

# Practices, Needs, and Challenges in the Implementation of Culture-Based Instruction

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## **Abstract**

This research investigated the practice, demand, and challenges of implementing culture-based instruction among 365 teachers of the Schools Division of Antique in the 2024–2025 school year. Culture-based instruction seeks to incorporate local cultural values into the teaching-learning process so that student participation is promoted and learning outcomes are improved. A descriptive research design was used with data gathering conducted through a structured questionnaire and analyzed through descriptive statistics and thematic analysis. Findings indicated that teachers used local traditions, languages, and cultural stories in the majority of their classroom practices, evidenced by an attempt to embed learning within a cultural context. But practices centered on transformative pedagogy that foster critical examination of cultural matters were employed less often. Teachers pinpointed a keen sense of need for culturally appropriate instructional resources, focused professional growth, and ongoing institutional support to enhance the quality of culture-based instruction. The research also pointed out issues of few resources, lack of training, time, and challenges in matching cultural content with the national curriculum. These results suggest that although teachers are dedicated to culture-based teaching, they need coherent support systems to bridge current gaps and challenges. In order to fully reap the dividends of this pedagogical strategy, it is advisable that education officials offer proper teaching materials, regular training schemes, and adaptive policies that enable teachers to tailor their lessons to local cultural environments. By dealing with these requirements and challenges, culture-based instruction can efficiently contribute to inclusive, relevant, and motivating education in Antique.

**Keywords:** culture-based instruction, culturally responsive teaching, teacher practices, instructional needs, and implementation challenges

## **Introduction**

The incorporation of culture-based instruction into the educational framework of the Philippines has been a key strategy in increasing student interest, developing cultural identity, and enhancing learning achievements. In the Schools Division of Antique, an in-depth study of 365 teacher respondents in the academic year 2024–2025 aimed to investigate the practices, needs, and challenges of adopting culture-based instruction. This move is in line with the Department of Education's (DepEd) efforts to contextualize teaching approaches that are attuned to local culture, languages, and traditions.

Culturally responsive pedagogy (CRP) focuses on highlighting the value of incorporating students' culture in the learning process to advance engagement as well as academic performance.

Mangila and Paculaba (2020) conducted a study to investigate the culturally responsive practices of elementary teachers in Dumingag, Zamboanga del Sur. The research indicated that teachers consistently used practices that were empowering and holistic, promoting a learning culture that legitimized students' cultural identities. Nonetheless, the research also observed that other practices, including transformative and emancipatory strategies, were not commonly used, which pointed towards aspects for improvement in teacher preparation and curriculum design.

Proper implementation of culture-based instruction requires the satisfaction of certain needs in the education system. One of the essential needs is the availability of sufficient resources and materials that cater to students' varied cultural backgrounds. The research by Salgado et al. (2020) emphasized the need to bridge linguistic and cultural barriers in English language learning, noting the necessity of instructional materials that engage students' cultural contexts. Moreover, teachers' professional development is crucial to outfit teachers with the information and competences necessary to effectively execute culturally responsive teaching methodologies.

The challenges of implementing culture-based instruction remain challenging despite the acknowledged advantages. Beltran et al. (2020) listed some barriers to inclusive education in Philippine basic schools as limited preparedness of teachers, insufficient resources, and an unstructured policy framework. These challenges hinder the mass adoption of culturally responsive pedagogy and call for systemic reforms to establish a supportive environment for its practice. The embrace of culture-based instruction has the potential to improve learning in Antique, and addressing these challenges is essential. By equipping teachers with proper resources, training, and school support, the potential of culture-based learning could be optimally tapped, resulting in a more inclusive and effective education for all learners.

Lastly, The use of culture-based instruction in the Schools Division of Antique for the 2024–2025 school year posed opportunities and challenges for the educators. This research was on how teachers implemented practices to infuse cultural aspects in their teaching with a view of making learning more meaningful and interesting for students. It also aimed at determining the particular requirements of the teachers that facilitated efficient delivery of culture-oriented instruction, such as resources, training, and organizational support. Notwithstanding the acknowledged value of culturally responsive pedagogy, most of the teachers encountered huge challenges like scarce instructional materials, inadequate professional development, and potential resistance to changing the curriculum. The current study investigated these practices, demands, and challenges from the vantage point of 365 teacher respondents, offering insightful results that could guide policies and interventions aimed at enhancing the practice of culture-based instruction within the division.

