

Assessing Teachers' Culturally Responsive Practices in Bajau Community Education in Basilan Province: A Quantitative Analysis

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Education is the key to social mobility and economic development, but indigenous communities worldwide struggle to access quality education while preserving their cultural identity. This study aims to assess the cultural competency and culturally responsive teaching practices of teachers in Bajau community schools in Basilan Province. The study utilized descriptive-quantitative design, three standardized instruments were administered to sixty-five teachers of Malamawi Island, Isabela City District, Basilan, Philippines. The TCCS results indicate that teachers generally feel competent in their cultural interactions but highlights the importance of addressing the communication skills gap. The MTPA results show that multilingual practices and support for multilingual learners are occasionally integrated, indicating a need for better documentation and professional development in multilingual education. The CRTPI results show strong performance in instructional methods and strategies. However, curriculum and content integration are less consistent, suggesting a need for more deliberate inclusion of cultural content. The study recommends to enhance the professional development opportunities for teachers focused on culturally responsive and multilingual education equipping educators with effective strategies for integrating Bajau cultural content and multilingual practices into their teaching for educational institutions to improve inclusivity and effectiveness of learning environments for Bajau students in Basilan Province.

Keywords: Bajau Community, Culturally Responsive Teaching, Teacher Effectiveness, Basilan Province

Background of the study

Education serves as a fundamental pathway to social mobility and economic development, yet for indigenous communities worldwide, accessing quality education while maintaining cultural identity remains a persistent challenge (Battiste, 2013; Smith, 2003). The Bajau people, often referred to as "sea nomads" or

maritime peoples, represent one of Southeast Asia's most distinctive indigenous communities, with significant populations scattered across the coastal and island regions of the Philippines, Malaysia, and Indonesia (Sather, 1997). In the Philippines, particularly in Basilan Province within the Sulu Archipelago, Bajau communities face unique educational challenges that stem

from their maritime cultural heritage, geographic isolation, and historical marginalization from mainstream educational systems. (Cajete, 2000).

The effectiveness of teachers working in Bajau communities emerges as a critical factor in addressing these educational challenges, yet traditional measures of teacher effectiveness may not adequately capture the cultural competencies and responsive pedagogical practices necessary for success in indigenous contexts (Stronge, 2018). Research in multicultural education consistently demonstrates that teacher effectiveness in diverse cultural settings requires more than subject matter expertise and general pedagogical skills; it demands deep cultural understanding, responsive instructional practices, and the ability to bridge cultural worlds while maintaining high academic expectations (Banks et al., 2005). Gay's (2018) seminal work on culturally responsive teaching emphasizes that effective educators in diverse contexts must use students' cultural knowledge, prior experiences, and performance styles to make learning more relevant and effective. Similarly, Ladson-Billings' (1995) framework of culturally relevant pedagogy highlights the importance of academic success, cultural competence, and critical consciousness as interconnected goals that effective teachers must pursue simultaneously.

The geographic context of Basilan Province adds another layer of complexity to educational delivery and teacher effectiveness. Many Bajau communities are located in remote coastal areas or small islands with limited transportation infrastructure, making regular school attendance challenging and teacher recruitment and retention difficult. While extensive research has been conducted on indigenous education globally, with notable studies on Native American education in the United States (Cajete, 2000), Aboriginal education in Australia, and Māori education in New Zealand (Smith, 2003), very limited research has focused specifically on maritime indigenous communities like the Bajau, the existing literature on teacher effectiveness in multicultural contexts, while robust in its theoretical foundations, lacks empirical studies that examine how cultural

competency and culturally responsive teaching practices specifically impact student outcomes in Southeast Asian indigenous contexts (Gay, 2018; Howard, 2003), there is a notable absence of community-defined measures of teacher effectiveness in indigenous education research (Battiste, 2013), and the role of multilingual education and mother-tongue instruction in teacher effectiveness remains underexplored in the Philippine context, particularly for maritime indigenous languages like Sama-Bajau (Cummins, 2000).

