

Culture-Based Education Related Variables; Bases for Effective Program Implementation

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Abstract: *The study aimed to study the culture-based education related factors as bases for effective program implementation among senior high school students in the Division of Laguna for School Year 2018-2019. Specifically, the paper wanted to determine the perception of the respondents on culture-based education related variables and whether implementation of culture-based educations predicted singly or in combination by contextualization, cultural dimensions and cultural elements. The respondents of the study were the seven hundred (700) senior high school students from four (4) integrated high school and one (1) senior high school stand alone from the four congressional districts of Division of Laguna. The study was of descriptive type utilizing a researcher-made profile survey questionnaire, questionnaire on students' perception on culture-based education related variables and questionnaire on effectiveness of CBE program implementation. Results of data gathering revealed the following: (1) senior high school students were aware of CBE related variables and (2) program implementation of the Culture-based Education is singly and/or in combination predicted by contextualization, cultural dimensions and cultural elements. Based from the results, suggestions and recommendations were formulated.*

Keywords: culture, culture-based education, contextualization, cultural identity, cultural dimension

1. Introduction

With the promulgation of Republic Act 9155 on August 9155, also known as "An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports (DECS) as a Department of Education (DepEd) and for other Purposes," cultural education was effectively reaffirmed as an integral part of basic education, but administrative supervision of cultural agencies formerly attached to DECS was transferred to the NCCA. When Culture has been separated from the former DECS (Department of Education, Culture, and Sports), there is a massive struggle of correctly placed into the curriculum the culture/cultural education in the latest educational reform in the Philippines-the K-12 Curriculum. The paradox of globalization over localization and indigenization remains a struggle to many educators/teachers primarily in basic education. The concept of culture-based education has been the input of many cultural workers like the researcher himself. However, the severe problem lies in how the concept can be effectively utilized in basic education specifically in the latest addition to the basic education program.

At present, the struggle of incorporating Culture in teaching disciplines that are in the curriculum is evident among some teachers particularly in the Division of Laguna. The questions like "Are the senior high school students aware of culture-based education?", "Do they care?", "How capable are the Senior High teachers in making the lessons in class culture-based?" "Are the teachers and high school learners culturally educated/oriented?" make the researcher want to find answers through this research undertaking of identifying Culture-based Education (CBE) related factors as bases for effective program implementation.

2. Literature Survey

A person's culture and ethnicity determine how he/she perceives the world and its contents (J. Med Ethics 2002:). Growth and development in a certain atmosphere set the stage for the values and beliefs someone will have throughout his or her life. These different environments give each person a unique "web." As used by Swendson and Windsor, the term webs of significance means each person has his/her own web in "which the everyday lives of individuals are embedded" .10 Within this web are the reasons people interpret the world differently and assign meaning to events and ideas that others would not. This web contributes to who people are as individuals. Not only does it consist of having a particular type of hair, eye shape, and skin color, but includes experiences such as being comforted and feeling secure.

Berry and Candis in their book Cultural Identity and Education (2013) explained that Cultural experience, is defined as events specific to a group of individuals with shared beliefs, values, traditions, customs, practices, and language. Individuals possess a cultural identity, significant way(s) in which a person is defined or defines oneself as connected to culture (customary beliefs, traditions, practices, values and language). Experiences occur within the context of a variety of socio-cultural venues and have the significant potential of shaping one's identities. Their past and present experiences as African American teacher/educators in a suburban school system, at a historically Black university (Berry 2002a) and at a predominantly White, traditional four-year university (Berry, 2009) have continuously shaped their present experiences in a predominantly White institution. As a result, this has re-affirmed their belief that identity is not a static, but rather a socio-dynamic, racialized, and historical construct.

On the other hand, Hofstede cited in his article in 2011 the

model of national culture consists of six dimensions. The cultural dimensions represent independent preferences for one state of affairs over another that distinguish countries (rather than individuals) from each other. The country scores on the dimensions are relative, as we are all human and simultaneously, we are all unique. In other words, culture can be only used meaningfully by comparison. Cherry in 2016 presented a model which consists of the following dimensions: (1) Power Distance Index; (2) Individualism versus Collectivism; (3) Masculinity versus Femininity; (4) Uncertainty Avoidance Index; (5) Long Term Orientation versus Short Term Normative Orientation; (6) Indulgence versus Restraint and Populations and by Different Scholars.