## **Methodology**

This research utilized a descriptive research design to systematically collect and analyze data on teachers' practices, needs, and challenges involved in the application of culture-based instruction in the Schools Division of Antique for the 2024–2025 school year. The descriptive method was utilized to present a detailed and factual description of the situation without manipulating variables, which enables a clear representation of teachers' experiences and perceptions.

## **Research Participants**

The respondents in this research were 365 public school teachers from different grade levels in the Schools Division of Antique. They were chosen using a stratified random sampling method to cover

a representative sample from different levels of schools (elementary and secondary), geographic areas (urban and rural), and subjects taught. This method was used to obtain a varied and representative picture of culture-based instruction implementation at the division level.

### **Data Collection Instruments**

Data were gathered with a researcher-developed structured questionnaire anchored on prior literature and piloted-tested for validation. The questionnaire had three broad sections: (1) practices in culture-based instruction implementation, (2) instructional resource and professional development needs, and (3) implementation challenges. The questionnaire used a mix of Likert-type items, multiple-choice items, and open-ended questions to enable quantitative and qualitative data collection.

### **Data Collection Procedure**

The researcher liaised with school officials and the Schools Division office to enable the issuing and collection of questionnaires. Following permission, the questionnaires were issued to the teachers in written form or an online survey tool, depending on availability and ease of access. Sufficient instructions were given to enable clear comprehension of the questions, and confidentiality was guaranteed to ensure frank and truthful answers.

### **Data Analysis**

Quantitative data from Likert-scale and multiple-choice questions were examined with descriptive statistics such as frequencies, percentages, means, and standard deviations to provide an overview of teachers' practices, needs, and challenges. Qualitative data from open-ended questions were thematically analyzed to identify prevailing themes and insights that supplemented the quantitative information.

### **Ethical Considerations**

The research process followed ethical standards to safeguard the rights and welfare of the respondents. All respondents gave their informed consent and their anonymity and confidentiality were assured throughout the research process. The study was voluntary, and respondents were made aware that they could withdraw from the study at will without any adverse consequences.

### **Results**

The research provided vital information about practices, requirements, and challenges encountered by educators in the use of culture-based instruction during the 2024–2025 school year. Analysis of 365 teachers' responses demonstrated differences in the levels of participation with culture-based practice in teaching, as well as key areas of assistance and improvement.

### **Practices in Implementing Culture-Based Instruction**

Results indicated that the majority of teachers included local culture, traditions, and languages in their curricula to varying degrees. The majority of them frequently employed local stories, celebrations, and native customs as learning materials to ground learning in its contextual reality and relevance to life. More radical practices like provoking reflective thinking on cultural matters or

incorporating culture into exam requirements were less commonly reported. This suggests that while teachers value culture-based instruction, the depth of its application varies.

### **Needs for Effective Implementation**

Teachers ranked main needs to improve their capacity for effective delivery of culture-based teaching. These were access to culturally responsive instructional materials, culture-based pedagogy training programs, and professional development activities. Respondents also emphasized the need for reinforcement from school administration and local education authorities in creating a favorable environment for cultural integration in classrooms.

### **Challenges Encountered**

The findings also highlighted a number of difficulties that impaired the effective implementation of culture-based teaching. The most frequently cited were lack of instructional materials suited to the local cultures, insufficient time to plan culturally enhanced lessons, and inadequate training on how to implement culture within the curriculum. Teachers also reported challenges in integrating national curriculum requirements with culture-based teaching. In addition, issues of differing levels of student acceptance and community support were raised.

Generally, the findings illustrate that despite the positive disposition towards integrating culture in instructional practices, there are still substantial needs and challenges involved. These concerns must be addressed in order to achieve fully the potential benefits of instruction centered on culture and to develop an educational experience respectful of the cultural diversity of Antique students.