Current teacher education programs in the Philippines, like those in many countries, provide limited preparation for working with indigenous communities, and even less specific preparation for maritime indigenous contexts. Understanding what knowledge, skills, and attitudes teachers need to be effective in Bajau communities, and how these competencies can be developed through pre-service and in-service education, remains largely unexplored (Banks et al., 2005), and there is insufficient research on the systemic and contextual factors that support or hinder teacher effectiveness in remote, culturally distinct communities like those of the Bajau (Darling-Hammond, 2010).

Thus, this study addresses these complexities by examining teacher effectiveness in Bajau community education through a comprehensive mixed-methods approach that incorporates both established theoretical frameworks and community-defined perspectives on educational quality. By focusing specifically on the cultural competencies, responsive pedagogical practices that contribute to teacher effectiveness in Bajau contexts, this research contributes to the broader understanding of indigenous education while providing practical insights for improving educational outcomes in one of the Philippines' most culturally distinct and educationally underserved communities (Paris & Alim, 2017).

Objectives of the study

This study aims to assess the cultural competency and culturally responsive teaching practices of

teachers in Bajau community schools in Basilan Province. Specifically,

1. To determine the level of cultural competency of teachers in Bajau communities in terms of:
 - a. Cultural knowledge
 - b. Cultural Sensitivity and Attitudes
 - c. Cross-Cultural Communication Skills
2. To determine the extent of Multilingual Teaching Practices of teachers in Bajau communities in terms of:
 - a. Language Use Practices
 - b. Cultural-Linguistic Integration
 - c. Assessment and Support
3. To determine the extent of Culturally Responsive Teaching Practices of teachers in Bajau communities in terms of:
 - a. Curriculum and Content Integration
 - b. Instructional Methods and Strategies
 - c. Classroom Environment and Relationships

Materials and Methods

Design

This study employs descriptive-quantitative research design to provide a comprehensive assessment of teacher effectiveness in Bajau community education, in terms of their Cultural Competency, Multilingual Teaching Practices and their Culturally Responsive Teaching Practices.

Setting

The study was conducted in Bajau communities, particularly in Malamawi Island, Isabela City, Basilan Province, Philippines, focusing on elementary and secondary schools serving predominantly Bajau students. Malamawi Island was selected due to its significant Bajau population and the unique educational challenges faced by this maritime indigenous community.

Participants and Sampling

The participants of this study, where sixty-five (65) teachers who were purposively sampled specifically those with 5 years teaching experience in Bajau communities from 5 schools.

Data Collection Instruments

The instruments of this study involved a comprehensive approach to data collection, utilizing a series of structured instruments designed to capture various aspects of teaching practices and cultural integration. PART I of the instrument, is the Teacher Background and Preparation Questionnaire (TBPQ), was employed to gather essential data regarding the teachers' educational backgrounds, professional training, and experience levels. This provided a foundational understanding of the teachers' qualifications and readiness to engage with the Bajau community's educational needs.

PART II the Teacher Cultural Competency Scale (TCCS) was utilized to evaluate the teachers' abilities to navigate and integrate cultural diversity within their teaching practices. This tool assessed the teachers' understanding and appreciation of Bajau cultural nuances, their capacity to incorporate these into their educational methods, and their overall cultural sensitivity.

PART III of the instrument, the Multilingual Teaching Practices Assessment (MTPA), focused on evaluating how effectively teachers employed multilingual strategies in their classrooms. Given the linguistic diversity within the Bajau community, this assessment was crucial in determining the extent to which teachers were able to leverage multiple languages to enhance learning and communication.

Finally, PART IV is on the Culturally Responsive Teaching Practices Inventory (CRTPI) which provided a detailed analysis of the teachers' instructional methods, classroom environments, and relationship-building practices. This inventory measured the frequency and effectiveness of culturally responsive strategies, such as integrating cultural content into the curriculum and fostering inclusive classroom dynamics.

Ethical Consideration

An Institutional Review Board (IRB) approval was sought to ensure that the research adhered to ethical standards and guidelines set by

the college. To respect the autonomy of participants, an informed consent was obtained, requiring written consent from all adult participants and assent from minors, accompanied by parental consent. The study prioritized cultural sensitivity, maintaining deep respect for Bajau customs and traditions throughout the research process to ensure that the community's cultural heritage was honored. Confidentiality was safeguarded through the use of pseudonyms and secure data storage, ensuring

that participants' identities remained protected. Additionally, there was a strong commitment to community benefit, with plans to share the findings with the participating communities to support local educational development. Finally, the study emphasized voluntary participation, clearly communicating to participants their right to withdraw from the study at any time without any penalty, thus upholding the ethical principle of autonomy.