3. Methods/ Approach

This study utilized descriptive research design. The use of researcher-made questionnaire was the primary source of data for consolidation, interpretation and analysis. Several statistical tools were utilized to analyze the gathered data. The frequency distribution and percentage were used to get the profile of the respondents including the age, gender, parents' highest educational attainment and family monthly income. On the other hand, mean and standard deviation were used to describe their perception on Culture-based Education related variables and effectiveness of the CBE program implementation while multiple regression was used to determine if the culture-based related variables do singly or in combination affect the effectiveness of the program implementation.

4. Results/ Discussion

Table 1: Summary of Perception on Contextualization

| Contextualization | Overall Mean | Overall SD | VI |
|-------------------|--------------|-------------|----------|
| Localization | 3.74 | 0.90 | A |
| Indigenization | 3.79 | 0.88 | A |
| Overall | 3.77 | 0.89 | A |

This study asserts the importance of engaging students in learning, through the use personal experience and true personal stories. To avoid making students feel inadequate or like they do not know anything about the topic, the use of *My Personal Life* as a model is a help.

In addition, contextualization gives learner true examples for the conversation, and that make a difference. By opening up with real-life stories that relate to the conversation topic, students' attention is easily caught and they tend to talk more about their personal lives in the class conversation. They are more engaged and connected to each other.

In addition, modelling makes them feel more comfortable, and they cannot be wrong because they are talking about their own experiences. However, respondents are not so much engaged to searching for local icons and information of the community given the lowest rate by them. The need to know the local culture is deemed possible only if there will be cultural workers like teachers, LGUs and NGOs who will help them develop curiosity to seek for culture that the community has, that probably they manifest but are not conscious of it. It is through local mapping that can be spearheaded by the school and community that will allow

students to recognize and develop love for local culture.

Furthermore, the data likewise that in terms of Indigenization, senior high school students show interest in various topics and skills that are developed in them as product of indigenizing the senior high school curriculum being given the highest rate.

On the other hand, students don't see it that the local culture is developed though their outputs and performances being given the lowest rate. Their awareness to this has to be further developed so that they can see the importance of developing local culture through the well-taught classroom and school activities that students are provided with.

Table 2: Summary of Perception on Cultural Dimensions

| Cultural Dimension | Overall Mean | Overall SD | VI |
|--------------------|--------------|-------------|--------------|
| Individualism | 3.39 | 1.03 | Aware |
| Collectivism | 3.50 | 0.95 | Aware |
| Masculinity | 3.18 | 1.03 | Mod. Aware |
| Femininity | 3.79 | 0.79 | Aware |
| Overall | 3.47 | 0.95 | Aware |

The results reveal that the senior high school have high respect for individual differences, believing that despite of the same community they all live in, values and perspectives may still be different. Likewise, they still possess the culture of listening to the ideas of others and being sensitive to their outlooks. Both indicators were observed with the highest rate given among all indicators.

On the other hand, in terms of Filipino culture on gender, the senior high school students believe that women are aware of the significance of family and family relationship. They are expected to be involved in nurturing tasks like education and service as matriarchal society. Relevant to this viewpoint is the perception of the young members of the society that men are not really the ones they see as assertive, tough and success-oriented. The female respondents who took the 54% of the total number of the research population see it now that decisiveness and success are for both genders apparently different to the traditional way of Filipino thinking.

Table 3: Summary of Perception on Cultural Elements

| Cultural Elements | Overall Mean | Overall SD | VI |
|----------------------|--------------|-------------|--------------|
| Language | 3.83 | 0.95 | Aware |
| Family and Community | 3.91 | 0.93 | Aware |
| Context | 3.81 | 0.93 | Aware |
| Content | 3.79 | 0.93 | Aware |
| Overall | 3.84 | 0.94 | Aware |

The family is the basic unit of society where children are raised and values are formed. The time spent with the family members in the first few phases of an individual's growth can be a major factor why one young individual behaves the way he or she does.