### **Discussion**

The results of this research indicate a positive movement toward the integration of culture-based teaching among educators in the Schools Division of Antique. In line with Gay's (2018) culturally responsive teaching concept, the majority of the teachers made conscious use of local narratives, customs, and dialects as integral components of their teaching practice, supporting the idea that integration of the cultural context promotes student interest and learning achievement. This practice is consistent with the DepEd K to 12 curriculum design framework of contextualizing and localizing learning to make it more relevant to learners' contexts (DepEd, 2016).

Yet the research also found a gap in depth implementation, especially in such transformative practices as critical reflection on issues of culture. This is in consonance with results from Mangila and Paculaba (2020), where the authors reported that although teachers make frequent use of cultural content, more liberatory and critical pedagogical strategies are not exercised enough because they are understaffed and lack resources. The gap indicates a necessity for greater professional development that does not only revolve around cultural content but also around pedagogical methods advocating for critical thinking and social awareness.

The needs for instructional materials and teacher training identified further underscore systemic challenges. Salgado et al. (2020) stressed that the unavailability of culturally responsive resources and professional development opportunities deeply impacts the ability of teachers to effectively use culture-based instruction. This need is especially urgent in multilingual areas such as Antique, where localized languages and cultures vary extensively. Without necessary support, teachers might not be able to deliver effective culturally grounded lessons.

Impediments to resource availability and time factors reflect the general challenges in instituting inclusive and context-specific education, as witnessed by Beltran et al. (2020). Their research on inclusive education in Philippine public elementary schools noted that teacher readiness and institutional support are among the most important factors determining successful implementation. The tension between national curriculum requirements and culture-based adaptations also reflects the balancing act teachers must perform, underscoring the need for flexible policies that empower teachers to integrate culture without compromising curricular goals.

The findings underscore the instrumental role of culture-based instruction in fostering an interactive and participatory learning environment. To realize its potential, education stakeholders must dismantle the listed challenges by generating sufficient resources, specialized professional development, and supporting policies. These steps will empower teachers to transcend surface-level integration toward a more transformative and effective cultural pedagogy that celebrates students' identities and academic achievements.

## Conclusion

The research on culture-based teaching implementation among 365 teachers of the Antique Schools Division for school year 2024–2025 found that even if numerous teachers implement cultural components in their instruction, their intensity and persistence differ. Teachers have also pointed out key needs including exposure to culturally responsive materials, special training, and institutional support to drive their effectiveness. Meanwhile, challenges like limited resources, time constraints, and balancing national curriculum demands hinder the full realization of culture-based instruction's potential. Addressing these needs and overcoming these challenges is essential to ensure that culture-based instruction can truly enrich the learning experience, foster students' cultural identities, and contribute to improved educational outcomes in Antique.

## Recommendation

Based on the results of this research, the following are recommended to enhance the implementation of culture-based teaching in the Schools Division of Antique:

**Provision of Culturally Responsive Teaching Materials:** The Schools Division and curriculum writers need to prioritize the development and dissemination of instructional materials that are responsive to the rich local cultures, languages, and traditions of Antique. These materials will help teachers provide more authentic and meaningful lessons.

**Professional Training and Development:** Comprehensive and regular training sessions on culture-based pedagogy should be organized. These should not only provide teachers with knowledge of local culture but also with pedagogic techniques for promoting critical thinking and student participation.

**Institutional Support and Policy Flexibility:** Policymakers and school administrators must offer greater teacher support through precise guidelines and curriculum implementation flexibility, enabling teachers to remold lessons to fit local culture while not sacrificing learning goals.

**Time Management and Workload Considerations:** To manage time limitations, schools must find a way to allocate teachers dedicated time to lesson planning and collaboration for culture-based instruction.

**Community Involvement:** Inviting cooperation among schools, local communities, and culture experts can enrich the learning experience and guarantee that cultural content is accurate and current. By



adopting these suggestions, the Schools Division of Antique can improve the quality and efficiency of culture-based instruction, which in turn will benefit teachers and learners alike.

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