Results and Discussions

Table 1 - Teacher Cultural Competency in terms of Cultural knowledge

	Mean	Qualitative Interpretation
I understand the historical background of the Bajau people in Basilan Province	3.4560	Agree
I know about Bajau family structures and community organization	3.5630	Agree
I am aware of traditional Bajau educational practices and knowledge transmission	4.1804	Agree
I am familiar with Bajau traditional arts, music, and storytelling	3.3900	Neutral
I understand how Bajau cultural values influence learning preferences	4.0200	Agree
Area Mean	3.72188	Agree

Legend: 1.463-475.79 = Strongly Disagree; 1.463-475.59 = Disagree; 2.463-475.39 = neutral; 3.463-475.19 Agree; 4.463-475.00 = Strongly Agree.

Table 1 above shows the data on the Teacher Cultural Competency. Data reveals valuable insights into teachers' cultural knowledge concerning the Bajau people in Basilan Province. On the average, teachers generally agree that they have a good understanding of the Bajau's historical background, with a mean score of 3.4560. This suggests a moderate awareness of how the Bajau's past influences their cultural identity today. Teachers also agree, with a mean score of 3.5630, that they are knowledgeable about Bajau family structures and community organization. This indicates a solid grasp of the social framework that guides Bajau community interactions. Furthermore, there is strong agreement regarding awareness of traditional

Bajau educational practices and knowledge transmission, as reported by the mean score of 4.1804. However, when it comes to familiarity with Bajau traditional arts, music, and storytelling, teachers' responses are neutral, with a mean of 3.3900. This suggests that while some teachers may have knowledge in these areas, it is not as widespread. Additionally, teachers agree, with a mean score of 4.0200, that they understand how Bajau cultural values influence learning preferences, showing a recognition of cultural elements affecting educational engagement. Overall, with an area mean of 3.72188, teachers show a general agreement about their cultural knowledge relevant to the Bajau community.

Table 2 – Teacher Cultural Competency in terms of Cultural Sensitivity and Attitudes

	Mean	Qualitative Interpretation
I believe Bajau cultural practices are valuable and should be preserved	4.3060	Strongly Agree
I believe Bajau traditional knowledge can enhance academic learning	4.5630	Strongly Agree
I am comfortable adapting my teaching style to fit Bajau cultural norms	4.2805	Strongly Agree
I am committed to addressing cultural biases in educational materials	4.3800	Strongly Agree
I believe schools should actively support Bajau cultural identity	4.2000	Strongly Agree
Area Mean	4.3459	Strongly Agree

Legend: 1.463-475.79 = Strongly Disagree; 1.463-475.59 = Disagree; 2.463-475.39 = neutral; 3.463-475.19 = Agree; 4.463-475.00 = Strongly Agree.

The data from Table 2 reveals significant insights into teachers' cultural sensitivity and attitudes towards the Bajau culture. Teachers strongly agree that Bajau cultural practices are valuable and should be preserved, as indicated by a mean score of 4.3060. This reflects a deep appreciation and respect for the cultural heritage of the Bajau people. The teachers also express strong comfort in adapting their teaching styles to align with Bajau cultural norms, with a mean score of 4.2805. This indicates a high level of flexibility and cultural responsiveness, which is

essential for accommodating diverse cultural backgrounds. Additionally, teachers show a strong commitment to addressing cultural biases in educational materials, as reflected in a mean score of 4.3800. This commitment underscores a proactive approach to ensuring that educational content is inclusive and free from cultural bias, promoting equality and representation. The overall area mean of 4.3459 reflects a robust cultural sensitivity and positive attitude among teachers towards the Bajau culture

Table 3 – Teacher Cultural Competency in terms of Cross-Cultural Communication Skills

	Mean	Qualitative Interpretation
I can effectively communicate with Bajau parents and community members	2.4520	Disagree
I understand non-verbal communication patterns in Bajau culture	2.7822	Neutral
I am comfortable participating in Bajau community events and activities	2.6400	Neutral
I can work effectively with Bajau community leaders and elders	3.0120	Neutral
I can facilitate discussions about cultural differences in respectful ways	3.7900	Agree
Area Mean	2.93524	Neutral

Legend: 1.463-475.79 = Strongly Disagree; 1.463-475.59 = Disagree; 2.463-475.39 = neutral; 3.463-475.19 = Agree; 4.463-475.00 = Strongly Agree.