The community on the other hand, becomes the avenue where one meets other people other than his/her family members. Both make impact and creates influence to their becoming individuals. The senior high school students were aware that their families and communities among others are the carriers and contributors of their behaviors, practices, traditions, norms, etc. in contrary, with the lowest category

mean among all variables, language was rated comparatively lower than the rest by the respondents.

It may be taken in this light that despite of the effort of some groups of cultural workers and teacher as well in the country to strengthen the use of Filipino and other languages in most of the academic and non-academic gatherings, in households and workplaces, it has been found out that Philippine languages tend to be replaced by the use English.

Table 4: Summary of Perception on CBE Program Implementation

| Program Effective Implementation | Overall Mean | Overall SD | VI |
|----------------------------------|--------------|-------------|------------------|
| Community Connection | 3.64 | 0.96 | Effective |
| Students' Engagement | 3.63 | 0.97 | Effective |
| Cultural Identity | 3.81 | 0.95 | Effective |
| Self-Worth | 3.80 | 0.97 | Effective |
| Human Diversity | 3.91 | 0.97 | Effective |
| OVERALL | 3.76 | 0.96 | Effective |

It is evident that the senior high school respondents recognize the value of respect despite differences in many aspects. The family and school inculcate this respect and tolerance to different people around. SHS students are exposed that in a community, human diversity is present and it has been caused by the culture of many Filipinos of migration. Specifically, respondents from Calauan who are migrants coming from the different cities in Metro Manila are aware that to establish a sound and peaceful community with other relocatees, there must be respect and tolerance in terms of the values, perspectives, ideals, practices and the like.

Students may be encouraged to be motivated in venturing studies on the prevailing culture issues of the class, school or community they are in. This may be through the enhancement of competencies that are expected of the students in their Practical Research 1 and 2. Practical Research teachers then are expected to be the first to gain cultural awareness. Local mapping, field interviews, reading of local texts will be other options beside research.

Table 5: Regression of Culture-based Education Program Implementation on Contextualization

| Contextualization | Culture-based Education Program Implementation | | | | |
|-------------------|--|----------------------|-------------------|-------------------|-------------------|
| | Community Connections | Students' Engagement | Cultural Identity | Self-Worth | Human Diversity |
| Localization | .296** | .275** | .274** | .248** | .257** |
| Indigenization | .322** | .379** | .379** | .415** | .396** |
| R Square | .322 | .362 | .361 | .375 | .363 |
| Adjusted Square | .320 | .361 | .360 | .373 | .361 |
| F Value | 165.364 | 198.071 | 197.264 | 208.933 | 198.551 |
| Sig | .000 ^b | .000 ^b | .000 ^b | .000 ^b | .000 ^b |

Legend: N=700 ** significant at p<.01

The test of regression between contextualization and culture-based education program implementation can be gleaned from the data presented in Table 24 significant at p <.01. The results generally imply that CBE Program as to community connection is predicted by contextualization with the adjusted square value of 32 percent. It is important to note that 68 percent is possibly predicted by other variables not included in the study.

It can be ascertained that students get significantly connected with their community through the teachers' act of localizing the learning materials, lessons and learning experiences. Perhaps, activities like searching for local information and materials and using them in outputs and performances in the class can be done by the students.

Table 6: Regression of Culture-based Education Program Implementation on Cultural Dimension

| Cultural Dimensions | Culture-based Education Program Implementation | | | | |
|---------------------|--|----------------------|-------------------|-------------------|-------------------|
| | Community Connections | Students' Engagement | Cultural Identity | Self-Worth | Human Diversity |
| Individualism | .171** | .272** | .160** | .125** | .180** |
| Collectivism | .264** | .126** | .282** | .361** | .266** |
| Masculinity | .125** | .129** | - | - | - |
| Femininity | .210** | .304** | .356** | .296** | .370** |
| R Square | .341 | .406 | .409 | .429 | .413 |
| Adj. Square | .337 | .403 | .406 | .426 | .410 |
| F Value | 89.882 | 118.896 | 120.285 | 30.628 | 122.383 |
| Sig | .000 ^b | .000 ^b | .000 ^b | .000 ^b | .000 ^b |

Legend: * significant at p<.05

** significant at p<.01

Specifically, CBE program as to community connection is predicted by individualism with 17.1 percent significant at p <.01. The notion that making connections among individuals who are totally different from one another is indeed possible. Community connection is likewise predicted by collectivism by 26.4 percent significant at p <.01. This can be ascertained that culture-based education program can be best implemented when students are aware of the community, they belong in all its aspects. By getting involved in community activities and getting to know the culture it fosters, this will create a sense of care for the welfare of others. On the other hand, community connections are predicted by both masculinity with 12.5 percent and femininity with 21 percent significant at p <.01. This may be because, the culture of one community that dictates the norms specifically on gender and gender roles in the community and other perceptions masculinity and femininity, is an avenue to create connections.

