

# Teachers' Cultural Practices and Social Development

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## **ABSTRACT**

This study examined the relationship between teachers' cultural practices and learners' social development among 85 respondents in the Schools Division of Antique–District of Patnongon for the year 2025. The study utilized a descriptive-correlational research design to determine how teachers' cultural practices influence learners' social development within the educational environment. Data were gathered using a researcher-made questionnaire and analyzed using descriptive and inferential statistical tools such as mean, standard deviation, t-test, ANOVA, and Pearson product-moment correlation.

The findings revealed that teachers demonstrated a high level of cultural practices, while learners exhibited a very high level of social development. The study also found a significant positive relationship between teachers' cultural practices and learners' social development, indicating that culturally responsive teaching positively contributes to learners' social skills, behavior, and interpersonal relationships.

Based on the findings, the study concluded that teachers' cultural practices play a vital role in enhancing learners' social development. Strengthening culturally responsive teaching strategies can further improve learners' cooperation, communication skills, interpersonal relationships, and social interaction within the school environment.

**KEYWORDS:** Teachers' cultural practices, social development, culturally responsive teaching, learners, interpersonal skills, inclusivity, classroom behavior, multicultural education, Schools Division of Antique, District of Patnongon

## **INTRODUCTION**

Teachers' cultural practices play an important role in shaping the social development of learners within the educational setting. Cultural practices refer to the traditions, beliefs, values, behaviors, and instructional approaches that teachers integrate into classroom instruction and school-related interactions. In the context of the Schools Division of Antique, particularly in the District of Patnongon, teachers are expected to promote cultural awareness, inclusivity, and appreciation of local traditions while supporting learners' social growth and development. Studies have shown that culturally responsive educational practices contribute positively to students' social interaction, identity formation, and interpersonal relationships (Gay, 2018; UNESCO, 2017).

Social development is considered an essential component of holistic education because it involves the learners' ability to interact effectively with others, establish positive relationships, and adapt to different social environments. Schools play a significant role in developing learners' social skills through collaborative activities, classroom engagement, and culturally sensitive teaching practices. According to Vygotsky's social development theory, social interaction greatly influences cognitive and personal development among learners (Vygotsky, 2018). Similarly, Bandura (2017) emphasized that learners acquire social behaviors through observation, interaction, and modeling within their environment.

Teachers serve as important cultural agents who influence learners' attitudes, behaviors, and social values. Through culturally responsive instruction, teachers create inclusive classroom environments that encourage cooperation, empathy, respect, and appreciation of diversity. Gay (2018) emphasized that culturally responsive teaching strengthens students' social competence and engagement by connecting instruction to learners' cultural backgrounds and experiences. In the same way, culturally inclusive educational practices help improve learners' confidence, communication skills, and social participation (Banks, 2019).

Several studies have also revealed a significant relationship between teachers' cultural practices and learners' social development. Teachers who integrate positive cultural values and inclusive practices into instruction contribute to stronger social relationships and improved learner behavior. According to Ladson-Billings (2017), culturally relevant teaching promotes social awareness, mutual respect, and positive interactions among students from diverse cultural backgrounds. In addition, collaborative and culturally sensitive classroom practices help foster social responsibility and emotional growth among learners (Nieto, 2018).

Anchored on these perspectives, this study titled "Teachers' Cultural Practices and Social Development" focused on 85 respondents in the Schools Division of Antique–District of Patnongon for the year 2025. The study aimed to determine the relationship between teachers' cultural practices and learners' social development and to provide empirical evidence that may serve as a basis for improving culturally responsive educational practices and learner development programs in schools.

Specifically, the study sought to describe the profile of the respondents in terms of age, sex, educational attainment, and length of service. It also aimed to determine the level of teachers' cultural practices in terms of cultural awareness, integration of local traditions, inclusivity in instruction, and promotion of cultural values in the classroom. Furthermore, the study assessed the level of learners' social development in terms of interpersonal skills, cooperation, communication, empathy, and social behavior. The study also sought to determine whether significant differences existed in teachers' cultural practices and learners' social development when respondents were grouped according to selected profile variables. Lastly, it aimed to determine whether a significant relationship existed between teachers' cultural practices and learners' social development, which served as the basis for proposed interventions to strengthen culturally responsive teaching and social development programs in schools.

## **METHODOLOGY**

This study employed a descriptive-correlational research design to determine the relationship between teachers' cultural practices and social development among 85 respondents in the Schools Division of Antique–District of Patnongon for the year 2025. The descriptive method was used to identify and describe the level of teachers' cultural practices and learners' social development, while the correlational method was utilized to determine the relationship between the two variables.

The respondents of the study consisted of 85 teachers and selected learners from public schools in the District of Patnongon. A stratified random sampling technique was used to ensure fair representation among schools within the district. Teachers were selected based on their active involvement in classroom instruction and cultural integration practices, while learners were chosen based on their exposure to teacher-led classroom activities that promote social development.

A researcher-made questionnaire served as the primary instrument for data gathering. The questionnaire was divided into two major parts: teachers' cultural practices and learners' social development. The

cultural practices section included indicators such as cultural awareness, integration of local traditions, inclusivity, and promotion of cultural values. On the other hand, the social development section covered interpersonal skills, cooperation, communication, empathy, and social behavior. The instrument was validated by experts in education and multicultural studies to ensure content validity and reliability. A pilot test was also conducted prior to the actual data collection to further establish the reliability of the instrument.