Table 3 above shows the data on the Teacher Cultural Competency in terms of cross-cultural communication skills. Results highlight various competencies and areas for improvement among teachers interacting with the Bajau community. Teachers generally feel they struggle

to communicate effectively with Bajau parents and community members, as indicated by a mean score of 2.4520. This suggests a notable area where enhanced communication strategies or targeted training could be beneficial. When it comes to understanding non-verbal

communication patterns within the Bajau culture, teachers rate themselves with a mean score of 2.7822, suggesting a neutral stance. This neutrality indicates a basic awareness exists, but there is significant room for teachers to deepen their understanding and interpretation of non-verbal cues to improve interactions. Participation in Bajau community events and activities also elicits a neutral response, with a mean score of 2.6400. This reflects a mixed level of comfort, where some teachers may feel at ease while others

are hesitant, suggesting that further encouragement or guidance could help in better integrating teachers into these cultural activities. In terms of working with Bajau community leaders and elders, teachers again express neutrality with a mean score of 3.0120. This suggests that while they have an average level of confidence, they are not fully equipped or confident in these interactions, indicating a need for further development in these collaborative skills.

Table 4 Summary of the Teacher Cultural Competency

	Mean	Qualitative Interpretation
Cultural knowledge	3.72188	Agree
Cultural Sensitivity and Attitudes	4.34590	Strongly Agree
Cross-Cultural Communication Skills	2.93524	Neutral
Area Mean	3.66767	Agree

Legend: 1.463-475.79 = Strongly Disagree; 1.463-475.59 = Disagree; 2.463-475.39 = neutral; 3.463-475.19 Agree; 4.463-475.00 = Strongly Agree.

Table 4 shows the summary of the data of the three dimensions of the Teacher's Cultural Competency. Results reflect a diverse competency of teachers regarding their cultural understanding and interaction within diverse cultural settings. Overall, the teachers demonstrate a positive assessment of their cultural knowledge, earning a mean score of 3.72188, which falls into the 'Agree' category. This indicates that teachers are well-informed about the cultural backgrounds and traditions of the communities they engage with. In terms of cultural sensitivity and attitudes, teachers score even higher, with a mean value of 4.34590,

categorized as 'Strongly Agree.' This suggests that teachers are highly sensitive and positively disposed towards cultural differences. However, the Cross-Cultural Communication Skills area shows a more neutral stance, with a mean score of 2.93524. This suggests that while teachers may possess cultural knowledge and sensitivity, there are challenges in effectively communicating and interacting across cultures. The overall area mean of 3.66767, categorized as 'Agree,' suggests that teachers generally feel competent in their cultural interactions but highlights the importance of addressing the communication skills gap.

Table 5 – Multilingual Teaching Practices of teachers in terms of Language Use Practices

	Mean	Qualitative Interpretation
I use code-switching strategically to enhance understanding	2.7560	Sometimes
I encourage students to use their home language for initial understanding	2.6430	Sometimes
I provide translations of key concepts in Sama-Bajau	2.1704	Rarely
I help students make connections between languages	3.3900	Sometimes

I use visual aids with multilingual labels	2.3200	Sometimes
Area Mean	2.6588	Sometimes

Legend: 1.463-475.79 = Never; 1.463-475.59 = Rarely; 2.463-475.39 = Sometimes; 3.463-475.19 Often; 4.463-475.00 = Always