Table 7: Regression of CBE Program Implementation on Cultural Elements

| Cultural Elements | Culture-based Education Program Implementation | | | | |
|-------------------|--|----------------------|-------------------|-------------------|-------------------|
| | Community Connections | Students' Engagement | Cultural Identity | Self-Worth | Human Diversity |
| Language | - | .237** | .202** | .272** | .222** |
| Family/Community | .114* | - | .245** | .128** | .221** |
| Context | .215** | .123** | .164** | .171** | .170** |
| Content | .336** | .407** | .222** | .254** | .224** |
| R Square | .428 | .510 | .545 | .532 | .548 |
| Adjusted Square | .424 | .508 | .543 | .530 | .546 |
| F Value | .129.795 | 181.129 | 208.475 | 197.871 | 210.898 |
| Sig | .000 ^b | .000 ^b | .000 ^b | .000 ^b | .000 ^b |

Legend: * significant at $p < .05$

** significant at $p < .01$

This explains how learners find connection between family and community. The way one individual is raised in his/her family and how relationships are developed in this onset, influences him/her on how he/she can be linked or connected to his/her community. Furthermore, context is likewise a predictor of community connection with There is an apparent that the environment, orientation and, beliefs and experiences of a learner are bridges to community connection. That is why in order to make a learner connected to his/her community, teachers are expected to consider their learners on the aspects mentioned in the implementation of this culture-based education program. Self-worth on the other hand, is predicted only by individualism with 27.2 percent significant at $p < .01$. This result explains that learners acquire confidence and self-value despite individual differences. Furthermore, self-worth is predicted as well by family and community with 12.8 percent. Self-worth begins with at home nurtured by the love and support of family members and grow in the community where opportunities are given. In addition, context is also 17.1 percent predictor of self-worth significant at $p < .01$. Learners' context are drivers of self-value and confidence and the feeling of adequacy and security is present when people embrace and appreciate their culture. Lastly, self –worth is predicted by content by 33.6 percent significant at $p < .01$. Understanding the relevance of lessons, topics, competencies that are set to be acquired by the learners makes the integration of culture relevant to them. It makes sense when learners are guided by the significance of what their teachers teach them in class.

5. Conclusion and Recommendations

Based on the findings of the study, the conclusion below was drawn.

- 1) The program implementation of the Culture-based Education is singly and/or in combination predicted by contextualization, cultural dimensions and cultural elements. Therefore, the null hypothesis posited in this study is not sustained or rejected.
- 2) Based on the results and conclusions of the study, the following recommendations are hereby suggested:
- 3) The school officials concerned may adapt the concepts of individualism and masculinity may be incorporated in lessons especially during the crafting or designing of lesson exemplars of teachers so that culture-based education may be fully implemented in the senior high school.
- 4) School officials are encouraged to develop and implement Culture-based lesson exemplars may be

developed for wider consumptions of teachers across the country. This CBE lesson exemplars may be a product of training-workshops participated by cultural workers who may be teachers, NCCA officials ,DepEd curriculum writers, Education Program Supervisors, school heads and researchers.

- 5) School officials are encouraged to conduct local mapping and research writing relevant to cultural education or culture-based education may be conducted. It is in this viewpoint that , icons, information profile of the community referring to content can be mapped and can be integrated in the teaching of a national competencies set by DepEd through the act of localization. Likewise, the context of the senior high school may be the utmost consideration of classroom teachers in designing classroom experiences. It is in this way that learners become more engaged and productive in class.

6. Future Scope

Related and relevant researches may be conducted by future researchers of same interest. Conducting learning action cells, trainings and the like relevant to Culture-based Education may help the Education sector improve its implementation of the program.

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