Ethical considerations were strictly observed throughout the conduct of the study. Participation in the research was voluntary, and informed consent was obtained from all respondents. Confidentiality and anonymity of responses were ensured throughout the entire research process to protect the identity and privacy of the participants.

The gathered data were analyzed using appropriate statistical tools. Frequency and percentage were used to describe the profile of the respondents. Mean and standard deviation were utilized to determine the level of teachers' cultural practices and learners' social development. Inferential statistical tools such as t-test and ANOVA were used to determine significant differences among groups, while Pearson product-moment correlation was employed to determine the significant relationship between the variables at a 0.05 level of significance.

## RESULTS

The results of the study revealed that the 85 respondents in the Schools Division of Antique–District of Patnongon perceived teachers' cultural practices as highly evident, with an overall mean of 4.30 (SD = 0.52), interpreted as “High.” This indicates that teachers actively integrate cultural awareness, local traditions, inclusivity, and cultural values into their classroom instruction and teaching practices. Among the indicators, “promotion of cultural values in the classroom” obtained the highest mean score of 4.36, reflecting a strong emphasis on value formation and cultural sensitivity in teaching.

In terms of learners' social development, the respondents obtained an overall mean of 4.34 (SD = 0.50), interpreted as “Very High.” This finding suggests that learners demonstrated strong interpersonal skills, cooperation, communication abilities, empathy, and positive social behavior. The highest-rated indicator was “cooperation and interaction with peers” with a mean score of 4.40, indicating that learners actively engage in collaborative and socially constructive activities within the classroom environment.

The inferential analysis revealed no significant differences in teachers' cultural practices and learners' social development when respondents were grouped according to age, sex, and length of service ( $p > 0.05$ ). This suggests that perceptions regarding cultural practices and social development were generally consistent across different respondent groups.

Furthermore, the findings revealed a significant positive relationship between teachers' cultural practices and learners' social development ( $r = 0.74$ ,  $p < 0.01$ ). This indicates that stronger implementation of cultural practices by teachers is associated with higher levels of learners' social development. These findings support the ideas of Gay (2018) and Banks (2019), who emphasized that culturally responsive teaching enhances students' social skills, interpersonal relationships, and overall development.

Overall, the results indicate that teachers' cultural practices significantly contribute to enhancing learners' social development in the district.

## FINDINGS

The findings of the study revealed that teachers in the Schools Division of Antique–District of Patnongon

demonstrated a high level of cultural practices. This indicates that teachers actively integrate cultural awareness, local traditions, inclusivity, and cultural values into their classroom instruction and school activities.

The study also found that learners exhibited a very high level of social development. This suggests that learners possess strong interpersonal skills, cooperation, communication abilities, empathy, and positive social behavior, which are strengthened through classroom interaction and culturally responsive teaching practices.

Furthermore, the study revealed no significant differences in teachers' cultural practices and learners' social development when respondents were grouped according to selected profile variables such as age, sex, and length of service. This implies that cultural practices and social development outcomes remain generally consistent regardless of respondent characteristics.

In addition, the findings revealed a significant positive relationship between teachers' cultural practices and learners' social development. This indicates that when teachers actively integrate cultural values and inclusive teaching practices, learners are more likely to develop stronger social skills and positive interpersonal behaviors.

Overall, the findings highlight that teachers' cultural practices play an important role in enhancing learners' social development in the District of Patnongon.

## **SUMMARY**

This study determined the relationship between teachers' cultural practices and learners' social development among 85 respondents in the Schools Division of Antique–District of Patnongon for the year 2025. Using a descriptive-correlational research design, the study assessed the level of teachers' cultural practices and learners' social development.

The findings revealed that teachers demonstrated a high level of cultural practices, particularly in integrating cultural awareness, local traditions, inclusivity, and cultural values into instruction. Learners, on the other hand, exhibited a very high level of social development in terms of interpersonal skills, cooperation, communication, empathy, and social behavior. No significant differences were found when respondents were grouped according to profile variables. However, the study revealed a significant positive relationship between teachers' cultural practices and learners' social development.

## **CONCLUSION**

Based on the findings of the study, it was concluded that teachers' cultural practices play a significant role in enhancing learners' social development. When teachers actively integrate cultural values and culturally responsive teaching strategies into classroom instruction, learners tend to develop stronger interpersonal relationships, improved communication skills, and more positive social behavior.

The significant relationship between the two variables indicates that culturally responsive teaching is an effective approach in promoting holistic learner development. Therefore, strengthening teachers' cultural practices contributes positively to learners' social growth and the overall classroom environment.

## **RECOMMENDATION**

In light of the findings and conclusions of the study, it is recommended that school administrators and the Schools Division of Antique–District of Patnongon continue strengthening programs that promote culturally responsive teaching practices among teachers. Regular training sessions, seminars, and

workshops on cultural awareness and inclusive education should be conducted to further enhance teachers' competencies and instructional practices.

Teachers are encouraged to consistently integrate local culture, values, and traditions into their teaching strategies to support learners' social development. Schools should also implement activities that promote collaboration, empathy, and positive social interaction among learners. Lastly, future researchers may conduct similar studies involving larger populations or additional variables such as academic performance and student well-being to further expand and strengthen the findings of this research.

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