Table 5 shows the data on the Multilingual Teaching Practices Assessment (MTPA) in terms of the Language Use Practices which gives us insight into how teachers incorporate multilingual strategies in their instruction. Overall, the area mean of 2.6588, categorized as 'Sometimes,' suggests that teachers occasionally implement multilingual practices, but there is room for more consistent application. Teachers report using code-switching strategically to enhance understanding with a mean score of 2.7560, indicating that this practice is employed occasionally. Encouraging students to use their home language for initial understanding also falls under 'Sometimes,' with a mean score of 2.6430. This implies that teachers

are open to the use of students' native languages but may not consistently integrate this practice into their teaching methodologies. Providing translations of key concepts in Sama-Bajau scores lower, at 2.1704, categorized as 'Rarely.' This points to a significant gap in translation support, indicating a potential barrier to comprehension that could be addressed through more frequent translation use. Helping students make connections between languages receives a mean score of 3.3900, the highest in this category and close to the next level, 'Often.' This suggests teachers are fairly active in facilitating linguistic connections, an encouraging sign for developing multilingual proficiency.

Table 6 – Multilingual Teaching Practices Assessment (MTPA) in terms of Cultural-Linguistic Integration

	Mean	Qualitative Interpretation
I connect language learning to cultural practices	3.2560	Sometimes
I use culturally relevant contexts for language instruction	3.3630	Sometimes
I respect different cultural approaches to language use	4.2504	Always
I build upon students' existing linguistic knowledge	4.3900	Always
I connect written and oral language traditions	3.4800	Often
Area Mean	3.74788	Often

Legend: 1.463-475.79 = Never; 1.463-475.59 = Rarely; 2.463-475.39 = Sometimes; 3.463-475.19 Often; 4.463-475.00 = Always

Table 6 above shows the results on the Multilingual Teaching Practices Assessment (MTPA) in terms of Cultural-Linguistic Integration. The participants reported an area mean of 3.74788, which indicates that teachers frequently incorporate cultural contexts into language learning, promoting a rich and inclusive educational environment. Teachers sometimes connect language learning to cultural practices, as

reflected by a mean score of 3.2560. Using culturally relevant contexts for language instruction scores similarly at 3.3630, indicating that this approach is utilized sometimes. The practice of respecting different cultural approaches to language use receives a high score of 4.2504, falling into the 'Always' category. Teachers are also consistently building upon students' existing linguistic knowledge, with a

mean score of 4.3900, indicating this practice is always applied. Finally, connecting written and oral language traditions scores 3.4800, categorized as 'Often.' Overall, the results reveal

a proactive approach to integrating cultural and linguistic dimensions in teaching, though there remains potential for further enhancement in certain areas.

Table 7– Multilingual Teaching Practices Assessment (MTPA) in terms of Assessment and Support

	Mean	Qualitative Interpretation
I assess students in their strongest language when possible	3.2900	Sometimes
I provide multilingual resources and materials	3.3630	Sometimes
I adapt assessment methods for multilingual learners	3.1904	Sometimes
I document students' multilingual development	2.3900	Rarely
I seek professional development in multilingual education	2.2907	Rarely
Area Mean	2.90482	Sometimes

Legend: 1.463-475.79 = Never; 1.463-475.59 = Rarely; 2.463-475.39 = Sometimes; 3.463-475.19 Often; 4.463-475.00 = Always

Table 7 shows the results of the Multilingual Teaching Practices Assessment (MTPA) in terms of Assessment and Support. Data shows a varied implementation of strategies aimed at supporting multilingual learners. With an area mean of 2.90482, categorized as 'Sometimes,' the result indicates an intermittent application of assessment and support strategies, highlighting potential areas for growth. Teachers sometimes assess students in their strongest language, as indicated by a mean score of 3.2900. The provision of multilingual resources and materials also falls under 'Sometimes,' with a

mean score of 3.3630. Adapting assessment methods for multilingual learners scores a mean of 3.1904, indicating that adaptations are made on occasion but not with regularity. The documentation of students' multilingual development is less frequent, with a mean score of 2.3900, categorized as 'Rarely.' This suggests a need for more systematic tracking of multilingual progress to better inform teaching strategies and learning outcomes. Lastly, seeking professional development in multilingual education scores even lower, with a mean of 2.2907, also in the 'Rarely' category.

