events or experiences, as well as gaining insights from informants about an inadequately understood phenomenon (Neergaard et al., 2009; Sullivan-Bolyai et al., 2005).

Research Sampling. Using homogenous purposive sampling, eight Junior High School Social Studies teachers from the two public schools in the municipality of Lumbatan Lanao Del Sur II participated in this critical study.

Research Participants. There are 10 teacher participants, one of them has 16 years of teaching experience, three have eight years, two have six years, one has five, and one is in her fourth year of teaching this year.

Research Instrument. This study used a structured interview via a straightforward topic-focused questionnaire for a limited interaction and to obtain precise information from the participants. Numerous methods to assess the interview questions validity were used in this study. For instance, the researchers approached some JHS social studies teachers to initially answer the questions and identify if there's confusion in the part of the participants when answering it or if there's any additional ideas that can be added to the questionnaire so that the participants can answer it comprehensively. As the expert plays a vital role and gives feedback to the researchers, the questionnaire's amended draft was distributed to three more experts. One is a Maranao school owner and principal of one of Marawi City's private schools and a university professor from Mindanao State University (MSU). Another is also a Maranao professor from MSU with specialization in the field of education, lastly is an Educational Management specialist and a professor from the Philippine Women's University Taft Avenue Manila.

Data Gathering Procedures. Within the scope of the ethical responsibility of the researchers, the consent letters to the significant individuals as well as the invitation letter was sent thru email and Facebook messenger. Stated in the invitation letter sent to each participant is a clear explanation of the study's purpose including the risks and significance in participating in this study. The participants were also informed about their right to withdraw from the research at any time and assuring them of the confidentiality of their personal information and their responses.

Ethical Considerations. Amid a global pandemic, varied online methods provide opportunities for conducting research. An online access to research participation, participants' access to resources and referrals must be considered in a pandemic context (Newman, P., Guta, A., & Black, T., 2021). In this sense, the researchers obtained the following consents and assistance initially for the assistance and blessing from the Sultanate of Bayabao in Ambolong, Marawi City Lanao Del Sur in locating an appropriate Maranao elder in the Municipality of Lumbatan, Lanao Del Sur and any essential Maranao community protocols to follow to facilitate this study. Following the referral, a letter was sent to one of the respected Alem (leaders) in the Municipality of Lumbatan, Lanao Del Sur, expressing respects and requesting blessing and assistance. The researchers then obtained permission letters from the principals of the two public schools where the study was conducted. After obtaining the consent letter, an invitation letter was sent to the study participants, inviting them to participate in this critical research.

III. Results and Discussion

Four themes emerged as the Current Teaching Strategies Employed by the Participants in Social Studies such as: Cooperative and Collaborative Learning; Developing Basic Life Skills; Contextualized Learning Materials; and Word Translation. In Collaboration and cooperative learning, the teachers encourage students to participate in groups, share their ideas, and collaborate with their peers in order to promote acceptance of each other's beliefs as well as individual similarities and differences. To develop the basic life skills of the students, the teachers employ a variety of strategies to help their students feel comfortable expressing themselves and developing important life skills such as critical thinking, socialization, and self-confidence. Allowing students to present themselves in class and encouraging them to ask questions and share their own life experiences is one strategy. Furthermore, they used a variety of learning materials to help students learn. By stating the purposes of each material, participants emphasize the importance of contextualization in order to provide meaningful learning. Finally, the teachers encourage students to express themselves and share their ideas in their native language in class. Then they assist them in translating their language into standard English. They also use technology in the classroom to help students learn.

Three themes emerged about the Participants' Perspectives on Culturally Responsive Teaching such as: Personalized learning; Language Literacy; Inclusive Classroom with Interaction and Collaboration. Culturally Responsive Teaching (CRT) is a deliberate approach in which teachers learn about their students' backgrounds and experiences and incorporate them into their teaching strategies. It is a contextualized approach because it necessitates the modification of standard DepEd materials to reflect what is appropriate for the student's cultural background. Furthermore, teachers emphasize the significance of respecting what is acceptable and unacceptable in the eyes of the students. Moreover, teachers believe that CRT helps students learn to translate their native language into English, allowing them to speak freely and without discrimination. Finally, CRT is a method that focuses on the development of positive relationships among students. Its goal is to bring students from various cultural backgrounds together. Under this theme, teachers' perspectives on CRT include a classroom that is fair to all students and where everyone feels at home without discrimination. They believed that CRT brings together diverse learners while respecting and accepting individual beliefs, similarities, and differences. In terms of the Current Teaching Strategies Employed by the Participants in Social Studies that Subscribe to the Components of the Culturally Responsive Teaching, contextualization and localization are two CRT strategies used by teachers for personalized learning. To assist their students in translating their native language into standard English and encouraged them to freely express themselves in class using their native language and they emphasize group collaboration while encouraging critical thinking and reflection in their students. Instead of simply receiving information, students can process it through discussion. For example, "playing technique (dramatization)" (P2), and group reporting (P4).