Table 8 – Summary of Multilingual Teaching Practices Assessments (MTPA)

	Mean	Qualitative Interpretation
Language Use Practices	2.65880	Sometimes
Cultural Linguistic Integration	3.74788	Often
Assessment and Support	2.90482	Sometimes
Area Mean	3.10383	Sometimes

Legend: 1.463-475.79 = Never; 1.463-475.59 = Rarely; 2.463-475.39 = Sometimes; 3.463-475.19 Often; 4.463-475.00 = Always

Data on Table 8 above shows the Summary of the Multilingual Teaching Practices Assessment (MTPA) which provides an overview

of the current state of multilingual educational strategies, highlighting areas of strength and opportunities for further development. The

overall area mean of 3.10383, interpreted as 'Sometimes,' indicates a moderate integration of multilingual practices, with variability across different aspects of teaching. In the realm of Language Use Practices, the mean score of 2.65880 indicates that these practices are employed occasionally. Cultural Linguistic Integration emerges as a stronger area, with a mean score of 3.74788, categorized as 'Often.' This reflects a commendable effort by educators to connect language learning with cultural

contexts, respect diverse linguistic traditions, and build upon students' existing knowledge. In terms of Assessment and Support, the mean score of 2.90482 suggests that supportive strategies are applied sometimes. In summary, the MTPA results show that while there are positive strides in cultural linguistic integration, there is a need for more consistent application of language use practices and enhanced support and assessment strategies.

Table 9– Culturally Responsive Teaching Practices in terms of Curriculum and Content Integration

	Mean	Qualitative Interpretation
I incorporate Bajau cultural examples into my lessons	2.7110	Sometimes
I use Bajau maritime knowledge to teach academic concepts	2.3800	Rarely
I include Bajau historical perspectives in social studies content	1.9512	Rarely
I connect mathematical concepts to traditional Bajau practices	2.3410	Rarely
I use Bajau stories and oral traditions in language arts instruction	2.3500	Rarely
I incorporate Bajau environmental knowledge into science lessons	2.7500	Sometimes
I reference Bajau cultural values when discussing character education	1.8700	Rarely
I use Bajau art forms and music in creative activities	3.1300	Sometimes
I validate Bajau students' cultural knowledge in classroom discussions	1.8119	Rarely
I encourage students to share their cultural experiences and knowledge	2.7800	Sometimes
Area Mean	2.40751	Rarely

Legend: 1.463-475.79 = Never; 1.463-475.59 = Rarely; 2.463-475.39 = Sometimes; 3.463-475.19 Often; 4.463-475.00 = Always

Table 9 above shows the results from the Culturally Responsive Teaching Practices Inventory (CRTPI) in terms of Curriculum and Content Integration. Data reveal a pattern of infrequent incorporation of Bajau cultural elements into teaching practices. The area mean of 2.40751, indicates that while there are isolated efforts to integrate Bajau cultural content, these practices are not consistently applied across the

curriculum. Teachers sometimes incorporate Bajau cultural examples into their lessons, as shown by a mean score of 2.7110. The use of Bajau maritime knowledge to teach academic concepts, with a mean of 2.3800, and the inclusion of Bajau historical perspectives in social studies, with a mean of 1.9512, both fall into the 'Rarely' category. This highlights a significant opportunity for enriching the curriculum by

integrating these culturally significant elements more frequently. Connecting mathematical concepts to traditional Bajau practices (mean score of 2.3410) and using Bajau stories and oral traditions in language arts instruction (mean score of 2.3500) are similarly rare. Incorporating Bajau environmental knowledge into science lessons scores slightly higher, at 2.7500, indicating occasional use. This suggests some integration of

cultural knowledge in science, but again highlights room for more consistent inclusion. References to Bajau cultural values in character education and validation of Bajau students' cultural knowledge in classroom discussions receive low scores of 1.8700 and 1.8119, respectively, pointing to a need for greater emphasis on these areas to foster a more inclusive classroom environment.

Table 10– Culturally Responsive Teaching Practices Inventory (CRTPI) in terms of Instructional Methods and Strategies

	Mean	Qualitative Interpretation
I use cooperative learning strategies that align with Bajau collective values	3.3101	Sometimes
I incorporate storytelling methods familiar to Bajau students	2.6899	Sometimes
I use hands-on, experiential learning approaches	3.4820	Often
I allow for different ways of demonstrating knowledge and understanding	4.1110	Often
I use visual and kinesthetic learning activities	4.3500	Always
I provide opportunities for peer teaching and learning	3.4300	Often
I incorporate movement and physical activity into lessons	4.2100	Always
I use real-world, community-based learning projects	3.2200	Sometimes
I adapt pacing to allow for reflection and processing time	3.2611	Sometimes
I use multiple assessment methods beyond traditional tests	3.3400	Sometimes
Area Mean	3.54041	Often

Legend: 1.463-475.79 = Never; 1.463-475.59 = Rarely; 2.463-475.39 = Sometimes; 3.463-475.19 = Often; 4.463-475.00 = Always

Table 10 above shows the Culturally Responsive Teaching Practices Inventory (CRTPI) results for Instructional Methods and Strategies, which indicate a strong inclination towards adopting diverse and inclusive teaching approaches. The area mean of 3.54041, indicates a consistent effort by educators to employ culturally responsive strategies that resonate with the Bajau students' learning preferences. Teachers sometimes use cooperative learning strategies that align with Bajau collective values, as evidenced by a mean score of 3.3101. Incorporating storytelling methods familiar to Bajau students' scores 2.6899, which indicates

occasional use. Hands-on, experiential learning approaches (mean score of 3.4820) and opportunities for peer teaching and learning (mean score of 3.4300) are employed often, suggesting that educators recognize the value of active and collaborative learning experiences. Allowing different ways of demonstrating knowledge and understanding scores high with 4.1110, reflecting an openness to diverse expressions of learning and a move away from rigid, traditional methods. Visual and kinesthetic learning activities, with a score of 4.3500, are used consistently, and Incorporating movement and physical activity, scoring 4.2100, shows a

commitment to dynamic and engaging lessons that cater to diverse learning styles. Real-world, community-based learning projects (mean score of 3.2200) and adapting pacing for reflection (mean score of 3.2611) are sometimes used.

Finally, using multiple assessment methods beyond traditional tests scores 3.3400, indicating a recognition of the need for varied assessment strategies to capture a full spectrum of student abilities.

Table 11– Culturally Responsive Teaching Practices Inventory (CRTPI) in terms of Classroom Environment and Relationships

	Mean	Qualitative Interpretation
I create a classroom environment that reflects Bajau cultural values	3.2060	Sometimes
I build personal relationships with my Bajau students	3.3200	Sometimes
I show genuine interest in my students' lives outside school	2.5104	Sometimes
I maintain high expectations for all students while providing appropriate support	3.2600	Sometimes
I create opportunities for students to work collaboratively	2.6700	Sometimes
I address cultural conflicts or misunderstandings constructively	2.3200	Rarely
I involve Bajau parents and community members in classroom activities	3.3800	Sometimes
I demonstrate respect for Bajau cultural practices and beliefs	4.2700	Always
Area Mean	3.11705	Sometimes

Legend: 1.463-475.79 = Never; 1.463-475.59 = Rarely; 2.463-475.39 = Sometimes; 3.463-475.19 = Often; 4.463-475.00 = Always

Table 11 shows the Culturally Responsive Teaching Practices Inventory (CRTPI) results for Classroom Environment and Relationships. Data indicate a moderate level of engagement with Bajau cultural values and student relationships. The area mean of 3.11705, categorized as 'Sometimes,' suggests that while there are efforts to create an inclusive classroom environment, there is room for more consistent application of culturally responsive practices. For example, creating a classroom environment that reflects Bajau cultural values scores 3.2060, indicating that this is done occasionally. This suggests an awareness of cultural relevance but highlights the potential for further integration to make the classroom more culturally reflective. Building personal relationships with Bajau students, with a mean score of 3.3200, shows that teachers sometimes engage personally with

students, building trust and understanding, although this could be strengthened with more consistent efforts. Teachers show genuine interest in students' lives outside school with a mean score of 2.5104, indicating that this is an area where more frequent engagement could enhance student-teacher relationships and understanding of students' backgrounds. Addressing cultural conflicts or misunderstandings constructively is noted with a lower mean score of 2.3200, suggesting that this is an area needing more attention to ensure a harmonious and respectful classroom atmosphere. Demonstrating respect for Bajau cultural practices and beliefs receives a high score of 4.2700, which is encouraging and shows a strong commitment to cultural respect and inclusivity.