As for the teachers perspectives that subscribed to the component of CRT, they believe that a culturally responsive teacher should be concerned and respectful of their students' cultures, be tolerant and fair, avoid attitudes and behaviors of cultural prejudice, and be aware of their students' cultural beliefs. Teachers recognized the significance of getting to know their students well because it serves as a link between motivation and learning. “what interest student to listen is when you touch some of their values” (P3). They are concerned about the development of their students in terms of how they perceive the world, express their thoughts about it, and express themselves. Teachers believe that the most effective CRT strategies for language literacy are those that help students speak their native language as well as comprehend and speak its translation. Furthermore, the teachers perceive collaborative learning as one of the most useful strategies that support the CRT practices, as it allows students to work together with a group. Some teachers explained that there is encouragement of broad knowledge including cultures, rather than focusing on only one. Further, according to other participants, thru collaborative learning, "learners will develop resiliency" and "students are able to share thoughts with one another, appreciating each other's differences and meeting diverse ideas" (P1, P6). During the CRT implementation, the teachers are concerned about the consequences of students' relationships with one another as a result of the teacher's lack of CRT knowledge or the lack of implementation itself. In this regard, the teachers explained that implementing teaching strategies that are appropriate for the students' backgrounds is critical. They also teachers emphasized the importance of assisting students in accepting and respecting each other's cultural beliefs, as well as collaborating to build knowledge that is inclusive of all students. Otherwise, the students divide into groups based on their beliefs. Lastly, some of the issues raised include assistance with teacher training, learning materials, and interactions with learners' families and communities.

Proposed Enhanced Faculty Development Program for Culturally Responsive Teaching in Social Studies

Table 1. Proposed Enhanced Faculty Development Program for Culturally Responsive

| Key Result Areas | Program Objectives | Specific Programs | Key Persons Involved | Teaching in Social Studies | Time Frame | Mode of Evaluation/Assessment | Expected Outputs | Budget |
|---|--|---|--|--|--|---|---|--------------------|
| A. Personalized Learning | Help the teachers to acquire student's background and information (e.g., cultural beliefs, strengths, needs, skills, and interests) before the school year begins. | Interview with parents or other family members, friends, and student. Hold an open discussion in class. | Teacher, parents or other family members, friends, and specific student | Pen and paper | as set and based on teacher's schedule | questionnaire checklist and guide open ended questions for open discussion | The teacher shows interest to student's background, tailor his/ her instructions and activities based on student's requirements. The teacher tailors his or her discussion, activities and assessments, and students are excited to do it. The teacher demonstrates positive relationship with students. | nil |
| | Assist teachers to establish a positive classroom environment. | Facilitate Group activity in class "Appreciating my buddy" Establish, post, and consistently reinforce classroom rules and guidelines. | Teacher and students Teachers and students | n/a colored papers and other decorative materials for posting the class rules and guidelines. | 1 hour at least once every quarter throughout the school year | open ended questions Class rules and guidelines checklist | There's friendly atmosphere in the classroom The classroom is organized, there's a sense of routine & order, and students demonstrate positive behavior. Students adhere to timelines and deadlines. Evidence of increased student independence and self-efficacy. | nil 200 php |
| | Help teacher enhance student motivation | Integrate student's cultural knowledge, prior experiences, frames of preference, & performance style in topic discussions. | Teacher, students, can invite guests depending on the relevance and helpfulness to the discussion. | local materials that can be found in the community. | 40 minutes to 1 hour | Authentic Assessments (e.g., Performance Task's, exhibitions, demonstrations, portfolios) | Evidence of increase student's class participation. Students demonstrate optimism. | nil |
| | Increase the use of class participation activities for students. | Facilitate role playing activities, Reflective writing, and "Talk time with partner" activity. Provide Personalized feedbacks | Teacher, students, invited guests | pen and paper and materials as needed in role playing. | 40 minutes to one hour | | Evidence of increase student attention to specific activity. Evidence that students effectively absorbed the information. Learners actively interact with each other. Students can comprehend, empathize with, and feel compassion for people from different backgrounds. Students can communicate and cooperate with classmates and peers the instructions are clear, explicit, and known to the learners. Evidence of student's quality in performance | |
| B. Language Literacy | Improve learner's ability to comprehend what they hear using their mother tongue and English language. | Allow students to have a conversation time with partner using English language. Allow students to audio listen or watch novels and write a reflective essay about it. | Teacher, students, invited guests for feedbacks | n/a audio recordings, projector, laptop, white board, pen & paper | 30-40 minutes 1 hour or depends on teacher's time frame | Authentic Assessments (e.g., Performance Task's, exhibitions, demonstrations, portfolios) | Students can recognize details, identify the main idea, synthesize, analyze, and understand the meaning of words. | nil |
| | Develop student's confidence to express themselves easily and in an organized manner. | Facilitate activities like "Talking about Me" activity to allow students to speak about herself/himself in class | | n/a | 1 hour | | Students take initiatives to speak and shows good composure. Students exhibit decisiveness. Students can express themselves confidently using their native language in class. | nil |
| | Guide student to speak correctly and comfortably using their native language in class. | Facilitate a theme activity. Ex. Ask students to choose an English song or poem and translate its lyrics into their native language then present it in class. Do the vice versa for the English translation of their native language. | | pen & paper | 1 hour | | Students can translate their native language into an English standard form correctly. | |
| | Help student learn the English translation of their native language | | | | | | Students can synthesize and communicate ideas in an innovative way | |
| | Develop student creativity and improve use of appropriate language. | Facilitate role playing, debate, or short talks in class | | | | | | |
| C. Inclusive Classroom with Interaction & Collaboration | Assist student to engage in subject-specific discussions with peers. | Group Activities: Role Playing, debate, group brainstorming. | Teacher, students, invited audience | Pen & paper, recycled costumes/props to use for role playing | 1 hour or depends on teacher's time frame | Authentic Assessments (e.g., Performance Task's, exhibitions, demonstrations, portfolios) | Student respectfully and consistently listen, interact, and converses and make a contribution to the group. | nil |
| | Help student to collaborate with groupmates. | | | | | | Each team member encourages and support the efforts of the group as a whole. | |
| | Assist group to demonstrate teamwork | | | | | | Members contribute to the overall goal of the group. | |