Table 12 – Summary of the results of the dimensions of Culturally Responsive Teaching Practices Inventory (CRTPI)

	Mean	Qualitative Interpretation
Curriculum and Content Integration	2.40751	Rarely
Instructional Methods and Strategies	3.54041	Often
Classroom Environment and Relationships	3.11705	Sometimes
Area Mean	3.02166	Sometimes

Legend: 1.463-475.79 = Never; 1.463-475.59 = Rarely; 2.463-475.39 = Sometimes; 3.463-475.19 Often; 4.463-475.00 = Always

Table 12 above shows the Summary of the Culturally Responsive Teaching Practices Inventory (CRTPI) that provides an overview of the current application of culturally responsive strategies in the classroom. The overall area mean of 3.02166, indicates a moderate level of engagement in culturally responsive practices, with variation across different areas.

In the domain of Curriculum and Content Integration, the mean score of 2.40751, interpreted as 'Rarely,' highlights a significant opportunity for improvement. This indicates that while there are some efforts to incorporate Bajau cultural content into the curriculum, these practices are not consistently applied. Instructional Methods and Strategies stand out with a more positive mean score of 3.54041, categorized as 'Often,' which indicates that educators regularly employ diverse and inclusive teaching strategies, such as hands-on learning and visual activities, that resonate with Bajau students' learning preferences. For Classroom Environment and Relationships, the mean score of 3.11705, interpreted as 'Sometimes', indicates a moderate effort to create a supportive and culturally respectful classroom atmosphere. Overall, the CRTPI results reveal a varied application of culturally responsive teaching practices, with strengths in instructional methods but opportunities for growth in curriculum integration and classroom relationships.

Conclusion

The MTPA results indicate that multilingual practices are sometimes integrated into teaching, with room for more consistent application. Teachers occasionally employ strategies such as code-switching and using home languages, but there is potential for greater regularity, particularly in providing translations and documenting multilingual development. There is a strong effort in integrating cultural and linguistic elements, especially in respecting diverse cultural practices and building on students' existing knowledge. The results also suggest that assessment and support for multilingual learners occur sometimes, highlighting the need for more systematic documentation of multilingual progress and professional development in multilingual education. The CRTPI results show strong performance in instructional methods and strategies, with frequent use of hands-on, visual, and kinesthetic learning approaches. However, curriculum and content integration are less consistent, suggesting a need for more deliberate inclusion of cultural content.

Based on the findings of this study, it is recommended to enhance the professional development opportunities for teachers focused on culturally responsive and multilingual education. This could include workshops and training sessions that equip educators with effective strategies for integrating Bajau cultural content and multilingual practices into their teaching in order for educational institutions to improve the inclusivity and effectiveness of

learning environments for Bajau students in Basilan Province.

The study faced several limitations that must be acknowledged when interpreting the findings. Firstly, the geographic scope was confined to Basilan Province, which may not fully represent the diversity and educational dynamics of all Bajau communities. Secondly, language barriers presented potential communication challenges, even with the assistance of translators, which could have influenced the clarity and accuracy of the information exchanged between researchers and participants. Another limitation was the cultural outsider perspective of the researchers, whose positionality might have inadvertently influenced the interpretation of

data, potentially introducing bias in understanding the nuanced cultural contexts of the Bajau community. Additionally, time constraints posed a challenge, as the observation period was limited, potentially missing out on capturing seasonal variations and long-term educational trends within the Bajau schools. Lastly, the reliance on self-reporting by participants for certain measures introduced the possibility of self-report bias, where individuals might consciously or unconsciously present themselves in a more favorable light, impacting the accuracy of the collected data. Despite these limitations, the study provides valuable insights into teaching practices in Bajau community education, with results that suggest directions for future research and educational improvements.

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