IV. Conclusion

The findings of the study revealed that most of the teaching strategies of the Social Studies teachers focus on developing student's critical thinking, socialization, and self-confidence. Teachers encourage active student participation, assign reporting, and facilitate question and answer sessions to help students develop their critical thinking, socialization, and self-confidence. Although majority of the teachers perceived that CRT is a contextualized approach, contextualization and localization are the least current CRT strategies used by Social Studies teachers. The most important strategy for contextualizing learning is to first understand the students' cultural backgrounds so that teachers can make the learning relevant to them. Teachers believe that it is critical in CRT to help students learn at least two languages, their native language and its English form, so that they can freely express themselves and expand their vocabulary in order to successfully interact with others who hold opposing world views, values, behaviors, communication styles, customs, and practices.

Furthermore, a Culturally Responsive Teaching approach is consists of a personalized teaching approach in which students can comprehend and speak both their native language and English, as well as actively interact and collaborate with others while respecting and accepting different cultural beliefs. Thus, a culturally responsive teacher should employ a variety of approaches aimed at uniting diverse learners. The most common CRT approaches are group interaction and collaboration as these approaches promote acceptance of one another's similarities and differences. When implementing the CRT, the most common challenges that teachers may face are conflict among learners, a disjointed classroom due to lack of collaboration among teachers, and failure to guide their students to respect other's cultural beliefs. The least possible challenge in CRT implementation is about the support for students' motivation and learning (e.g., teachers' training, budget, teacher-family & teacher community relationship).

V. Recommendations

Since the findings of this study suggest that the least teaching strategy used in Social Studies is word translation, the teachers should encourage students to use their native language in class with ease and create effective strategies for assisting learners in becoming bilingual (e.g., introduce English translation of student's native language, simultaneous use of two languages (Native & English language) in class. The school principals should provide teachers with opportunities for practical professional development that focuses on developing students' language literacy in both their native language and English, as well as effective design and facilitation of group collaborative activities (e.g., Recruit professional development providers, more teaching and learning resources like video recordings and intended practice models). 3. The principals should conduct a survey of students every quarter to assess their progress in learning and using two languages. Based on the survey results, they should create and conduct a teacher training program at least every end of the quarter to improve their approaches.

The DepEd should improve the teacher qualification criteria by incorporating language literacy of both the mother tongue and English language and the DepEd's curriculum planners and developers should plan and design the inclusion of language literacy for high school students in curriculum. Based on the findings, majority of the teachers perceived that CRT is a contextualized approach. However, Contextualization and localization are the least current CRT strategies used by Social Studies teachers. Therefore, the DepEd should strengthen training and development for school heads/principals to provide a more comprehensive background knowledge of the CRT components. Furthermore, the findings suggest that the most common challenges that teachers may face when implementing CRT are conflict among learners and a disjointed classroom. Therefore, the authors recommend the teachers to: design and implement different fun and collaborative activities (e.g., team-building) that aim to know each other's well and will help students build a sense of acceptance and respect to other's cultural beliefs; give students more opportunities for active class participation and self-expression. They should plan and design activities that provide students with more opportunities to respond, as well as ensure that they receive both affirmative and constructive feedback (e.g., invite guests to give feedbacks); and to effectively implement the collaborative activities, the teachers should actively work with students in the classroom to make sure that everyone is cooperating. They should constantly hand out positive reinforcement to those who show positive behavior and give more help and attention to those who don't show interest.

Moreover, the school guidance counsellor should include the development of students' interactive and collaborative skills in the guidance program and plan a scheduled visit to each class at least once a quarter and lead activities that encourage group collaboration (e.g., group dynamics) targeting the development of students' soft skills such as self-confidence, communication, and so on. The principals should also plan an activity to help teachers build stronger bonds with their students' families and the community and the parents and other family members should actively participate in school's programs to support their children's motivation and participation in school activities and performances. Finally, this empirical study suggests for further study using face-to-face interviews to include collaborations among participants and access to their nonverbal reactions. Furthermore, a larger sample size should be examined to have more thorough CRT pedagogies and perspectives, as well as conduct classroom observation to corroborate actual classroom activity.

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